

Map of main reading coverage across school - All terms in all year groups focus on **building vocabulary, enjoyment** and **understanding** through texts

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Found ation	<u>The Little Red Hen</u> Brown Bear Owl Babies Farmer Duck Ruby's worry Jabari Jumps Zim Zam Zoom Make predictions, Infer and make connections -Engage in storytimes. -Listen to and talk about stories to build familiarity and understanding. -Know many rhymes -Repeat words and phrases from familiar stories. Non-fiction- exposure to lists and recipes	<u>Little red Riding Hood</u> Pumpkin Soup Room on the Broom Little Red Can't you sleep little Bear Perfectly Norman Little Red and the Hungry Lion 'Out and About' Focus on author-M Waddell + inference rhyming stories -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Know many rhymes Understand 'why' questions, like: 'Why did Red Riding Hood stop in the woods?' Repeat words and phrases from familiar stories. Ask questions about the book. -Make comments and share their own ideas. -Develop play around favourite stories using props -Engage in non-fiction books	<u>The Three Pigs</u> The love monster Astrogirl Superduper you Billy's Bucket I am bat Zog Nursery rhymes Focus on authors- Sarah Mcintyre and Ken Wilson-Max -Listen to and talk about stories to build familiarity and understanding. -be able to talk about familiar books, and be able to tell a long story. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Repeat words and phrases from familiar stories. Ask questions about the book. -Make comments and share their own ideas. -Develop play around favourite stories using props -Know many rhymes -Engage in non-fiction books	<u>Jack and the Beanstalk</u> Jasper's Beanstalk The tiny seed The growing story The extraordinary garden Handa's surprise Rainbow fish Focus on author- Mick Inkpen+inference, prediction -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words -be able to talk about familiar books, and be able to tell a long story. -Make comments and share their own ideas. -Develop play around favourite stories using props -Understand 'why' questions -Repeat words and phrases from familiar stories. -Ask questions about the book. -Engage in non-fiction books	<u>Goldilocks and the three bears</u> We're going on a bear hunt I'm in charge The colour monster Grumpycorn Billy and the Beast There's a bear on my chair Focus on author Morag Hood+inference -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words -be able to talk about familiar books, and be able to tell a long story. -Make comments and share their own ideas. -Develop play around favourite stories using props -Understand 'why' questions -Repeat words and phrases from familiar stories. -Ask questions about the book.	<u>The Very Hungry Caterpillar</u> Ravi's Roar A little bit brave Elmer My monster and me Do you love bugs Focus on author-Eric Carle and making connections across texts. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Understand 'why' questions -Repeat words and phrases from familiar stories. -Ask questions about the book. -be able to talk about familiar books, and be able to tell a long story.
Year 1	Shh! We have a plan How to find gold Funnybones	This zoo is not for you Stuck & Lost and Found	It's a no money day & The invisible Peace at last	The Lighthouse Keeper's lunch The wolf, the duck	Dear Greenpeace The Storm Whale Cyril and Pat-	Brenda's a sheep There's a bear on my chair

	The best fit - recognise and join in with predictable phrases - <u>predict</u> what might happen on the basis of what has been read so far - draw on what they already know or on background information and vocabulary provided by the teacher - become very familiar with key stories and retell them. - listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	A place to call home A nest is noisy The Puffin book of first poems - be encouraged to link what they read or hear read to <u>their own experiences</u> - make <u>inferences</u> on the basis of what is being said and done -- discuss the <u>significance of the title and events</u> - <u>explain clearly their understanding</u> of what is read to them. - draw on what they already know or on background information and vocabulary provided by the teacher - become very familiar with key stories and retell them. - recognise and join in with predictable phrases	Weather related poems and rhymes Sam Usher weather books Here's a little poem- -learn to appreciate rhymes and poems, and to recite some by heart - be encouraged to link what they read or hear read to <u>their own experiences</u> - discuss the <u>significance of the title and events</u> - make <u>inferences</u> on the basis of what is being said and done - <u>predict</u> what might happen on the basis of what has been read so far - <u>explain clearly their understanding</u> of what is read to them. - become very familiar with key stories and retell them. - recognise and join in with predictable phrases	and the mouse- The great fire of london Toby and The great fire of london - make <u>inferences</u> on the basis of what is said and done - draw on what they already know or on background information and vocabulary provided by the teacher - <u>explain clearly their understanding</u> of what is read to them. - <u>predict</u> what might happen on the basis of what has been read so far - become very familiar with key stories and retell them. - participate in discussion about what is read to them, taking turns and listening to what others say	Lesser spotted animals <u>explain clearly their understanding</u> of what is read to them. - make <u>inferences</u> on the basis of what is being said and done - participate in discussion about what is read to them, taking turns and listening to what others say - be encouraged to link what they read or hear read to <u>their own experiences</u> - <u>predict</u> what might happen on the basis of what has been read so far - discussing the <u>significance of the title and events</u> - draw on what they already know or on background information and vocabulary provided by the teacher	One day on our blue planet series - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - <u>explain clearly their understanding</u> of what is read to them. - make <u>inferences</u> on the basis of what is being said and done - <u>predict</u> what might happen on the basis of what has been read so fa - draw on what they already know or on background information and vocabulary provided by the teacher
Year 2	<u>Beauty and the Beast</u> Castles The Owl who was afraid of the dark	<u>The Jolly postman</u> Meerkat mail- The Christmas EveTree Amazing Grace-	<u>The Emperor's Egg</u> The Squirrels that Squabbled Moth	<u>The Hodgeheg</u> Bloom The flower	<u>Ziraffa Giraffa +</u> Journey- Becker Fantastic Mr Fox My name is not refugee	<u>The Bee who Spoke</u> Bilal and the Bee The Secret Sky

	<u>Non-fiction</u> See inside castles -be introduced to <u>non-fiction books</u> that are structured in different ways - discuss the <u>sequence of events</u> in books and how items of information are related - make <u>inferences</u> on the basis of what is being said and done - become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - <u>predict</u> what might happen on the basis of what has been read so far - recognising <u>simple recurring literary language</u> in stories and poetry	Celebrations around the world NF East of the sun and west of the moon? What do you celebrate? Ramadan moon Diwali -poem continue to build up a repertoire of poems learnt by heart - <u>explain and discuss their understanding</u> of books, poems and other material - <u>predict</u> what might happen on the basis of what has been read so far - discussing the <u>sequence of events</u> in books and how items of information are related - draw on what they already know or on background information and vocabulary provided by the teacher - <u>explain and discuss their understanding</u> of books, poems and other material	Ladybird Frog I am the Seed that grew the tree Slow Down A nest is noisy - being introduced to <u>non-fiction books</u> that are structured in different ways - recognising <u>simple recurring literary language</u> in stories and poetry - discussing their <u>favourite words and phrases</u> - discussing the <u>sequence of events</u> in books and how items of information are related - <u>explain and discuss their understanding</u> of books, poems and other material .<u>questions</u> - make <u>inferences</u> on the basis of what is being said and done	Traction Man Wild Weed I had sunshine for breakfast A seed is sleepy How to Help a Hedgehog and Protect a Polar Bear A first book of nature Lots- a first book on biodiversity - discussing the <u>sequence of events</u> in books and how items of information are related - make <u>inferences</u> on the basis of what is being said and done - recognising <u>simple recurring literary language</u> in stories and poetry - discussing their <u>favourite words and phrases</u> - answer and ask <u>questions</u> -be introduced to <u>non-fiction books</u> that are structured in different ways	The Big Book of Beasts - become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales - <u>predict</u> what might happen on the basis of what has been read so far - discuss the <u>sequence of events</u> in books and how items of information are related - make <u>inferences</u> on the basis of what is being said and done - discussing their <u>favourite words and phrases</u> - answer and ask <u>questions</u> <u>non-fiction books</u> that are structured in different ways - <u>explain and discuss their understanding</u> of books, poems and other material	Garden Eric the poisonous centipede The secret life of bees The Bug Book The Bee Book The big book of bugs. -be introduced to <u>non-fiction books</u> that are structured in different ways - discuss the <u>sequence of events</u> in books and how items of information are related - make <u>inferences</u> on the basis of what is being said and done - <u>predict</u> what might happen on the basis of what has been read so far - discuss the <u>sequence of events</u> in books and how items of information are related
Year 3	<u>The Tin Forest</u> Pandora The Explorer The Flower	<u>The Great Kapok Tree</u> The Wolf's footprint Mayan Civilisation Where the forest	<u>Ug</u> The Iron Man Under Your feet The pebble in my pocket	<u>The Ice Palace</u> The Abominables The Snow Queen	<u>Oliver and the Seawigs</u> The Secret of Black Rock A lion in Paris	<u>The Mousehole Cat</u> The windmill cat Stargazy pie Explorers -NF

	Safari Pug The most beautiful place in the World Rainforests NF Rainforest deforestation NF -retrieve and record information from <u>non-fiction</u> - discuss <u>words and phrases</u> that capture the reader's interest and imagination - identify main ideas drawn from more than one paragraph and <u>summarise</u> these <u>predict</u> what might happen from details stated and implied - identify how <u>language, structure, and presentation</u> contribute to meaning - identifying how <u>language, structure, and presentation</u> contribute to meaning	meets the sea The boy who grew a forest The hummingbird's smile/other (Book of Hopes)? For Forest -Grace Nichols -recognising some <u>different forms of poetry</u> - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -retrieve and record information from <u>non-fiction</u> - drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - discuss <u>words and phrases</u> that capture the reader's interest and imagination - <u>predict</u> what might happen from details stated and implied	The street beneath my feet The Stone Age -NF A poem to be spoken silently-Corbett - identifying <u>themes and conventions</u> in a wide range of books -recognising some <u>different forms of poetry</u> [for example, free verse, narrative poetry] - <u>predict</u> what might happen from details stated and implied -retrieve and record information from <u>non-fiction</u> - identifying main ideas drawn from more than one paragraph and <u>summarising</u> these - drawing <u>inferences</u> ... - identifying how <u>language, structure, and presentation</u> contribute to meaning	Mufaro's beautiful daughters What a waste Somebody swallowed Sidney - identifying <u>themes and conventions</u> in a wide range of books - <u>predict</u> what might happen from details stated and implied -retrieve and record information from <u>non-fiction</u> - identifying main ideas drawn from more than one paragraph and <u>summarising</u> these - drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying how <u>language, structure, and presentation</u> contribute to meaning	Lighthouses Paris Amazing islands that will boggle your mind - identifying <u>themes and conventions</u> in a wide range of books - <u>predict</u> what might happen from details stated and implied -retrieve and record information from <u>non-fiction</u> - identifying main ideas drawn from more than one paragraph and <u>summarising</u> these - drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying how <u>language, structure, and presentation</u> contribute to meaning	The sea is a hungry dog- J Reeve - identifying <u>themes and conventions</u> in a wide range of books -recognising some <u>different forms of poetry</u> [for example, free verse, narrative poetry] - <u>predict</u> what might happen from details stated and implied -retrieve and record information from <u>non-fiction</u> - identifying main ideas drawn from more than one paragraph and <u>summarising</u> these - drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
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Year 4	<u>The Runaways</u> Oliver Twist Little leaders- Bold women in black history Florence Nightingale News report Victorian schools NF Interview with a tiger Queen Victoria biog -retrieve and record information from <u>non-fiction</u> - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - discuss <u>words and phrases</u> that capture the reader's interest and imagination - identify main ideas drawn from more than one paragraph and <u>summarise</u> these - identify how <u>language, structure, and presentation</u> contribute to meaning - reading books that are structured in different ways and reading for a range of purposes participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to	<u>Firework-Maker's Daughter</u> NF-Mount Merapi News report Explanation text - Ring of Fire Earth-Shattering Events Playscript of FWMD Poem-The Magic box- Kit Wright -retrieve and record information from <u>non-fiction</u> - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identify how <u>language, structure, and presentation</u> contribute to meaning - read books that are structured in different ways and reading for a range of purposes (playscript) - discuss <u>words and phrases</u> that capture the reader's interest and imagination - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -ask <u>questions</u> to improve their understanding of a text -recognise some <u>different forms of poetry</u> [for example, free verse, narrative poetry]	<u>Krindlekrax</u> Arthur and the golden Rope George and the dragon Illuminatomy A day in the life of a Poo Poo: A Natural History of the Unmentionable Gut Garden - identifying <u>themes and conventions</u> in a wide range of books - reading books that are structured in different ways and reading for a range of purposes -retrieve and record information from <u>non-fiction</u> - identify main ideas drawn from more than one paragraph and <u>summarise</u> these - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying how <u>language, structure, and presentation</u> contribute to meaning - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -asking <u>questions</u> to improve their understanding of a text	<u>Roald Dahl</u> Roald Dahl Anthology Revolt Rhymes Minpins Danny the champion of the world Roald Dahl biography- - drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -retrieve and record information from <u>non-fiction</u> - identify main ideas drawn from more than one paragraph and <u>summarise</u> these -recognise some <u>different forms of poetry</u> -ask <u>questions</u> to improve their understanding of a text - discussing <u>words and phrases</u> that capture the reader's interest and imagination	<u>Mouse bird snake wolf</u> Glassheart The Dam-Almond Once upon a raindrop The Rhythm of the Rain The Water cycle The skies above our eyes Water Cycle poem (L&L) -retrieve and record information from <u>non-fiction</u> - read books that are structured in different ways and reading for a range of purposes -recognising some <u>different forms of poetry</u> - discuss <u>words and phrases</u> that capture the reader's interest and imagination - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identify how <u>language, structure, and presentation</u> contribute to meaning - prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, action -recognise some <u>different forms of poetry</u> -ask <u>questions</u> to improve their understanding of a text	<u>Varjak Paw</u> The Street beneath my feet SF Said -News report BeWare -ask <u>questions</u> to improve their understanding of a text - identify main ideas drawn from more than one paragraph and <u>summarise</u> these -retrieve and record information from <u>non-fiction</u> - identifying <u>themes and conventions</u> in a wide range of books - drawing <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - identifying how <u>language, structure, and presentation</u> contribute to meaning - discussing <u>words and phrases</u> that capture the reader's interest and imagination
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	what others say. -ongoing					
Year 5	Harry Potter and the Philosopher's Stone Formal letter Extracts from ghost Extract about Gringotts Daily Prophet news report A Flemming biography The werewolf club rules Tomorrow has your name on it -R McGough - identify how language, structure and presentation contribute to meaning - <u>summarise</u> across more than one paragraph - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - <u>predict</u> what might happen from details stated and implied -retrieve, record and present information from <u>non-fiction</u> -discuss and evaluate how authors use language, including figurative language, considering the <u>impact on the reader</u>	Oranges in No Man's land The suitcase A story like the Wind/Boy at the back of the Class Dragon Mountain There's no such thing as dragons? Azzi in Between Refugees and Migrants Windrush Child- Agard -make comparisons within and across books - identifying and discussing <u>themes and conventions</u> in and across a wide range of writing - <u>summarise</u> across more than one paragraph - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence - <u>predict</u> what might happen from details stated and implied -ask <u>questions</u> to improve their understanding -discuss and evaluate how authors use language, including figurative language, considering the <u>impact on the reader</u> . -distinguish between statements of <u>fact and</u>	Cosmic How the stars came to be. Hidden Figures Counting on Katherine The werewolf club rules Stars with Flaming Tails The skies above our eyes - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -ask <u>questions</u> to improve their understanding -discuss and evaluate how authors use language, including figurative language, considering the <u>impact on the reader</u> -distinguish between statements of <u>fact and opinion</u> - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - making comparisons within and across books - identifying and discussing <u>themes and conventions</u> in and across a wide range of writing - <u>predict</u> what might happen	Nowhere Emporium The Element in the room STEM - women in science The sound collector-R McGough - identifying and discussing <u>themes and conventions</u> in and across a wide range of writing -discuss and evaluate how authors use <u>language</u> , including <u>figurative language</u> , considering the impact on the reader - <u>predict</u> what might happen from details stated and implied -retrieve, record and present information from <u>non-fiction</u> -distinguish between statements of <u>fact and opinion</u> - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - identify how <u>language</u> , <u>structure and presentation</u> contribute to meaning - making comparisons within and across books -ask <u>questions</u> to	The Wolf Wilder WW Playscript Walk with a wolf 14 wolves, a rewilding story Wolves in the walls The Way of the Wolf The Variety of Life Microbes - identifying and discussing <u>themes and conventions</u> in and across a wide range of writing -discuss and evaluate how authors use <u>language</u> , including <u>figurative language</u> , considering the impact on the reader - <u>predict</u> what might happen from details stated and implied -retrieve, record and present information from <u>non-fiction</u> -distinguish between statements of <u>fact and opinion</u> - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - identify how <u>language</u> , <u>structure and presentation</u> contribute to meaning - making comparisons	Beetle Boy Earth shattering events Survivors Shackleton's Journey A beetle is shy Bonkers about beetles - identifying and discussing <u>themes and conventions</u> in and across a wide range of writing -discuss and evaluate how authors use <u>language</u> , including <u>figurative language</u> , considering the impact on the reader - <u>predict</u> what might happen from details stated and implied -retrieve, record and present information from <u>non-fiction</u> -distinguish between statements of <u>fact and opinion</u> - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - identify how <u>language</u> , <u>structure and presentation</u> contribute to meaning - making comparisons within and across books

	- identify how <u>language, structure and presentation</u> contribute to meaning	<u>opinion</u> -retrieve, record,present info from <u>non-fiction</u>	-discuss and evaluate how authors use <u>language, including figurative language</u>, considering the impact on the reader	improve their understanding	within and across books - making comparisons within and across books	-ask <u>questions</u> to improve their understanding
Year 6	<u>Letters from the Lighthouse</u> The Evacuee-A E King The Boy in the Striped Pyjamas extract Sophie Scholl biog Rose Blanche Lighthouse Life- News report - <u>predict</u> what might happen from details stated and implied -retrieve, record and present information from <u>non-fiction</u> - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - identify how <u>language, structure and presentation</u> contribute to meaning -<u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	<u>Holes</u> Ultimate Explorer Field Guide: Reptiles and Amphibians Animalium Way home-Hathorn The Promise-Davies When you love someone-James TW Variety of Life - <u>predict</u> what might happen from details stated and implied - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -<u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -retrieve, record and present information from <u>non-fiction</u> -distinguish between statements of <u>fact and opinion</u> - identifying how <u>language, structure and presentation</u> contribute to meaning	<u>Macbeth</u> Romeo & Juliet play script vs short story Twelfth night short story William Shakespeare biography Rosa Parks biog Martin Luther King biog Tardigrade Dark Sky Park Gut Garden Evolution -discuss and evaluate how authors use <u>language, including figurative language</u>, considering the impact on the reader - identify and discussing <u>themes and conventions</u> in and across a wide range of writing -<u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - make <u>comparisons</u> within and across books - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - identify how <u>language, structure and presentation</u> contribute to meaning	<u>Running on Empty</u> Ghost Illuminatomy Waving through a window and you will be found lyrics from Dear Evan Hansen musical Olympic heroes (get epic) - read books that are structured in different ways and read for a range of purposes - identify and discussing <u>themes and conventions</u> in and across a wide range of writing - <u>predict</u> what might happen from details stated and implied - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -<u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - identify how <u>language, structure and presentation</u> contribute to meaning - <u>make comparisons</u> within and across books	Great women who made history I am Malala The element in the room Darwin's Dragons - identify and discussing <u>themes and conventions</u> in and across a wide range of writing - <u>predict</u> what might happen from details stated and implied - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -<u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - identify how <u>language, structure and presentation</u> contribute to meaning - <u>make comparisons</u> within and across books -ask <u>questions</u> to improve their understanding -distinguish between statements of <u>fact and opinion</u> -ask <u>questions</u> to improve their understanding	Can you see me What is ASD? (Get Epic) Wonder -provide reasoned justifications for their views (<i>teach this in written form</i>) - identify and discussing <u>themes and conventions</u> in and across a wide range of writing - <u>predict</u> what might happen from details stated and implied - draw <u>inferences</u> such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence -<u>explain and discuss their understanding</u> of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - identify how <u>language, structure and presentation</u> contribute to meaning - <u>make comparisons</u> within and across books -ask <u>questions</u> to improve their understanding -distinguish between statements of <u>fact and opinion</u> -ask <u>questions</u> to improve their understanding-

	- <u>make comparisons</u> within and across books -discuss and evaluate how authors use <u>language</u>, including <u>figurative language</u>, considering the impact on the reader	- identifying and discussing <u>themes and conventions</u> in and across a wide range of writing -ask <u>questions</u> to improve their understanding	-provide reasoned justifications for their views (<i>teach this in written form</i>) -retrieve, record and present information from <u>non-fiction</u> -distinguish between statements of <u>fact and opinion</u> - identify and discuss <u>themes and conventions</u> in and across a wide range of writing	-ask <u>questions</u> to improve their understanding -distinguish between statements of <u>fact and opinion</u>	-retrieve, record and present information from <u>non-fiction</u> -provide reasoned justifications for their views (<i>teach this in written form</i>)	- retrieve, record and present information from <u>non-fiction</u> - <u>summarise</u> the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
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