	Upper KS2 reading curriculum	Maintain positive attitudes to reading and understanding of what they read by:								Understand what they read by:											
		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	Learning a wider range of poetry by heart	Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	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	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	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Provide reasoned justifications for their views.
Reading Spine	Wonder	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	October, October	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Cloud busting	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Sleeper and the Spindle	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Boy at the back of the cla	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	The Unforgotten Coat	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Hidden Figures	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Survivors	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Moonfleet	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Me, my dad and the end	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Varjak Paw,	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Holes	☑	☑	☑	☐	☑	☑	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Splash	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Who let the Gods Out	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Darwin's dragons	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	Oliver Twist	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	On the Origin of Species	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Free reading	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑
English curriculum	Recount	☑	☐	☐	☑	☑	☑	☐	☐	☑	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐	☐
	Newspaper reports	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Hidden Figures	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
	Wonder	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☑	☑	☑
	Day of the Dead	☐	☐	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☐	☐	☑	☑	☑	☐	☐	☑
	The Snowman	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☐	☐	☑	☐	☐	☑	☐	☑
	Moonfleet	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☐
	Cloudbusting	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑
	The Three Brothers	☐	☐	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐
	Journey	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐	☑	☐	☑
	Discussions	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☐	☐	☑	☑	☑	☐	☑	☑
	Boy at the back of the cla	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☑
	The Lost Words	☑	☑	☑	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☐
	Flotsam	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☐	☑	☐	☐	☐	☐	☑
	Oliver Twist	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☑	☑	☐
	The Giant's Necklace	☑	☑	☑	☐	☑	☑	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	☑	☑	☐
Fluent Readers Programme	Maya Angelou	☑	☑	☑	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑
	William Shakepeare	☑	☑	☑	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑
	Anne Frank	☑	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑
	Nelson Mandela	☑	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑
	Stephen Hawking	☑	☑	☑	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☑	☑	☑	☑
Wider curriculum	Various texts and sources	☑	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☐	☑	☑
	Reference books	☑	☑	☑	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐	☐	☐