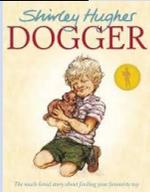


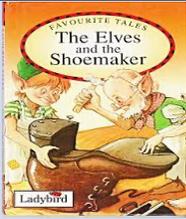
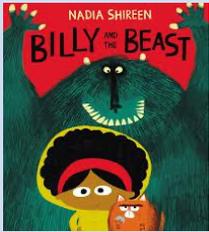
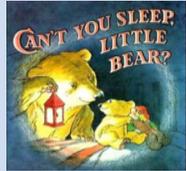
	Autumn Term				Spring Term			Summer Term				
Year 1/2	Instructions 'How to look after a Dinosaur.' T4W	Dogger (Fiction) RR	T4W NC Reports Superheroes	Narrative poetry Year 1: Julia Donaldson Stick Man	The Elves and the Shoemakers T4W	Billy and The Beast (Fiction) RR	RR: Can't you sleep little Bear?	Recount (Trip) T4W	RR Lila and the Secret of Rain (Fiction)	The Big Book of the Blue (Non-Fiction) RR	Y1 Animal Poetry (Commotion in the Ocean)	
				Year 2: The Way Home for Wolf			Classic Poetry Year 2: What is Pink?				RWP Transition unit (Y2) (Bedtime stories)	
Year 3/4	Epic Crawl RWP	The Butterfly Lion (Fiction) RR		A Christmas Carol	The Battle Cry RWP	How to Live Forever (Fiction) RR	Narrative Poetry: Revolting Rhymes	Campfire Ghost Stories RWP		Shackleton's Journey (Non-Fiction) RR	RR Playscripts Short Pants	Poetry: Journey to the Centre of My Brain James Carter
Year 5	RR - Letters from The Lighthouse	RWP: Dual Narrative The Hunter and the hunted.		Classic Poetry: The Highwayman	RR: Ghost boys Jewell Parker Rhodes Diaries	RWP: The Storm	Happy Poems Selected by Roger McGough	RWP: The Sports Manager Pack	RR: Non Fiction What a Waste! Jess French	Application Unit: The Giant's necklace Diary and newspaper		
Year 6	Thor	The Boy in The Striped Pyjamas			Hidden Figures	Malala		Wonder				

Nursery	<p>It's my birthday</p> <p>The night before my birthday</p> <p>How many sleeps till my birthday?</p> <p>The little red hen</p> <p>The 3 Billy Goats Gruff</p>	<p>Owl babies</p> <p>Fox's Socks</p> <p>The Gruffalo</p> <p>Brown Bear</p>	<p>Three Little Pigs</p> <p>Three Billy goats gruff</p> <p>The Gingerbread Man</p> <p>Little Red Riding Hood</p> <p>Jack and The Beanstalk</p>	<p>Mr Wolf's pancake</p> <p>I love my Mummy.</p>	<p>The train ride.</p> <p>Whatever Next?</p> <p>The Naughty Bus</p> <p>Rosie's walk</p> <p>Topsy and Tim on an aeroplane</p>	<p>I love my Daddy</p> <p>Each Peach Pear Plum</p> <p>The hungry Caterpillar</p> <p>The Enormous Turnip</p> <p>Supertato</p>
Reception	<p>Colour Monster goes to school</p> <p>My Family your Family</p> <p>What is Autumn (Non fiction)</p> <p>Pumpkin Soup</p> <p>Little Red Hen (T4W)</p> <p>The Gigantic Turnip</p>	<p>Mr Gumpy's motorcar</p> <p>You can't take an elephant on a bus</p> <p>Oi get off the train</p> <p>Neil Armstrong (Non fiction) (T4W)</p> <p>The Christmas Story</p>	<p>Dinosuar facts (non fiction)</p> <p>Mad about dinosaurs (rhymes) (T4W)</p> <p>Dinosaurs love Underpants</p> <p>Crunch Munch dinosaur lunch</p> <p>Captain Flynn and the pirate dinosaurs</p>	<p>Supertato Veggies assemble</p> <p>Super Daisy</p> <p>Elliot midnight superhero</p> <p>Super pigs</p> <p>If I was a superhero (Poetry) (T4W)</p>	<p>Jack and the Jelly bean stalk</p> <p>Growing and plants (non-fiction)</p> <p>Mad about minibeasts (rhymes)</p> <p>Twist and hop minibeast bop</p>	

Year 1 Reading Long Term Overview

<p>A u t u m n T e r m (1 4 W e e k s)</p>	<p>(T4W)- How to Look after a Pet Dinosaur 4 weeks</p> 	<p>(RR) Dogger -4 weeks</p> 	<p>T4W Non-Chronological Report Superheroes (Traction man?) 4 weeks</p> 	<p>Narrative poetry - Julia Donaldson- 2 weeks</p> 
<p><u>Key themes</u> Instructions, animals</p>	<p><u>Key themes</u> Loss, family, kindness, love, selflessness</p>	<p><u>Key themes</u> Reports, order, information</p>	<p>Key Themese: Christmas, family, love, determination, working together.</p>	
<p><u>Key vocabulary</u> Nutritious, Exercise, Snooze, squeaky, infected, nibble</p>	<p><u>Key vocabulary</u> Fond, tatty,</p>	<p><u>Key Vocabulary</u> <u>Super powers, arch enemy, rescues, lives, side kick</u></p>	<p><u>Key vocabulary</u> Floating, frolicking, doze, choir, Santa, clattering, overhead, tumbling</p>	
<p><u>Intended Knowledge</u></p> <p>can explain clearly their understanding of what is read to them.</p> <p>can participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>can check that the text makes sense to me as I read, and correct inaccurate reading.</p> <p>can read common exception words.</p> <p>can read words of more than one syllable.</p> <p>can apply phonic knowledge and skills as the route to decode words.</p> <p>can discuss word meanings, linking new meanings to those I already know.</p>	<p><u>Intended Knowledge</u></p> <p>Can discuss the significance of the title and events</p> <p>Can predicting what might happen on the basis of what has been read so far</p> <p>Can participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Can explain clearly their understanding of what is read to them</p> <p>Can discuss word meanings, linking new meanings to those already known</p> <p>Can link what they read or hear to their own experiences</p> <p>Can recognise and join in with predictable phrases</p>	<p><u>Intended Knowledge</u></p> <p>Can read aloud accurately books that are consistent with their developing phonic knowledge</p> <p>Can listen to and discuss a wide range of non-fiction, at a level beyond that they can independently read.</p> <p>Discussing work meanings, linking new meanings to what they already know</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Be introduced to a variety of non fiction books that are structured in different ways.</p>	<p><u>Intended Knowledge</u></p> <p>Can make inferences on the basis of what is being said and done.</p> <p>Can check that the text makes sense to me as I am reading through it.</p> <p>Can recognise and join in with predictable phrases.</p> <p>Can become familiar with traditional tales and consider their characteristics.</p>	
<p><u>SEND Priorities</u> Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales. Can apply phonic knowledge as a route to decode words. Can break words into more than one syllable that contain taught GPCs Can read common exception words. Can use the context of the text and pictures to help read unfamiliar words.</p>	<p><u>SEND Priorities</u> Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales. Can apply phonic knowledge as a route to decode words. Can break words into more than one syllable that contain taught GPCs Can read common exception words. Can use the context of the text and pictures to help read unfamiliar words. Can discuss word meanings, linking meanings to those they already know.</p>	<p><u>SEND Priorities</u> Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales. Can apply phonic knowledge as a route to decode words. Can break words into more than one syllable that contain taught GPCs Can read common exception words. Can use the context of the text and pictures to help read unfamiliar words.</p>	<p><u>SEND Priorities</u> Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales. Can apply phonic knowledge as a route to decode words. Can break words into more than one syllable that contain taught GPCs Can read common exception words. Can use the context of the text and pictures to help read unfamiliar words. Can discuss word meanings, linking meanings to those they already know.</p>	

<p>Can discuss word meanings, linking meanings to those they already know.</p> <p>Can explain what is read in their own words.</p> <p>Recall main points (who, what, where, when, how, why answers)</p> <p>Identify components of a story- beginning, middle and end.</p> <p>Can answer simple how and why questions from pictures or text.</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>	<p>Can explain what is read in their own words.</p> <p>Recall main points (who, what, where, when, how, why answers)</p> <p>Identify components of a story- beginning, middle and end.</p> <p>Can answer simple how and why questions from pictures or text.</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>	<p>Can discuss word meanings, linking meanings to those they already know.</p> <p>Can explain what is read in their own words.</p> <p>Recall main points (who, what, where, when, how, why answers)</p> <p>Identify components of a story- beginning, middle and end.</p> <p>Can answer simple how and why questions from pictures or text.</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>	<p>Can explain what is read in their own words.</p> <p>Recall main points (who, what, where, when, how, why answers)</p> <p>Identify components of a story- beginning, middle and end.</p> <p>Can answer simple how and why questions from pictures or text.</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>
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<p>Spring (11 weeks)</p>	<p>(T4W) <u>The Elves and The Shoemaker</u> - 4 weeks</p> 	<p>(RR) <u>Billy and the Beast</u> - 3/4 weeks</p> 	<p>RR: <u>Can't you sleep Little Bear?</u>- 3 Weeks</p> 
	<p><u>Key themes</u> Family, overcoming hardship , rich versus poor, help from magical beings,</p>	<p><u>Key themes</u> Friendship, familiar setting, good V's evil, courage, self-belief, trust,</p>	<p><u>Key themes</u> Family, repetitive, every-day life</p>
	<p><u>Key vocabulary</u> Mysterious, tatty, wearily, astonished, perfect, delighted, glowed, polished, crept, immediately, unwrapped, merrily.</p>	<p><u>Key vocabulary</u> Stashed, rummaged, adorable, suspicion, bleak, impressive, keen, plump</p>	<p><u>Key vocabulary</u> sunlight, cave, lantern, shadows, safe, cosy, scared, Bear</p>
	<p><u>Intended Knowledge:</u></p> <p>Can apply phonic knowledge and skills as the route to decode words.</p> <p>Can listen to and discuss a range of stories beyond their level of independent reading.</p> <p>Can discuss word meaning, linking new meanings to those they already know.</p> <p>Can discuss the significance of the title and events.</p> <p>Can explain their understanding of what is read to them.</p> <p>Can participate in discussion about what is read, taking turns and listening to what others say.</p>	<p><u>Intended Knowledge:</u></p> <p>Can make inferences on the basis of what is being said and done.</p> <p>Can link what they read or hear read to their own experience.</p> <p>Can draw on what they already know or vocabulary provided by the teacher.</p>	<p><u>Intended Knowledge:</u></p> <p>Can discuss the significance of the title and events</p> <p>Can predicting what might happen on the basis of what has been read so far</p> <p>Can participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Can explain clearly their understanding of what is read to them</p> <p>Can discuss word meanings, linking new meanings to those already known</p> <p>Can link what they read or hear to their own experiences</p> <p>Can recognise and join in with predictable phrases</p>
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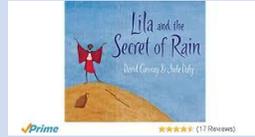
	<p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>		<p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>
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Recount: T4W - 2 weeks



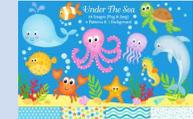
RR Lila and the Secret of the Rain
4 weeks



The Big Book of Blue RR -4 weeks



Poetry: Under the sea poetry- 2 weeks



Key themes
Factual

Key Themes: Community perseverance solving problems

Key themes
appearance, caption, fact, diet, habitat, diet, title, information,

Key themes
Animals, poetry, repetitive

Key vocabulary
After, later, finally ,then, adjective, chronological order,

Key Vocabulary:
Beat, gather, failing, crops, scorching, flocks, ebony, echoed, awash,

Key vocabulary
Cartilage, surface, feathery, blow hole, predator, pouch, shoots, drifts, stalks, swarms

Key vocabulary
poem, poet, rhyme, repeat, verse, perform, voice, loud

Intended Knowledge

Intended Knowledge

Intended Knowledge

Intended Knowledge

can read aloud accurately books that are consistent with their developing phonic knowledge

can listen to and discuss a wide range of non-fiction, at a level beyond that they can independently read.

Discussing work meanings, linking new meanings to what they already know

Explain clearly their understanding of what is read to them.

Can discuss the significance of the title and events

Can predicting what might happen on the basis of what has been read so far

Can participate in discussion about what is read to them, taking turns and listening to what others say

Can explain clearly their understanding of what is read to them

Can discuss word meanings, linking new meanings to those already known

Can link what they read or hear to their own experiences

Can recognise and join in with predictable phrases

can read aloud accurately books that are consistent with their developing phonic knowledge

can listen to and discuss a wide range of non-fiction, at a level beyond that they can independently read.

Discussing work meanings, linking new meanings to what they already know

Explain clearly their understanding of what is read to them.

Be introduced to a variety of non fiction books that are structured in different ways.

can listen to and discuss a wide range of poems, at a level beyond that they can independently read.

Being encouraged to link what they read and hear to their own experiences.

Can apply their phonic knowledge and skills as the route to decode words.

Can learn to appreciate rhymes and poems, and to recite some by heart.

SEND Priorities

Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.

Can apply phonic knowledge as a route to decode words.

Can break words into more than one syllable that contain taught GPCs

Can read common exception words.

Can use the context of the text and pictures to help read unfamiliar words.

SEND Priorities

Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.

Can apply phonic knowledge as a route to decode words.

Can break words into more than one syllable that contain taught GPCs

Can read common exception words.

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Can break words into more than one syllable that contain taught GPCs

Can read common exception words.

Can use the context of the text and pictures to help read unfamiliar words.

Can discuss word meanings, linking meanings to those they already know.

Can explain what is read in their own words.

SEND Priorities

Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.

Can apply phonic knowledge as a route to decode words.

Can break words into more than one syllable that contain taught GPCs

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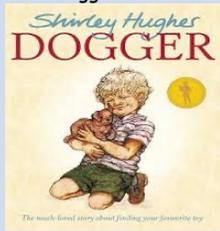
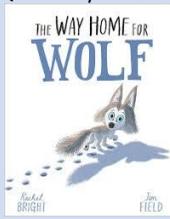
<p>Can discuss word meanings, linking meanings to those they already know.</p> <p>Can explain what is read in their own words.</p> <p>Recall main points (who, what, where, when, how, why answers)</p> <p>Identify components of a story- beginning, middle and end.</p> <p>Can answer simple how and why questions from pictures or text.</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>	<p>Can discuss word meanings, linking meanings to those they already know.</p> <p>Can explain what is read in their own words.</p> <p>Recall main points (who, what, where, when, how, why answers)</p> <p>Identify components of a story- beginning, middle and end.</p> <p>Can answer simple how and why questions from pictures or text.</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>	<p>Recall main points (who, what, where, when, how, why answers)</p> <p>Identify components of a story- beginning, middle and end.</p> <p>Can answer simple how and why questions from pictures or text.</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>	<p>Can discuss word meanings, linking meanings to those they already know.</p> <p>Can explain what is read in their own words.</p> <p>Recall main points (who, what, where, when, how, why answers)</p> <p>Identify components of a story- beginning, middle and end.</p> <p>Can answer simple how and why questions from pictures or text.</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said or done.</p> <p>Can make predictions sometimes based on what has been read so far.</p>
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Year 1 Reading Objectives taught in Guided Reading and Phonic Sessions

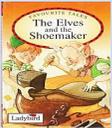
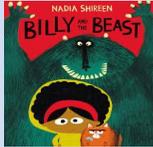
Reading - word reading
Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Year 2 Reading Long Term Overview

<p><u>A</u> <u>u</u> <u>m</u> <u>n</u> <u>14</u> <u>w</u> <u>ee</u> <u>ks</u></p>	<p>(T4W) How to look after a pet dinosaur- 4 weeks</p> 	<p>RR: Dogger- 4 weeks</p> 	<p>T4W NC Reports 4 weeks Superheroes (Traction Man link?)</p> 	<p>Narrative poetry (The Way Home for wolf) - 2 weeks</p> 
	<p><u>Key themes</u> Imagination, magic,</p>	<p><u>Key themes</u> Loss, family, kindness, love, selflessness</p>	<p><u>Key themes</u> <u>Reports, order, information</u></p>	<p><u>Key themes</u> Family, belonging, empathy, quest</p>
	<p><u>Key Vocabulary</u> guidance, imperative, instructions, list, recipe, ingredients, dinosaur, conjunction</p>	<p><u>Key Vocabulary</u> sacrifice, generous, love, selfless, family, loss, comfort, kind</p>	<p><u>Key Vocabulary</u> <u>Super powers, arch enemy, rescues, lives, side kick</u></p>	<p><u>Key Vocabulary</u> elder, tundra, twilight, lost, brave, determination, friendship, vowed</p>
	<p><u>Intended Knowledge</u></p> <p>Can understand non-fiction books that are structured in different ways.</p> <p>Can understand books that they can read accurately and fluently and those that they listen to by answering and asking questions.</p>	<p><u>Intended Knowledge</u></p> <p>Can make predictions about what might happen on the basis of what has been read so far.</p> <p>Can participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Can understand both the books they listen to by answering and asking questions.</p> <p>Can predict what might happen on the basis of what has been read so far.</p> <p>Can discuss the sequence of events in books and how items of information are related</p>	<p><u>Intended Knowledge</u></p> <p>Can understand non-fiction books that are structured in different ways.</p> <p>Can understand books that they can read accurately and fluently and those that they listen to by answering and asking questions.</p> <p>Can explain clearly their understanding of what is read to them.</p> <p>Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Can discuss their favourite words and phrases.</p>	<p><u>Intended Knowledge</u></p> <p>Can participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Can explain clearly their understanding of what is read to them.</p> <p>Can discuss the sequence of events in books and how items of information are related</p> <p>Can make inferences on the basis of what is being said and done.</p> <p>Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Can discuss their favourite words and phrases.</p> <p>Can answer and ask questions.</p> <p>Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Can predict what might happen on the basis of what has been read so far</p>
	<p><u>SEND Priorities</u> Can participate in discussion about both books that we read to them and those they read for themselves. Can recognise and read a range of suffixes and use these to construct the</p>	<p><u>SEND Priorities</u> Can participate in discussion about both books that we read to them and those they read for themselves.</p>	<p><u>SEND Priorities</u> Can participate in discussion about both books that we read to them and those they read for themselves. Can recognise and read a range of suffixes and use these to construct the meanings of words</p>	<p><u>SEND Priorities</u> Can participate in discussion about both books that we read to them and those they read for themselves. Can recognise and read a range of suffixes and use these to construct the meanings of words in context eg ed, ing, er, est, ful, less, ness, ment.</p>

<p>meanings of words in context eg ed, ing, er, est, ful, less, ness, ment.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text.</p> <p>Can use the context of the text to help read unfamiliar words.</p> <p>Can recognise adjectives, adverbs and similes.</p> <p>Recall main points with reference to the text.</p> <p>Can read closely to obtain specific information.</p> <p>Can compare fiction and non-fiction texts.</p> <p>Can sequence events in a text.</p> <p>Can summarise the main points from a passage or a text.</p> <p>Can ask questions to improve their understanding of a text.</p>	<p>Can recognise and read a range of suffixes and use these to construct the meanings of words in context eg ed, ing, er, est, ful, less, ness, ment.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text.</p> <p>Can use the context of the text to help read unfamiliar words.</p> <p>Can recognise adjectives, adverbs and similes.</p> <p>Recall main points with reference to the text.</p> <p>Can read closely to obtain specific information.</p> <p>Can compare fiction and non-fiction texts.</p> <p>Can sequence events in a text.</p> <p>Can summarise the main points from a passage or a text.</p> <p>Can ask questions to improve their understanding of a text.</p>	<p>in context eg ed, ing, er, est, ful, less, ness, ment.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text.</p> <p>Can use the context of the text to help read unfamiliar words.</p> <p>Can recognise adjectives, adverbs and similes.</p> <p>Recall main points with reference to the text.</p> <p>Can read closely to obtain specific information.</p> <p>Can compare fiction and non-fiction texts.</p> <p>Can sequence events in a text.</p> <p>Can summarise the main points from a passage or a text.</p> <p>Can ask questions to improve their understanding of a text.</p>	<p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text.</p> <p>Can use the context of the text to help read unfamiliar words.</p> <p>Can recognise adjectives, adverbs and similes.</p> <p>Recall main points with reference to the text.</p> <p>Can read closely to obtain specific information.</p> <p>Can compare fiction and non-fiction texts.</p> <p>Can sequence events in a text.</p> <p>Can summarise the main points from a passage or a text.</p> <p>Can ask questions to improve their understanding of a text.</p>
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<p><u>Spr</u> <u>ing</u> <u>11</u> <u>wee</u> <u>ks</u></p>	<p>(T4W) The elves and The Shoemaker- 4 weeks</p> 	<p>(RR) Billy and The Beast- 3/4 weeks.</p> 	<p>Classic Poetry- 2 Weeks</p> 
	<p><u>Key themes</u> Family, overcoming hardship , rich versus poor, help from magical beings,</p>	<p><u>Key themes</u> Friendship, familiar setting, good V's evil, courage, self-belief, trust,</p>	<p><u>Key themes</u> Repetitive, classic</p>
	<p><u>Key vocabulary</u> Mysterious, tatty, wearily, astonished, perfect, delighted, glowed, polished, crept, immediately, unwrapped, merrily.</p>	<p><u>Key vocabulary</u> Stashed, rummaged, adorable, suspicion, bleak, impressive, keen, plump</p>	<p><u>Key Vocabulary</u> verse, couplet, rhyme, classic, line, pattern, poet, stanza</p>
	<p><u>Intended Knowledge</u></p> <p>Can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Can participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Can discuss the sequence of events in books and how items of information are related.</p> <p>Can make inferences on the basis of what is being said and done.</p> <p>Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Can answer and ask questions.</p> <p>Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Can explain clearly their understanding of what is read to them.</p>	<p><u>Intended Knowledge</u></p> <p>Can participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Can explain clearly their understanding of what is read to them.</p> <p>Can discuss the sequence of events in books and how items of information are related</p> <p>Can make inferences on the basis of what is being said and done.</p> <p>Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Can discuss their favourite words and phrases.</p> <p>Can answer and ask questions.</p> <p>Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Can predict what might happen on the basis of what has been read so far</p>	<p><u>Intended Knowledge</u></p> <p>Can listen to, discuss and express views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently</p> <p>Can recognise simple recurring literary language in stories and poetry</p> <p>Can discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Can discuss favourite words and phrases</p> <p>Can build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Can participate in discussion about poems that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Can explain and discuss their understanding of poems, both those that they listen to and those that they read for themselves</p>
	<p><u>SEND Priorities</u></p> <p>Can participate in discussion about both books that we read to them and those they read for themselves.</p> <p>Can recognise and read a range of suffixes and use these to construct the meanings of words in context eg ed, ing, er, est, ful, less, ness, ment.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text.</p> <p>Can use the context of the text to help read unfamiliar words.</p> <p>Can recognise adjectives, adverbs and similes.</p> <p>Recall main points with reference to the text.</p> <p>Can read closely to obtain specific information.</p> <p>Can compare fiction and non-fiction texts.</p>	<p><u>SEND Priorities</u></p> <p>Can participate in discussion about both books that we read to them and those they read for themselves.</p> <p>Can recognise and read a range of suffixes and use these to construct the meanings of words in context eg ed, ing, er, est, ful, less, ness, ment.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text.</p> <p>Can use the context of the text to help read unfamiliar words.</p> <p>Can recognise adjectives, adverbs and similes.</p> <p>Recall main points with reference to the text.</p> <p>Can read closely to obtain specific information.</p> <p>Can compare fiction and non-fiction texts.</p>	<p><u>SEND Priorities</u></p> <p>Can participate in discussion about both books that we read to them and those they read for themselves.</p> <p>Can recognise and read a range of suffixes and use these to construct the meanings of words in context eg ed, ing, er, est, ful, less, ness, ment.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text.</p> <p>Can use the context of the text to help read unfamiliar words.</p> <p>Can recognise adjectives, adverbs and similes.</p> <p>Recall main points with reference to the text.</p> <p>Can read closely to obtain specific information.</p> <p>Can compare fiction and non-fiction texts.</p>

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<p>T4W- Recount 2 weeks.</p> 	<p>RR: Lila and The Secret of Rain 3 weeks</p> 	<p>RR The Big Book of Blue 4 Weeks.</p> 	<p>Transition Unit (RWP) Bedtime Stories- 4 weeks</p> 
<p><u>Key themes</u> Factual</p>	<p><u>Key Themes:</u> Community perseverance solving problems</p>	<p><u>Key themes</u> appearance, caption, fact, diet, habitat, diet, title, information,</p>	<p><u>Key themes</u> Dragons, coming home, heroic adventures, lost and found.</p>
<p><u>Key vocabulary</u> After, later, finally ,then, adjective, chronological order,</p>	<p><u>Key Vocabulary:</u> Beat, gather, failing, crops, scorching, flocks, ebony, echoed, awash,</p>	<p><u>Key vocabulary</u> Cartilage, surface, feathery, blow hole, predator, pouch, shoots, drifts, stalks, swarms</p>	<p><u>Key Vocabulary</u> Dragons, inference, deduction,</p>
<p><u>Intended Knowledge</u> To listen to, discuss and express views about a wide range of non-fiction at a level beyond that which they can read independently. To become familiar with non-fiction books that are structured in different ways. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To answer and ask questions. To discuss favourite words and phrases.</p>	<p><u>Intended Knowledge</u> Can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Can participate in discussion about what is read to them, taking turns and listening to what others say. Can discuss the sequence of events in books and how items of information are related. Can make inferences on the basis of what is being said and done. Can discuss and clarify the meanings of words, linking new meanings to known vocabulary. Can answer and ask questions. Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Can explain clearly their understanding of what is read to them.</p>	<p><u>Intended Knowledge</u> To listen to, discuss and express views about a wide range of non-fiction at a level beyond that which they can read independently. To become familiar with non-fiction books that are structured in different ways. To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To answer and ask questions. To discuss favourite words and phrases. Can participate in discussion about what is read to them, taking turns and listening to what others say. Can explain clearly their understanding of what is read to them. Can discuss and clarify the meanings of words, linking new meanings to known vocabulary. Can discuss their favourite words and phrases.</p>	<p><u>Intended Knowledge</u> Can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Can participate in discussion about what is read to them, taking turns and listening to what others say. Can discuss the sequence of events in books and how items of information are related. Can make inferences on the basis of what is being said and done. Can discuss and clarify the meanings of words, linking new meanings to known vocabulary. Can answer and ask questions. Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Can explain clearly their understanding of what is read to them.</p>
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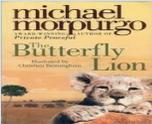
Year 2 Reading Objectives taught in Guided Reading and Phonic Sessions

Reading - word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

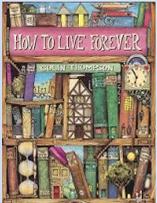
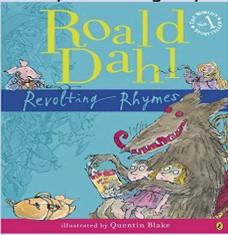
Year 3 Reading Long Term Overview

<p>Au tu mn - 14 we ek s</p>	<p align="center">RWP Epic Crawl- 4/5 weeks</p> 	<p align="center">The butterfly Lion 4/5 Weeks</p> 	<p align="center">A Christmas Carol - 3 weeks</p> 
	<p><u>Key themes</u> Sci-fi, space, time travel, dilemmas</p>	<p><u>Key themes</u> Friendship, war, separation, loyalty, overcoming the odds</p>	<p><u>Key themes</u> Family,Empathy, Kindness, Regret, Charity</p>
	<p><u>Key Vocabulary:</u> crawl, ruthless, devised, lurks, vanished, resistance, squandered,</p>	<p><u>Key Vocabulary:</u> Codswallop, confines, discernible, flamboyant, lament, interminably, ominous, plaintive, pungent, rank, prestige</p>	<p><u>Key Vocabulary:</u> Ignorant, Grasping, Heartless, Cruel, Greedy, Gruesome, Clearing, Gently</p>
	<p><u>Intended Knowledge</u> Can increase their familiarity with a wide range of books and can retell some of these orally</p> <p>Can use dictionaries to check the meaning of words that they have read</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can identify main ideas drawn from more than one paragraph and summarising these</p> <p>Can 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.</p>	<p><u>Intended Knowledge</u> Can use dictionaries to check the meaning of words that they have read</p> <p>Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Can make predictions about what might happen from details stated and implied</p> <p>Can identify main ideas drawn from more than one paragraph and summarising these</p> <p>Can ask questions to improve their understanding of a text.</p> <p>Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><u>Intended Knowledge</u> Can increase their familiarity with a wide range of books and can retell some of these orally</p> <p>Can use dictionaries to check the meaning of words that they have read</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can identify main ideas drawn from more than one paragraph and summarising these</p> <p>Can 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.</p> <p>Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
	<p><u>SEND Priorities</u> Can read for a range of purposes. Can recognise an increasing range of punctuation (CL . ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission. Can identify, select and highlight key words in a sentence to answer recall questions. Can identify the key features of different text types. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. Can identify the language used to create mood. Can collect words from the reading to use in their own writing. Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.' Can explain how they think the author wants the reader to respond.</p>	<p><u>SEND Priorities</u> Can read for a range of purposes. Can recognise an increasing range of punctuation (CL . ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission. Can identify, select and highlight key words in a sentence to answer recall questions. Can identify the key features of different text types. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. Can identify the language used to create mood. Can collect words from the reading to use in their own writing. Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.'</p>	<p><u>SEND Priorities</u> Can read for a range of purposes. Can recognise an increasing range of punctuation (CL . ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission. Can identify, select and highlight key words in a sentence to answer recall questions. Can identify the key features of different text types. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. Can identify the language used to create mood. Can collect words from the reading to use in their own writing. Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.'</p>

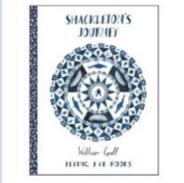
Is beginning to identify and comment on different point of view in the text.
Can make simple connections between books by the same author. Eg 'Dick King Smith often writes about animals'

Can explain how they think the author wants the reader to respond.
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Eg 'Dick King Smith often writes about animals'

<p><u>Spr</u> <u>ing</u> <u>11</u> <u>wee</u> <u>ks</u></p>	<p>(RWP) The Battle Cry- 4 weeks</p> 	<p>T4W: How to live Forever- 4 weeks</p> 	<p>Narrative Poetry: Revolting Rhymes-3 weeks</p> 
	<p><u>Key Themes</u> Community, good v evil, defeating the enemy, dedication, bravery,</p>	<p><u>Key themes:</u> magical worlds, escapism, bravery, exploring new places, memories,</p>	<p><u>Key themes</u> Repetative, Performance</p>
	<p><u>Key Vocabulary</u> Mortal, chieftain, cowardice, tyranny, oppression, noble, blaze, glory, slay, reign, foe</p>	<p><u>Key Vocabulary:</u> age-old, forbidden, immortality, faded, lacquered, crammed, delicate</p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
	<p><u>Intended Knowledge</u></p> <p>Can continue to read and discuss a wide range of fiction.</p> <p>Can identify themes and conventions in a wide range of books</p> <p>Can discuss words and phrases that capture their interest and imagination</p> <p>Can 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.</p> <p>Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><u>Intended Knowledge</u></p> <p>Can increase their familiarity with a wide range of books and can retell some of these orally</p> <p>Can use dictionaries to check the meaning of words that they have read</p> <p>Can ask questions to improve their understanding of a text</p> <p>Can identify main ideas drawn from more than one paragraph and summarising these</p> <p>Can 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.</p> <p>Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><u>Intended Knowledge</u></p> <p>Can listen to and discussing a wide range of poetry,</p> <p>Can increase their familiarity with a wide range of books, including poetry, and retell some of these orally</p> <p>Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Can recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Can predict what might happen from details stated and implied</p>
	<p><u>SEND Priorities</u></p> <p>Can read for a range of purposes.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text, including the apostrophe for omission.</p> <p>Can identify, select and highlight key words in a sentence to answer recall questions.</p> <p>Can identify the key features of different text types.</p> <p>Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text.</p> <p>Can identify the language used to create mood.</p> <p>Can collect words from the reading to use in their own writing.</p> <p>Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.'</p> <p>Can explain how they think the author wants the reader to respond.</p>	<p><u>SEND Priorities</u></p> <p>Can read for a range of purposes.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text, including the apostrophe for omission.</p> <p>Can identify, select and highlight key words in a sentence to answer recall questions.</p> <p>Can identify the key features of different text types.</p> <p>Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text.</p> <p>Can identify the language used to create mood.</p> <p>Can collect words from the reading to use in their own writing.</p> <p>Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.'</p> <p>Can explain how they think the author wants the reader to respond.</p>	<p><u>SEND Priorities</u></p> <p>Can read for a range of purposes.</p> <p>Can recognise an increasing range of punctuation (CL . ! ? "" , ') and use this to add expression and understanding to the text, including the apostrophe for omission.</p> <p>Can identify, select and highlight key words in a sentence to answer recall questions.</p> <p>Can identify the key features of different text types.</p> <p>Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text.</p> <p>Can identify the language used to create mood.</p> <p>Can collect words from the reading to use in their own writing.</p> <p>Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.'</p> <p>Can explain how they think the author wants the reader to respond.</p>

<p>Is beginning to identify and comment on different point of view in the text.</p> <p>Can make simple connections between books by the same author. Eg 'Dick King Smith often writes about animals'</p>	<p>Is beginning to identify and comment on different point of view in the text.</p> <p>Can make simple connections between books by the same author. Eg 'Dick King Smith often writes about animals'</p>	<p>Is beginning to identify and comment on different point of view in the text.</p> <p>Can make simple connections between books by the same author. Eg 'Dick King Smith often writes about animals'</p>
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<u>Su</u> <u>mm</u> <u>er</u> <u>13</u> <u>we</u> <u>eks</u>	RWP Campfire Ghost Stories- 4 weeks 	RR- Shackleton's Journey- 4 week 	Play scripts: 3 weeks 	Poetry: 2 weeks Journey to the Centre of My Brain by James Carter. 
	<u>Key themes</u> Fear, unknown entities, making good choices, escaping	<u>Key Themes:</u> endurance, poverty, exploring new places, peril, team work, mindset	<u>Key themes</u> Features of a playscript	<u>Key Themes</u> Hope, happiness, friendship, well being, relationships
	<u>Key Vocabulary:</u> atop, cobbled, littered, skids, curious, replica, perplexed,	<u>Key Vocabulary</u> recruitment, supplies, endurance, departure, isolation, pressure, expedition, progress	<u>Key Vocabulary:</u> Tone, Fair, Expression, Narration, Intonation, Project, Scenery, Moral	<u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion
	<u>Intended Knowledge</u> Can continue to read and discuss a wide range of fiction. Can identify themes and conventions in a wide range of books Can discuss words and phrases that capture their interest and imagination Can 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. Can draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<u>Intended Knowledge</u> Can identify themes and conventions in a wide range of books Can identify how language, structure, and presentation contribute to meaning Can read books that are structured in different ways and reading for a range of purposes Can listen to and discuss a wide range of non-fiction- and reference books or textbooks. Can read books that are structured in different ways and read for a range of purposes. An retrieve and record information from non-fiction	<u>Intended Knowledge</u> Can prepare poems and playscripts to read aloud and perform , showing understanding through intonation, tone, volume and action. Can listen to and discuss a wide range of playscripts. Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Can identify how language, structure, and presentation contribute to meaning	Can listen to and discussing a wide range of poetry, Can increase their familiarity with a wide range of books, including poetry, and retell some of these orally Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Can recognise some different forms of poetry [for example, free verse, narrative poetry] Can predict what might happen from details stated and implied
	<u>SEND Priorities</u> Can read for a range of purposes. Can recognise an increasing range of punctuation (CL . ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission. Can identify, select and highlight key words in a sentence to answer recall questions. Can identify the key features of different text types. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text.	<u>SEND Priorities</u> Can read for a range of purposes. Can recognise an increasing range of punctuation (CL . ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission. Can identify, select and highlight key words in a sentence to answer recall questions. Can identify the key features of different text types. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. Can identify the language used to create mood.	<u>SEND Priorities</u> Can read for a range of purposes. Can recognise an increasing range of punctuation (CL . ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission. Can identify, select and highlight key words in a sentence to answer recall questions. Can identify the key features of different text types. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. Can identify the language used to create mood.	<u>SEND Priorities</u> Can read for a range of purposes. Can recognise an increasing range of punctuation (CL . ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission. Can identify, select and highlight key words in a sentence to answer recall questions. Can identify the key features of different text types. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. Can identify the language used to create mood.

<p>Can identify the language used to create mood. Can collect words from the reading to use in their own writing. Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.' Can explain how they think the author wants the reader to respond. Is beginning to identify and comment on different point of view in the text. Can make simple connections between books by the same author. Eg 'Dick King Smith often writes about animals'</p>	<p>Can collect words from the reading to use in their own writing. Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.' Can explain how they think the author wants the reader to respond. Is beginning to identify and comment on different point of view in the text. Can make simple connections between books by the same author. Eg 'Dick King Smith often writes about animals'</p>	<p>Can collect words from the reading to use in their own writing. Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.' Can explain how they think the author wants the reader to respond. Is beginning to identify and comment on different point of view in the text. Can make simple connections between books by the same author. Eg 'Dick King Smith often writes about animals'</p>	<p>Can collect words from the reading to use in their own writing. Is beginning to identify the author's main purpose for writing 'He doesn't want any more turtles to be killed.' Can explain how they think the author wants the reader to respond. Is beginning to identify and comment on different point of view in the text. Can make simple connections between books by the same author. Eg 'Dick King Smith often writes about animals'</p>
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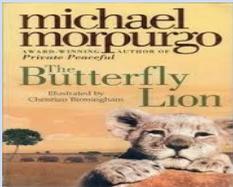
Year 3 Reading Objectives taught in Guided Reading and Phonic Sessions

Reading - word reading

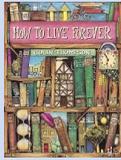
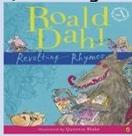
Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of the words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 4 Reading Long Term Overview

<p><u>Aut</u> <u>um</u> <u>n</u> <u>14</u> <u>wee</u> <u>ks</u></p>	<p align="center">RWP Epic Crawl- 4/5 weeks</p> 	<p align="center">The butterfly Lion 4/5 Weeks</p> 	<p align="center">A Christmas Carol – 3 weeks</p> 
	<p><u>Key themes</u> Sci-fi, space, time travel, dilemmas</p>	<p><u>Key themes</u> Friendship, war, separation, loyalty, overcoming the odds</p>	<p><u>Key themes</u> Family,Empathy, Kindness, Regret, Charity</p>
	<p><u>Key Vocabulary:</u> crawl, ruthless, devised, lurks, vanished, resistance, squandered,</p>	<p><u>Key Vocabulary:</u> Codswallop, confines, discernible, flamboyant, lament, interminably, ominous, plaintive, pungent, rank, prestige</p>	<p><u>Key Vocabulary:</u> Ignorant, Grasping, Heartless, Cruel, Greedy, Gruesome, Clearing, Gently</p>
	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of non-fiction using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books preparing 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 identifying main ideas drawn from more than 1 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.</p>	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books 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 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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</p>	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books 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 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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</p>

<p><u>SEND Priorities</u></p> <p>Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it.</p> <p>Can use a range of strategies to decode unfamiliar words.</p> <p>Understands and explain the main points from what they have read, with direct reference to the text.</p> <p>Is able to skim short passages and answer recall questions.</p> <p>Is able to scan short passages to answer recall questions.</p> <p>Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.</p> <p>Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative.</p> <p>Can discuss word meanings, based on their existing vocabulary knowledge.</p> <p>Can identify language to create atmosphere and discuss why this language has been chosen.</p> <p>Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening.</p> <p>Can evaluate the overall quality of a text, as well as the inclusion of specific features.</p> <p>Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>	<p><u>SEND Priorities</u></p> <p>Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it.</p> <p>Can use a range of strategies to decode unfamiliar words.</p> <p>Understands and explain the main points from what they have read, with direct reference to the text.</p> <p>Is able to skim short passages and answer recall questions.</p> <p>Is able to scan short passages to answer recall questions.</p> <p>Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.</p> <p>Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative.</p> <p>Can discuss word meanings, based on their existing vocabulary knowledge.</p> <p>Can identify language to create atmosphere and discuss why this language has been chosen.</p> <p>Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening.</p> <p>Can evaluate the overall quality of a text, as well as the inclusion of specific features.</p> <p>Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>	<p><u>SEND Priorities</u></p> <p>Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it.</p> <p>Can use a range of strategies to decode unfamiliar words.</p> <p>Understands and explain the main points from what they have read, with direct reference to the text.</p> <p>Is able to skim short passages and answer recall questions.</p> <p>Is able to scan short passages to answer recall questions.</p> <p>Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.</p> <p>Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative.</p> <p>Can discuss word meanings, based on their existing vocabulary knowledge.</p> <p>Can identify language to create atmosphere and discuss why this language has been chosen.</p> <p>Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening.</p> <p>Can evaluate the overall quality of a text, as well as the inclusion of specific features.</p> <p>Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>
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<p><u>Spr</u> <u>ing</u> <u>11</u> <u>wee</u> <u>ks</u></p>	<p>(RWP) The Battlecry- 4 weeks</p> 	<p>T4W: How to live Forever- 4 weeks</p> 	<p>Narrative Poetry (Revolting Rhymes) 2/3 Weeks</p> 
	<p><u>Key Themes</u> Community, good v evil, defeating the enemy, dedication, bravery,</p>	<p><u>Key themes:</u> magical worlds, escapism, bravery, exploring new places, memories,</p>	<p><u>Key Themes</u> Magic, Mystery, Emotion</p>
	<p><u>Key Vocabulary</u> Mortal, chieftain, cowardice, tyranny, oppression, noble, blaze, glory, slay, reign, foe</p>	<p><u>Key Vocabulary:</u> age-old, forbidden, immortality, faded, lacquered, crammed, delicate</p>	<p><u>Key Vocabulary</u> Story, Plot, Speaker, Dramatization, Rhythm, Rhyme, Metaphor, Simile</p>
	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of non-fiction using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books preparing 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 identifying main ideas drawn from more than 1 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.</p>	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction. 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 identifying themes and conventions in a wide range of books 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 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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</p>	<p><u>Intended Knowledge</u> <u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a poetry. 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 identifying themes and conventions in a wide range of books preparing poems 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 1 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</p>

<p><u>SEND Priorities</u></p> <p>Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it. Can use a range of strategies to decode unfamiliar words. Understands and explain the main points from what they have read, with direct reference to the text. Is able to skim short passages and answer recall questions. Is able to scan short passages to answer recall questions. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative. Can discuss word meanings, based on their existing vocabulary knowledge. Can identify language to create atmosphere and discuss why this language has been chosen. Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening. Can evaluate the overall quality of a text, as well as the inclusion of specific features. Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>	<p><u>SEND Priorities</u></p> <p>Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it. Can use a range of strategies to decode unfamiliar words. Understands and explain the main points from what they have read, with direct reference to the text. Is able to skim short passages and answer recall questions. Is able to scan short passages to answer recall questions. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative. Can discuss word meanings, based on their existing vocabulary knowledge. Can identify language to create atmosphere and discuss why this language has been chosen. Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening. Can evaluate the overall quality of a text, as well as the inclusion of specific features. Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>	<p><u>SEND Priorities</u></p> <p>Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it. Can use a range of strategies to decode unfamiliar words. Understands and explain the main points from what they have read, with direct reference to the text. Is able to skim short passages and answer recall questions. Is able to scan short passages to answer recall questions. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative. Can discuss word meanings, based on their existing vocabulary knowledge. Can identify language to create atmosphere and discuss why this language has been chosen. Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening. Can evaluate the overall quality of a text, as well as the inclusion of specific features. Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>
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<p>RWP Campfire Ghost Stories- 4/5 weeks</p> 	<p>RR- Shackleton's Journey- 4 weeks</p> 	<p>Play scripts: 3 weeks</p> 	<p>Poetry: 2 weeks Journey to the Centre of My Brain by James Carter.</p> 
<p><u>Key themes</u> Fear, unknown entities, making good choices, escaping</p>	<p><u>Key Themes:</u> endurance, poverty, exploring new places, peril, team work, mindset</p>	<p><u>Key themes</u> Features of a playscript</p>	<p><u>Key Themes</u> Hope, happiness, friendship, well being, relationships</p>
<p><u>Key Vocabulary:</u> atop, cobbled, littered, skids, curious, replica, perplexed,</p>	<p><u>Key Vocabulary</u> recruitment, supplies, endurance, departure, isolation, pressure, expedition, progress</p>	<p><u>Key Vocabulary:</u> Tone, Fair, Expression, Narration, Intonation, Project, Scenery, Moral</p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction. 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 identifying themes and conventions in a wide range of books 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 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 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</p>	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of 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 identifying themes and conventions in a wide range of books preparing 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 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</p>	<p><u>Intended Knowledge</u> Can prepare poems and playscripts to read aloud and perform , showing understanding through intonation, tone, volume and action. Can listen to and discuss a wide range of playscripts. Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Can identify how language, structure, and presentation contribute to meaning</p>	<p><u>Intended Knowledge</u> develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a poetry. 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 identifying themes and conventions in a wide range of books preparing poems 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</p>

<p><u>SEND Priorities</u> Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it. Can use a range of strategies to decode unfamiliar words. Understands and explain the main points from what they have read, with direct reference to the text. Is able to skim short passages and answer recall questions. Is able to scan short passages to answer recall questions. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative. Can discuss word meanings, based on their existing vocabulary knowledge. Can identify language to create atmosphere and discuss why this language has been chosen. Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening. Can evaluate the overall quality of a text, as well as the inclusion of specific features. Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>	<p><u>SEND Priorities</u> Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it. Can use a range of strategies to decode unfamiliar words. Understands and explain the main points from what they have read, with direct reference to the text. Is able to skim short passages and answer recall questions. Is able to scan short passages to answer recall questions. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative. Can discuss word meanings, based on their existing vocabulary knowledge. Can identify language to create atmosphere and discuss why this language has been chosen. Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening. Can evaluate the overall quality of a text, as well as the inclusion of specific features. Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>	<p><u>SEND Priorities</u> Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it. Can use a range of strategies to decode unfamiliar words. Understands and explain the main points from what they have read, with direct reference to the text. Is able to skim short passages and answer recall questions. Is able to scan short passages to answer recall questions. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative. Can discuss word meanings, based on their existing vocabulary knowledge. Can identify language to create atmosphere and discuss why this language has been chosen. Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening. Can evaluate the overall quality of a text, as well as the inclusion of specific features. Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>	<p><u>SEND Priorities</u> Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it. Can use a range of strategies to decode unfamiliar words. Understands and explain the main points from what they have read, with direct reference to the text. Is able to skim short passages and answer recall questions. Is able to scan short passages to answer recall questions. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. Is able to describe the action of characters in the text and begin to explain them, in the context of the narrative. Can discuss word meanings, based on their existing vocabulary knowledge. Can identify language to create atmosphere and discuss why this language has been chosen. Can discuss ideas from throughout a text eg how a conclusion can be linked to an opening. Can evaluate the overall quality of a text, as well as the inclusion of specific features. Begins to recognise the importance of cultural or historical settings on how a text is composed.</p>
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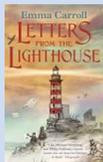
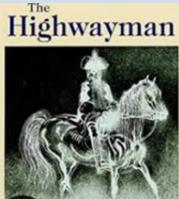
Year 4 Reading Objectives to be taught through Guided Reading Sessions.

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of the words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Year 5 Reading Long Term Overview

A u t u m n 1 4 w e e k s	Letters from the Lighthouse RR 5 weeks approx 	RWP Dual Narrative: The Hunter and The Hunted 5 Weeks approx 	Poetry: The highwayman 3/4 weeks approx 
	<u>Key themes</u> Isolation, family, death	<u>Key themes</u> Rescue Survival	<u>Key themes</u> Love, Death, Morals
	<u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial	<u>Key Vocabulary:</u> paradise island, tense, dangerous idyllic lurking ocean hunter victim tranquillity dappled papaya	<u>Key Vocabulary:</u> Galleon, tragedy, romance, courage, betrayal, ostler, breeches, afterlife
	<u>Intended Knowledge</u> Continue to read and discuss a wide range of fiction. Can make comparisons within and across books. Can discuss their understanding and explain the meaning of words in context. Can draw inferences and justify with evidence. Can predict what might happen from details stated and implied. Can explore the meanings of words in context. Can ask questions to improve their understanding. Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Can provide reasoned justifications for their views.	<u>Intended Knowledge</u> Can make comparisons within and across exemplar pieces. Can draw inferences and justify with evidence. Can explore the meanings of words in context. Can ask questions to improve their understanding. Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between fact and opinion.	<u>Intended Knowledge:</u> Can continue to read and discuss an increasingly wide range of fiction including poetry Can read books that are structured in different ways and reading for a range of purposes Can learn a wider range of poetry by heart Can prepare 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 Can predict what might happen from details stated and implied

<p><u>SEND Priorities</u></p> <p>Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information. Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text. Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p><u>SEND Priorities</u></p> <p>Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information. Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text. Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p><u>SEND Priorities</u></p> <p>Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information. Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text. Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>
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<p>Spring 11 weeks</p>	<p>RR: Ghost boys 5 weeks</p> 	<p>RWP: The Storm 4 weeks</p> 	<p>Poetry: 2 Weeks- Happy Poems Chosen by Roger Mcgough</p> 
	<p><u>Key themes</u> Black lives matter, racial biases, love, faith, resilience, legal justice V human actions, empowerment.</p>	<p><u>Key themes</u> Weather personification emotions</p>	<p><u>Key Themes</u> Hope, happiness, friendship, well being, relationships</p>
	<p><u>Key Vocabulary:</u> Snicker, wince, wary, mushy, tentatively, alliance, shudder, flail, prosecutor, assailant, gavel, jut, contradict, humiliate.</p>	<p><u>Key Vocabulary:</u> Icy brisk prowled eerie gloomy hammering</p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
	<p><u>Intended Knowledge</u> Continue to read and discuss a wide range of fiction.</p> <p>Can make comparisons within and across books.</p> <p>Can discuss their understanding and explain the meaning of words in context.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can predict what might happen from details stated and implied.</p> <p>Can explore the meanings of words in context.</p> <p>Can ask questions to improve their understanding.</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Can provide reasoned justifications for their views.</p> <p>Can 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</p>	<p><u>Intended Knowledge</u></p> <p>Can make comparisons within and across exemplar pieces.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can explore the meanings of words in context.</p> <p>Can ask questions to improve their understanding.</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Ask questions to improve their understanding. Identify how language, structure and presentation contribute to meaning.</p>	<p><u>Intended Knowledge</u> Continue to read and discuss a wide range of poetry.</p> <p>Increase familiarity with a wide range of books.</p> <p>Identify and discuss themes and conventions across a wide range of writing.</p> <p>Making comparisons within and across books.</p> <p>Learning a wide range of poetry by heart.</p> <p>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.</p> <p>Explore the meaning of words by context.</p> <p>Ask questions to improve their understanding. Identify how language, structure and presentation contribute to meaning.</p> <p>Explain and understand the meaning of what they've read Discuss and evaluate how authors use language , including figurative language and consider the impact on the reader.</p>

<p><u>SEND Priorities</u> Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information. Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text. Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p><u>SEND Priorities</u> Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information. Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text. Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p><u>SEND Priorities</u> Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information. Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text. Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>
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<u>S</u> <u>u</u> <u>m</u> <u>m</u> <u>e</u> <u>r</u> <u>1</u> <u>3</u> <u>W</u> <u>e</u> <u>e</u> <u>k</u> <u>s</u>	<p>RWP: The sports <i>Managers Speech</i> (4 weeks)</p> 	<p>RR Non Fiction- What a waste by Jess French (3 weeks)</p> 	<p>Application Unit: The Giants Necklace Letters and Diary Entries (5/6 Weeks)</p> 
<p><u>Key Themes</u> Inspire, Victory, Effort</p>	<p><u>Key Themes</u> Environment planet pollution</p>	<p><u>Key themes</u> Isolation, family, death</p>	
<p><u>Key Vocabulary</u> Motivate, Powerful, Confident, Positive, Negative, United, Repetition</p>	<p><u>Key Vocabulary:</u> Rubbish, recycling, protecting, planet pollution, efficiency, waste, landfill</p>	<p><u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial</p>	
<p><u>Intended Knowledge</u> Can make comparisons within and across exemplar pieces.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can explore the meanings of words in context.</p> <p>Can ask questions to improve their understanding.</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p><u>Intended Knowledge</u> Continue to read and discuss a wide range reference books and textbooks.</p> <p>Can read books that are structured in different ways.</p> <p>Can identify how language, structure and presentation contribute to meaning.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can explore the meanings of words in context.</p> <p>Can discuss their understanding and explain the meaning of words in context.</p> <p>Can predict what might happen from details stated and implied</p> <p>Can distinguish between statements of fact and opinion</p> <p>Can retrieve, record and present information from non-fiction</p> <p>Can 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</p> <p>Can 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</p>	<p><u>Intended Knowledge</u> Continue to read and discuss a wide range of fiction.</p> <p>Can make comparisons within and across books.</p> <p>Can discuss their understanding and explain the meaning of words in context.</p> <p>Can draw inferences and justify with evidence.</p> <p>Can predict what might happen from details stated and implied.</p> <p>Can explore the meanings of words in context.</p> <p>Can ask questions to improve their understanding.</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Can provide reasoned justifications for their views.</p>	
<p><u>SEND Priorities</u> Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information.</p>	<p><u>SEND Priorities</u> Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information. Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text.</p>	<p><u>SEND Priorities</u> Can compare and evaluate different texts against their intended purpose. Explains how punctuation and sentence construction is used to enhance meaning. Uses knowledge of vocabulary and context to give meaning to new language. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text. Identify explicit details from the text, showing exactly where in the text they found the information. Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text.</p>	

<p>Can identify the text type according to key features. Comments on the impact of organisational and presentational features from a text. Can summarise the main points from a whole text. Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p>Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p>Can prove or disprove simple statements about a character by finding evidence in a text. Can empathise with a characters motives and behaviours. Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>
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Year 5 Reading Objectives taught in Guided Reading and Intervention Session

Reading - word reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Year 6 Reading Long Term Overview

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Key themes: Good vs evil, humour, power, control, deception

Key themes: Holocaust, Empathy, Understanding of historical events, Loss

Key vocabulary: realm, grotesque, stalagmites, baffled, immersed, putrid, engulfed

Key vocabulary: Empathy, Exasperated, Holocaust, Historical, Ethics, Morality, Politics, Dictatorship

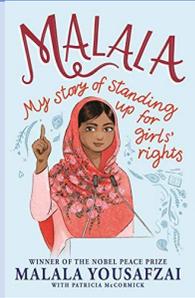
Intended Knowledge

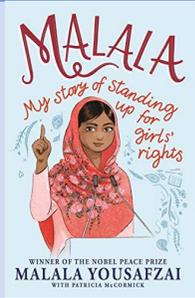
Intended Knowledge

- Can identify and discuss themes and conventions.
 Can make comparisons within and across a text
 Increasing their familiarity with a wide range of books, including modern fiction and books from other cultures
 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
 - 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
 - Discuss how language, structure and presentation contribute to meaning
 - Participate in discussions about books that are read to them, building on their own and others' ideas and challenging courteously
 - Discuss and evaluate how authors use language, considering impact on the reader.
 - provide reasoned justifications for their views

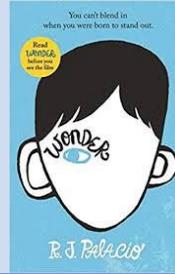
- Can identify and discuss themes and conventions.
 Can make comparisons within and across a text.
 Increasing their familiarity with a wide range of books, including modern fiction and books from other cultures .
 Understand what they read by:
- checking that the book makes sense to them, discussing 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
 - 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
 - Discuss how language, structure and presentation contribute to meaning
 - Participate in discussions about books that are read to them, building on their own and others' ideas and challenging courteously
 - Discuss and evaluate how authors use language, considering impact on the reader.
 - provide reasoned justifications for their views.

<p><u>SEND Priorities</u></p> <p>Can use appropriate decoding strategies fluently and accurately. Can persevere with challenging texts (whole texts including novels) to read with fluency and expression.</p> <p>Can show an understanding of the meaning of vocabulary in different contexts. Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in a text mean. Can retrieve details and quotations to demonstrate understanding of character, events and information.</p> <p>Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text. Can identify key details and use quotes for illustration. Can identify the main passage in a poem/story.</p> <p>Can use information from the whole text to answer questions eg true/false. Can search for simple clues within the text to support reading between the lines. Can use clues from action, dialogue and description to interpret meaning. Can explain and justify inferences, providing evidence from the text to support reasoning</p> <p>Can make developed predictions that are securely rooted in the text. Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. Can identify key features such as setting, action, past events Can identify a range of figurative language eg metaphor, simile, alliteration, idioms, euphemism, personification etc Can comment upon the use and effect of the author's language on the reader. Can make accurate and appropriate comparisons within texts.</p>	<p><u>SEND Priorities</u></p> <p>Can use appropriate decoding strategies fluently and accurately. Can persevere with challenging texts (whole texts including novels) to read with fluency and expression. Can show an understanding of the meaning of vocabulary in different contexts. Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in a text mean.</p> <p>Can retrieve details and quotations to demonstrate understanding of character, events and information. Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text. Can identify key details and use quotes for illustration. Can identify the main passage in a poem/story.</p> <p>Can use information from the whole text to answer questions eg true/false. Can search for simple clues within the text to support reading between the lines. Can use clues from action, dialogue and description to interpret meaning. Can explain and justify inferences, providing evidence from the text to support reasoning</p> <p>Can make developed predictions that are securely rooted in the text. Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. Can identify key features such as setting, action, past events Can identify a range of figurative language eg metaphor, simile, alliteration, idioms, euphemism, personification etc Can comment upon the use and effect of the author's language on the reader. Can make accurate and appropriate comparisons within texts.</p>
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<p>Sp rin g 11 we eks</p> 	
<p><u>Key themes: black rights, prejudice, education, equality, justice, space race/space travel, technology, resilience.</u></p>	<p><u>Key themes: family, resilience, honesty, trust, selflessness, friendship, discrimination, prejudice, education, equal opportunities.</u></p>
<p><u>Key Vocabulary:</u> quarrel, skeletal, treacherous, arrogance, interjected, boastful, devoid</p>	<p><u>Key vocabulary:</u> al-Qaeda, haram, Taliban, purdah, imam, inconvenient, peace, dialogue, rights, campaign, dyna, Pashto, pisho</p>
<p><u>Intended Knowledge</u></p> <p>Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction increasing their familiarity with a wide range of books, including modern fiction</p> <ul style="list-style-type: none"> 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 	<p><u>Intended Knowledge</u></p> <p>Can identify and discuss themes and conventions. Can make comparisons within and across a text Increasing their familiarity with a wide range of books, including modern fiction and books from other cultures understand what they read by:</p> <ul style="list-style-type: none"> 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


<p><u>Key themes: family, resilience, honesty, trust, selflessness, friendship, discrimination, prejudice, education, equal opportunities.</u></p>
<p><u>Key vocabulary:</u> al-Qaeda, haram, Taliban, purdah, imam, inconvenient, peace, dialogue, rights, campaign, dyna, Pashto, pisho</p>
<p><u>Intended Knowledge</u></p> <p>Can identify and discuss themes and conventions. Can make comparisons within and across a text Increasing their familiarity with a wide range of books, including modern fiction and books from other cultures understand what they read by:</p> <ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> participate in discussions about books that are read to them, building on their own and others' ideas and challenging courteously discuss and evaluate how authors use language, considering impact on the reader provide reasoned justifications for their views 	<ul style="list-style-type: none"> 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 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 discuss how language, structure and presentation contribute to meaning participate in discussions about books that are read to them, building on their own and others' ideas and challenging courteously discuss and evaluate how authors use language, considering impact on the reader provide reasoned justifications for their views
<p><u>SEND Priorities</u></p> <p>Can use appropriate decoding strategies fluently and accurately. Can persevere with challenging texts (whole texts including novels) to read with fluency and expression. Can show an understanding of the meaning of vocabulary in different contexts. Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in a text mean. Can retrieve details and quotations to demonstrate understanding of character, events and information. Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text. Can identify key details and use quotes for illustration. Can identify the main passage in a poem/story. Can use information from the whole text to answer questions eg true/false. Can search for simple clues within the text to support reading between the lines. Can use clues from action, dialogue ad description to interpret meaning. Can explain and justify inferences, providing evidence from the text to support reasoning Can make developed predictions that are securely rooted in the text. Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. Can identify key features such as setting, action, past events Can identify a range of figurative language eg metaphor, simile, alliteration, idioms, euphemism, personification etc Can comment upon the use and effect of the author's language on the reader. Can make accurate and appropriate comparisons within texts.</p>	<p><u>SEND Priorities</u></p> <p>Can use appropriate decoding strategies fluently and accurately. Can persevere with challenging texts (whole texts including novels) to read with fluency and expression. Can show an understanding of the meaning of vocabulary in different contexts. Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in a text mean. Can retrieve details and quotations to demonstrate understanding of character, events and information. Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text. Can identify key details and use quotes for illustration. Can identify the main passage in a poem/story. Can use information from the whole text to answer questions eg true/false. Can search for simple clues within the text to support reading between the lines. Can use clues from action, dialogue ad description to interpret meaning. Can explain and justify inferences, providing evidence from the text to support reasoning Can make developed predictions that are securely rooted in the text. Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. Can identify key features such as setting, action, past events Can identify a range of figurative language eg metaphor, simile, alliteration, idioms, euphemism, personification etc Can comment upon the use and effect of the author's language on the reader. Can make accurate and appropriate comparisons within texts.</p>



Key themes: isolation, friendship, kindness, courage, coming of age, principals

Key vocabulary: cleft, palate, forewarn, precept, plaque, alignment, deed, monument, mortality, verge, jagged, implant, defect, catastrophe, gauge, syndrome

Intended Knowledge

maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction
increasing their familiarity with a wide range of books, including modern fiction

- 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
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

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

SEND Priorities

Can use appropriate decoding strategies fluently and accurately.

Can persevere with challenging texts (whole texts including novels) to read with fluency and expression.

Can show an understanding of the meaning of vocabulary in different contexts.

Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in a text mean.

Can retrieve details and quotations to demonstrate understanding of character, events and information.

Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text.

Can identify key details and use quotes for illustration.

Can identify the main passage in a poem/story.

Can use information from the whole text to answer questions eg true/false.

Can search for simple clues within the text to support reading between the lines.

Can use clues from action, dialogue and description to interpret meaning.

Can explain and justify inferences, providing evidence from the text to support reasoning

Can make developed predictions that are securely rooted in the text.

Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole.

Can identify key features such as setting, action, past events

Can identify a range of figurative language eg metaphor, simile, alliteration, idioms, euphemism, personification etc

Can comment upon the use and effect of the author's language on the reader.

Can make accurate and appropriate comparisons within texts.

Year 6 Reading Objectives taught in Guided Reading Sessions

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.