

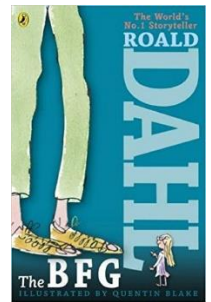
Cycle A – Autumn Reading



A Literary Leaf for The BFG by Roald Dahl Year 3



The
Literary
Curriculum



Literary Leaves - a book-based Comprehension resource Creating Critical Readers through Whole Books

- Vocabulary explicitly taught
- Non-fiction and poetry links made
- For use in guided or whole-class reading

National Curriculum comprehension coverage

Pupils should be taught to:

- develop 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
- using dictionaries to check the meaning of words that 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
- 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]

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

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.

Content domain coverage

Sessions	2a	2b	2c	2d	2e	2f	2g	2h
	Give/explain the meaning of words in context	Retrieve and record information /identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied	Identify /explain how information / narrative content is related and contributes to meaning as whole	Identify/ explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text
1		✓						✓
2	✓							
3	✓			✓				
4				✓				
5			✓		✓			
6							✓	
7						✓		
8		✓	✓					
9						✓		
10		✓						✓
11	✓							
12				✓	✓			
13		✓	✓					
14					✓			
15			✓					✓

Cycle A – Spring Reading



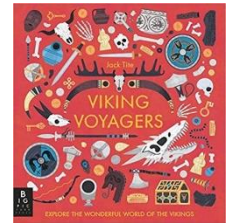
A Literary Leaf for Viking Voyagers by Jack Tite Year 4



Literary
Curriculum

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National Curriculum comprehension coverage

Pupils should be taught to understand what they read by:

- **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**
- 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
- 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**

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**
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- **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**

Content domain coverage

Sessions	2a	2b	2c	2d	2e	2f	2g	2h
	Give/explain the meaning of words in context	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text/explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied	Identify /explain how information / narrative content is related and contributes to meaning as whole	Identify/ explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text
1	✓				✓			
2		✓				✓		
3		✓					✓	
4			✓					
5		✓	✓					
6				✓				✓
7			✓					
8		✓				✓		
9		✓				✓		
10			✓					✓
11			✓	✓				
12		✓				✓		
13		✓	✓					
14	✓			✓				
15					✓			✓

Cycle A – Summer Reading

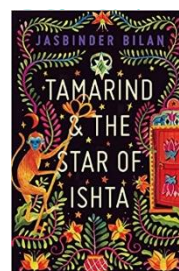


A Literary Leaf for

Tamarind and the Star of Ishta by Jasbinder Bilan Year 4



The
Literary
Curriculum



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- Vocabulary explicitly taught
- Non-fiction and poetry links made
- For use in guided or whole-class reading

National Curriculum comprehension coverage

Pupils should be taught to understand what they read by:

- 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
- 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
- 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

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
- 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

Content domain coverage

Sessions	2a Give/explain the meaning of words in context	2b Retrieve and record information /identify key details from fiction and non-fiction	2c Summarise main ideas from more than one paragraph	2d Make inferences from the text/explain and justify inferences with evidence from the text	2e Predict what might happen from details stated and implied	2f Identify /explain how information / narrative content is related and contributes to meaning as whole	2g Identify/ explain how meaning is enhanced through choice of words and phrases	2h Make comparisons within the text
1		✓		✓	✓			
2				✓				✓
3		✓		✓				
4	✓						✓	
5	✓						✓	
6			✓					
7						✓		✓
8				✓				
9			✓			✓		
10				✓	✓			
11		✓						✓
12	✓						✓	
13						✓		✓
14		✓	✓					
15				✓	✓			✓

Cycle B – Autumn Reading

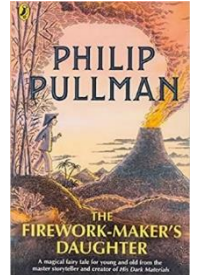


A Literary Leaf for

The Firework-Maker's Daughter by Philip Pullman Year 4



Literary
Curriculum



Literary Leaves - a book-based Comprehension resource Creating Critical Readers through Whole Books

- Vocabulary explicitly taught
- Non-fiction and poetry links made
- For use in guided or whole-class reading

National Curriculum comprehension coverage

Pupils should be taught to understand what they read by:

- 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
- **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**
- 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]

Pupils should demonstrate understanding of 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**
- 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**

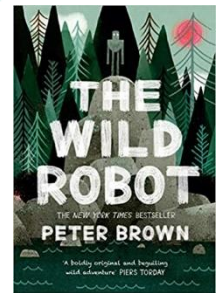
Content domain coverage

Sessions	2a	2b	2c	2d	2e	2f	2g	2h
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1					✓			
2	✓							
3		✓					✓	
4			✓	✓				
5			✓	✓				
6			✓				✓	
7	✓							
8		✓				✓		✓
9	✓						✓	
10	✓				✓			
11		✓		✓				
12	✓						✓	
13			✓					
14			✓			✓		✓

Cycle B – Spring Reading



A Literary Leaf for The Wild Robot by Peter Brown Year 4



Literary Leaves - a book-based Comprehension resource Creating Critical Readers through Whole Books

- Vocabulary explicitly taught
- Non-fiction and poetry links made
- For use in guided or whole-class reading

National Curriculum comprehension coverage

Pupils should be taught to understand what they read by:

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
- using dictionaries to check the meaning of words that 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
- 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]

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**
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- **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

Content domain coverage

Sessions	2a	2b	2c	2d	2e	2f	2g	2h
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1					✓		✓	
2				✓		✓		
3						✓		✓
4		✓		✓				
5	✓						✓	
6				✓		✓		
7		✓						✓
8					✓		✓	
9	✓			✓				
10		✓			✓			
11		✓		✓				
12			✓					
13			✓					✓
14			✓					
15	✓							✓
16								✓

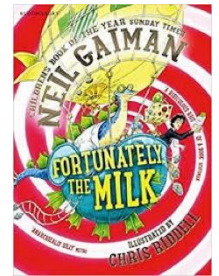
Cycle B – Summer Reading



A Literary Leaf for Fortunately, the Milk by Neil Gaiman Year 3



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- **discussing words and phrases that capture the reader's interest and imagination**
- recognising some different forms of poetry [for example, free verse, narrative poetry]

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1	✓				✓			
2				✓				
3	✓							
4		✓		✓				
5		✓		✓				
6					✓			✓
7							✓	
8							✓	
9					✓	✓		
10						✓		
11				✓				
12			✓					✓