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| **KS2 Whole Class Reading** |
| **Year Group** | **Autumn** | **Spring** | **Summer**  |
| **Year 3** | **Arthur and the Golden rope**- opportunities to develop skills of retrieval, inference, summarising and sequencing through class discussions and answering questions. Explore the meanings of new vocabulary in context and draw links with other areas of the curriculum, for example the Vikings in History.**The Lost Spells-** looks at a range of poetry devices; the structure and form of the poems as well as comprehension activities and there are opportunities for the children to develop skills in performing poetry out-loud. | **Earth Shattering Events**- looks specifically at the vocabulary associated with natural disasters will be able to match information and sequence events.**Lost Species-** sort information and identify meaning from new vocabulary. Retrieve in order to explore how to use tables. Simple inferences are made through exploring the thoughts of scientists. | **I am the seed that grew-** explore poetic language and terminology and have the opportunity to explore the different seasons through each of the sessions as well as listening to music to evoke atmosphere. |
| **Year 4** | **Zombierella**- develops skills in summarising and making comparisons within the text, with a particular emphasis on how a character can change over time.**The Undefeated-** examines understanding of black history in America, considers definitions of key terms in context, and discovers poetic conventions and how they often link with music. Practise answering retrieval, inference and summarising questions as well as to express their opinions about particular events.**Skygazing-** develops knowledge of astronomy, weather and technology. Explores specific technical vocabulary and answer a range of investigative questions. | **Story of Flight-** wide variety of retrieve and record questions to help with locating evidence. There are also opportunities to look at the specific language as well as inferring and making comparisons across the text.**The Firework Maker’s Daughter-** investigates vocabulary and the effect it is has in particular contexts, as well makes inferences about characters' actions and motives. | **Annie Lumsden, the Girl from the Sea-**analyse the motivations for the characters' decisions and track how their behaviour changes over time. Study the language choices made by the author, make predictions, explain their impressions and summarise the story by writing imagined chapter headings.   **Two Weeks with the Queen-** explores the themes presented by identifying the language used and comparing some of the characters within.**The BFG-** explores the main characters, makes predictions and comparisons with similar texts and opportunities to explore use of language. |
| **Year 5** | **Real life mysteries-** strong links to discussions around “fake news” and internet safety in general. Examine some of the mysteries outlined in the text and discuss theories and alternative explanations for each, developing their inference and fact retrieval acumen**.****The Race for Space-** models how to extract facts as well as how to use non-fiction to infer. Scientific and historic vocabulary is explored as we go through the text, e.g, 'iron curtain', to support the children's understanding of the context on a deeper level. | **Cosmic-** explores the vocabulary used and there are many opportunities to retrieve information as well as infer, looking in particular at the character of Liam and how he acts when tasked with having to literally 'man up'.**When Hitler stole pink rabbit**- develop knowledge and understanding of the history of World War Two through the impact of language and how specific phrasing can create certain atmospheres and feelings.  Ask and answer questions and work collaboratively to develop key reading skills. | **The Story of the Titanic-** offers many rich opportunities to learn about not only the real events, in chronological order, of the sinking of this great ship but also about the people involved - either directly or indirectly - and their stories. The book itself combines effective, vocabulary-rich text and photographs as well as newspaper reports, leaflets and artistic impressions of the ship.  |
| **Year 6** | **The Tiger Rising-** links to Can We Save the Tiger (Tigers, endangered animals, captivity, activism and conservationism). Links poem The Tyger by which children use to compare the language used around tigers. Explore language - literal and figurative - within the text and explore how to infer deeply around a characters’ intentions. | **After the War-** considers the emotional impact of such harrowing experiences on and explores the differences in living a life of captivity vs. a life of liberty. Opportunities to practise skills of retrieval, inference and summarising, as well as considering how the author uses language choices to portray a mood.   |  |



**St. George’s Catholic Primary School**

*To learn with kindness, respect and friendship through God’s love*