**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 booksPoetry  | **Explicit Focus Points** Black – NC Objectives**Black and bold – ideas for teaching****Green – Reading Rope Strands**Language ComprehensionBackground knowledge, Vocabulary, Language Structure, Verbal reasoningLiteracy Knowledge | **Fluency Development** **(6 Ps – identify specific focus)**Pitch, Power, PacePunctuation, PausePassion |
| **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 ComprehensionBackground knowledge, Vocabulary, Language Structure, Verbal reasoningLiteracy Knowledge | **Fluency Development** **(6 Ps – identify specific focus)**Pitch, Power, PacePunctuation, PausePassion |
| **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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|  | **Texts**Anchor and Supplementary | **Explicit Focus Points** Black – NC Objectives**Black and bold – ideas for teaching****Green – Reading Rope Strands** Language ComprehensionBackground knowledge, Vocabulary, Language Structure, Verbal reasoningLiteracy Knowledge | **Fluency Development** **(6 Ps – identify specific focus)**Pitch, Power, PacePunctuation, PausePassion |
| **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 |