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| **Objectives** | **Autumn** | **Spring** | **Summer** |
| **Theme:**  **Desserts** | **Theme:**  **Extreme Weather** | **Theme:**  **Habitats – Fact and Fiction** |
| **Word Reading**   * Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. * Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. * Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience * Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. * Read fluently, using punctuation to inform meaning. | * Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. * Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. * Read fluently, using punctuation to inform meaning- understand how commas are used to give reading more meaning. | * Use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience * Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. * Read fluently, using punctuation to inform meaning- read texts aloud and perform them considering tone, volume and actions. Vary voice to show the difference between direct and indirect speech. | * Read fluently, using punctuation to inform meaning- respond to commas, question marks and exclamation marks through variety of expression and intonation. |
| **Reading Comprehension (continued)**   * Present a personal point of view based on what has been read. * Present a counter-argument in response to others’ points of view. * Provide reasoned justifications for their views. * Refer to the text to support opinion. * Distinguish between statements of fact and opinion. * Find information using skimming to establish main idea. * Use scanning to find specific information. * Text mark to make research efficient and fast. * Organise information or evidence appropriately | * Present a personal point of view based on what has been read- identify themes and conventions from a text. * Provide reasoned justifications for their views. * Refer to the text to support opinion. | * Present a personal point of view based on what has been read- make up own mind about issues and justify views. * Present a counter-argument in response to others’ points of view. * Distinguish between statements of fact and opinion. * Find information using skimming to establish main idea. * Use scanning to find specific information. | * Present a personal point of view based on what has been read- give a view about writer’s choice of words, structure etc and discuss if they can suggest alternatives. * Text mark to make research efficient and fast. * Organise information or evidence appropriately |
| **Reading Comprehension**     * Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions. * Read books that are structured in different ways. * Recognise texts that contain features from more than one text type. * Consider and evaluate how effectively texts are structured and laid out * Read non-fiction texts to support other curriculum areas. * Read closely to ensure understanding. * Recommend books that they have read to their peers, giving reasons for their choices. * Identify and discuss themes in a range of writing and across longer texts. * Identify and discuss the conventions of different text types. * Identify key points in an appropriate text. • Learn a range of poetry by heart for example, narrative verse, sonnet. * Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Identify and comment on writer’s choice of vocabulary, giving examples and explanation. • Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension. * Show awareness of the writers’ craft by commenting on use of language, grammatical features and structure of texts. * Express a personal point of view about a text, giving reasons linked to evidence from texts. * Raise queries about texts. * Make connections between other similar texts, prior knowledge and experience and explain the links. * Compare different versions of texts and explain the differences and similarities. * Listen to others’ ideas and opinions about a text. * Build on others’ ideas and opinions about a text in discussion * Explain and comment on explicit and implicit points of view. * Summarise key information from different parts of a text.   Recognise the writer’s point of view and discuss it. | * Read closely to ensure understanding- predict and make inferences on the basis of what has been read. * Summarise key information from different parts of a text- recount main themes /events. * Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions. * Read non-fiction texts to support other curriculum areas. * Express a personal point of view about a text, giving reasons linked to evidence from texts. * Raise queries about texts. * Make connections between other similar texts, prior knowledge and experience and explain the links. * Listen to others’ ideas and opinions about a text. * Build on others’ ideas and opinions about a text in discussion | * Read closely to ensure understanding- know which words are essential in a sentence to retain meaning, and explain the meaning of words in context. * Summarise key information from different parts of a text- comment on the way characters relate to one another. * Read books that are structured in different ways. * Recognise texts that contain features from more than one text type. * Consider and evaluate how effectively texts are structured and laid out * Recommend books that they have read to their peers, giving reasons for their choices. * Identify and discuss the conventions of different text types. * Identify and comment on writer’s choice of vocabulary, giving examples and explanation. • Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension. * Recognise the writer’s point of view and discuss it. | * Read closely to ensure understanding- ask questions to improve understanding of text and make comparisons between texts with reasons. * Summarise key information from different parts of a text- infer characters feelings, thoughts and motives from their actions. * Identify and discuss themes in a range of writing and across longer texts. * Identify key points in an appropriate text. • Learn a range of poetry by heart for example, narrative verse, sonnet. * Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Compare different versions of texts and explain the differences and similarities. * Explain and comment on explicit and implicit points of view. |