**Reading LTP Year 3 and 4 2024 - 2025**

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| **Poetry Thursday**  Read a minimum of 2 poems from the poetry book of the term each week. | **Texts**  Children’s classics (Pie Corbett)  Diversity  Humour and enjoyment  Contemporary children’s books (Present)  Topic linked books  Poetry | **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 |
| **Term 1**  I Don't Like Poetry : Seigal, Joshua: Amazon.co.uk: Books  **(Funny poems)** | **Guided reading**  **Amelia Fang and the Barbaric Ball**  **(Humour and enjoyment – children’s interest)**  Amelia Fang And The Barbaric Ball - Bags of Books  **Class book:**  The Last Bear  (Contemporary)  The Last Bear: Winner of the Blue Peter Award – 'A dazzling debut' THE  TIMES : Gold, Hannah, Pinfold, Levi: Amazon.co.uk: Books | **VOCABULARY**   * + using dictionaries to check the meaning of words that 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   + 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   + asking questions to improve their understanding of a text   **LITERACY KNOWLEDGE**   * checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context   **LANGUAGE STRUCTURE**   * identifying how language, structure, and presentation contribute to meaning | **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.  **Pause:** The knowing of when not to read and for how long. |
| **Term 2**  I Don't Like Poetry : Seigal, Joshua: Amazon.co.uk: Books | **Harley Hitch and the Iron Forest**  **(Enjoyment)**  Harley Hitch and the Iron Forest: Amazon.co.uk: Hardy, Vashti, Ermos,  George: 9780702302558: Books  **Class book:**  **The Mapmakers**  **(Contemporary)**  The Mapmakers (The Hatmakers) : Merchant, Tamzin: Amazon.co.uk: 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.   **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. |
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|  | **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 |
| **Term 3**  Where Zebras Go: Poems : Sue Hardy-Dawson: Amazon.co.uk: Books  **(Range of topics covered including protecting the environment and animals)** | **Guided reading:**  **Planet Omar**  **(Diversity - BAME)**  Accidental Trouble Magnet: Book 1 (Planet Omar) : Mian, Zanib, Mafaridik,  Nasaya: Amazon.co.uk: Books  **Class book:**  **The Boy at the Back of the Class**  **(Diversity)**  The Boy At the Back of the Class: Onjali Rauf (The Modern Witch's Spells) | **Background knowledge**   * + what diversity is and how it might feel to be different   **Vocabulary**   * + using dictionaries to check the meaning of words that they have read   **Language Structure**   * + identifying how language, structure, and presentation contribute to meaning   **Verbal reasoning**   * + discussing words and phrases that capture the reader’s interest and imagination * 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   + checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context   + asking questions to improve their understanding of a text   + 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   **Literacy Knowledge**   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * identifying main ideas drawn from more than 1 paragraph and summarising these | **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.  **Passion:** The emotion of the reading – including empathy and sympathy and the development of a reader’s love for the written word. |
| **Term 4** | **Class book:**  **Nothing to see here hotel**  **(Humour and enjoyment)**  The Nothing to See Here Hotel (Volume 1) : Butler, Steven, Lenton, Steven:  Amazon.co.uk: Books  **The Girl Who Stole an Elephant**  **(Diversity)**  The Girl Who Stole an Elephant: Amazon.co.uk: Nizrana Farook:  9781788006347: Books | **Vocabulary**   * + using dictionaries to check the meaning of words that they have read   + discussing words and phrases that capture the reader’s interest and imagination   + checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context   **Verbal reasoning**   * asking questions to improve their understanding of a text   + 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   **Literacy Knowledge**   * identifying themes and conventions in a wide range of books | **Pitch:** The musicality of the reading voice – including tone and intonation.  **Power:** The strength given to the reading voice – including volume and stress.  **Pace:** The speed and rhythm of what we read.    **Passion:** The emotion of the reading – including empathy and sympathy and the development of a reader’s love for the written word. |
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| **Term 5**  I am a Jigsaw: Puzzling poems to baffle your brain : Stevens, Roger:  Amazon.co.uk: Books  **(Puzzles)** | **Charlott’es Web**  **(Classic – Pie Corbett’s reading spine)**  Charlotte's Web | Summary, Characters, & Facts | Britannica  **Class text:**  **The Great Chocoplot**  **(Humour and enjoyment)** | **Vocabulary**   * + using dictionaries to check the meaning of words that they have read   + discussing words and phrases that capture the reader’s interest and imagination   **Language Structure**   * + identifying how language, structure, and presentation contribute to meaning   **Verbal reasoning**   * + checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context   + asking questions to improve their understanding of a text   + 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   + retrieve and record information from non-fiction   **Literacy Knowledge**   * 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 | **Power:** The strength given to the reading voice – including volume and stress.  **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.  **Pause:** The knowing of when not to read and for how long. |
| **Term 6**  I am a Jigsaw: Puzzling poems to baffle your brain : Stevens, Roger:  Amazon.co.uk: Books | **Guided reading:**  **The Lion, The Witch and the Wardrobe**  **(Classic – Pie Corbett)**  The Lion, the Witch and the Wardrobe: The Chronicles of Narnia #2: Book 2 :  Lewis, C. S.: Amazon.co.uk: Books  **Class text:**  **The Griffin Gate**  **(Contemporary)**  The Griffin Gate by Vashti Hardy | **VOCABULARY**   * discussing words and phrases that capture the reader’s interest and imagination * using dictionaries to check the meaning of words they have read   **LITERACY KNOWLEDGE**   * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * asking questions to improve their understanding of a text * retrieve and record information from non-fiction * Identifying themes and conventions in a wide range of books   **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 | **Passion:** The emotion of the reading – including empathy and sympathy and the development of a reader’s love for the written word.  **Pitch:** The musicality of the reading voice – including tone and intonation |