

Reading MTP – Cycle AC



Reading Cycle AC						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 & Year 3	Grimwood by Nadia Shireen	Ride-By-Nights by Walter De La Mare	New and Collected Poems for Children By Carol Ann Duffy	Fanatical about frogs Owen Davey	After the Fall	Hotel Flamingo Alex Milway
Year 4, Year 5 & Year 6	Malala Malala Yousafzai	When Hitler stole pink rabbit Judith Kerr	How does a lighthouse work? Roman Belyaev	Viking Voyagers Jack Tite	Politics for beginners By Alex frith	Real-life mysteries Susan Martineau

Year 2/3 - Autumn 1			
Book	Theme	Genre	Reading skills
Grimwood by Nadia Shireen	Urban Metropolis	Fiction	<ul style="list-style-type: none"> • listening to, discussing and expressing views • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far
Autumn 2			
Book	Theme	Genre	Reading skills
Ride-By-Nights by Walter De La Mare	Fictional Worlds & Fantasy	Fiction	<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • drawing on what they already know or on background information and vocabulary provided by the teacher • making inferences on the basis of what is being said and done • answering and asking questions
Spring 1			
Book	Theme	Genre	Reading skills

<p>New and Collected Poems for Children By Carol Ann Duffy</p>	<p>Dreams & Curiosity</p>	<p>Poetry</p>	<ul style="list-style-type: none"> ● developing positive attitudes to reading and understanding of what they read ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture the reader's interest and imagination ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● 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 one paragraph and summarising these ● identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction
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Spring 2

Book	Theme	Genre	Reading skills
<p>Fanatical about frogs by Owen Davey</p>	<p>Change & Relationships</p>	<p>Non-Fiction</p>	<ul style="list-style-type: none"> ● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ● discussing the sequence of events in books and how items of information are related ● being introduced to non-fiction books that are structured in different ways ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases ● drawing on what they already know or on background information and vocabulary provided by the teacher ● making inferences on the basis of what is being said and done ● answering and asking questions ● Explain and discuss their understanding of books, poems and other material, both those

			that they listen to and those that they read for themselves.
Summer 1			
Book	Theme	Genre	Reading skills
After the Fall By Dan Santat	A Twist in the Tale	Fiction	<ul style="list-style-type: none"> ● Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ● discussing the sequence of events in books and how items of information are related ● becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ● recognising simple recurring literary language in stories and poetry ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● drawing on what they already know or on background information and vocabulary provided by the teacher ● checking that the text makes sense to them as they read and correcting inaccurate reading ● making inferences on the basis of what is being said and done ● answering and asking questions ● predicting what might happen on the basis of what has been read so far
Summer 2			
Book	Theme	Genre	Reading skills
Hotel Flamingo By Alex Milway	Bravery vs. Fear	Fiction	<ul style="list-style-type: none"> ● listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ● discussing the sequence of events in books and how items of information are related ● discussing and clarifying the meanings of words, linking new meanings to known vocabulary ● discussing their favourite words and phrases ● drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading ● making inferences on the basis of what is being said and done

			<ul style="list-style-type: none"> • answering and asking questions • predicting what might happen on the basis of what has been read so far
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Year 4/5/6 - Autumn 1

Book	Theme	Genre	Reading skills
Malala Malala Yousafzai	Protest & Activism	Non-Fiction	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly 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 • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • 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 • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve, record and present information from non-fiction • Provide reasoned justifications for their views

Autumn 2

Book	Theme	Genre	Reading skills
When Hitler stole pink rabbit By Judith Kerr	Lessons From History	Fiction	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • making comparisons within and across books • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

			<ul style="list-style-type: none"> • 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 • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Provide reasoned justifications for their views</p>
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Spring 1

Book	Theme	Genre	Reading skills
How does a lighthouse work? Roman Belyaev	Darkness & Light	Non-Fiction	<ul style="list-style-type: none"> • developing positive attitudes to reading and understanding of what they read • 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 themes and conventions in a wide range of books • 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 • 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 one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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

Spring 2

Book	Theme	Genre	Reading skills
Viking Voyagers By Jack Tite	Taking Courage	Non-Fiction	<ul style="list-style-type: none"> • developing positive attitudes to reading and understanding of what they read • 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 • discussing words and phrases that capture the reader's interest and imagination

			<ul style="list-style-type: none"> ● 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 one paragraph and summarising these ● identifying how language, structure, and presentation contribute to meaning ● retrieve and record information from non-fiction ● participate in discussion
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Summer 1

Book	Theme	Genre	Reading skills
Politics for beginners By Alex Frith	Protest & Activism	Non-fiction	<ul style="list-style-type: none"> ● continuing to read and discuss an increasingly 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 ● making comparisons within and across books ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● asking questions to improve their understanding ● 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 ● summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ● identifying how language, structure and presentation contribute to meaning ● Distinguish between statements of fact and opinion ● Retrieve, record and present information from non-fiction ● Provide reasoned justifications for their views

Summer 2

Book	Theme	Genre	Reading skills
Real-life mysteries By Susan Martineau	Mystery & Truth	Non-Fiction	<ul style="list-style-type: none"> ● Continuing to read and discuss an increasingly 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 and discussing themes and conventions in and across a wide range of writing ● making comparisons within and across books ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

			<ul style="list-style-type: none">• asking questions to improve their understanding• 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• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• Distinguish between statements of fact and opinion• Retrieve, record and present information from non-fiction• Provide reasoned justifications for their views
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