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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. | **Word Reading**   * Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. * Use appropriate strategies to decode unfamiliar words, e.g. blending sounds. * Develop fluency by reading with expression, taking accounts of speech marks, punctuation etc.   **Comprehension**   * Know which books to select for specific purposes, especially in relation to science, history and geography learning. * Use dictionaries to check the meaning of unfamiliar words. * Begin to understand simple themes in books. * Explain the meaning of words in context. * Ask questions to improve understanding of a text. * Infer meanings and begin to justify them with evidence from the text. * Retrieve and record information from non-fiction. * Make connections with prior knowledge and experience. | **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.   **Comprehension**   * Discuss and record words and phrases that writers use to engage and impact on the reader. * Predict what might happen from details stated and deduced information. * Identify some text type organisational features, for example, narrative, explanation, persuasion. * Begin to build on others’ ideas and opinions about a text in discussion. | **Word Reading**   * Identify and comment main purpose, e.g. ‘the writer doesn’t like violence’. * Recognise some features of the context of texts, e.g. historical setting, social or cultural background.   **Comprehension**   * Know and recognise some of the literary conventions in text types covered. * Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Identify how the writer has used precise word choices for effect to impact on the reader. * Explain why text types are organised in a certain way |
| **Comprehension**   * Know which books to select for specific purposes, especially in relation to science, history and geography learning. * Use dictionaries to check the meaning of unfamiliar words. * Discuss and record words and phrases that writers use to engage and impact on the reader. * Know and recognise some of the literary conventions in text types covered. * Begin to understand simple themes in books. * Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. * Explain the meaning of words in context. * Ask questions to improve understanding of a text. * Infer meanings and begin to justify them with evidence from the text. * Predict what might happen from details stated and deduced information. * Identify how the writer has used precise word choices for effect to impact on the reader. * Identify some text type organisational features, for example, narrative, explanation, persuasion. * Retrieve and record information from non-fiction. * Make connections with prior knowledge and experience. * Begin to build on others’ ideas and opinions about a text in discussion. * Explain why text types are organised in a certain way |  |  |  |