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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.
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| **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
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| **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.
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