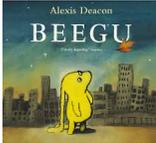




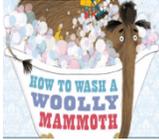
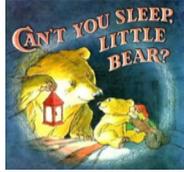
	Autumn Term				Spring Term			Summer Term				
Year 1/2	Meerkat Mail T4W	Poetry: Bonfire Night/Fire	Beegu RR	Narrative poetry Year 1: Julia Donaldson Stick Man	Instructions How to Wash a Woolly Mammoth T4W	The Dragon Machine RR	Year 1: RR: Can't you sleep little Bear?	Dougal's Deep Sea Diary RR	Recounts T4W	A Planet full of Plastic (Non Fiction) RR	Y1 Animal Poetry (Commotion in the Ocean)	
				Year 2: The Way Home for Wolf			Year 2: Poetry: The Sound Collector				Y2 RWP Transition Unit: Bed Time Stories	
Year 3/4	RWP Planet Earth	Fog Hounds (Fiction) RR		Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas	Firework Makers Daughter (Fiction) RR	RWP WW2	Newspaper Reports	How to help a Hedgehog and protect a Polar Bear (Non- Fiction) RR		Explanation Texts 'How to save....'	RR Myths and Legends Beowulf	Poetry: Please Mrs Butler Alan Ahlberg
Year 5	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				

<p>Nursery</p>	<p>It's my birthday How many sleeps until my birthday The night before my birthday Birthday countdown book</p> <p>Little Red Hen - Harvest 3 Billy goats Gruff - Maths link</p>	<p>Owl Babies Foxes Socks The Gruffalo Brown Bear</p> <p>The Christmas Story</p>	<p>Three Little Pigs Little Red Riding Hood Gingerbread man Goldilocks and the 3 bears</p>	<p>Lisette the vet Ada Twist Scientist My mummy is a fire fighter Topsy and Tim meet the police Pete the Cat construction destruction</p> <p>I Love my Mummy</p>	<p>The train ride Whatever next Naughty Bus Rosie's walk Topsy and Tim go on an aeroplane</p>	<p>The very hungry caterpillar Each peach pear plum Supertato The Enormous Turnip</p> <p>What does Daddy do?</p>	
<p>Reception</p>	<p>Pete the Cat rocking my school shoes. Pete the cat and his four groovy buttons Peace at Last Pumpkin Soup Little Red Hen</p>	<p>Handa's surprise Pete the Cat world Tour</p>	<p>Super Daisy Supertato Elliot Midnight Superhero</p>	<p>What's going on inside my head?</p>	<p>The day the crayons quit. The day the crayons came home. Giraffes can't dance. Chicks</p>	<p>Commotion in the Ocean Shark in the Dark Rainbow Fish</p>	

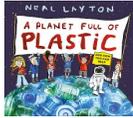
Year 1 Reading Long Term Overview

	<p>(T4W)- Meerkat Mail 4 weeks</p> 	<p>Poetry -Bonfire Night/Fire Theme 2 Weeks</p> 	<p>RR: Beegu- 4 Weeks</p> 	<p>Narrative poetry - Stickman- 3 weeks</p> 
<p>Autumn Term (14 Weeks)</p>	<p><u>Key themes</u> Journey, family, belonging</p>	<p><u>Key themes</u> Guy Fawkes, History, Dragons, Being Safe</p>	<p><u>Key themes</u> Belonging, friendship, individuality, family</p>	<p>Key Themes: Christmas, family, love, determination, working together.</p>
	<p><u>Key Vocabulary</u> journey, chronological, letter, Africa, family, belong, safe, meerkat</p>	<p><u>Key vocabulary</u> Fireworks, bonfire, Catherine Wheels, Guy Fawkes, spinning, shape poems</p>	<p><u>Key Vocabulary</u> empathy, individuality, lost, belong, solar system, friendship, Earth, postcard</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 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 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>Learn to appreciate rhymes and poems and to recite some by heart.</p> <p>Listen to and discuss a wide range of poems at a level beyond which they can read independently.</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 stories, 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><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>SEND Priorities</u></p> <p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.</p> <p>Can apply phonic knowledge as a route to decode words.</p> <p>Can break words into more than one syllable that contain taught GPCs</p> <p>Can read common exception words.</p> <p>Can use the context of the text and pictures to help read unfamiliar words.</p>	<p><u>SEND Priorities</u></p> <p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.</p> <p>Can apply phonic knowledge as a route to decode words.</p> <p>Can break words into more than one syllable that contain taught GPCs</p> <p>Can read common exception words.</p> <p>Can use the context of the text and pictures to help read unfamiliar words.</p>	<p><u>SEND Priorities</u></p> <p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.</p> <p>Can apply phonic knowledge as a route to decode words.</p> <p>Can break words into more than one syllable that contain taught GPCs</p> <p>Can read common exception words.</p> <p>Can use the context of the text and pictures to help read unfamiliar words.</p>	<p><u>SEND Priorities</u></p> <p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.</p> <p>Can apply phonic knowledge as a route to decode words.</p> <p>Can break words into more than one syllable that contain taught GPCs</p> <p>Can read common exception words.</p> <p>Can use the context of the text and pictures to help read unfamiliar words.</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 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>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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Spring (11 weeks)	<p><u>(T4W) How to wash a woolly mammoth - 4 weeks</u></p> 	<p><u>(RR) The Dragon Machine - 3/4 weeks</u></p> 	<p><u>RR: Can't you sleep Little Bear?- 3 Weeks</u></p> 
	<p><u>Key themes</u> Instructions, animals</p>	<p><u>Key themes</u> Imagination, friendship, journey, magic</p>	<p><u>Key themes</u> Family, repetitive, every-day life</p>
	<p><u>Key vocabulary</u> Mammoth, woolly, notoriously tricky, thirsty, broom, tickly, snuggle</p>	<p><u>Key Vocabulary</u> Childhood, enchanting, loneliness, machine, legend, creature, description, illustration</p>	<p><u>Key vocabulary</u> sunlight, cave, lantern, shadows, safe, cosy, scared, Bear</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 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 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>SEND Priorities</u></p> <p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.</p> <p>Can apply phonic knowledge as a route to decode words.</p> <p>Can break words into more than one syllable that contain taught GPCs</p> <p>Can read common exception words.</p> <p>Can use the context of the text and pictures to help read unfamiliar words.</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><u>SEND Priorities</u></p> <p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.</p> <p>Can apply phonic knowledge as a route to decode words.</p> <p>Can break words into more than one syllable that contain taught GPCs</p> <p>Can read common exception words.</p> <p>Can use the context of the text and pictures to help read unfamiliar words.</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><u>SEND Priorities</u></p> <p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales.</p> <p>Can apply phonic knowledge as a route to decode words.</p> <p>Can break words into more than one syllable that contain taught GPCs</p> <p>Can read common exception words.</p> <p>Can use the context of the text and pictures to help read unfamiliar words.</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. 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. Can make predictions sometimes based on what has been read so far.</p>
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Summer (13 weeks)	RR Dougal's deep sea diary- 4 weeks 	<u>Recount: T4W</u> - 2 weeks 	A Planet full of plastic (Non fiction): RR -4 weeks 	<u>Poetry: Under the sea poetry-</u> 2 weeks 
	<u>Key themes</u> Exploring new places, being yourself, meeting new people	<u>Key themes</u> Factual	<u>Key themes</u> Looking after our planet, pollution, plastic, recycling, animals	<u>Key themes</u> Animals, poetry, repetitive
	<u>Key vocabulary</u> Dive, harbour, treasure, capsule, Atlantis, pearls, surface, mermaids	<u>Key vocabulary</u> After, later, finally ,then, adjective, chronological order,	<u>Key vocabulary</u> Plastic , toxins. Biodegradable, planet, reduce, reusing, environment , scientists.	<u>Key vocabulary</u> poem, poet, rhyme, repeat, verse, perform, voice, loud
	<u>Intended Knowledge</u> 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	<u>Intended Knowledge</u> 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 word meanings, linking new meanings to what they already know Explain clearly their understanding of what is read to them.	<u>Intended Knowledge</u> 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 word 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.	<u>Intended Knowledge</u> 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.
	<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. Can explain what is read in their own words.	<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. Can explain what is read in their own words. Recall main points (who, what, where, when, how, why answers)	<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. Can explain what is read in their own words.	<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. Can explain what is read in their own words.

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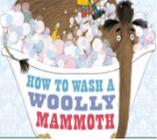
Year 1 Reading Objectives taught in Guided Reading and Phonic Sessions

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.

	<p>(T4W)- Meerkat Mail 4 weeks</p> 	<p>Poetry Bonfire Night/Fire Theme 2 Weeks</p> 	<p>RR: Beegu- 4 Weeks</p> 	<p>Narrative poetry (The Way Home for wolf) - 3 weeks</p> 
	<p><u>Key themes</u> Journey, family, belonging</p>	<p><u>Key themes</u> Guy Fawkes, History, Dragons, Being Safe</p>	<p><u>Key themes</u> Belonging, friendship, individuality, family</p>	<p><u>Key themes</u> Family, belonging, empathy, quest</p>
	<p><u>Key Vocabulary</u> journey, chronological, letter, Africa, family, belong, safe, meerkat</p>	<p><u>Key vocabulary</u> Fireworks, bonfire, Catherine Wheels, Guy Fawkes, spinning, shape poems</p>	<p><u>Key Vocabulary</u> empathy, individuality, lost, belong, solar system, friendship, Earth, postcard</p>	<p><u>Key Vocabulary</u> elder, tundra, twilight, lost, brave, determination, friendship, vowed</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn 14 weeks</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><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 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.</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 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></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><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><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><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>Can use the context of the text to help read unfamiliar words. 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. Can compare fiction and non-fiction texts. 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 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. Can sequence events in a text. 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 read closely to obtain specific information. 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 sequence events in a text. Can summarise the main points from a passage or a text. Can ask questions to improve their understanding of a text.</p>
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<p>(T4W) <u>How to wash a woolly mammoth</u> - 4 weeks</p> 	<p>The Dragon Machine - 4 weeks</p> 	<p>Poetry (The Sound Collector)- 2 Weeks</p> 
<p><u>Key themes</u> Instructions, animals</p>	<p><u>Key themes</u> Imagination, friendship, journey, magic</p>	<p><u>Key themes</u> Sounds, familiar settings</p>
<p><u>Key vocabulary</u> Mammoth, woolly, notoriously tricky, thirsty, broom, tickly, snuggle</p>	<p><u>Key Vocabulary</u> Childhood, enchanting, loneliness, machine, legend, creature, description, illustration</p>	<p><u>Key Vocabulary</u> verse, couplet, rhyme, classic, line, pattern, poet, stanza</p>
<p><u>Intended Knowledge</u></p> <p>Can participate in discussion about books, taking turns and listening to what others say.</p> <p>Can discuss favourite words and phrases from the text.</p> <p>Can discuss the sequence of events in books and how items of information are related.</p> <p>Can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Ⓔ</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 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>Can sequence events in a text.</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>Can sequence events in a text.</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>Can sequence events in a text.</p>

	<p>Can summarise the main points from a passage or a text. Can ask questions to improve their understanding of a text.</p>	<p>Can summarise the main points from a passage or a text. Can ask questions to improve their understanding of a text.</p>	<p>Can summarise the main points from a passage or a text. Can ask questions to improve their understanding of a text.</p>
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Summer- 13 weeks

	<p>Can use the context of the text to help read unfamiliar words. Can recognise adjectives, adverbs and similes. Recall main points with reference to the text. Can read closely to obtain specific information. Can compare fiction and non-fiction texts. Can sequence events in a text. Can summarise the main points from a passage or a text. Can ask questions to improve their understanding of a text.</p>	<p>Can use the context of the text to help read unfamiliar words. Can recognise adjectives, adverbs and similes. Recall main points with reference to the text. Can read closely to obtain specific information. Can compare fiction and non-fiction texts. Can sequence events in a text. Can summarise the main points from a passage or a text. Can ask questions to improve their understanding of a text.</p>	<p>Can use the context of the text to help read unfamiliar words. Can recognise adjectives, adverbs and similes. Recall main points with reference to the text. Can read closely to obtain specific information. Can compare fiction and non-fiction texts. Can sequence events in a text. Can summarise the main points from a passage or a text. Can ask questions to improve their understanding of a text.</p>	<p>Can use the context of the text to help read unfamiliar words. Can recognise adjectives, adverbs and similes. Recall main points with reference to the text. Can read closely to obtain specific information. Can compare fiction and non-fiction texts. Can sequence events in a text. Can summarise the main points from a passage or a text. Can ask questions to improve their understanding of a text.</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

	<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'</p>	<p>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 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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<p>Spring 11 weeks</p>	<p>RR - The Firework Maker's Daughter - 4 weeks</p> <div data-bbox="353 1433 472 1525" data-label="Image"> </div>	<p>RWP WW2- 4 weeks</p> <div data-bbox="1099 1426 1249 1520" data-label="Image"> </div>	<p>RR - Newspapers - 3 Weeks</p> <div data-bbox="1727 1406 1917 1530" data-label="Image"> </div>
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<p><u>Key Themes</u> Independence, Family, Bravery</p>	<p><u>Key themes:</u> Evacuation, family, loss, resilience, communication, journey</p>	<p><u>Key Themes</u> Discovery, Exploration, Knowledge</p>
<p><u>Key Vocabulary</u> Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice, Persistence</p>	<p><u>Key Vocabulary:</u> postcards, letters, formal, informal, contact</p>	<p><u>Key Vocabulary</u> Unbiased, Perplexed, Witness, Extraordinary, Assure, Evidence, Presume, Tentative</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 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> Can listen to and discuss a wide range of non-fiction and reference books or textbooks.</p> <p>Can read books that are structured in different ways and read for a range of purposes.</p> <p>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><u>SEND Priorities</u></p> <p>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. 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><u>SEND Priorities</u></p> <p>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. 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><u>SEND Priorities</u></p> <p>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. 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>RR How to help a polar bear and protect a hedgehog. (4 weeks)</p> 	<p>Explanation Text 2 weeks How to save a ...</p> 	<p>RR Beowulf- 4 weeks</p> 	<p>Poetry: 2 weeks Please Mrs Butler</p> 
	<p><u>Key themes:</u> Animals, protection, role as citizens</p>	<p><u>Key themes</u> Factual Explanation Text, Lifecycles</p>	<p><u>Key themes</u> Myths, legends, Bravery</p>	<p><u>Key themes</u> School, choices, behaviour, friendship, respect, familiar setting</p>
	<p><u>Key Vocabulary:</u> endangered, species, hedgerow, heathlands, woodlands, highlands, wetlands, freshwater, coastline</p>	<p><u>Key Vocabulary:</u> Expectancy, Transform, Concise, Majority, Majority, Usually, Generally, Although</p>	<p><u>Key Vocabulary:</u> Heroic, Grotesque, Legend, Fable, Myth, Brave, Warrior, Fought</p>	<p><u>Key Vocabulary:</u> school, teacher, headmaster, poem, poet, verse, couplet, pattern</p>
<p>Summer 13 weeks</p>	<p><u>Intended Knowledge</u> Can identify themes and conventions in a wide range of books</p> <p>Can identify how language, structure, and presentation contribute to meaning</p> <p>Can read books that are structured in different ways and reading for a range of purposes</p> <p>Can listen to and discuss a wide range of non-fiction- and reference books or textbooks. .</p> <p>An retrieve and record information from non-fiction</p>	<p><u>Intended Knowledge</u> Can identify themes and conventions in a wide range of books</p> <p>Can identify how language, structure, and presentation contribute to meaning</p> <p>Can read books that are structured in different ways and reading for a range of purposes</p> <p>Can listen to and discuss a wide range of non-fiction- and reference books or textbooks.</p> <p>Can read books that are structured in different ways and read for a range of purposes.</p> <p>An retrieve and record information from non-fiction</p>	<p><u>Intended Knowledge</u> 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 increase familiarity with a wide range of books including fairy stories, <u>myths and legends</u>, and retelling some of these orally.</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> 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.</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.</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.</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.</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>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>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>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>
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Year 3 Reading Objectives taught in Guided Reading and Phonic Sessions

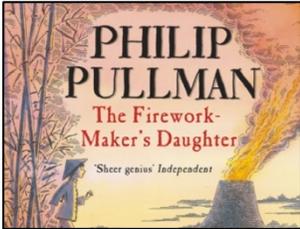
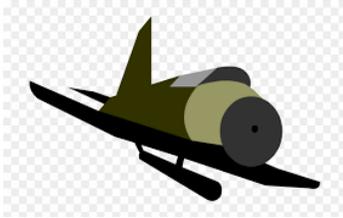
Reading - word reading

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.

<p>RWP - Planet Earth - 4 Weeks (2 weeks)</p> 	<p>The Fog Hounds 4/5 Weeks</p> 	<p>Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas (3 weeks)</p> 
<p><u>Key Themes</u> Life, Growth, Responsibility</p>	<p><u>Key Themes</u> Key themes: Royalty, betrayal, protection, magic, laws</p>	<p><u>Key themes</u> Repetitive, Performance</p>
<p><u>Key Vocabulary</u> Evolution, Adapt, Narrate, Natural, Survive, Predator, Environment, Prey</p>	<p><u>Key Vocabulary</u></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 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> 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 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.</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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Spring 11 weeks	RR - The Firework Maker's Daughter - 4 weeks	RWP WW2	RR - Newspapers - 3 Weeks
			
	<u>Key Themes</u> Independence, Family, Bravery	<u>Key themes:</u> Evacuation, family, loss, resilience, communication, journey	<u>Key Themes</u> Discovery, Exploration, Knowledge
	<u>Key Vocabulary</u> Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice, Persistence	<u>Key Vocabulary:</u> postcards, letters, formal, informal, contact	<u>Key Vocabulary</u> Unbiased, Perplexed, Witness, Extraordinary, Assure, Evidence, Presume, Tentative
	<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	<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	<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 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 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
<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.	<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.	<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.	

	<p>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.</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>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>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>RR How to help a polar bear and protect a hedgehog. (4 weeks)</p> 	<p>Explanation Text 2 weeks How to save a ...</p> 	<p>RR Beowulf- 4 weeks</p> 	<p>Poetry: 2 weeks Please Mrs Butler</p> 
	<p><u>Key themes:</u> Animals, protection, role as citizens</p>	<p><u>Key themes</u> Factual Explanation Text, Lifecycles</p>	<p><u>Key themes</u> Myths, legends, Bravery</p>	<p><u>Key themes</u> School, choices, behaviour, friendship, respect, familiar setting</p>
	<p><u>Key Vocabulary:</u> endangered, species, hedgerow, heathlands, woodlands, highlands, wetlands, freshwater, coastline</p>	<p><u>Key Vocabulary:</u> Expectancy, Transform, Concise, Majority, Majority, Usually, Generally, Although</p>	<p><u>Key Vocabulary:</u> Heroic, Grotesque, Legend, Fable, Myth, Brave, Warrior, Fought</p>	<p><u>Key Vocabulary:</u> school, teacher, headmaster, poem, poet, verse, couplet, pattern</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> 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> 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 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 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 increasing their familiarity with a wide range of books including fairy stories.</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.</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.</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.</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.</p>

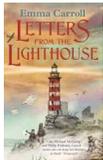
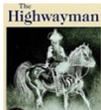
<p>Is able to skim short passages and answer recall questions. Is able to scan short passages to answer recall questions. Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. Is able to describe the action of characters in the text 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>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>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>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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Reading - word reading

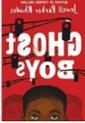
Pupils should be taught to:

- 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

Autumn 14 weeks	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, prejudice, plight of refugees, fear, independence, bravery, love, life, loss, tolerance and bereavement.	<u>Key themes</u> Rescue Survival	<u>Key themes</u> Love, Death, Morals
	<u>Key Vocabulary:</u> air raid, evacuee, foreign, Jerry, Nazis, Ration, telegram, kindertransport, Luftwaffe	<u>Key Vocabulary:</u> paradise island, tense, dangerous idyllic lurking ocean hunter victim tranquility 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
	<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.	<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.	<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.

<p>Identify explicit details from the text, showing exactly where in the text they found the information.</p> <p>Can identify the text type according to key features.</p> <p>Comments on the impact of organisational and presentational features from a text.</p> <p>Can summarise the main points from a whole text.</p> <p>Can prove or disprove simple statements about a character by finding evidence in a text.</p> <p>Can empathise with a characters motives and behaviours.</p> <p>Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p>Identify explicit details from the text, showing exactly where in the text they found the information.</p> <p>Can identify the text type according to key features.</p> <p>Comments on the impact of organisational and presentational features from a text.</p> <p>Can summarise the main points from a whole text.</p> <p>Can prove or disprove simple statements about a character by finding evidence in a text.</p> <p>Can empathise with a characters motives and behaviours.</p> <p>Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p>Identify explicit details from the text, showing exactly where in the text they found the information.</p> <p>Can identify the text type according to key features.</p> <p>Comments on the impact of organisational and presentational features from a text.</p> <p>Can summarise the main points from a whole text.</p> <p>Can prove or disprove simple statements about a character by finding evidence in a text.</p> <p>Can empathise with a characters motives and behaviours.</p> <p>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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Spring 11 weeks	RR: Ghost boys 5 weeks 	RWP: The Storm 4 weeks 	Poetry: 2 Weeks- Happy Poems Chosen by Roger McGough 
	<u>Key themes</u> Black lives matter, racial biases, love, faith, resilience, legal justice V human actions, empowerment.	<u>Key themes</u> <u>Weather personification emotions</u>	<u>Key themes</u> Well-being mindfulness feelings emotions
	<u>Key Vocabulary:</u> Snicker, wince, wary, mushy, tentatively, alliance, shudder, flail, prosecutor, assailant, gavel, jut, contradict, humiliate.	<u>Key Vocabulary:</u> Icy brisk prowled eerie gloomy hammering	<u>Key Vocabulary:</u> imagery, repetition, metaphor, simile, personification
	<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. 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	<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. Ask questions to improve their understanding. Identify how language, structure and presentation contribute to meaning.	<u>Intended Knowledge</u> Continue to read and discuss a wide range of poetry. Increase familiarity with a wide range of books. Identify and discuss themes and conventions across a wide range of writing. Making comparisons within and across books. Learning a wide range of poetry by heart. Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Explore the meaning of words by context. Ask questions to improve their understanding. Identify how language, structure and presentation contribute to meaning. 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.
	<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.	<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.	<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.

	<p>Comments on the impact of organisational and presentational features from a text.</p> <p>Can summarise the main points from a whole text.</p> <p>Can prove or disprove simple statements about a character by finding evidence in a text.</p> <p>Can empathise with a characters motives and behaviours.</p> <p>Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p>Comments on the impact of organisational and presentational features from a text.</p> <p>Can summarise the main points from a whole text.</p> <p>Can prove or disprove simple statements about a character by finding evidence in a text.</p> <p>Can empathise with a characters motives and behaviours.</p> <p>Recognises a range of descriptive devices including figurative language.</p> <p>Compares the behaviour and feelings of different characters in a text.</p>	<p>Comments on the impact of organisational and presentational features from a text.</p> <p>Can summarise the main points from a whole text.</p> <p>Can prove or disprove simple statements about a character by finding evidence in a text.</p> <p>Can empathise with a characters motives and behaviours.</p> <p>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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Summer 13 weeks	<p>RWP: The sports Managers Speech (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></p>	<p><u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial</p>
	<p><u>Intended Knowledge</u> <i>Can make comparisons within and across exemplar pieces.</i> Can draw inferences and justify with evidence. Can explore the meanings of words in context. <i>Can ask questions to improve their understanding.</i> Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p><u>Intended Knowledge</u> <i>Continue to read and discuss a wide range reference books and textbooks.</i> <i>Can read books that are structured in different ways.</i> <i>Can identify how language, structure and presentation contribute to meaning.</i> Can draw inferences and justify with evidence. Can explore the meanings of words in context. Can discuss their understanding and explain the meaning of words in context. Can predict what might happen from details stated and implied Can distinguish between statements of fact and opinion <i>Can retrieve, record and present information from non-fiction</i> 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 <i>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</i></p>	<p><u>Intended Knowledge</u> <i>Continue to read and discuss a wide range of fiction.</i> <i>Can make comparisons within and across books.</i> 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. <i>Can ask questions to improve their understanding.</i> <i>Can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i> Can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 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. 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. 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. 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. 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

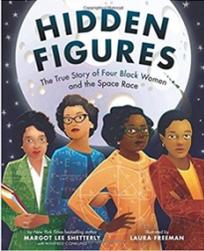
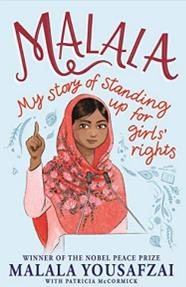
Pupils should be taught to:

- 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.

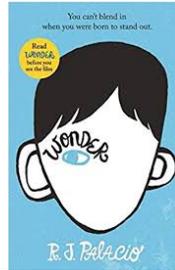
Year 6 Reading Long Term Overview

Autumn 14 weeks		
	<p><u>Key themes:</u> Good vs evil, humour, power, control, deception</p>	<p><u>Key themes:</u> Holocaust, Empathy, Understanding of historical events, Loss</p>
	<p><u>Key vocabulary:</u> realm, grotesque, stalagmites, baffled, immersed, putrid, engulfed</p>	<p><u>Key vocabulary:</u> Empathy, Exasperated, Holocaust, Historical, Ethics, Morality, Politics, Dictatorship</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</p> <p>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 • 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>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 .</p> <p>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 • 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 add 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.</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 add 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>
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<p>Spring 11 weeks</p>		
	<p><u>Key themes:</u> black rights, prejudice, education, equality, justice, space race/space travel, technology, resilience.</p>	<p><u>Key themes:</u> family, resilience, honesty, trust, selflessness, friendship, discrimination, prejudice, education, equal opportunities.</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 	<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"> identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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 <ul style="list-style-type: none"> provide reasoned justifications for their views
<p>SEND Priorities</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 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.</p>	<p>SEND Priorities</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 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.</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.