

Year 4, Autumn Term, Weeks 1–5 Reading – Comprehension

Text	Mary Anning: The Girl Who Cracked Open the World															Death of the Dinosaurs														
	1					2					3					4					5									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																														
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
using dictionaries to check the meaning of words they have read.	✓					✓					✓					✓					✓					✓				
increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
identifying themes and conventions in a wide range of books.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
recognising some different forms of poetry (for example, free verse, narrative poetry).																														
discussing words and phrases that capture the reader's interest and imagination.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Text	Mary Anning: The Girl Who Cracked Open the World															Death of the Dinosaurs														
	1					2					3					4					5									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to understand what they read, in books they can read independently, by:																														
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.			✓						✓					✓					✓					✓					✓	
Pupils should be taught to retrieve and record information from non-fiction.		✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓			✓	✓	✓	
Pupils should be taught to 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.			✓				✓					✓					✓					✓					✓			

Text	Mary Anning: The Girl Who Cracked Open the World															Death of the Dinosaurs														
	1					2					3					4					5									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																														
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓						✓															✓	
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓						✓															✓	
speak audibly and fluently with an increasing command of Standard English.			✓					✓						✓															✓	
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓						✓															✓	
gain, maintain and monitor the interest of the listener(s).			✓					✓						✓															✓	

Year 4, Autumn Term, Weeks 6–10 Reading – Comprehension

Text	The Song of Sky and Sand																								
	6					7					8					9					10				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																									
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
using dictionaries to check the meaning of words they have read.	✓					✓					✓					✓					✓				
increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
identifying themes and conventions in a wide range of books.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
recognising some different forms of poetry (for example, free verse, narrative poetry).																									
discussing words and phrases that capture the reader's interest and imagination.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

		The Song of Sky and Sand																													
Text		6					7					8					9					10									
Week		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Day		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to understand what they read, in books they can read independently, by:																															
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.		✓			✓						✓																				✓
Pupils should be taught to retrieve and record information from non-fiction.																															
Pupils should be taught to 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.				✓						✓																				✓	

Spoken Language

Text		The Song of Sky and Sand																													
		6					7					8					9					10									
Week		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Day		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																															
	listen and respond appropriately to adults and their peers.			✓											✓																
	consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓											✓																
	select and use appropriate registers for effective communication.			✓											✓																
	ask relevant questions to extend their understanding and knowledge.			✓											✓																
	articulate and justify answers, arguments and opinions.			✓											✓																
	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓											✓																

The Song of Sky and Sand																																								
Text	6					7					8					9					10																			
Week	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5															
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5															
Pupils should be taught to:																																								
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓																																					
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓																																
speak audibly and fluently with an increasing command of Standard English.			✓					✓																																
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓																																
gain, maintain and monitor the interest of the listener(s).			✓					✓																																

Year 4, Spring Term, Weeks 11–15

Reading – Comprehension

Text	The Mystery of the Red Moon					Hummingbird					Race to the Pole					Leaving Home														
	11					12					13					14					15									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																														
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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
using dictionaries to check the meaning of words they have read.	✓				✓	✓				✓	✓				✓	✓				✓	✓				✓	✓				✓
increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
identifying themes and conventions in a wide range of books.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
recognising some different forms of poetry (for example, free verse, narrative poetry).																														
discussing words and phrases that capture the reader's interest and imagination.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Text	The Mystery of the Red Moon					Hummingbird					Race to the Pole					Leaving Home														
	11					12					13					14					15									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to understand what they read, in books they can read independently, by:																														
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.									✓																					
Pupils should be taught to retrieve and record information from non-fiction.																														
Pupils should be taught to 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.			✓						✓					✓															✓	

Spoken Language

Text	The Mystery of the Red Moon					Hummingbird					Race to the Pole					Leaving Home														
	11					12					13					14					15									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																														
listen and respond appropriately to adults and their peers.			✓					✓					✓					✓					✓					✓		
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓					✓		

Text	The Mystery of the Red Moon					Hummingbird					Race to the Pole					Leaving Home														
	11					12					13					14					15									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																														
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓					✓																	
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓					✓																	
speak audibly and fluently with an increasing command of Standard English.			✓					✓					✓																	
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓					✓																	
gain, maintain and monitor the interest of the listener(s).			✓					✓					✓																	

Year 4, Spring Term, Weeks 16–20 Reading – Comprehension

Text	Pigeons Rule the Roost!					Nanuck's Tale					The Secret in the Attic																								
	16					17					18					19					20														
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																																			
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.	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
using dictionaries to check the meaning of words they have read.	✓					✓										✓										✓									
increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
identifying themes and conventions in a wide range of books.	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
recognising some different forms of poetry (for example, free verse, narrative poetry).																																			
discussing words and phrases that capture the reader's interest and imagination.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Text	Pigeons Rule the Roost!					Nanuck's Tale					The Secret in the Attic																			
	16					17					18					19					20									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to understand what they read, in books they can read independently, by:																														
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.		✓										✓					✓					✓					✓			
Pupils should be taught to retrieve and record information from non-fiction.		✓																												
Pupils should be taught to 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.			✓																											✓

Spoken Language

Text	Pigeons Rule the Roost!					Nanuck's Tale					The Secret in the Attic																			
	16					17					18					19					20									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																														
listen and respond appropriately to adults and their peers.																														
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓					✓		

Text	Pigeons Rule the Roost!					Nanuck's Tale					The Secret in the Attic																			
	16					17					18					19					20									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																														
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓						✓															✓	
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓						✓															✓	
speak audibly and fluently with an increasing command of Standard English.			✓					✓						✓															✓	
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓						✓															✓	
gain, maintain and monitor the interest of the listener(s).			✓					✓						✓															✓	

Year 4, Summer Term, Weeks 21–25 Reading – Comprehension

Text	Seán and the Sea-Maiden					Odysseus and the Monster					Real Sea Monsters																																							
	21					22					23					24					25																													
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5																									
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																																																		
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.	✓						✓					✓										✓					✓					✓					✓					✓								
using dictionaries to check the meaning of words they have read.	✓						✓										✓															✓																		
increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.	✓						✓										✓										✓					✓					✓					✓								
identifying themes and conventions in a wide range of books.	✓						✓										✓										✓					✓					✓					✓								
recognising some different forms of poetry (for example, free verse, narrative poetry).																																																		
discussing words and phrases that capture the reader's interest and imagination.	✓						✓										✓										✓					✓					✓					✓								

Text	Seán and the Sea-Maiden					Odysseus and the Monster					Real Sea Monsters																			
	21					22					23					24					25									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to understand what they read, in books they can read independently, by:	✓		✓			✓					✓					✓					✓					✓				
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.				✓																										
Pupils should be taught to retrieve and record information from non-fiction.																														
Pupils should be taught to 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.				✓					✓																				✓	

Spoken Language

Text	Seán and the Sea-Maiden					Odysseus and the Monster					Real Sea Monsters																			
	21					22					23					24					25									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																														
listen and respond appropriately to adults and their peers.			✓					✓					✓					✓					✓					✓		
consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓					✓					✓					✓					✓					✓		
select and use appropriate registers for effective communication.			✓					✓					✓					✓					✓					✓		
ask relevant questions to extend their understanding and knowledge.			✓					✓					✓					✓					✓					✓		
articulate and justify answers, arguments and opinions.			✓					✓					✓					✓					✓					✓		
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓					✓					✓					✓					✓					✓		

Text Week Day	Seán and the Sea-Maiden					Odysseus and the Monster					Real Sea Monsters																			
	21					22					23					24					25									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																														
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.			✓					✓							✓									✓					✓	
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.			✓					✓							✓									✓					✓	
speak audibly and fluently with an increasing command of Standard English.			✓					✓							✓									✓					✓	
participate in discussions, presentations, performances, role play, improvisations and debates.			✓					✓							✓									✓					✓	
gain, maintain and monitor the interest of the listener(s).			✓					✓							✓									✓					✓	

Year 4, Summer Term, Weeks 26–30 Reading – Comprehension

		A Tale of Two Poggles																																		
		26					27					28					29					30														
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:																																				
Text																																				
Week																																				
Day																																				
	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.	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
	using dictionaries to check the meaning of words they have read.	✓										✓										✓										✓				
	increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
	identifying themes and conventions in a wide range of books.	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
	recognising some different forms of poetry (for example, free verse, narrative poetry).																																			
	discussing words and phrases that capture the reader's interest and imagination.	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓

A Tale of Two Poggles																																			
Text	26					27					28					29					30														
Week	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Day	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to understand what they read, in books they can read independently, by:																																			
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.	✓					✓					✓					✓					✓					✓					✓				
Pupils should be taught to retrieve and record information from non-fiction.																																			
Pupils should be taught to 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.			✓					✓					✓					✓					✓					✓					✓		

Spoken Language

Text		A Tale of Two Poggles																													
		26					27					28					29					30									
Week		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Day		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																															
	listen and respond appropriately to adults and their peers.			✓						✓																					
	consider and evaluate different viewpoints, attending to and building on the contributions of others.			✓						✓																					
	select and use appropriate registers for effective communication.			✓						✓																					
	ask relevant questions to extend their understanding and knowledge.			✓						✓																					
	articulate and justify answers, arguments and opinions.			✓						✓																					
	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.			✓						✓																					

		A Tale of Two Poggles																													
Text		26					27					28					29					30									
Week		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Day		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Pupils should be taught to:																															
	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		✓						✓															✓							
	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.		✓						✓															✓							
	speak audibly and fluently with an increasing command of Standard English.		✓						✓															✓							
	participate in discussions, presentations, performances, role play, improvisations and debates.		✓						✓															✓							
	gain, maintain and monitor the interest of the listener(s).		✓						✓															✓							