

Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Intent of study year 5	In Year 5, the intent of reading instruction is to develop students into confident, fluent, and independent readers who can engage with a variety of texts. By this stage, students are expected to deepen their comprehension, critical thinking, and analytical skills. ‘Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.’(Reading Framework 2023). In year 5, at TWA, students will be given opportunities to study the use of language in books, promoting a love for reading, as well as developing their reading skills to ensure they are successful in accessing the content of lessons and reading materials in life.					
5	<b>Stitch Head</b>		<b>Harry Potter and the Philosopher’s Stone</b>		<b>The Secret Garden</b>	
	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>
	<b>Inference</b>	Use images	<b>Inference</b>	Use images and key words	<b>Inference</b>	Use key words.
	<b>Retrieval</b>	Identify the facts in the text	<b>Retrieval</b>	Identifying key characters, settings, and events.	<b>Retrieval</b>	Answering simple questions based on the text.
	<b>Summarise</b>	Draw pictures to summarise what has been read.	<b>Summarise</b>	Draw pictures to summarise what has been read and use key words.	<b>Summarise</b>	Use key words to summarise what has been read.
	<b>Discuss</b>	Share verbally initial thoughts	<b>Discuss</b>	Can verbally share own opinion	<b>Discuss</b>	Listen to other peoples opinions
	<b>Vocabulary</b>	Use pictures	<b>Vocabulary</b>	Verbally share thoughts using pictures.	<b>Vocabulary</b>	Use pictures and key words
	<b>Prediction</b>	Predict using images.	<b>Prediction</b>	Justify prediction verbally.	<b>Prediction</b>	Predict using key words verbally.
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Intent of study year 6	‘By the end of year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English.’ – The Reading Framework. They will build on the specific skills from year 5 preparing them for KS3.					
6	<b>How to train your dragon</b>		<b>A Wrinkle in Time</b>		<b>The Lion, the Witch and the Wardrobe</b>	
	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>
	<b>Inference</b>	Use key words.	<b>Inference</b>	Use key words and highlight clues in the text.	<b>Inference</b>	To highlight clues and verbally justify why.
	<b>Retrieval</b>	Answering simple questions based on the text.	<b>Retrieval</b>	To understand the meaning of retrieval. Scan the text and highlight key information	<b>Retrieval</b>	Use pictures of characters or events and label them with information retrieved from the text.
	<b>Summarise</b>	Use key words to summarise what has been read.	<b>Summarise</b>	Use simple sentences to summarise	<b>Summarise</b>	Use simple and compound sentences
	<b>Discuss</b>	Listen to other peoples opinions	<b>Discuss</b>	Share verbally thoughts using specific evidence	<b>Discuss</b>	Share personal reactions to the text, like, dislike, or find interesting.
	<b>Vocabulary</b>	Use pictures and key words	<b>Vocabulary</b>	Break down words into parts— prefixes, suffixes, and root words	<b>Vocabulary</b>	Use a dictionary
	<b>Prediction</b>	Predict using key words verbally.	<b>Prediction</b>	Using key words as a mind map.	<b>Prediction</b>	Using key words in simple sentences.
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Intent of study year 7	At TWA during Year 7, our intent is to foster a deep engagement with texts, develop critical thinking skills, and build a lifelong love of reading. At this stage, reading plays a key role in broadening students' vocabulary, comprehension, and analytical abilities, while also preparing them for more complex texts in future years.					
7	<b>Will you catch me?</b>		<b>The Chocolate Touch</b>		<b>The Boy in the Striped Pyjamas</b>	
	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>
	<b>Inference</b>	To highlight clues and verbally justify why.	<b>Inference</b>	To answer a question using clues from the text.	<b>Inference</b>	To answer and use A.P.E independently to infer using complex sentences.
	<b>Retrieval</b>	Use pictures of characters or events and label them with information retrieved from the text.	<b>Retrieval</b>	Retrieving multiple key points from the text and condensing them into concise summaries	<b>Retrieval</b>	Retrieving information from different parts of the text or multiple texts.
	<b>Summarise</b>	Use simple and compound sentences	<b>Summarise</b>	Use compound and complex sentences	<b>Summarise</b>	Use complex sentences
<b>Discuss</b>	Share personal reactions to the text, like, dislike, or find interesting.	<b>Discuss</b>	Discuss what is implied from the text	<b>Discuss</b>	Evaluate other’s ideas critically, discussing multiple viewpoints on the same issue or theme	

	<b>Vocabulary</b>	Use a dictionary	<b>Vocabulary</b>	Use context clues to infer the meaning	<b>Vocabulary</b>	Using synonyms and antonyms
	<b>Prediction</b>	Using key words in simple sentences.  Make predictions verbally during reading	<b>Prediction</b>	Using key words in compound sentences.  Make predictions verbally during reading	<b>Prediction</b>	Using key words to write complex sentences.  Make predictions verbally during reading
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Intent of study year 8	During year 8 at TWA students will further practice the reading skills acquired in earlier years and will continue to add to these skills by being introduced to the next steps in learning. The National Curriculum outlines that pupils should be taught to develop an appreciation and love of reading, and read increasingly challenging material independently through poetry therefore, the introduction of the study of poetry to the curriculum, as outlined in the National Curriculum, provides students with new opportunities. The authors work often resonate with younger audiences, featuring themes of friendship, family, and the everyday experiences of children hence for the thought behind selected specific books to encourage a love of reading as well as explore topics that expand on the students understanding of themselves and the world around them.					
8	<b>The final year</b>		<b>The Maze Runner</b>		<b>The Outsiders</b>	
	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>
	<b>Inference</b>	To answer and use A.P.E independently to infer using complex sentences.	<b>Inference</b>	Use complex texts to infer	<b>Inference</b>	Use direct quotes
	<b>Retrieval</b>	Retrieving information from different parts of the text or multiple texts.	<b>Retrieval</b>	Set clear objectives to clarify what information you need.	<b>Retrieval</b>	Use the retrieved information to engage in discussions or debates.  Reference specific details and examples from the texts
	<b>Summarise</b>	Use complex sentences	<b>Summarise</b>	Use compound-Complex Sentence	<b>Summarise</b>	Use complex sentences to include a topic sentence.
	<b>Discuss</b>	Evaluate other’s ideas critically, discussing multiple viewpoints on the same issue or theme	<b>Discuss</b>	Discuss a specific aspect of the text.	<b>Discuss</b>	Use critical thinking to analyse
	<b>Vocabulary</b>	Using synonyms and antonyms	<b>Vocabulary</b>	Write a sentence using the word.	<b>Vocabulary</b>	Identify definitions to words.
	<b>Prediction</b>	Using key words to write complex sentences.  Make predictions verbally during reading	<b>Prediction</b>	Write a paragraph  Make predictions verbally during reading	<b>Prediction</b>	Compare predictions to excerpts.  Make predictions verbally during reading
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Intent of study year 9	During year 9 at TWA students will further practice the reading skills acquired in earlier years and will continue to add to these skills by being introduced to the next steps in learning. By mastering these skills, students will become more confident, independent readers who can critically analyse texts, engage in meaningful discussions, and express their understanding effectively. Additionally, these skills will support cross-curricular learning, as proficient reading and comprehension are essential in all subject areas, including science, history, and mathematics. Ultimately, the aim is to cultivate a love of reading and learning that extends beyond the classroom, equipping students with the competencies necessary for lifelong success in both academic and personal pursuits.					
9	<b>Wonder</b>		<b>The Fault in Our Stars</b>		<b>The Hate U Give</b>	
	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>	<b>Skill Focus</b>	<b>Activity</b>
	<b>Inference</b>	Use direct quotes	<b>Inference</b>	Use complex sentences with detail with a direct quote.	<b>Inference</b>	Write a paragraph to include detail using A.P.E
	<b>Retrieval</b>	Use the retrieved information to engage in discussions or debates.  Reference specific details and examples from the texts	<b>Retrieval</b>	Annotate and collate information into parts.	<b>Retrieval</b>	Compare information form texts.
	<b>Summarise</b>	Use complex sentences to include a topic sentence.	<b>Summarise</b>	Use complex sentences with detail.	<b>Summarise</b>	Write a paragraph to include detail.
	<b>Discuss</b>	Use critical thinking to analyse	<b>Discuss</b>	Compare the text to real life	<b>Discuss</b>	Take part in a debate referencing the text.
	<b>Vocabulary</b>	Identify definitions to words.	<b>Vocabulary</b>	Use the words in a piece of writing.	<b>Vocabulary</b>	Incorporate new vocabulary into debates.

	<b>Prediction</b>	Compare predictions to excerpts Make predictions verbally during reading	<b>Prediction</b>	Write an alternative ending based on predictions. Make predictions verbally during reading.	<b>Prediction</b>	Use prediction charts. Make predictions verbally during reading
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