



TMPF
THE MOORLANDS
PRIMARY FEDERATION

The Valley Primary School
Guided Reading Texts and Objectives Overview
Academic Year 2024/2025
Year 2 to Year 6.

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2	Read, Write, Inc Guided Reading Scheme.					

Ongoing Skills Covered:

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Recognise simple recurring literary language in stories and poetry
- Draw on what they already know or on background information and vocabulary
- Check that the text makes sense to them as they read and correct inaccurate reading
- Recognise simple recurring literary language in stories and poetry

Core Skills (ongoing throughout the year):

- Predict what might happen on the basis of what has been read so far (1e)
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)

Mastery Skills:

- Discuss the sequence of events in books and how items of information are related (1c) **(Autumn 1, Summer 1)**
- Answer and ask questions (1b) **(Autumn 2, Spring 1 and Summer 2)**
- Make inferences on the basis of what is being said and done (1d) **(Autumn 1 and 2, Spring 1, Summer 1)**
- Discuss their favourite words and phrases **(Spring 2, Summer 2)**
- Introduce non-fiction books that are structured in different ways (Autumn 2, Spring 1)

3/4	The Sea Book by Charlotte Milner Genre: Information	Ice Palace by Robert Swindells Genre: Fiction: Adventure	The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre: Fiction - fantasy	The Morning I Met a Whale by Michael Morpurgo, Why Would Anyone Hurt a Whale? by The Literacy Company. Genre: Fiction – adventure, information	Usborne Illustrated Atlas of Great Britain and Ireland by Struan Reid, Up (film clip, Disney). Genre: Information	Egyptian Cinderella by Shirley Climo, Wonderful Things by The Literacy Company Genre: Recount, Fiction: historical/traditional tale
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Ongoing Skills:

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Check that the text makes sense to them and discuss their understanding
Participate in discussion about books

Core Skills (ongoing throughout the year):

- Predict what might happen from details stated and implied (2e)
- Explain meaning of words in context (2a)
- Retrieve and record information (2b)

Mastery Skills:

- Use dictionaries to check the meaning of words that they have read **(Summer 1 and 2)**
- Identify themes and conventions in a wide range of books **(Autumn 1, Spring 1)**
- Discuss words and phrases that capture the reader's interest and imagination(2g) **(Autumn 2, Spring 1 and 2)**
- Ask questions to improve understanding **(Autumn 2, Spring 2)**
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d) **(Autumn 2, Spring 1 and 2)**
- Identify main ideas drawn from more than one paragraph and summarise (2c) **(Autumn 1, Summer 2)**
- Identify how language, structure and presentation contribute to meaning (2f) **(Autumn 1, Summer 1)**
- Retrieve and record information from non-fiction (2b) **(Summer 1 and 2)**

5/6	Year 5 – Going for Gold; Taekwondo; Return to Planet Dread; Space Attack; Volcanoes; Birds of Prey Year 6 – Arachnophobia; The Gunpowder Plot; Rhodes; Record Breakers; Roald Dahl; Dingle Village Community Notice Board	Year 5 – Wolf Man; Enjoy the Ride; Colour Blind; Iron Man; Cragworth Cottage; The Tale of Two Cooking Pots Year 6 – The Virus; Hopscotch Email; Teatime for Tyler; The Eagle; The Peppermint Pig; TV or Not TV?	Year 5 – Txt Talk; Hi Max; Murder at the Manor; Daily Herald; Tommy's Little Battle; Hail Caesar Year 6 – Horror at Fang Rock; I am who I am; Beddelert; The Daily Bugle; A Penny For Your Thoughts; Abandon Ship	Year 5 – My English Rose; Teddy's Bear; Sweet Dreams; Pieces of Eight; The Maggie Girl; I want my Mummy Year 6 – Snot Science; The Warlock's Whispers; My Brother Jack; How I learn to Spell; Mayday, Mayday; The Lauch	Year 5 – A Jockey's Life; The North Wind Doth Blow; The Quest II; Campfire's Burning; What Kind of Learner Am I?; Genre Year 6 – The Last Day; On Your Bike; Winds of Change; A Recipe for Disaster; A Class Act; Ozymandias of Egypt	Year 5 – Pirates I; Pirates II; Anyone for T?; Avalanche!; Year 6 – What Kind of Leaner Am I?; The Laughter Library; Crime I; Crime II; Mind Your Ps and Qs; Phoenix Rising
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Ongoing Skills:

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purposes
- Increase 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
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views
- Recommend books to peers

Core Skills (ongoing throughout the year):

- Predict what might happen from details stated and implied (2e)
- Explore meaning of words in context (2a)
- Retrieve, record and present information (2b)
- Ask questions to improve understanding

Mastery Skills:

- Identify and discuss themes and conventions (**Autumn 2, Summer 2**)
- Make comparisons within and across books (2h) (**Autumn 1, Spring 1**)
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence (2d) (**Autumn 1, Spring 1 and 2,**

Summer 2)

- Summarise main ideas from more than one paragraph, identifying key details (2c) **(Autumn 2, Summer 1)**
- Identify how language, structure and presentation contribute to meaning (2f) **(Spring 2, Summer 1)**
- Evaluate authors' language choice, including figurative language (2g) **(Autumn 1, Spring 1 and 2, Summer 2)**
- Distinguish between fact and opinion (2d) **(Autumn 2, Spring 2)**