

## The Limes Reading Text Overview

Poetry

Non-fiction

Culturally diverse text

Writing genres	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Describing/Narrate/Persuade	Instruct/Recount/Explain	Describing/Narrate/Persuade	Instruct/Recount/Explain	Describing/Narrate/Persuade
<b>Reading strand</b>	<p>Develop positive attitudes to reading</p> <p>Understand the vocabulary used in texts</p> <p>Retrieve information from a text</p>	<p>Develop positive attitudes to reading</p> <p>Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p>	<p>Develop positive attitudes to reading</p> <p>Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p>Inferential understanding</p>	<p>Develop positive attitudes to reading</p> <p>Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p>Understand the whole text</p>	<p>Develop positive attitudes to reading</p> <p>Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p>Skills and strategies to read for understanding</p>	<p>Develop positive attitudes to reading</p> <p>Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p>Skills and strategies to read for understanding</p> <p>Understand the whole text</p> <p>Inferential understanding</p>
<b>1</b>				<p><b>History</b></p> <p>Nurturing nurses</p> <p><b>Book 1:</b></p> <p><b>Author study</b></p> <p>Whatever Next – Jill Murphy</p> <p><b>Book 2:</b></p>	<p><b>Geography</b></p> <p>Whirling weather</p> <p><b>Book 1:</b></p> <p><b>Author study</b></p> <p>Peace at last – Jill Murphy</p> <p><b>Book 2:</b></p>	<p><b>Science</b></p> <p>Animals including humans</p> <p><b>Book 1:</b></p> <p><b>Author study</b></p>

				<p><b>The Owl and the Pussycat</b>  <b>Book 3:</b>  Lost and found – Oliver Jeffers</p>	<p>Where the Wild things are – Maurice Sendak  <b>Book 3:</b>  The Hodgeheg – Dick King Smith</p>	<p>The Man who wore all his clothes – Alan Ahlberg  <b>Book 2:</b>  The Magic Faraway tree – Enid Blyton  <b>Book 3:</b>  Paddington – Michael Bond  <b>Poetry</b></p>
Reading strand	<p>Develop positive attitudes to reading  Understand the vocabulary used in texts  Retrieve information from a text</p>	<p>Develop positive attitudes to reading  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text    <i>Introduce inferential understanding</i></p>	<p>Develop positive attitudes to reading  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text  Inferential understanding  Understand the whole text</p>	<p>Develop positive attitudes to reading  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text  Skills and strategies to read for understanding</p>	<p>Develop positive attitudes to reading  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text  Skills and strategies to read for understanding  Understand the whole text  Inferential understanding</p>	
	2	<p>Local <b>history</b> study  Lowestoft  <b>Book 1:</b>  Pumpkin soup – Helen Cooper  <b>Book2:</b></p>	<p><b>Science</b>  Animals including humans  <b>Book 1:</b>  <b>Author study</b></p>	<p><b>History</b>  Extraordinary explorers  <b>Book 1:</b>  The long walk to Freedom – Nelson Mandela  <b>Book 2:</b></p>	<p><b>Geography</b>  Coming to Kenya  <b>Book 1:</b>  <b>Author study</b>  The Hen who wouldn't give up – Jill Tomlinson</p>	<p><b>Science</b>  <b>Book 1:</b>  <b>Author study</b>  The BFG – Roald Dahl  <b>Book 2:</b></p>

	<p>The Owl who was afraid of the dark – Jill Tomlinson</p> <p><b>Book 2:</b> The Wolf story – Toby Forward</p> <p><b>Book 3:</b> Olga de Polga – Michael Bond</p>	<p>Traction Man is Here – Mini Grey</p> <p><b>Book 3:</b> <b>Author study</b> The Twits – Roald Dahl</p>	<p>The Cat who wanted to go home – Jill Tomlinson</p> <p><b>Book 2:</b> <b>Poetry</b></p> <p><b>Book 3:</b> A mouse called Julian – Joe Todd Stanton</p>	<p>The lighthouse keepers lunch – Ronda Armitage &amp; David Armitage</p> <p><b>Book 3:</b> <b>Author study</b> George’s Marvellous medicine – Roald Dahl</p>	<p><b>Book 2:</b> Amazing Grace – Mary Hoffman</p> <p><b>Book 3:</b> The Robot and the Bluebird – David Lucas</p>	<p>A walk in London – Salvatore Rubbino</p> <p><b>Book 3:</b> The Great fire of London – Emma Adams</p> <p><b>Poetry</b></p>
<b>Reading strand</b>	<p><b>Develop positive attitudes to reading</b> Understand the vocabulary used in texts</p> <p>Retrieve information from a text</p>	<p><b>Develop positive attitudes to reading</b> Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p><i>Introduce inferential understanding</i></p>	<p><b>Develop positive attitudes to reading</b> Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p><b>Inferential understanding</b></p>	<p><b>Develop positive attitudes to reading</b> Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p><b>Understand the whole text</b></p>	<p><b>Develop positive attitudes to reading</b> Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p><b>Skills and strategies to read for understanding</b></p>	<p><b>Develop positive attitudes to reading</b> Understand the vocabulary used in texts</p> <p>Express, record and present their understanding</p> <p>Retrieve information from a text</p> <p><b>Skills and strategies to read for understanding</b></p> <p><b>Understand the whole text</b></p> <p><b>Inferential understanding</b></p>
<b>3</b>	<p><b>Book 1:</b> <b>Author study</b></p>	<p><b>History</b> Flint, fire &amp; forage</p> <p><b>Book 1:</b> <b>Author study</b></p>	<p><b>Science</b> Animals including humans</p> <p><b>Book 1:</b> <b>Author study</b></p>	<p><b>History</b> Tribe tales</p> <p><b>Book 1:</b> <b>Author study</b></p>	<p><b>Geography</b> Shakes and quakes</p> <p><b>Book 1:</b> <b>Author study</b></p>	<p><b>Science</b> Light</p> <p><b>Book 1:</b> <b>Author study</b></p>

	<p>The wicked tricks of Till Owlgylass – Michael Rosen  <b>Book 2:</b> The Iron Man – Ted Hughes  <b>Book 3:</b> Roald Dahl – The Magic Finger</p>	<p>The Diary of a Killer Cat – Anne Fine  <b>Book 2:</b> I’m Telling you they’re aliens -Jeremy Strong  <b>Book 3:</b> The Pebble in my pocket – Meredith Hooper  <i>Non-linear/factual text</i></p>	<p>Jelly Boots, Smelly Boots – Michael Rosen  <b>Poetry</b>  <b>Book 2:</b> The Secret of Black Rock – Joe Todd Stanton  <b>Book 3:</b> <b>Poetry</b></p>	<p>Bills New Frock- Anne Fine  <b>Book 2:</b> The story of Tutankhamun – Patricia Cleveland  <b>Book 3:</b> Pax – Sara Pennypacker</p>	<p><b>Fantastic Mr Dahl – Michael Rosen</b>  <i>Non-linear text</i>  <b>Book 2:</b> Arthur and the Golden Rope – Joe Todd Stanton  <b>Book 3:</b> The Boy at the back of the class – Onjali Q. Rauf</p>	<p>Ivan the Terrible – Anne Fine  <b>Book 2:</b> Play script Romeo and Juliet  Shakespeare stories – Leon Garfield  <i>Archaic language</i>  <b>Book 3:</b> Cosmic – Frank Cottrell-Boyce  <b>Poetry</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading strand</b></p>	<p><b>Develop positive attitudes to reading</b>  Understand the vocabulary used in texts  Retrieve information from a text</p>	<p><b>Develop positive attitudes to reading</b>  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text  <i>Introduce inferential understanding</i></p>	<p><b>Develop positive attitudes to reading</b>  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text  Inferential understanding</p>	<p><b>Develop positive attitudes to reading</b>  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text  Understand the whole text</p>	<p><b>Develop positive attitudes to reading</b>  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text  Skills and strategies to read for understanding</p>	<p><b>Develop positive attitudes to reading</b>  Understand the vocabulary used in texts  Express, record and present their understanding  Retrieve information from a text  Skills and strategies to read for understanding  Understand the whole text  Inferential understanding</p>

4	<p><b>Book 1:</b> <b>Author study</b> The Creakers – Tom Fletcher</p> <p><b>Book 2:</b> <b>Culturally diverse text?</b></p> <p><b>Book 3:</b> <b>Poetry</b></p>	<p><b>History</b> Rampaging Romans</p> <p><b>Book:</b> Why the Whales Came -Michael Morpurgo <i>Non-linear text</i></p>	<p><b>Science</b> Sound</p> <p><b>Book 1:</b> Beowulf (Michael Morpurgo version)</p> <p><b>Book 2:</b> <b>Author study</b> Brain Freeze – Tom Fletcher</p> <p><b>Book 3:</b> Bracelet of Bones- Kevin Crossley-Holland</p>	<p><b>History</b> Anglo-Saxons</p> <p><b>Book 1:</b> <b>Author study</b> The Danger gang – Tom Fletcher</p> <p><b>Book 2:</b> <b>Poetry</b></p> <p><b>Book 3:</b> <b>Moth – Isabel Thomas</b></p>	<p><b>Geography</b> Amazing Amazons</p> <p><b>Book 1:</b> <b>Author study</b> Space Band – Tom Fletcher</p> <p><b>Book 2:</b> My Story Viking Blood- Andrew Dokin</p> <p><b>Book 3:</b> Pigheart boy – Malorie Blackman</p>	<p><b>Science</b> Living things and their habitats</p> <p><b>Book 1:</b> <b>Author study:</b></p> <p><b>Book 2:</b> Kensuke’s Kingdom Michael Morpurgo</p> <p><b>Book 3:</b> <b>Poetry</b></p>
Reading strand	<p>Develop positive attitudes to reading Understand the vocabulary used in texts Retrieve information from a text</p>	<p>Develop positive attitudes to reading Understand the vocabulary used in texts Express, record and present their understanding Retrieve information from a text <i>Introduce inferential understanding</i></p>	<p>Develop positive attitudes to reading Understand the vocabulary used in texts Express, record and present their understanding Retrieve information from a text <b>Inferential understanding</b></p>	<p>Develop positive attitudes to reading Understand the vocabulary used in texts Express, record and present their understanding Retrieve information from a text Understand the whole text</p>	<p>Develop positive attitudes to reading Understand the vocabulary used in texts Express, record and present their understanding Retrieve information from a text Skills and strategies to read for understanding</p>	<p>Develop positive attitudes to reading Understand the vocabulary used in texts Express, record and present their understanding Retrieve information from a text Skills and strategies to read for understanding Understand the whole text <b>Inferential understanding</b></p>

5	<b>Book 1:</b> Odd and The Frost Giants	<b>Book 1:</b> The Arrival <b>Book 2:</b> Boy Overboard <b>Book 3:</b> Poetry	<b>Book 1:</b> The Hobbit Non-fiction	<b>Book 1:</b> Who Let the Gods Out?	<b>Book 1:</b> Animal Farm	<b>Book 1:</b> The Extraordinary Colours of Auden Dare – Zilla Bethell <b>Book 2:</b> Poetry
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	6	<b>Book 1:</b> The Explorer <b>Book 2:</b> The Rain Player <b>Book 3:</b> Just So Stories	<b>Book 1:</b> Holes <b>Book 2:</b> The Highwayman Poetry	<b>Book 1:</b> The Wind in the Willows <b>Book 2:</b> Journey to the River Sea <b>Book 3:</b> Flotsam	<b>Book 1:</b> Skellig	<b>Book 1:</b> Shakespeare – Macbeth

