**Reading LTP Year 5 and 6 2024 - 2025**

|  |  |  |  |
| --- | --- | --- | --- |
| **Poetry Thursday**Read a minimum of 2 poems from the poetry book of the term each week. | **Texts**Guided reading and class booksChildren’s classics (Pie Corbett reading spine)Diversity Humour and enjoyment Contemporary children’s books (Present) Topic linked booksBooks by the same author Poetry  | **Explicit Focus Points** Black – NC Objectives**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**Quick, Let's Get Out of Here (Puffin Poetry): Amazon.co.uk: Rosen, Michael:  9780141362977: Books**(Funny poems)** | **Guided reading:**Goodnight Mister Tom: Michelle Magorian (A Puffin Book) : Magorian,  Michelle: Amazon.co.uk: BooksGoodnight Mr Tom(Classic)Class text:**Escape the Rooms****(Humour and enjoyment)**Escape the Rooms - Scholastic Shop | **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 WW2, developed through topic lessons.
 | **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 |
| **Term 2**Quick, Let's Get Out of Here (Puffin Poetry): Amazon.co.uk: Rosen, Michael:  9780141362977: Books**(Funny poems)** | When We Were Warriors by Emma Carroll | Goodreads**Guided reading:** **When We Were Warriors** **(Topic link)****Class book:****All the Things that could go Wrong****(Anti bullying)**All The Things That Could Go Wrong: Amazon.co.uk: Foster, Stewart:  9781471145421: 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. |
|  |
|  | **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 |
| Overheard in a Tower Block: Poems: Amazon.co.uk: Joseph Coelho, Kate  Milner: 9781910959589: Books**(Poems about bullying, exams, growing up and separated families)** | **Guided reading:** **Amari and the Night Brothers**(Contemporary)Amari and the Night Brothers: the most magical children's fantasy series of  2021. Perfect for fans of Percy Jackson and Men in Black!**Class book:** **Clockwork** **(Pie Corbett – Classic)**Clockwork or All Wound Up : Pullman, Philip, Bailey, Peter, Bailey, Peter:  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.

 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. |
| Overheard in a Tower Block: Poems: Amazon.co.uk: Joseph Coelho, Kate  Milner: 9781910959589: Books**(Poems about bullying, exams, growing up and separated families)** | **Guided reading:****Freedom**(Contemporary)Freedom: 1 : Johnson, Catherine: Amazon.co.uk: Books**Class book:****Varjak Paw** **(Classic – Pie Corbett)** Varjak Paw (Varjak Paw, 1): Amazon.co.uk: Said, SF, McKean, Dave:  9780552572293: 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. |
|  |
|  | **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 |
| Be The Change: Poems to help you save the world: Amazon.co.uk: Stevens,  Roger, Goodfellow, Matt, Brownlee, Liz: 9781529018943: Books**(Taking care of our world poems)** | **Guided reading:** **The Explorer** **Plus SATS prep and short texts**The Explorer (Paperback)**Class book:****Skellig****(Pie Corbett – Classic)**Skellig - Scholastic Shop | **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. |
| Be The Change: Poems to help you save the world: Amazon.co.uk: Stevens,  Roger, Goodfellow, Matt, Brownlee, Liz: 9781529018943: Books**(Taking care of our world poems)** | **Guided Reading:** **The Explorer** The Explorer (Paperback)**Class book:****Tom’s Midnight Garden****(Pie Corbett – Classic)**Tom's Midnight Garden : Pearce, Philippa: 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. |