



<p><b>Y2</b></p>	<p><b>Phonic Phase 5</b> and start Phase 6- Now linked to No Nonsense Spelling</p> <p><b>Book Band for Home Reading</b> – Orange (6), Turquoise (7)            Fluency- applying new phonemes/ graphemes, Focus on words with more than one syllable and Year 2 Common Exception words            Working in a group for discussion of text            Continued focus on literal written comprehension and retrieval- find and copy.</p> <p><b>Featured Authors/ Key Texts</b>            Oliver Jeffers            Wombat Goes Walkabout            Tinga, Tinga Tales            Jack and the Beanstalk</p>	<p><b>Phonic Phase 6</b>- Now linked to No Nonsense Spelling</p> <p><b>Book Band for Home Reading</b> – Purple (8), Gold (9)            Fluency- Same as previous            Comprehension: Literal and Predictions            Answering questions about texts with page numbers. (eg.- Page 6, How is the elephant described?)            Rereading and checking the sense of text independently.            Guided discussion of picking clues out of the text for inference.</p> <p><b>Featured Authors/ Key Texts</b>            Mari Hetterwick            Polar the Titanic Bear            The Spangled Pandamonium (Poem)</p> <p>*World Book Day link- changes annually</p>	<p><b>Phonic Phase 6</b>- Now linked to No Nonsense Spelling</p> <p><b>Book Band for Home Reading</b> – Gold (9) White (10)            Fluency- Same as previous            Comprehension: Literal and Predictions            Guided Focus- Deduction, the development of inference.            Overall aims of the author- cohesion.</p> <p><b>Featured Authors/ Key Texts</b>            Francesca Simon            Horrid Henry            George and the Dragon</p>
<p><b>Y3</b></p>	<p><b>Book Band for Home Reading</b> – White (10), Lime (11)</p> <p><b>Fluency</b>- Focus on words with more than one syllable and recognising new spelling rules taught in line with the LKS2 Curriculum. Begin to recognise and read some of the Statutory Word list for LKS2.  <b>Comprehension</b>: Continue with written work on literal and simple predictions.  <b>New Genre: Play Scripts</b> introduced  <b>New skills- Use of Dictionaries</b> to help with understanding the meaning of new words (Vocab)            Applying meaning of prefixes to help with definition of new vocabulary.  <b>Discussion</b>- Links to deeper inference and how to answer 2 mark questions (giving reasons).  <b>Featured Authors/ Key Texts</b>            Greek Myths and Legends            Escape to Pompeii – Christina Ballit            Flood            Anne Fine</p>	<p><b>Book Band for Home Reading</b> – Lime (11)</p> <p><b>Fluency</b>- same as previous  <b>Comprehension</b>: Same as previous,  <b>Vocabulary</b>- independent use of dictionaries  <b>Written comprehension</b>: using the discussions for reasoning to help with written answers            Development of answering 2 mark questions.  <b>Discussion</b>: Ordering and Summarising events in a text  <b>New Genre</b>: Comic Strips</p> <p><b>Featured Authors/ Key Texts</b>            Little Nose Series            Roald Dahl</p> <p>*World Book Day link- changes annually</p>	<p><b>Book Band for Home Reading</b> – Copper (12)</p> <p><b>Fluency</b>: same as previous  <b>Comprehension</b>: same as previous  <b>Vocabulary</b>- introduction of thesaurus            Begin to answer ordering questions independently.</p> <p><b>Featured Authors/ Key Texts</b>            Tales With a Twist- The true story of the 3 little pigs            The Firework Makers Daughter- Phillip Pullman</p>

<p><b>Y4</b></p>	<p><b>Book Band for Home Reading</b> – Copper (12), Topaz (13)</p> <p><b>Fluency-</b> Continued Focus on Polysyllabic words recognising new spelling rules taught in line with the LKS2 Curriculum. Recognise many of the Statutory Word list for LKS2.</p> <p><b>Comprehension focus:</b> Literal and Inference using the text for reasoning. Using a dictionary independently for new meanings Ordering and Sequencing</p> <p><b>Featured Authors/ Key Texts</b> David Walliams</p>	<p><b>Book Band for Home Reading</b> – Topaz (13), Ruby (14)</p> <p><b>Fluency-</b> as previous <b>Comprehension focus:-</b> as previous Summarising a book in a paragraph</p> <p><b>Discussion:</b> Author’s use of language for effect Predictions of upcoming chapters and their events.</p> <p><b>Featured Authors/ Key Texts</b> Iron Man- Ted Hughes Float The Wizard of Oz CS Lewis *World Book Day link- changes annually</p>	<p><b>Book Band for Home Reading</b> – Ruby (14), Emerald (15)</p> <p><b>Fluency-</b> as previous <b>Comprehension focus:-</b> as previous and including Author’s use of language for effect and predictions</p> <p><b>Discussion:</b> Character’s journey, how they are feeling and why- Why do they react in particular ways- link to vocabulary.</p> <p><b>Featured Authors/ Key Texts</b> Aladdin Poetry with Metaphors Majorie Blackman Pete Johnson</p>
<p><b>Y5</b></p>	<p><b>Book Band for Home Reading</b> – Emerald (15), Sapphire (16)</p> <p><b>Fluency-</b> Continued Focus on Polysyllabic words recognising new spelling rules taught in line with the UKS2 Curriculum. Begin to recognise and read some of the Statutory Word list for UKS2.</p> <p><b>Comprehension:</b> Literal, Prediction and inference, ordering and sequencing Independent use of dictionary and thesaurus 2 mark questions</p> <p><b>Discussion:</b> Introduction of APE and 3 Mark questions</p> <p><b>Featured Authors/ Key Texts</b> Cosmic War Poetry Good Night Mr Tom Frank Cottrell Bryce / Michelle McGoram</p>	<p><b>Book Band for Home Reading</b> – Sapphire (16)</p> <p><b>Fluency-</b> As previous</p> <p><b>Comprehension:</b> As previous The development of APE in written form Use of dictionary and Thesaurus</p> <p><b>Discussion:</b> Which words mean? Key focus on Vocabulary</p> <p>*Timed Assessments to help with pace</p> <p><b>Featured Authors/ Key Texts</b> The Highway Man Brother Eagle, Sister Skye Holes JK Rowling</p> <p>*World Book Day link- changes annually</p>	<p><b>Book Band for Home Reading</b> – Diamond (17)</p> <p><b>Fluency-</b> As previous</p> <p><b>Comprehension:</b> As previous Continue the development of APE in written form Use of dictionary and Thesaurus</p> <p><b>Discussion:</b> Begin to highlight misconceptions and areas for SATS next year.</p> <p>*Timed Assessments to help with pace</p> <p><b>Featured Authors/ Key Texts</b> Beowulf Gorilla Tolkein</p>

<p><b>Y6</b></p>	<p><b>Book Band for Home Reading</b> – Diamond (17), Pearl (18) Independent Readers- Surpassed Book Band Scheme. <b>Fluency-</b> Continued Focus on Polysyllabic words recognising new spelling rules taught in line with the UKS2 Curriculum. Recognise many of the Statutory Word list for UKS2. <b>Comprehension:</b> Development of using 1 text for a variety of question types. Each day of the week has a particular focus. <b>Discussion</b> Development of skills highlighted from previous year. Development of VIPERS *Timed Assessments to help with pace  <b>Featured Authors/ Key Texts</b> How to Train your Dragon Macbeth</p>	<p><b>Book Band for Home Reading</b> –Pearl (18) Independent Readers- Surpassed Book Band Scheme.  <b>Fluency-</b> As previous  <b>Comprehension:</b> Key focus on 1 text and VIPERS Pace and Exam Technique- focus  <b>Featured Authors/ Key Texts</b> Hansel and Gretle Alma and La Chaperon Rouge. (Visual Literacy)  *World Book Day link- changes annually</p>	<p><b>Book Band for Home Reading</b> - Independent Readers- Surpassed Book Band Scheme.  <b>Fluency-</b> As previous  <b>Comprehension:</b> Key focus on 1 text and VIPERS Pace and Exam Technique- focus  <b>Featured Authors/ Key Texts</b> The Giant Kabok Tree Michael Murpurgo</p>
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