



Year A

Community, Diversity, Creativity

Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	<p>The world and my school</p> <p>Why did London Burn ?</p> <p>Everyday materials</p>	<p>Investigating weather and climate</p> <p>Ancient Egypt</p> <p>Animals, including Humans and Magnets</p>	<p>Brazil</p> <p>World War II</p> <p>Electricity</p>
Text Drivers	  	  	  
Reading Focus	Questioning and Retrieval	Questioning and retrieval.	Questioning, retrieval and Inference
Spring Term	<p>My local area and Tulum, Mexico</p> <p>Kings, Queens and Castles</p> <p>Animals, including Humans (1)</p>	<p>Bee conservation</p> <p>The Tudors</p> <p>Electricity and Sound</p>	<p>UK Depth Study</p> <p>Anglo-Saxons and Vikings</p> <p>Living things and their habitats and Forces</p>
	  	  	  


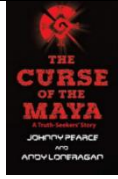

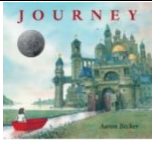





	Questioning, Retrieval and predicting	Inference and predicting,	Retrieval. Inference and predicting, (Year 6 summarising, evaluating, and clarifying)
Summer Term	Our local park Toys Plants	Italy Did the Romans build more than a wall Plants	Biomes and Ecosystems The Shang Dynasty of Ancient China Living things and their habitats and Animals, including Humans
	  	  	  
	Predict and summarise	Summarising and clarifying	Questioning, retrieval. Inference, predicting, summarising, evaluating, and clarifying



Year B

Community, Diversity, Creativity

Curriculum Drivers	Community, Diversity, Creativity		
	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn Term	Investigating weather and climate Technology Seasonal changes	The United Kingdom Stone age to Iron age Animals, including Humans and Rocks	Why do rivers rush to the sea? Ancient Maya Earth and Space and Animals, including Humans
Text Drivers	  	  	  
Writing Genres	Questioning and Retrieval	Questioning and retrieval.	Questioning, retrieval and Inference
Spring Term	Our school grounds Who has explored my world? Plants	Land use, economic activity and travel Black History Light and States of Matter	Sustainability Crime and Punishment Evolution and inheritance and Properties and Changes of Materials
	  	  	  

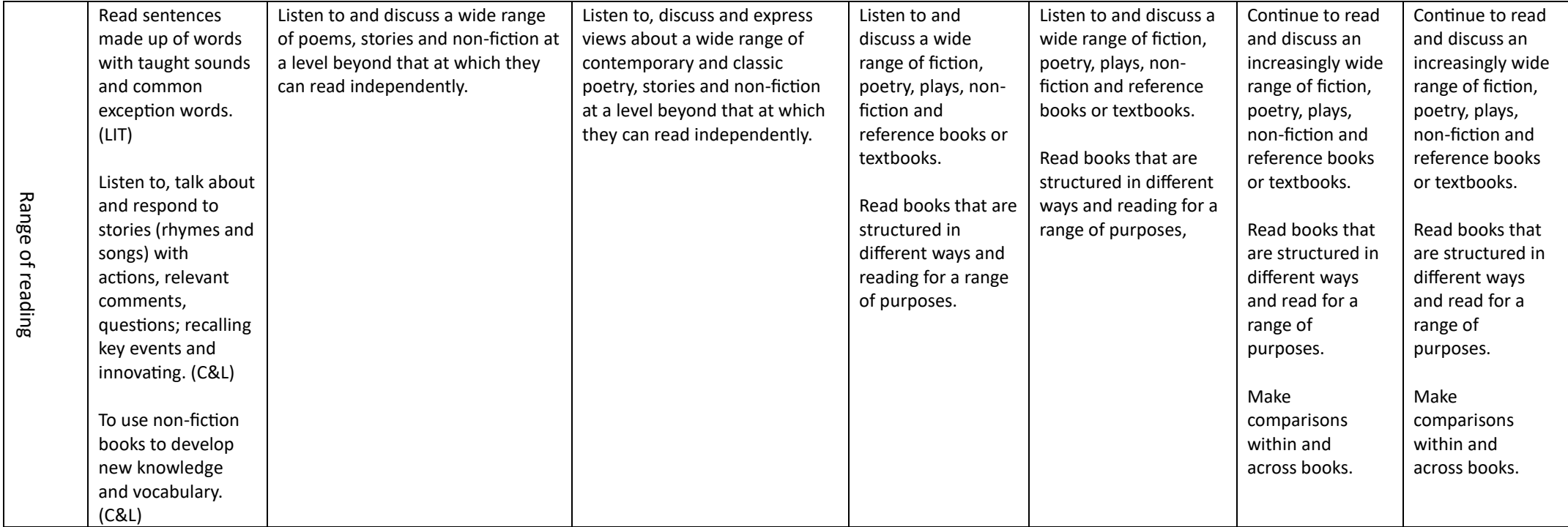


	Questioning, Retrieval and predicting	Inference and predicting,	Retrieval. Inference and predicting, (Year 6 summarising, evaluating, and clarifying)
Summer Term	My local area and Tromsø, Norway Hospitals and healthcare Animals, including Humans (2)	Greece Ancient Greece Living things and their habitats	The United States The changing power of the British Monarchy Light
	  	  	  
	Predict and summarise	Summarising and clarifying	Questioning, retrieval. Inference, predicting, summarising, evaluating, and clarifying



Sedley Knowledge Categories for Reading

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
De-coding	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<p>Apply phonic knowledge to decode words.</p> <p>Read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning including what a pronoun is.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs</p>	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-</p> <p>Read books to build up fluency and confidence in word reading, Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word,</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>





Familiarity of texts	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT) explanation and vocabulary in</p>	<p>Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Increase 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Increase 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.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing .</p>
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	response to questions. (LIT)						
Poetry and Performance	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Learn 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.	Learn 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.
Word meanings	Talk about elements of a topic using newly introduced vocabulary (C&L)	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meanings of words and link new meanings to known vocabulary. Discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.



Understanding	<p>Understand how to listen carefully. (C&L)</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Answer simple retrieval questions about a text and find evidence to support answers.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p>
Inference	<p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)</p>	<p>Discuss the significance of the title and events.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Answer and ask questions.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>



Prediction	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Author Intent				Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.










Non-fiction	<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p>	<p>Retrieve and record information from non-fiction texts.</p>	<p>Retrieve and record information from non-fiction texts.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p>
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Discussing Reading	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary.</p>	<p>Participate in discussion about what is read to them by taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say.</p> <p>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>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>
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<p>Predicting </p> <p>I wonder if I predict I think that I bet that because I imagine The next part will be about</p>	<p>Inferring </p> <p>This word tells me This part tells me This makes me think that I think this character because I think the setting is</p>
<p>Asking questions </p> <p>Who What When Where Why? How?</p>	<p>Evaluating </p> <p>Language The word/phrase * works well because I like the way the author uses * it makes me think about The sentence * has high impact because</p>
<p>Clarifying </p> <p>I think that means I didn't understand What does * mean? * is a tricky word so I</p>	<p>Making connections </p> <p>Text to self: I know about this because I I've been/seen I saw a programme about this I can identify with this character because Text to text: I think this book is a * (<i>genre</i>) book because This reminds me of * because This is similar to * because</p>
<p>Summarising </p> <p>This part is about... The heading would be... The main theme is...</p>	<p>Learning Behaviours</p> <p>Support and listen to others Discuss and explain our ideas Take responsibility for your own learning.</p>



Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you ... when you read. You've really improved in... What do you think? That's a good way to think about it.	 
	Active listening	Good point That's interesting I hadn't thought of that point. Can you explain?	
Discuss and explain our ideas			1 2 3 4
Referring back to text and giving extended answers (Point – Evidence – Explain)	I think this means that ... because it says... On the one hand you could say ... but on the other ... is similar to because This character is because The main idea is that In summary... because ...		
Building on other's answers	Agreeing	I agree with ... because ... I'd like to add to that point	
	Disagreeing / challenging and offering alternative	Or... It could be but..... I agree with some aspects of ...'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we thought about...? Another point I wish to make is ... On reflection I no longer think that	
Take responsibility for our own/group's learning			1 2 3 4
ensure you took part, made sure everyone understood task and participated	Are we all clear about...? Does anyone feel they need some more explanation? We worked well today because we Today didn't work well because Our target next time should be to ...		



Selfie examples for Y3-Y6 (may be introduced to some Y2 in the summer term)

Plenary Task

Insert Question

Insert Challenge:

Date: 20.11.18
Summarise – Sophie's Adventures

Which of the following would be the most suitable summary of the whole text.
 Tick one

This book is about a girl who goes on lots of adventures to different places in the county.

☐

This book is about a girl who loves school and it is the most important thing to her.

☐

This book is about a girl who really wants to be a farmer and it is the most important thing to her.

☐

This book is about a girl and her family, who all live on a farm, with many stories about what happens on the farm.

☐

Explain the reasons for your choice.

Date: 07.11.18
True or False Task

Question:
 Using information from the text put a tick in the correct box to show whether the statement is true or false

	True	False
World War Two started in 1940.		
The Romans improved the roads in Britain.		
Easter Island is a real place.		
The first zips were used on trousers.		

Explain how each of the sections in this book link together. Why do you think the author has chosen this combination of topics?

Date: 13.11.18
Summarise – Sophie's Adventure

Number the following events 1-5 to show the order they happened. The first one has been done for you.

Andrew asked his mum if Sophie could go round for tea.	1
Sophie's teacher is concerned that Sophie doesn't have any friends.	
The first kitten is sold.	
Sophie starts to ask Andrew questions about farming.	
Aunt Al bought Sophie a rabbit in exchange for a kitten.	

What do we know about Andrew's character? Use dialogue, actions and inferences to support your answer.

Date: 28.11.18
Circle the word Task

With bones like frozen plumbing. He lay in the blue morning.
 Circle the word which best describes the mood of this section...

Joyful
Angry
Tense
Light-hearted

How has the poet used figurative language effectively? Give an example in your response.



Example Guided Reading Weekly Structure:

Mon	Tue	Wed	Thu	Fri
Intro to strategy Predicting	Input Predicting	Input Predicting	Input Predicting	Input Big Picture
The Twits	The Twits	The Twits	The Twits	The Twits
Mixed ability reading	Mixed ability reading	Ability groups	Ability groups	Big Picture
The Twits	The Twits	Levelled texts	Levelled texts	The Twits
Plenary	Plenary	Plenary	Plenary	Plenary



Vocabulary

conker



Shiny brown nut that falls from chestnut trees

dopey



Sleepy or foolish

cackling



Laughing loudly or harshly

Other vocabulary:

Synonyms: funny / amusing

Homonyms: felt / felt

Homophones: Hear / here

Antonyms: worried / carefree