



Input	Year 3/4 Objectives
Individual Reading Book (Phonic Linked or AR Scheme)	develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"><li>• reading books that are structured in different ways and reading for a range of purposes</li></ul> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"><li>• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li></ul>
Shared Class Text/Story/Writing Link	<ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li></ul>
Decision Spelling	<ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</li><li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>
Other (eg Performance, cross-curricular research)	<ul style="list-style-type: none"><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• recognising some different forms of poetry [for example, free verse, narrative poetry] <b>SUMMER TERM</b></li></ul>



Input	Year 3/4 Objectives
Group/Whole Class Reading Session	<p>Reading (or Rereading) the Text:</p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li><li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul> <p>Vocab:</p> <ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</li><li>• using dictionaries to check the meaning of words that they have read</li></ul> <p>Inference:</p> <ul style="list-style-type: none"><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul> <p>Predict:</p> <ul style="list-style-type: none"><li>• predicting what might happen from details stated and implied</li></ul> <p>Retrieve:</p> <ul style="list-style-type: none"><li>• retrieve and record information from non-fiction (<i>and fiction</i>)</li></ul> <p>Explain:</p> <ul style="list-style-type: none"><li>• identifying themes and conventions in a wide range of books</li><li>• discussing words and phrases that capture the reader's interest and imagination</li><li>• identifying how language, structure, and presentation contribute to meaning</li></ul> <p>Summarise:</p> <ul style="list-style-type: none"><li>• identifying main ideas drawn from more than 1 paragraph and summarising these</li></ul> <p>Sequence:</p> <ul style="list-style-type: none"><li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li></ul> <p>Question:</p> <ul style="list-style-type: none"><li>• asking questions to improve their understanding of a text</li></ul>



Input	Year 5/6 Objectives
Individual Reading Book (Phonic Linked or AR Scheme)	<p>maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"><li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li></ul> <p>understand what they read by:</p> <ul style="list-style-type: none"><li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• recommending books that they have read to their peers, giving reasons for their choices</li></ul>
Shared Class Text/Story/Writing Link	<ul style="list-style-type: none"><li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li><li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li><li>• provide reasoned justifications for their views</li></ul>
Decision Spelling	<ul style="list-style-type: none"><li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li></ul>
Other (eg Performance, cross-curricular research)	<ul style="list-style-type: none"><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• learning a wider range of poetry by heart<ul style="list-style-type: none"><li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li></ul></li></ul>



Input	Year 5/6 Objectives
Group/Whole Class Reading Session	<p>Reading (or ReReading) the Text:</p> <ul style="list-style-type: none"><li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li></ul> <p>Vocab:</p> <ul style="list-style-type: none"><li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li></ul> <p>Inference:</p> <ul style="list-style-type: none"><li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul> <p>Predict:</p> <ul style="list-style-type: none"><li>predicting what might happen from details stated and implied</li></ul> <p>Retrieve:</p> <ul style="list-style-type: none"><li>distinguish between statements of fact and opinion</li><li>retrieve, record and present information from non-fiction</li></ul> <p>Explain:</p> <ul style="list-style-type: none"><li>identifying and discussing themes and conventions in and across a wide range of writing</li><li>identifying how language, structure and presentation contribute to meaning</li><li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li></ul> <p>Summarise:</p> <ul style="list-style-type: none"><li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li></ul> <p>Sequence:</p> <ul style="list-style-type: none"><li>making comparisons within and across books</li></ul> <p>Question:</p> <ul style="list-style-type: none"><li>asking questions to improve their understanding</li></ul>