

# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

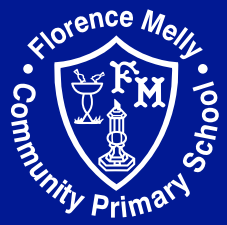
## OUR LONG-TERM READING SEQUENCE

### IF YOU CAN DREAM IT, YOU CAN DO IT!



#### Reading Whole-School Long-Term Sequence

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<p><b>ELG - Literacy: Comprehension</b></p> <p>Children at the expected level of development will:</p>	<p>Beegu by Alexis Deacon</p> <p>Where the Wild Things Are by Maurice Sendak</p>	<p>Grandad's Island by Benji Davies</p> <p>Aesop's Fables - The Goose that Laid the Golden Egg</p> <p>Mrs Noah's Pockets by Jackie Morris</p>	<p>Greta and the Giants by Zoe Tucker</p> <p>The Pebble in my Pocket: A History of Our Earth by Meredith Hooper</p>	<p>The Queen's Nose by Dick King-Smith</p> <p>Young, Black and Gifted by Jamia Wilson</p>	<p>Shackleton's Journey by William Grill</p>	<p>Rooftoppers by Katherine Rundell</p> <p>The Listeners by Walter de la Mare</p>
<b>Autumn 2</b>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p>	<p>The Storm Whale by Benji Davies</p> <p>The Owl and the Pussycat by Edward Lear</p> <p>Aesop's Fables - The Boy who Cried Wolf</p>	<p>Paddington by Michael Bond</p> <p>The Christmas Pine by Julia Donaldson</p>	<p>Leon and the Place Between by Angela Mcallister</p> <p>Twas the Night before Christmas</p>	<p>Young, Black and Gifted by Jamia Wilson</p> <p>I Know Why the Caged Bird Sings by Maia Angelou</p> <p>The Girl Who Stole and Elephant by Nizrana Farook</p>	<p>Secrets of a Sun King by Emma Carroll</p> <p>If by Rudyard Kipling</p>	<p>Pig Heart Boy by Malorie Blackman</p> <p>How to Live Forever by Colin Thompson</p>
<b>Spring 1</b>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>The Tale of Peter Rabbit by Beatrix Potter</p> <p>Look Up! By Nathan Bryon</p>	<p>The Quangle Wangle's Hat by Edward Lear</p> <p>Coming to England by Floella Benjamin</p> <p>The Street Beneath My Feet by Charlotte Guillain</p>	<p>Sam Wu is NOT afraid of the DARK by Katie &amp; Kevin Tsang</p> <p>My Shadow by Robert Louis Stevenson</p>	<p>The Girl Who Stole and Elephant by Nizrana Farook</p> <p>The Boy at the Back of the Class by Onjali Rauf</p>	<p>A Midsummer Night's Dream by William Shakespeare</p> <p>I am not a Label by Cerrie Burnell</p>	<p>All Aboard the Empire Windrush by Jillian Powell</p> <p>The Island by Armin Greder</p>
<b>Spring 2</b>	<p><b>ELG - Literacy: Word Reading</b></p> <p>Children at the expected level of development will:</p>	<p>Here We Are by Oliver Jeffers</p> <p>Chocolate Cake by Michael Rosen</p>	<p>The Rhythm of the Rain by Grahame Baker-Smith</p> <p>Little People, Big Dreams - David Attenborough</p>	<p>Operation Gadgetman by Malorie Blackman</p>	<p>The Boy at the Back of the Class by Onjali Rauf</p> <p>Varjak Paw by SF Said</p>	<p>Boy in the Tower by Polly Ho-Yen</p> <p>Daffodils by William Wordsworth</p>	<p>Skellig by David Almond</p> <p>A Carol From Flanders by Frederick Niven</p>
<b>Summer 1</b>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p>	<p>There's a Rang-Tan in My Bedroom by James Sellick</p> <p>and Tango makes three by Justin Richardson and Peter Parnell</p>	<p>Fantastically Great Women Who Changed The World: by Kate Pankhurst</p> <p>Aesop's Fables - The Sun and the Wind</p>	<p>The Dancing Bear by Michael Morpurgo</p>	<p>Varjak Paw by SF Said</p> <p>The Wind in the Willows by Kenneth Grahame</p>	<p>The Explorer by Katherine Rundell</p>	<p>Oliver Twist by Charles Dickens</p>
<b>Summer 2</b>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>The Lion Inside by Rachel Bright</p> <p>Aesop's Fables - The Hare and the Tortoise</p> <p>The Proudest Blue by Ibtihaj Muhammad</p>	<p>Fantastic Mr Fox by Roald Dahl</p>	<p>The Magician's Nephew by C.S. Lewis</p>	<p>The Wind in the Willows by Kenneth Grahame</p> <p>The Walrus and the Carpenter by Lewis Carroll</p> <p>The Raven by Edgar Allan Poe</p>	<p>Five Children and IT by E. Nesbitt</p>	<p>You are Awesome and Dare to be You by Matthew Syed</p>



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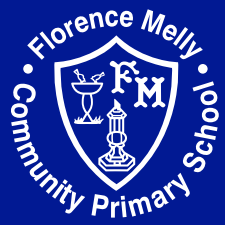
## READING CURRICULUM MAP – YEAR 1

### IF YOU CAN DREAM IT, YOU CAN DO IT!



### Reading Long-Term Sequence Content Progression - Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><b>Beegu by Alexis Deacon</b></p> <p>Focus on the core text and a non-chronological report for prediction and retrieval</p> <p>Focus on the core text for inference and a job application form for beginning to understand themes and personal response</p> <p><b>Where the Wild Things Are by Maurice Sendak</b></p> <p>Focus on the leaflet for summarising and the core text for retrieval and sequencing</p> <p>Focus on the poem for inference and the core text and the poem for a personal response</p> <p>Focus on the core text for summarising and retrieval and the narrative extract for sequencing</p> <p>Focus on the conversation for inference and the core text for beginning to understand themes and a personal response</p>	<p><b>The Storm Whale by Benji Davies</b></p> <p>Focus on the poem for summarising and the core text for retrieval</p> <p>Focus on the core text for inference and the news article for a personal response</p> <p><b>The Owl and the Pussycat by Edward Lear</b></p> <p>Focus on the information text for summarising and the core text for retrieval and prediction</p> <p>Focus on the core text for inference and information text for a personal response</p> <p><b>Aesop's Fables - The Boy who Cried Wolf</b></p> <p>Focus on the core text for prediction and retrieval</p> <p>Focus on the narrative extract for sequencing</p> <p>Focus on the recount for inference and the core text for a personal response</p>	<p><b>The Tale of Peter Rabbit by Beatrix Potter</b></p> <p>Focus on the core text for prediction and retrieval</p> <p>Focus on the biography for retrieval</p> <p>Focus on the warning signs for inference and the core text for a personal response</p> <p>Focus on the core text for retrieval and sequencing</p> <p>Focus on the poem for summarising</p> <p><b>Look Up! by Nathan Bryon</b></p> <p>Focus on the core text for retrieval</p> <p>Focus on the core text and information text for understanding themes</p> <p>Focus on the pamphlet for inference and the core text for a personal response</p>	<p><b>Here We Are by Oliver Jeffers</b></p> <p>Focus on the core text for retrieval</p> <p>Focus on the information text for summarising</p> <p>Focus on the narrative for inference and the core text for a personal response</p> <p>Focus on the discussion text for summarising</p> <p>Focus on the poem for inference and the core text for a personal response</p> <p><b>Chocolate Cake by Michael Rosen</b></p> <p>Focus on the core text for retrieval</p> <p>Focus on the narrative for prediction</p> <p>Focus on the list for inference and the core text for a personal response</p>	<p><b>There's a Rang-Tan in My Bedroom by James Sellick</b></p> <p>Focus on the core text and for retrieval using visual clues and summarising</p> <p>Focus on the non-chronological report for using subheadings to find facts</p> <p>Focus on the persuasive poster to infer the emotions it elicits</p> <p>Focus on the core text and a narrative extract for retrieval including a focus on language</p> <p>Focus on the core text and an informal letter to explore inference and a personal response to a text</p> <p><b>and tango makes three by Justin Richardson and Peter Parnell</b></p> <p>Focus on the narrative for prediction and sequencing</p> <p>Focus on explanation text for retrieval</p> <p>Focus on the narrative texts for understanding characters' feelings</p>	<p><b>The Lion Inside by Rachel Bright</b></p> <p>Focus on the core text and a fact sheet for retrieval and summarising</p> <p>Focus on the core text to identify clues for inference</p> <p>Focus on the narrative extract for personal response</p> <p><b>Aesop's Fables - The Hare and the Tortoise</b></p> <p>Focus on the core text for summarising and sequencing</p> <p>Focus on the explanation text for retrieval of specific facts</p> <p>Focus on the core text for inferring personality from what is said</p> <p>Focus on the pamphlet for inference and personal response</p> <p><b>The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad</b></p> <p>Focus on the core text for prediction and retrieval</p> <p>Focus on the poem to retrieve vocabulary</p> <p>Focus on the core text for inferring feelings from pictures</p> <p>Focus on the core text and information text for personal response</p>



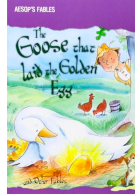


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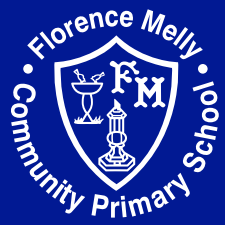
## READING CURRICULUM MAP – YEAR 2

### IF YOU CAN DREAM IT, YOU CAN DO IT!



### Reading Long-Term Sequence Content Progression - Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	   <p><b>Grandad's Island by Benji Davies</b> Focus on the core text for prediction and retrieval Focus on the narrative for retrieval Focus on the directions for inference and the core text for a personal response</p> <p><b>Aesop's Fables - The Goose that Laid the Golden Egg</b> Focus on the core text for retrieval and sequencing Focus on the news article for summarising Focus on the core text for inference Focus on the core text, news article and narrative extract for understanding themes and personal response</p> <p><b>Mrs Noah's Pockets by Jackie Morris</b> Focus on the core text for summarising and retrieval Focus on the narrative extracts for retrieval Focus on the core text for inference and the article for a personal response</p>	  <p><b>Paddington by Michael Bond</b> Focus on the core text for summarising and retrieval Focus on the non-chronological report for retrieval Focus on the core text for inference Focus on the poem for a personal response Focus on the leaflet for retrieval Focus on the narrative extract and the core text for a personal response</p> <p><b>The Christmas Pine by Julia Donaldson</b> Focus on the core text for summarising and retrieval Focus on the narrative extract for sequencing Focus on the riddles for inference Focus on the narrative extract, riddles and core text for a personal response</p>	   <p><b>The Quangle Wangle's Hat by Edward Lear</b> Focus on the poem for summarising and retrieval Focus on the formal letter for retrieval Focus on the description for inference and the poem for a personal response</p> <p><b>Coming to England by Floella Benjamin</b> Focus on the core text for prediction and retrieval Focus on the non-chronological report for retrieval Focus on the poem for inference and the core text for a personal response</p> <p><b>The Street Beneath My Feet by Charlotte Guillain</b> Focus on the core text and an information text for summarising and retrieval Focus on the narrative extract for inference and the core text for a personal response</p>	  <p><b>The Rhythm of the Rain by Grahame Baker-Smith</b> Focus on the core text for summarising and retrieval Focus on the explanation text for retrieval Focus on the descriptive text for inference and a personal response Focus on the core text for summarising and sequencing Focus on the information text for retrieval Focus on the poem for inference and the core text for a personal response</p> <p><b>Little People, Big Dreams - David Attenborough</b> Focus on the core text for retrieval and summarising Focus on the narrative for sequencing Focus on the descriptive text for inference and the core text for a personal response</p>	  <p><b>Fantastically Great Women Who Changed The World: by Kate Pankhurst</b> Focus on core text and non-fiction paragraph for sequencing and retrieval using all parts of the text Focus on the core text and narrative extract for personal response and inferring character traits Focus on core text and narrative extract for summarising, sequencing and finding evidence Focus on the poem for inferring the changing mood and explore connecting themes</p> <p><b>Aesop's Fables - The Sun and the Wind</b> Focus on core text and non-chronological report for different types of retrieval: recalling the main points, language and scanning to obtain specific facts Focus on the core text and diary extract for identifying and developing empathy with a character's behaviour and feelings</p>	 <p><b>Fantastic Mr Fox by Roald Dahl</b> Focus on core text for sequencing and retrieval Focus on the narrative extract for prediction Focus on the core text to infer how dialogue is said Focus on the fact sheet for summarising Focus on the core text for retrieval Focus on the core text to use evidence to explain a character's actions Focus on the poem to explore common themes Focus on the core text for prediction and retrieval Focus on a recipe for recall and retrieval Focus on descriptions to infer a location Focus on the core text for personal response</p>




# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## READING CURRICULUM MAP – YEAR 3

### IF YOU CAN DREAM IT, YOU CAN DO IT!



### Reading Long-Term Sequence Content Progression - Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	 <p><b>Greta and the Giants by Zoe Tucker</b></p> <p>Focus on the narrative section of the core text</p> <p>Exploring Greta's character</p> <p>Focus on the non- narrative section of the core text</p> <p>Understanding climate change</p> <p><b>The Pebble in my Pocket: A History of Our Earth by Meredith Hooper</b></p> <p>Focus on summarising, scanning for retrieval and understanding vocabulary</p> <p>Focus on comparing, inferring the meaning of vocabulary and personal response</p> <p>Focus on comparison, retrieval of language and details and understanding key themes</p> <p>Focus on summarising, comparing and offering personal responses</p>	 <p><b>Leon and the Place Between by Angela McAllister</b></p> <p>Focus on the core text for summarising and authorial intent</p> <p>Focus on the instruction text, information text and narrative extract for retrieval</p> <p>Focus on the core text for prediction and personal response</p> <p>Focus on the court transcript, playbill and narrative extract for inference</p> <p>Focus on the core text for comparing and understanding themes</p> <p>Focus on the discussion text, letter and narrative for retrieval</p> <p>Focus on the description and poems for inference</p> <p><b>The Night Before Christmas by Clement Clarke Moore</b></p> <p>Focus on core text for summarising and authorial intent</p> <p>Focus on diary extract and two information texts for retrieval and comparing</p> <p>Focus on core text for comparing and a personal response</p> <p>Focus on an appeal, dialogue extract and police report for inference</p>	 <p><b>Sam Wu is NOT afraid of the DARK by Katie &amp; Kevin Tsang</b></p> <p>Focus on the core text for summarising and authorial intent</p> <p>Focus on the script, report and narrative for retrieval</p> <p>Focus on the core text for comparing and personal response</p> <p>Focus on the lists, poem and discussion text for inference</p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on the report, list and narrative for retrieval</p> <p>Focus on the core text for summarising and personal response</p> <p>Focus on a science investigation, a narrative and a classic poem for inference</p>	 <p><b>Operation Gadgetman by Malorie Blackman</b></p> <p>Focus on the core text for summarising and exploring authorial intent</p> <p>Focus on a report, a journal entry and a letter for retrieval</p> <p>Focus on the core text for predicting and giving a personal response</p> <p>Focus on instructions, a news report and a poem for inference</p> <p>Focus on the core text for summarising and giving a personal response</p> <p>Focus on a report, a list and a narrative extract for retrieval</p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on instructions, a journal entry and a text message exchange for inference</p> <p>Focus on the core text for comparing and giving a personal response</p> <p>Focus on a report, instructions and a historical narrative for retrieval</p> <p>Focus on the core text for predicting and understanding themes</p> <p>Focus on a dialogue, a poem and a discussion for inference</p>	 <p><b>The Dancing Bear by Michael Morpurgo</b></p> <p>Focus on narrative, an advert and a diary entry for prediction and retrieval</p> <p>Focus on narrative, a persuasive advert and a formal letter for comparison and inference</p> <p>Focus on comparison and scanning for retrieval</p> <p>Focus on prediction and inference relating to purpose and audience</p> <p>Focus on sequencing and scanning for retrieval</p> <p>Focus on prediction and inference of character intentions and key messages in a text</p>	 <p><b>The Magician's Nephew by C.S. Lewis</b></p> <p>Focus on the narrative for retrieval: understanding times, dates, order of events and sequencing</p> <p>Focus on the narrative for inference: opinions and beliefs</p> <p>Retrieval of where and when details through narrative and non- narrative</p> <p>Inference of characters' values, influences and desires</p> <p>Retrieval of where and when details through narrative and non- narrative</p> <p>Inference of characters' values, influences and desire</p>

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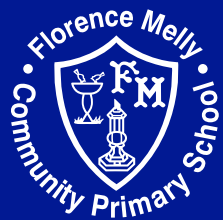
## READING CURRICULUM MAP – YEAR 4

### IF YOU CAN DREAM IT, YOU CAN DO IT!



#### Reading Long-Term Sequence Content Progression - Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><b>The Queen's Nose by Dick King-Smith</b></p> <p>Focus on core text for summarising, understanding themes and a personal response</p> <p>Focus on the leaflet, invitation and narrative extract for retrieval and understanding themes</p> <p>Focus on the core text for inferring characters' feelings and personal response</p> <p>Focus on the poem for comparing text types and the discussion text and narrative extract for inference</p> <p>Focus on the core text for prediction and authorial intent</p> <p>Focus on the news report, watch review and poem for retrieval</p> <p>Focus on inference of details of characters' background and intentions</p> <p><b>Young, Gifted and Black by Jamia Wilson</b></p> <p>Focus on the core text for summarising and to examine themes</p> <p>Focus on the information text, poem and narrative extract for retrieval</p> <p>Focus on the core text to explore authorial intent and give a personal response</p> <p>Focus on the newspaper report, diary entry and school report for inference</p>	<p><b>Young, Gifted and Black by Jamia Wilson</b></p> <p>Focus on the core text for comparing and a personal response</p> <p>Focus on the advertisement, information text and job description for retrieval</p> <p>Focus on the core text for prediction and exploring authorial intent</p> <p>Focus on the two poems and diary entry for inference</p> <p>Focus on the newspaper report, narrative dialogue and information text for retrieval</p> <p>Focus on the poetry extract for comparing and the core text for a personal response</p> <p>Focus on the opinion piece, information text and diary entry for inference</p> <p><b>The girl who stole an elephant by Nizrana Farook</b></p> <p>Focus on the core text for summarising and exploring authorial intent</p> <p>Focus on the diary entry, a news report and the wanted posters for retrieval</p> <p>Focus on the core text for comparing and giving a personal response</p> <p>Focus on the emotions descriptions, the poem and the dialogue for making inferences</p>	<p><b>The girl who stole an elephant by Nizrana Farook</b></p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on the first person account, information text and survival tips for retrieval</p> <p>Focus on the core text for predicting and giving a personal response</p> <p>Focus on the short descriptions, narrative extract and opinion piece for making inferences</p> <p>Focus on the core text for summarising and authorial intent</p> <p>Focus on the information text, restaurant review and first person reflection for retrieval</p> <p>Focus on the core text for comparing and giving a personal response</p> <p>Focus on the narrative extract, speech and discursive text for making inferences</p> <p><b>The Boy at the Back of the Class by Onjali Q. Raúf</b></p> <p>Focus on the core text for comparing characters and understanding themes</p> <p>Focus on the advertisement, diary entry and news report for retrieval</p> <p>Focus on the core text for making predictions and giving a personal response</p> <p>Focus on the dialogue extract, descriptive extract and poem for inference</p>	<p><b>The Boy at the Back of the Class by Onjali Q. Raúf</b></p> <p>Focus on the core text for summarising and authorial intent</p> <p>Focus on the information text, appeal and news bulletin for retrieval</p> <p>Focus on the core text for summarising and inference</p> <p>Focus on narrative extracts for inference</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on an information text, eyewitness account and narrative extract for retrieval</p> <p>Focus on the core text for authorial intent and personal response</p> <p>Focus on two narrative extracts and an opinion piece for inference</p> <p><b>Varjak Paw by SF Said</b></p> <p>Focus on the core text for summarising and authorial intent</p> <p>Focus on the poem and information texts for retrieval</p> <p>Focus on the core text for summarising and a personal response</p> <p>Focus on the interview, description and narrative extract for inference</p>	<p><b>Varjak Paw by SF Said</b></p> <p>Focus on the core text for summarising and authorial intent</p> <p>Focus on the opinion piece, information text and an imagined witness account for retrieval</p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on the review, the script and narrative extract for inference</p> <p>Focus on the core text for comparing and understanding themes</p> <p>Focus on the missing person report, description and information text for retrieval</p> <p>Focus on the core text for summarising and personal response</p> <p>Focus on the narrative extract, poem and job advert for inference</p> <p><b>The Wind in the Willows by Kenneth Grahame</b></p> <p>Focus on the core text to explore authorial intent and comparing</p> <p>Focus on the non-fiction text, playscript and poem for retrieval</p> <p>Focus on the core text for summarising and a personal response</p> <p>Focus on paragraph summary, playscript, synopsis and non-fiction text for inference</p>	<p><b>The Wind in the Willows by Kenneth Grahame</b></p> <p>Focus on the core text for prediction and understanding themes</p> <p>Focus on the diary entry, newspaper report and narrative extract for retrieval</p> <p>Focus on the core text for summarising and personal response</p> <p>Focus on the playscript, narrative extract and descriptive piece for inference</p> <p>Focus on the core text to summarise and understand themes</p> <p>Focus on an advertisement, witness statements and Wanted poster for retrieval</p> <p>Focus on the core text to make comparisons and give a personal response</p> <p>Focus on two invitations for inference</p> <p>Focus on the poem for inference</p> <p><b>The Raven by Edgar Allan Poe</b></p> <p>Focus on poetry and non-fiction extracts for summarising, retrieval and authorial intent</p> <p>Focus on poetry, narrative extracts and news article for comparing and inference</p>



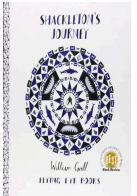
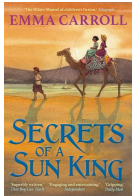

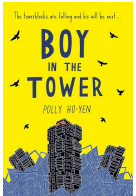
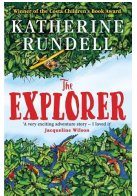
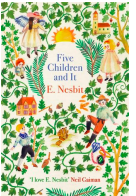
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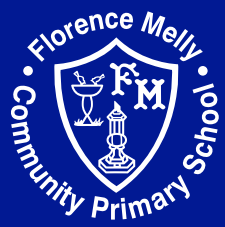
## READING CURRICULUM MAP – YEAR 5

### IF YOU CAN DREAM IT, YOU CAN DO IT!



#### Reading Long-Term Sequence Content Progression - Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	 <p><b>Shackleton's Journey by William Grill</b></p> <p>Focus on the core text for summarising and authorial intent</p> <p>Focus on a letter, a report and an interview for retrieval</p> <p>Focus on the core text for comparing and giving a personal response</p> <p>Focus on a poem, an internal monologue and a narrative for inference</p> <p>Focus on the core text for predicting and understanding themes</p> <p>Focus on an extended narrative and a diary extract for retrieval</p> <p>Focus on the core text for summarising and a personal response</p> <p>Focus on a news report, a poem and a playscript for inference</p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on a report, an advertisement and a persuasive speech for retrieval</p> <p>Focus on the core text for predicting and understanding themes</p> <p>Focus on an information leaflet, a biography and a poem for inference</p>	 <p><b>Secrets of a Sun King by Emma Carroll</b></p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a report, some museum labels and an advertisement for retrieval</p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on a balanced argument, a sports commentary and a discussion for inference</p> <p>Focus on the core text for predicting and a personal response</p> <p>Focus on a manifesto, a list of school rules and a travel itinerary for retrieval</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a description, a narrative extract and a report for inference</p> <p>Focus on the core text for comparing and a personal response</p> <p>Focus on a set of instructions, a narrative extract and a fact sheet for retrieval</p> <p>Focus on the core text for summarising and authorial intent</p> <p>Focus on the poem <i>If</i> and a news report for inference</p>	 <p><b>A Midsummer Night's Dream by Andrew Matthews and Tony Ross</b></p> <p>Focus on the core text for predicting and a personal response</p> <p>Focus on some biographies, a commentary and an extract from the original play for retrieval</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a narrative, a report and a poem for inference</p> <p><b>I Am Not A Label by Cerrie Burnell</b></p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on a narrative, a report and a discussion for retrieval</p> <p>Focus on the core text for predicting and a personal response</p> <p>Focus on an extended narrative and a poem for inference</p> <p>Focus on the core text for comparing and understanding themes</p> <p>Focus on an information leaflet, a narrative and an interview for retrieval</p> <p>Focus on the core text for summarising and a personal response</p> <p>Focus on a diary extract, an advertisement and a narrative for inference</p>	 <p><b>Boy in the Tower by Polly Ho-Yen</b></p> <p>Focus on the core text for comparing and a personal response</p> <p>Focus on a poem, a fact file and a set of instructions for retrieval</p> <p>Focus on the core text for predicting and authorial intent</p> <p>Focus on a speech, a section of dialogue and a report for inference</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a news report, an internal monologue and a poster for retrieval</p> <p>Focus on the core text for comparing and a personal response</p> <p>Focus on a description, an explanation and an advertisement for inference</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a magazine article, a narrative extract and a report for retrieval</p> <p>Focus on the core text for predicting and authorial intent</p> <p>Focus on a poem and a description for inference</p>	 <p><b>The Explorer by Katherine Rundell</b></p> <p>Focus on the core text for prediction, retrieval and exploring characteristics of an explorer</p> <p>Focus on news articles for retrieval</p> <p>Focus on contrasting text types for inference, including the core text, an advert and a narrative extract</p> <p>Focus on an instructional text</p> <p>Focus on the core text, identifying themes</p> <p>Focus on the effect of words</p> <p>Focus on summarising the core text and debate</p> <p>Focus on summarising aspects of the core text</p> <p>Focus on the structure and sequencing of an instructional text</p> <p>Focus on the retrieval of facts from a news report</p> <p>Focus on the core text for prediction</p> <p>Focus on the effect of words used by the author and infer the authorial intent</p>	 <p><b>Five Children and IT by E. Nesbit</b></p> <p>Focus on comparing settings within the core text</p> <p>Focus on the retrieval of specific vocabulary</p> <p>Focus on the relationship between characters</p> <p>Focus on summarising a character</p> <p>Focus on characters' actions and how feelings can be inferred</p> <p>Consider character development and authorial intent</p> <p>Focus on summarising the core text</p> <p>Focus on retrieval of facts and sequencing</p> <p>Focus on a personal response to an issue within the text</p> <p>Focus on using evidence to support a statement</p> <p>Focus on the use of vocabulary and dialogue to develop characters</p> <p>Focus on the analysis of themes within texts</p> <p>Focus on comparing vocabulary</p> <p>Focus on identifying facts and opinions</p> <p>Focus on a theme within the text</p> <p>Focus on the impact of vocabulary</p> <p>Focus on the mood and tone created by the author</p>



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## READING CURRICULUM MAP – YEAR 6

### IF YOU CAN DREAM IT, YOU CAN DO IT!



#### Reading Long-Term Sequence Content Progression - Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><b>RoofToppers by Katherine Rundell</b></p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on an advertisement, a report and a recipe for retrieval</p> <p>Focus on the core text for predicting and authorial intent</p> <p>Focus on a poem, a script and an interview for inference</p> <p>Focus on the core text for comparing and personal response</p> <p>Focus on an extended playscript and a report for retrieval</p> <p>Focus on the core text for predicting and authorial intent</p> <p>Focus on a poem, a description and a biography for inference</p> <p><b>The Listeners by Walter de la Mare</b></p> <p>Focus on the core text for comparing and understanding themes</p> <p>Focus on a discussion, a fact file and welcome leaflet for retrieval</p> <p>Focus on the core text for summarising and a personal response</p> <p>Focus on a poem and a narrative for inference</p>	<p><b>Pig Heart Boy by Malorie Blackman</b></p> <p>Focus on the core text for comparing and a personal response</p> <p>Focus on an explanation, a poem and a persuasive letter for retrieval</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a narrative, an advertisement and a report for inference</p> <p>Focus on the core text for predicting and understanding authorial intent</p> <p>Focus on a biography, a monologue and a report for retrieval</p> <p>Focus on the core text for summarising and a personal response</p> <p>Focus on a transcript, a poem and a narrative for inference</p> <p><b>How to Live Forever by Colin Thompson</b></p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on some labels, an advertisement and a report for retrieval</p> <p>Focus on the core text for predicting and a personal response</p> <p>Focus on a poem and an extended narrative for inference</p>	<p><b>All Aboard the Empire Windrush by Jillian Powell</b></p> <p>Focus on the core text for summarising and understanding authorial intent</p> <p>Focus on an extended narrative and a news report for retrieval</p> <p>Focus on the core text for comparing and giving a personal response</p> <p>Focus on a poem, a letter and a narrative extract for inference</p> <p>Focus on the core text for comparing and understanding themes</p> <p>Focus on a report, an advertisement and a narrative extract for retrieval</p> <p>Focus on the core text for summarising and giving a personal response</p> <p>Focus on a discussion, a description and a narrative extract for inference</p> <p><b>The Island by Armin Greder</b></p> <p>Focus on the core text for predicting and authorial intent</p> <p>Focus on an extended narrative and a report for retrieval</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a news report, an internal dialogue and an interview transcript for inference</p>	<p><b>Skellig by David Almond</b></p> <p>Focus on the core text for summarising and understanding authorial intent</p> <p>Focus on an advert, a report and a narrative extract for retrieval</p> <p>Focus on the core text for predicting and giving a personal response</p> <p>Focus on a poem, a narrative extract and a report for inference</p> <p>Focus on the core text for comparing and giving a personal response</p> <p>Focus on a report, a diary entry and a discussion for retrieval</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on two narrative extracts and a report for inference</p> <p><b>A Carol From Flanders by Frederick Niven</b></p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on the poem and a narrative extract for retrieval</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on the reports and a discussion for inference</p>	<p><b>Oliver Twist by Charles Dickens</b></p> <p>Focus on the core text for comparing and authorial intent</p> <p>Focus on a biography, a report and a letter for retrieval</p> <p>Focus on the core text for summarising and giving a personal response</p> <p>Focus on the narrative extracts and a discussion for inference</p> <p>Focus on the core text for predicting and understanding themes</p> <p>Focus on a news report, a poem and a narrative for retrieval</p> <p>Focus on the core text for summarising and understanding authorial intent</p> <p>Focus on a poetry extract, a playscript and a leaflet for inference</p> <p>Focus on a poem, a discussion and a narrative for retrieval</p> <p>Focus on the core text for comparing and a personal response</p> <p>Focus on a discussion, a balanced argument and an advertisement for inference</p>	<p><b>You are Awesome and Dare to Be You by Matthew Syed</b></p> <p>Focus on the core text for predicting and giving a personal response</p> <p>Focus on a diary extract, a report and a narrative extract for retrieval</p> <p>Focus on the core text for summarising and understanding themes</p> <p>Focus on a biography, a narrative extract and a news report for inference</p> <p>Focus on the core text for comparing and understanding authorial intent</p> <p>Focus on an extended narrative and a biography for retrieval</p> <p>Focus on the core text for summarising and giving a personal response</p> <p>Focus on a narrative extract, a personal recount and a combined persuasive and explanatory text for inference</p> <p>Focus on a playscript, a discursive text and an advertisement for retrieval</p> <p>Focus on the core text for comparing and giving a personal response</p> <p>Focus on an extended narrative and a diary extract for inference</p>