**Reading Framework Y5 and 6 – Long Term Overview 2023 - 2024**

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| **Autumn** | | | | |
| **Poetry Thursday**  Read a minimum of 2 poems from the poetry book of the term each week. | **Texts**  Guided reading and class books | **Explicit Focus Points**  Black – NC Objectives  **Black and bold – ideas for teaching**  **Green – Reading Rope Strands**  Language Comprehension  Background knowledge, Vocabulary, Language Structure, Verbal reasoning  Literacy Knowledge | **Fluency Development**  **(6 Ps – identify specific focus)**  Pitch, Power, Pace  Punctuation, Pause  Passion | **Writing Objectives/Cross Curricular links** |
| **I Bet I Can Make You Laugh – Joshua Seigal**  I Bet I Can Make You Laugh The Funniest by Joshua Seigal | Sevenoaks  Bookshop  **(Funny poems)** | **Guided reading:**  **Gaslight – Eloise Williams**  **(Topic link)**    **Class book:**  **Frost Hollow Hall – Emma Carroll**  **(Topic link)**  Frost Hollow Hall by Emma Carroll (9780571295449/Paperback) |  LoveReading4Kids | **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   **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.   **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.   * -Be taught how to compare characters, settings, themes and other aspects of what they read.   **BACKGROUND KNOWLEDGE**   * Basic understanding of The Victorians – develop through the topic. | **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 |  |
| **I Bet I Can Make You Laugh – Joshua Seigal**  I Bet I Can Make You Laugh The Funniest by Joshua Seigal | Sevenoaks  Bookshop  **(Funny poems)** | **Guided reading:**  **Street Child – Berlie Doherty**  **(Classic – Pie Corbett)**  Street Child - Doherty, Berlie: 9780140379365 - AbeBooks  **Class book:**  **Malamander – Thomas Taylor**  **(Humour and Enjoyment)**  Thomas Taylor - Malamander (The Legends of Eerie-on-Sea) - Book Review - Mr  Ripley's Enchanted Books | **VOCABULARY**   * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * using dictionaries to check the meaning of words they have read   **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 * -Making comparisons within reading, within and across books * 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   **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. * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader   **LANGUAGE STRUCTURE**   * identifying how language, structure and presentation contribute to meaning * Reading books that are structured in different ways and reading for a range of purposes | **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. |  |
|  | **Spring** | | | |
|  | **Texts**  Anchor and Supplementary | **Explicit Focus Points**  Black – NC Objectives  **Black and bold – ideas for teaching**  **Green – Reading Rope Strands**  Language Comprehension  Background knowledge, Vocabulary, Language Structure, Verbal reasoning  Literacy Knowledge | **Fluency Development**  **(6 Ps – identify specific focus)**  Pitch, Power, Pace  Punctuation, Pause  Passion | **Writing Objectives/Cross Curricular links** |
| **Michael Rosen’s Book of Very Silly Poems**  Michael Rosen's Book of Very Silly Poems : Rosen, Michael, Rosen, Michael,  Rayner, Shoo: Amazon.co.uk: Books  **(Humour and enjoyment)** | **Guided reading:**  **The Nowhere Emporium – Ross Mackenzie**  **(Humour and enjoyment)**  The Nowhere Emporium eBook : MacKenzie, Ross: Amazon.co.uk: Kindle Store  **Class book:**  **Where the River Takes Us – Lesley Parr**  **(Contemporary)**  Where The River Takes Us: Sunday Times Children's Book of the Week: Lesley  Parr: Bloomsbury Children's Books | **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.   identifying main ideas drawn from more than 1 paragraph and summarising these  - predicting what might happen from details stated and implied.   * -Be taught how to compare characters, settings, themes and other aspects of what they read. * 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   **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.   **LANGUAGE STRUCTURE**  Reading books that are structured in different ways and reading for a range of purposes | **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. |  |
| **Michael Rosen’s Book of Very Silly Poems**  Michael Rosen's Book of Very Silly Poems : Rosen, Michael, Rosen, Michael,  Rayner, Shoo: Amazon.co.uk: Books  **(Humour and enjoyment)** | Guided reading:  **A Kind of Spark – Elle McNicoll**  **(Humour and Enjoyment)**  A Kind of Spark: Amazon.co.uk: Elle McNicoll: 9781913311056: Books  **Class book:**  **The Star Outside my Window – Onjali Q Rauf**  **(Diversity)**  The Star Outside My Window: Amazon.co.uk: Rauf, Onjali Q.: 9780593302279:  Books | **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 * 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. * 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 * 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   **LITERACY KNOWLEDGE**   * asking questions to improve their understanding of a text * 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**   * 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. |  |
|  | **Summer** | | | |
|  | **Texts**  Anchor and Supplementary | **Explicit Focus Points**  Black – NC Objectives  **Black and bold – ideas for teaching**  **Green – Reading Rope Strands**  Language Comprehension  Background knowledge, Vocabulary, Language Structure, Verbal reasoning  Literacy Knowledge | **Fluency Development**  **(6 Ps – identify specific focus)**  Pitch, Power, Pace  Punctuation, Pause  Passion | **Writing Objectives/Cross Curricular links** |
| **Poems from a Green and Blue Planet – Sabrina Mahfouz**  Poems from a green & blue planet  **(Taking care of our world poems)** | **Guided reading:**  **The Girl Who Lost a Leopard – Nizrana Farook**  **(Contemporary)**  The Girl Who Lost a Leopard : Nizrana Farook: Amazon.co.uk: Books  **Class book:**  **Who Let the Gods Out – Maz Evans**  **(Topic)** | **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 * -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   - predicting what might happen from details stated and implied.  **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. * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader   **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. |  |
| **Poems from a Green and Blue Planet – Sabrina Mahfouz**  Poems from a green & blue planet  **(Taking care of our world poems)** | **Guided reading:**  **A Pinch of Magic – Michelle Harrison**  **(Contemporary)**  A Pinch of Magic (A Pinch of Magic Adventure) : Harrison, Michelle:  Amazon.co.uk: Books  **Class book:**  **The Train to Impossible Places – P.G Bell**  **(Humour and enjoyment)**  The Train to Impossible Places (Train to Impossible Places #1) (Train to Impossible  Places Adventures) : P.G. Bell, Flavia Sorrentino, Flavia Sorrentino:  Amazon.co.uk: Books | **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. * identifying main ideas drawn from more than 1 paragraph and summarising these * 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 * 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   **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.  **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. |  |

1. Children’s classics (books, rhymes and poems that we feel all children should know).
2. Diversity
3. Humour and enjoyment
4. Contemporary children’s books (Present)
5. Topic linked books
6. Books by the same author
7. Poetry