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| **Objectives** | **Autumn** | **Spring** | **Summer** |
| **Theme:** | **Theme:** | **Theme:** |
| **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. * Re-read and read ahead to check for meaning.   **Reading Comprehension (continued)**   * Present an oral overview or summary of a text. * Present the author’s viewpoint of a text. * Present a personal point of view based on what has been read. * Listen to others’ personal point of view. * Explain a personal point of view and give reasons. * Know the difference between fact and opinion. * Use knowledge of structure of text type to find key information. * Use text marking to identify key information in a text. * Make notes from text marking. | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. * Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. * Re-read and read ahead to check for meaning * Present an oral overview or summary of a text. * Present the author’s viewpoint of a text. * Listen to others’ personal point of view.   Know the difference between fact and opinion   * Explain a personal point of view and give reasons. | * 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.   Re-read and read ahead to check for meaning   * Present an oral overview or summary of a text. * Present the author’s viewpoint of a text. * Use text marking to identify key information in a text.   Make notes from text marking. | * Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.   Re-read and read ahead to check for meaning   * Present an oral overview or summary of a text. * Present the author’s viewpoint of a text. |
| **Reading Comprehension**   * Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features. * Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. * Identify significant ideas, events and characters and discuss their significance. * Learn poems by heart for example, narrative verse, haiku. * Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Use meaning-seeking strategies to explore the meaning of words in context. * Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. * Identify and comment on writer’s use of language for effect. for example, precisely chosen adjectives, similes and personification. * Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. * Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. * Justify inferences with evidence from the text. * Make predictions from what has been read. * Summarise the main ideas drawn from a text. * Identify the effect of the context on a text. for example, historical or other cultures. * Identify how language, structure and presentation contribute to the meaning of a text. * Express a personal point of view about a text, giving rea sons. * Make connections between other similar texts, prior knowledge and experience. * Compare different versions of texts and talk about their differences and similarities. * Listen to and build on others’ ideas and opinions about a text. | * Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features. * Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are. * Identify significant ideas, events and characters and discuss their significance. * Use meaning-seeking strategies to explore the meaning of words in context. * Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. * Justify inferences with evidence from the text. * Make predictions from what has been read. * Summarise the main ideas drawn from a text. * Identify the effect of the context on a text. for example, historical or other cultures.   Listen to and build on others’ ideas and opinions about a text. | * Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features. * Learn poems by heart for example, narrative verse, haiku. * Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Use meaning-seeking strategies to explore the meaning of words in context.   Identify and comment on writer’s use of language for effect. for example, precisely chosen adjectives, similes and personification  Listen to and build on others’ ideas and opinions about a text. | * Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features. * Use meaning-seeking strategies to explore the meaning of words in context. * Identify how language, structure and presentation contribute to the meaning of a text. * Express a personal point of view about a text, giving reasons.   Make connections between other similar texts, prior knowledge and experience  Listen to and build on others’ ideas and opinions about a text. |