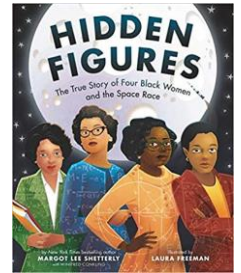


Cycle A – Autumn Reading



A Literary Leaf for Hidden Figures by Margot Lee Shetterly Year 5



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:

Maintain positive attitudes to reading and understanding of 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

Understand what they read by:

- **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

Content domain coverage

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

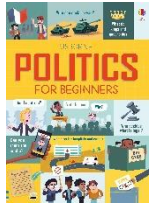
Cycle A – Spring Reading



A Literary Leaf for **Politics for Beginners by Alex Frith, Rosie Hore and Louie Stowell Year 6**



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:

Maintain positive attitudes to reading and understanding of 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

Understand what they read by:

- **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

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			✓					

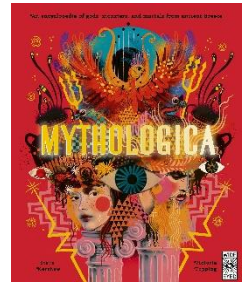
Cycle A – Summer Reading



A Literary Leaf for Mythologica by Steve Kershaw and Victoria Topping Year 5



The
Literary
Curriculum
For Primary Schools



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:

Maintain positive attitudes to reading and understanding of 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

Understand what they read by:

- **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

Content domain coverage

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

Cycle B – Autumn Reading

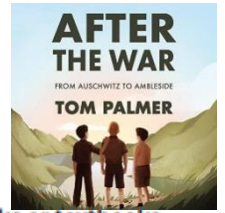


A Literary Leaf for

After the War From Auschwitz to Ambleside by Tom Palmer Year 6



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 maintain positive attitudes to reading and understanding of 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

Understand what they read by:

- **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

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	✓			✓		✓		

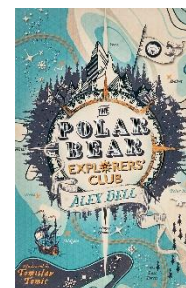
Cycle B – Spring Reading



A Literary Leaf for The Polar Bear Explorers' Club by Alex Bell Year 4/5



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 by:

- **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
1				✓	✓			
2		✓						
3	✓							
4				✓				
5			✓				✓	
6								✓
7							✓	
8		✓						
9						✓		
10				✓				
11							✓	
12						✓		
13	✓							
14		✓						
15					✓			
16			✓					
17								✓
18				✓	✓			

Cycle B – Summer Reading

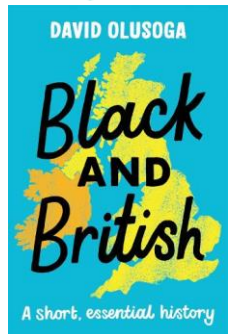


A Literary Leaf for

Black and British by David Olusoga Year 5



The
Literary
Curriculum
For Primary Schools



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

- Vocabulary explicitly taught
- For use in guided or whole-class reading

National Curriculum comprehension coverage

Pupils should be taught to understand what they read by:

- 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.

Content domain coverage

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