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| **Objectives** | **Autumn** | **Spring** | **Summer** |
| **Theme:**  **Book focus: The Camel plods along**  **(Ali Baba?)** | **Theme:**  **Book focus: James and the Giant Peach** | **Theme:**  **Gulliver’s Travels (?)**  **Romulus and Remus (?)** |
| **Word Reading**  • Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words  • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words | Using phonic sounds to read words  Phonics (see year 2 assessment and group children)  Phonics reading activities for lowers during GGR (new sound per day)  Jollyphonics books available  \_ai, \_oi, \_ay, \_oy  a\_e, e\_e, i\_e, o\_e, u\_e  er, ir, ur  Suffixes; \_ing, \_ed, \_er, \_est  Plural and singular s and \_es  Chunking – compound words  High frequency words  Spelling patterns (weekly) | Adding suffixes beginning with vowel letters to words of more than one syllable  \_ly, \_tion, dis, re, dis, mis, un  Chunking – compound words  High frequency words  Spelling patterns (weekly)  Year 3/4 common exception words list | Spelling  il, im, ir, in, anti  Chunking – compound words  High frequency words  Spelling patterns (weekly) |
| **Comprehension**   * Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks * Know that non-fiction books are structured in different ways and be able to use them effectively * Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas * Ask questions to improve understanding of a text * Predict what might happen from details stated * Draw inferences such as inferring characters' feelings, thoughts and motives from their actions * Use dictionaries to check the meaning of unfamiliar words * Identify main idea of a text * Identify how structure, and presentation contribute to the meaning of texts * Retrieve and record information from non-fiction * Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others’ opinions * Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently * Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action | Experience and discuss a range of fiction  Know that non-fiction books are structured in different ways and be able to use them effectively  Ask questions to improve understanding of a text  Predict what might happen from details stated  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions  Use dictionaries to check the meaning of unfamiliar words  Identify main idea of a text  Identify how structure, and presentation contribute to the meaning of texts | Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas  Ask questions to improve understanding of a text  Predict what might happen from details stated  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions  Use dictionaries to check the meaning of unfamiliar words  Identify main idea of a text  Identify how structure, and presentation contribute to the meaning of texts  Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others’ opinions | Ask questions to improve understanding of a text  Predict what might happen from details stated  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions  Identify main idea of a text  Identify how structure, and presentation contribute to the meaning of texts  Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently  Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action |