English - Reading

Nursery	Develop Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Who am I?	Comprehension: Engage in extended conversations about stories, learning new vocabulary.	Knowledge of events in key texts	talking about stories	story	story, character, beginning, middle, end
Autumn Term 2					
Who is in my community?	Comprehension: Engage in extended conversations about stories, learning new vocabulary.	Knowledge of events in key texts	talking about stories	story	story, character, beginning, middle, end, when, where, who, setting, first, then, next, after
Spring Term 1					
How do we get to the South Pole?	Word Reading: Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	pointing to words, identifying a letter and a word	word, print, letter, read	words, letters, spaces, point, cover, title, author, page, turn
	Comprehension: Engage in extended conversations about stories, learning new vocabulary.	Knowledge of events in key texts	talking about stories	story	
Spring Term 2					
What can we grow?	Word Reading: Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	pointing to words, identifying a letter and a word	word, print, letter, read	words, letters, spaces, point, cover, title, author, page, turn
	Comprehension: Engage in extended conversations about stories, learning new vocabulary.	Knowledge of events in key texts	talking about stories	story	

Summer Term 1					
What is under the sea?	Word Reading: Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Increasing knowledge of letter names and sounds.	Spot rhymes, suggest rhymes, count and clap syllables, recog words with same initial sound.	rhyme, syllable, sound, "begins with".	rhythm, tap, syllable, sound, letter, word, beginning with, blend, segment, stretch, robot talk, clap
	Comprehension: Engage in extended conversations about stories, learning new vocabulary.	Knowledge of events in key texts	talking about stories	story	
Summer Term 2					
Where will adventure take us?	Word Reading: Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Increasing knowledge of letter names and sounds.	Spot rhymes, suggest rhymes, count and clap syllables, recog words with same initial sound.	rhyme, syllable, sound, "begins with".	rhythm, tap, syllable, sound, letter, word, beginning with, blend, segment, stretch, robot talk, clap
	Comprehension: Engage in extended conversations about stories, learning new vocabulary.	Knowledge of events in key texts	talking about stories	story	

English - Reading

Reception	Development Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What makes me happy and healthy?	Engage in extended conversations about stories learning new vocab.	know info can be retrieved from books and computers	listen to a story appropriately	context of print and language in the world	Page, turn, sound, story.
	Write some or all of their name	knowing a sound represents a letter	hears initial sound in words	navigating books and text	
	Use some of their print and letter knowledge in their early writing		use information retrieved		
Autumn Term 2					
Where in the world do animals live?	Read individual letters by saying the sounds for them	knowing letters represent sounds. Words are made up of sounds.	listening and hearing the initial sound and making connections to phonics and GPC	Form	segment, blend, phoneme, graphme, sound it out.
	Blend sounds into words, so that they can read short words made up of known letter - sound correspondences.	knowing what it means to segment and to blend	applying this knowledge to my writing	Alphabet and language system	
	Read some letter groups that each represent one	knowing GPC	using my growing skill of segmenting and blending to begin to read and write simple words.	Innovation	
	sound and say sounds for them.	knowing letters and sounds make words to carry meaning.			
	Read a few common exception words matched to the school's phonic programme.				
Spring Term 1					
	Read some letter groups that each represent one sound and say sounds for them.	understand that letters carry meaning.	Demonstrate a good knowledge of phase 2 and 3 phonic sounds.	Form	letters, phonemes, grapheme, alphabet, digraph, trigraph, blend.

What makes a good toy?	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Understand that a grapheme represents a phoneme.	Demonstrate an understanding of grapheme/digraph/trigraph.	Alphabet and language system	
		Knowing which letters and groups of letters (digraph/ trigraph) represent which sounds	Be able to segment and blend sounds successfully in order to read words.	Reading **Decoding**	
		understand that when letters and sounds are joined together in a specific order they create a word.		Writing	
				Innovation	

Spring Term 2					
What happens on the farm?	Blend sounds into words, so that they can read short words made up of known letters– sound correspondences.	Understanding that re-read and checking is a necessary skill.	Use classroom displays, resources such as alphabet strips, sound mats, sentence structure reminders to aid their learning.	Form	blend, sounds, segment, sound mat, sentence, capital letter, full stop, alphabet.
	Re-read what they have written to check that it makes sense.	Knowing that mistakes are how we learn.		Alphabet and language system	
				Reading	
				Writing	
				Innovation	

Summer Term 1					
How can I be a superhero?	Begins to read words and simple sentences.	I understand that sentences are made up of words and that words are made up of sounds.	I can segment and blend sounds in words.	Form	blend, sounds, segment, sound mat, sentence, capital letter, full stop, alphabet.
	Children read and understand simple sentences.	I understand that words carry meaning.	I can read words within a sentence and take meaning from them	Alphabet and language system	
	They use phonic knowledge to decode regular words and read them aloud accurately.	I understand that words are made up of sounds. I know that in order to read words I have to segment and blend them.	I know how to segment and blend words in order to read them accurately.	Reading	
				Writing	
				Innovation	

Summer Term 2					
	Re-read what they have written to check that it makes sense.	Understanding that re-read and checking is a necessary skill.	Use classroom displays, resources such as alphabet strips, sound mats, sentence structure reminders to aid their learning.	Form	blend, sounds, segment, sound mat, sentence, capital letter, full stop, alphabet.

What goes up, up and away?	Spell words by identifying the sounds and then writing the sound with letter/s.	Knowing that mistakes are how we learn.	Being able to reread my own work and identify any potential mistakes.	Alphabet and language system	
		Having the ability to encode words which need to be written	Recognising how to correct any mistakes.	Reading	
				Writing	
				Innovation	

English - Reading

Year 1	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What do I know about the UK and where I live in Didsbury?	Word reading Apply phonic knowledge and skills as the route to decode words	Know common exception words I, you, go, into, the, my and recognise them in the text Naughty Bus.	Reading strategies.	Vocabulary	Key text - Naughty Bus. Common exception words - I, you, to, into, the, me, my. Passenger, driver, bus, powerful winch, rescue, reflection, handsome. Developing vocabulary in appropriate colour banded books during Guided Reading (text dependent).
	Participate in discussion about what is read, taking turns and listening to what others say.	Phase 2 and 3 phonics.	Grapheme - phoneme correspondence.	Decoding	
	Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught	That printed text and pictures in a story conveys meaning.	Sequencing.	Retrieval	
	Re-reads and listens to books (Naughty Bus) to build up fluency and confidence.	Understanding how to sequence key events of a story that has been read to them.	Story mapping a familiar story that has been read to them.	Predicting	
	Become familiar with key stories.	Beginning to understand and use reading strategies.	Decoding words using phonics and recognising when a word is harder to read (common exception word)	Sequencing	
	Explains clearly their understanding of what has happened in a text.	Knowledge of particualr vocabulary highlighted by the teacher to develop understanding of texts read.	Predicting and summarising texts read.		
	Read common exception words.	5 parts of a story - opening, build up, problem, resolution, ending.	Reading for pleasure.		
	Link what they hear to their own experiences.	Knowledge of a journey story.	Recognising when a familiar story is changed by the reader.		
	Recite some key phrases by heart.				
Autumn Term 2					
	Word reading Apply phonic knowledge and skills as the route to decode words	Make a judgment about something that has been read Identify adjectives in text Identify nouns in text Know the different sounds made by graphemes.	Discuss word meanings, linking new meanings to those already known	Use expression when speaking aloud. **Vocabulary**	Key text - Dogger. Developing vocabulary in appropriate colour banded books during Guided Reading (text dependent).

How different was my grandparents' childhood to mine?	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Know different harder to read and spell words.	Draw on what they already know or on background information and vocabulary provided by the teacher	Developing fluency when reading words .**Inference**	
	Participate in discussion about what is read, taking turns and listening to what others say.	Know that different texts have different purposes, eg non-fiction book; information poster.	Check that the text makes sense to them as they read and correct inaccurate reading.	Developing decoding skills **Decoding**	
		Knowledge of the features of a lost and found story.	Draw on what they already know when answering questions.		
		5 parts of a story.	Read different harder to read and spell words.	Developing comprehension skills **inference** and **retrieval**.	
			Know some of the features of a non-fiction book.	Fiction and non fiction **Genres**.	
			Read a non-fiction text. Use a non-fiction text to find specific information.	**Sequencing** events in a story.	
			Identify/explain key aspects of non-fiction such as titles, contents and information.		
			Discuss what words mean.		
			Develop inference skills - infer how characters may be feeling in a story.		
			Develop retrieval skills - find facts in a non-fiction text.		

Spring Term 1

Why are humans not like tigers? Animals including humans	Apply phonic knowledge skills as the route to decode words.	Know what adjectives, nouns, time conjuntions are.	Using reading startegies.	Fiction and Non-fiction	Key text - The Tiger Who Came To Tea. Developing vocabulary in appropriate colour banded books during Guided Reading (text dependent).
	Responds speedily with correct sound for all graphemes taught.	Know the different graphemes and sounds they represent.	Decoding.	Expression	
	Reads common exception words taught.	Phase 2, 3 and 5 harder to read and spell words.	Joining in with key phrases.	Sequencing	
	Read books aloud that are consistent with their developing phonic knowledge and do not require them to use other startegies to work out words.	Know that different texts have different purposes (fiction story Tiger Came to Tea vs non-fiction recount)	Recognising when a word is harder to read.	Predicting and summarising	
	Reread books to build up their fluency and confidence.	Know how to sequence a story that has been told to them.	Reading out loud to a group.	Predicting, retrieving and infering.	
	Link what they read to own experiences.	Reading strategies for unfamiliar words.	Sequencing and summarising texts read.	Character profiles	
	Recognise and join in with predicatable phrases.		Predicting what might happen in a text.	Text purposes	
	Draw on what they already know and background information and vocabulary.		Asking relevant questions about a text.		
	Check the text makes sense and asks relevant questions about it.		Develop inference skills about how a character might be feeling.		
	Participates in discussions, listening to others and develioping own undertsanding of texts read.		Recognising the difference between a fiction and non-fiction text.		

Spring Term 2

How can I make a fashionable logo about where I am from?	Apply phonic knowledge skills as the route to decode words.	Know what an adjective and verb is and how they are used in stories to add description and excitement.	Read and understand simple sentences.	Expression	Key text - Mrs Honey's Hat/ From Tiny Seed to Mighty Tree. Developing vocabulary in appropriate colour banded books during Guided Reading (text dependent).
	Responds speedily with correct sound for all graphemes taught.	Know different sounds made by graphemes.	Explore unfamiliar vocabulary by asking questions about what it means.	Sequencing	
	Reads common exception words taught.	Know how to read the days of the week (in the text Mrs Honey's Hat)	Participating in turn taking discussions about texts read.	Presenting	
	Read books aloud that are consistent with their developing phonic knowledge and do not require them to use other startegies to work out words.	Know and recognise the 5 parts of the story.	Decoding, sequencing, predicting.	Listening and turn taking	
	Reread books to build up their fluency and confidence.	Know harder to read and spell words from Phase 2,3 and 5.	Infering how characters feel in a story.	Building on own knowledge about	
	Link what they read to own experiences.	Know which reading strategies to use to decode unfamiliar words.	Fluency and expression.	Reading for pleasure.	
	Recognise and join in with predicatable phrases.	Know key events and be able to sequence them from a text read to them.	Reading out loud.	Text meaning.	
	Draw on what they already know and background information and vocabulary.	Know key events and be able to sequence them from a text read independently.	Joining in with predictable phrases in key text Mrs Honey's Hat.	Relating to own experiences.	
	Check the text makes sense and asks relevant questions about it.	Knowledge of a finding story (Mrs Honey's Hat)			
	Participates in discussions, listening to others and develioping own undertsanding of texts read.				

Summer Term 1

Why are some places in the world always hot and others are always cold?	Apply phonic knowledge skills as the route to decode words.	Identifying adjectives, nouns, verbs in a text and recognising why they are used and the effect this has on the reader's views of the story.	Linking new word meanings to previous knowledge.	VIPERS	Key text - Meerkat Mail / Welcome to the Arctic / Welcome to the Desert. Developing vocabulary in appropriate colour banded books during Guided Reading (text dependent).
	Responds speedily with correct sound for all graphemes taught.	Know different text purposes.	Using background information and own knowledge to make sense of texts read.	Reading strategies	
	Reads common exception words taught.	Know how a non-fiction text is structured, features.	Retrieving information from non-fiction texts.	Text purposes	
	Read books aloud that are consistent with their developing phonic knowledge and do not require them to use other startegies to work out words.	Know a postcard communicates a written message about an experience and the features of a postcard.	Finding features of a postcard and recognising a text as a postcard before reading it.	Communicating	
	Reread books to build up their fluency and confidence.	Know that we can use non-fiction texts to develop of factual knowledge and understanding of the world.	Reading strategies.	Understanding of the world	

cold?	Link what they read to own experiences.	Knowlegde of hot and cold places developed through texts read.	VIPER strategies for comprehension skills of texts read.	Summarising
	Recognise and join in with predicatable phrases.			
	Draw on what they already know and background information and vocabulary.			
	Check the text makes sense and asks relevant questions about it.			
	Participates in discussions, listening to others and develioping own undertsanding of texts read.			

Summer Term 2				
Who were and are the famous Manchester people?	Apply phonic knowledge skills as the route to decode words.	Knowledge building of traditional tales.	Identifying different word types and punctuation in a text.	VIPERS	Key text - Jack and the Beanstalk / Emmeline Pankhurst / Little People Dream Big. Developing vocabulary in appropriate colour banded books during Guided Reading (text dependent).
	Responds speedily with correct sound for all graphemes taught.	Know and apply knowledge of phase 2,3, 4 and 5 phonics and common exceptions words.	Recognising the purpose of a text.	Reading for purpose/pleasure	
	Reads common exception words taught.	Know when a text doesn't make sense when reading independently, rereading and applying reading strategies to begin to self correct.	Retrieving information from a non-fiction text (biography)	Understanding the world	
	Read books aloud that are consistent with their developing phonic knowledge and do not require them to use other startegies to work out words.	Know how punctuation influences how a text is read e.g. expression for exclamation.	Retelling a traditional tale.	Sequencing	
	Reread books to build up their fluency and confidence.	Begin to know the simple features of a biography and how this is different to a character story.	VIPERS	Summarising	
	Link what they read to own experiences.	Vocabulary building.	Reading strategies	Presenting, speaking, listening.	
	Recognise and join in with predicatable phrases.		Reading for pleasure	Sharing ideas and turn taking.	
	Draw on what they already know and background information and vocabulary.		Selecting books based on own interests.	Expression	
	Check the text makes sense and asks relevant questions about it.		Expressing opinions about books they have read.	Linking stories to own life experiences.	
	Participates in discussions, listening to others and develioping own undertsanding of texts read.				

English - Reading

Year 2	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Would a Dinosaur make a good pet?	being introduced to non-fiction books that are structured in different ways	Talk about words and phrases that link events e.g. meanwhile, just then, soon after	Use phonic knowledge to support with sounding out unknown words	Vocabulary	Katie and the Dinosaurs Portal Story dinosaur phonics fiction non-fiction blending segmenting phonemes graphemes vocabulary predcition
	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Talk about the use of features of organisation e.g. index, glossary, subheadings Use the following vocabulary and explain what it is and why it is used in books:	Self-correct whilst in the flow of reading e.g. missing words/ mispronunciation	Inference	
	discussing their favourite words and phrases		Re-read books to build up fluency and confidence	Prediction	
	answering and asking questions		Predict what might happen on the basis of what has been read so far	Retrieval	
			Demonstrate empathy with characters looking at descriptions and actions	Sequencing	
			Make inferences on the basis of what is said and done e.g. 'I think the character is selfish/unkind/angry because it says she...'	Decoding	
			Recognise that different characters have different thoughts/feelings about scenarios e.g. the Big Bad Wolf would see the story very differently to Little Red Riding Hood	Fluency	
			Reading for pleasure		
Autumn Term 2					
What lessons were learnt from the Great Fire of London?	being introduced to fiction and non-fiction books that are structured in different ways	Explore a variety of Non-fiction texts about mythical creatures	Use phonic knowledge to support with sounding out unknown words	Decoding	Great Fire plague London phonics fiction non-fiction blending segmenting phonemes graphemes vocabulary predcition headings subheadings facts opinions
	♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Explore a variety of Non Fiction texts about dinosaurs.	Self-correct whilst in the flow of reading e.g. missing words/ mispronunciation	Fluency	
	♣ discussing their favourite words and phrases	Talk about words and phrases that link events e.g. meanwhile, suddenly, although, even though	Re-read books to build up fluency and confidence	Phonological Awareness	
	answering and asking questions	Talk about the use of features of organisation e.g. index, glossary, subheadings Use the following vocabulary and explain what it is and why it is used in books:	Predict what might happen on the basis of what has been read so far	Segmenting	
			Demonstrate empathy	Blending	
			Make inferences about the characters	Inference	
			Refer back to the text for evidence	Prediction	
			Discuss the language that the author has used	Retrieval	
			Reading for pleasure		
Spring Term 1					
What are the main differences between my life and a small village in Africa?	being introduced to non-fiction books that are structured in different ways	Explore a variety of Non Fiction texts about Europe and Africa.	Use phonic knowledge to support with sounding out unknown words	**Character**	Africa Europe village self correction non fiction fiction fluency decoding pace scanning skimming contents glossary headings evidence
	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Talk about words and phrases used within non-fiction texts and how they differ from fiction texts	* Self-correct whilst in the flow of reading e.g. missing words/ mispronunciation	**Imagination**	
	discussing their favourite words and phrases	Talk about the use of features of organisation e.g. index, glossary, subheadings	* Re-read books to build up fluency and confidence. Develop pace when reading aloud.	Setting	
	answering and asking questions	Use the following vocabulary and explain what it is and why it is used in books:	* Scan texts to find key information about Africa and animals.	Structure	
			*Navigate through non-fiction texts effectively using contents, glossary, headings etc	Comprehension	
			* Refer back to the text for evidence	Viewpoint	
			* Discuss the language used within non-fiction texts and why those language choices were made	Literature	

				Tradition	
			* **Exposure to a rich variety of non-fiction texts**	Tradition	
				Story-telling	

			Spring Term 2		
	Being introduced to the fiction book Chicken in the kitchen – exploring what African fables are	Explore a variety of Fiction texts about African fables.	Use phonic knowledge to support with sounding out unknown words	Character	Nelson Mandela Rosa Parks Little Leaders inspiration influence vocabulary inference prediction explanation summary
	discussing and clarifying the meanings of words	Talk about words and phrases used within fiction texts and how they differ from non -fiction texts	Self-correct whilst in the flow of reading e.g. missing words/ mispronunciation	Imagination	
Which internationally famous person made the world a better place?	Linking new meanings to known vocabulary	Talk about the use of features of organisation e.g. opening, build up, problem, resolution and ending.	Re-read books to build up fluency and confidence. Develop pace when reading aloud.	Setting	
	Discussing their favourite words and phrases	Use the following vocabulary and explain what it is and why it is used in books:1. Noun 2. Noun phrase 3. Adjective 4. Adverb 5. Verb 6. Statement 7. Question 8. Exclamation mark 9. Prefix 10. Suffix 11. Tense (past and present) Apostrophe 12. Comma	Scan texts to find key information to respond to comprehensions.	Structure	
	Answering and asking questions		Refer back to the text for evidence	Linguistics	
			Discuss the language used within fiction texts and why those language choices were made. What effect for the reader?	Viewpoint	
				Literature	
				Tradition	
				Story-telling	
				Oracy	

			Summer Term 1		
	being introduced to the fiction book Horrid Henry – exploring what humour and fantasy stories are	Explore a variety of Fiction texts.	Use phonic knowledge to support with sounding out unknown words	Questioning	local environment clarifying Horrid Henry phrases words vocabulary fiction non-fiction explanation
	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Talk about words and phrases used within fiction texts and how they differ from non -fiction texts	* Self-correct whilst in the flow of reading e.g. missing words/ mispronunciation	Justification	
	discussing their favourite words and phrases	Talk about the use of features of organisation e.g. opening, build up, problem, resolution and ending.	* Re-read books to build up fluency and confidence. Develop pace when reading aloud.	Evidence	
How different are the environments close to our school?	answering and asking questions	Use the following vocabulary and explain what it is and why it is used in books:	* Scan texts to find key information to respond to comprehensions.	Correction	
			* Refer back to the text for evidence	Awareness	
			* Discuss the language used within fiction texts and why those language choices were made. What effect for the reader?	Discussions	

			Summer Term 2		
	being introduced to a variety of texts– exploring how to write an effective description of a setting, focussing on the five senses.	Explore a variety of Fiction texts.	Use phonic knowledge to support with sounding out unknown words	Alliteration	Vicotrian period poetry rhyme tone intonation performance pronounciation scanning skimming evidence language fiction non-fiction
How can I make a moving Victorian vehicle?	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Talk about words and phrases used within fiction texts and how they differ from non -fiction texts	* Self-correct whilst in the flow of reading e.g. missing words/ mispronunciation	Comprehension	
	discussing their favourite words and phrases	Talk about the use of features of organisation e.g. opening, build up, problem, resolution and ending.	* Re-read books to build up fluency and confidence. Develop pace when reading aloud.	Performance	
	answering and asking questions		* Scan texts to find key information to respond to comprehensions.	Poetry	
			* Refer back to the text for evidence	Drama	
			* Discuss the language used within fiction texts and why those language choices were made. What effect for the reader?	Rhyme	

English - Reading

Year 3	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
	Autumn Term 1				
What causes earthquakes, volcanoes and mountains?	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	To understand what a root word, prefix and suffix is.	To apply relevant spelling rules when reading.	To use my reading skills to gain a good understanding of a character. Vocabulary	
	To read further expectation words, noting the unusual correspondences between spelling and sound.	To understand relevant spelling rules.	How to use the organisational devises in a non-fiction book such as contents page and index.	There is a purpose behind the structure and presentation behind non-fiction books and the skills involved are unique. Inference	
	Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words.	To know a range of strategies to use to read unfamiliar words.	To apply previously learnt skills when reading for pleasure.	That reading can be for pleasure and skills for reading when utilised will enhance this experience. Prediction	
	To draw inferences such as inferring a characters feelings, thoughts and motives from their actions.	To know that characters can show their feelings through the way they look, how they behave and what they say.	To use my knowledge and understanding of feelings and apply it when I am reading.	Explanation	
	To read a range of fiction, poetry, plays and non fiction texts.	To know how to take part in a group discussion	To understand how to use a dictionary as a strategy to tackle unfamiliar words.	Retrieval	
	To discuss the text that I read.	To recognise a occurring structure and theme within a "warning tale"	To have the speaking and listening skills to take part in a group discussion.	Sequencing	
	identifying themes and conventions in a wide range of books	Learn the structural and presentation devises in a non-fiction texts such as headings and captions.	To find information in non-fiction books and record it independently using	Fluency	
	discussing words and phrases that capture the reader's interest and imagination		How to scan for information using a non-fiction book.	Decoding	
	retrieve and record information from non-fiction				
	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				skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction
	Autumn Term 2				

How can I create a large structure to represent Manchester?	· Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	To understand what a root word, prefix and suffix is.	To apply relevant spelling rules when reading.	To use my reading skills to gain a good understanding of a character. **Vocabulary**	
	· To read further expectation words, noting the unusual correspondences between spelling and sound.	To understand relevant spelling rules.	To understand how to use a dictionary as a strategy to tackle unfamiliar words.	Inference	
	Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words.	To know a range of strategies to use to read unfamiliar words.	To use my knowledge and understanding of feelings and apply it when I am reading.	Prediction	
	· To draw inferences such as inferring a characters feelings, thoughts and motives from their actions.	To know that characters can show their feelings through the way they look, how they behave and what they say.	To have the speaking and listening skills to take part in a group discussion.	Explanation	
	· To read a range of fiction, poetry, plays and non fiction texts.	To know how to take part in a group discussion		Retrieval	
	· To discuss the text that I read.			Sequencing	skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction
				Fluency	

Spring Term 1					
How did Britain change between the Stone age and Iron age?	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	To understand what a root word, prefix and suffix is.	To apply relevant spelling rules when reading.	To use my reading skills to gain a good understanding of a character. **Vocabulary**	
	To read further expectation words, noting the unusual correspondences between spelling and sound.	To understand relevant spelling rules.	To apply previously learnt skills when reading for pleasure.	That reading can be for pleasure and skills for reading when utilised will enhance this experience. **Inference**	
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	To understand what a homophone is.	To understand how to use a dictionary as a strategy to tackle unfamiliar words.	There is a purpose behind the structure and presentation behind non-fiction books and the skills involved are unique. **Prediction**	
	reading books that are structured in different ways and reading for a range of purposes	To know a range of strategies to use to read unfamiliar words.	To use my knowledge and understanding of feelings and apply it when I am reading.	**Explanation**	
	using dictionaries to check the meaning of words that they have read		To have the speaking and listening skills to take part in a group discussion.	**Retrieval**	
	increasing their familiarity with a wide range of books	To know that characters can show their feelings through the way they look, how they behave and what they say.	To find information in non-fiction books and record it independently using	**Sequencing**	
	identifying themes and conventions in a wide range of books		How to scan for information using a non-fiction book.	**Fluency**	
	discussing words and phrases that capture the reader's interest and imagination	To know how to take part in a group discussion	How to use the organisational devises in a non-fiction book such as contents page and index.		
	En3/2.2b understand what they read, in books they can read independently, by				

	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	To recognise an occurring structure and theme within a "finding"			
	asking questions to improve their understanding of a text				
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence				
	predicting what might happen from details stated and implied				
	identifying main ideas drawn from more than 1 paragraph and summarising these				
	identifying how language, structure, and presentation contribute to meaning				
	retrieve and record information from non-fiction				skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction
	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.				

Spring Term 2

Why do we love holidays in the Mediterranean?	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	To understand what a root word, prefix and suffix is.	To apply relevant spelling rules when reading.	To use my reading skills to gain a good understanding of a character.	
	To read further expectation words, noting the unusual correspondences between spelling and sound.	To understand relevant spelling rules.	To apply previously learnt skills when reading for pleasure.	That reading can be for pleasure and skills for reading when utilised will enhance this experience.	
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	To understand what a homophone is.	To understand how to use a dictionary as a strategy to tackle unfamiliar words.	There is a purpose behind the structure and presentation behind non-fiction books and the skills involved are unique.	
	reading books that are structured in different ways and reading for a range of purposes	To know a range of strategies to use to read unfamiliar words.	To use my knowledge and understanding of feelings and apply it when I am reading.		
	using dictionaries to check the meaning of words that they have read		To have the speaking and listening skills to take part in a group discussion.		
	increasing their familiarity with a wide range of books	To know that characters can show their feelings through the way they look, how they behave and what they say.	To find information in non-fiction books and record it independently using		
	identifying themes and conventions in a wide range of books		How to scan for information using a non-fiction book.		
	discussing words and phrases that capture the reader's interest and imagination	To know how to take part in a group discussion	How to use the organisational devises in a non-fiction book such as contents page and index.		
	En3/2.2b understand what they read, in books they can read independently, by				

	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	To recognise an occurring structure and theme within a "beat the monster story"			
	asking questions to improve their understanding of a text				
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence				
	predicting what might happen from details stated and implied				
	identifying main ideas drawn from more than 1 paragraph and summarising these				
	identifying how language, structure, and presentation contribute to meaning				skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction
	retrieve and record information from non-fiction				
	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.				

Summer Term 1

	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	To understand what a root word, prefix and suffix is.	To apply relevant spelling rules when reading.	To use my reading skills to gain a good understanding of a character.	
	To read further expectation words, noting the unusual correspondences between spelling and sound.	· To understand relevant spelling rules.	· To apply previously learnt skills when reading for pleasure.	That reading can be for pleasure and skills for reading when utilised will enhance this experience.	
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	· To understand what a homophone is.	· To understand how to use a dictionary as a strategy to tackle unfamiliar words.	There is a purpose behind the structure and presentation behind non-fiction books and the skills involved are unique.	
	reading books that are structured in different ways and reading for a range of purposes	· To know a range of strategies to use to read unfamiliar words.	· To use my knowledge and understanding of feelings and apply it when I am reading.		
	using dictionaries to check the meaning of words that they have read	· To know that characters can show their feelings through the way they look, how they behave and what they say.	· To have the speaking and listening skills to take part in a group discussion.		
	increasing their familiarity with a wide range of books	· To know how to take part in a group discussion	· To find information in non-fiction books and record it independently using		
	identifying themes and conventions in a wide range of books	· To recognise an occurring structure and theme within a "fear story"	· How to scan for information using a non-fiction book.		
Why was Ancient Egypt's civilization ahead of its time?	discussing words and phrases that capture the reader's interest and imagination		How to use the organisational devices in a non-fiction book such as contents page and index.		
	En3/2.2b understand what they read, in books they can read independently, by				

	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context				
	asking questions to improve their understanding of a text				
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence				
	predicting what might happen from details stated and implied				
	identifying main ideas drawn from more than 1 paragraph and summarising these				
	identifying how language, structure, and presentation contribute to meaning				
	retrieve and record information from non-fiction				
	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.				skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction

Summer Term 2

	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	To understand what a root word, prefix and suffix is.	To apply relevant spelling rules when reading.	To use my reading skills to gain a good understanding of a character.	
	To read further expectation words, noting the unusual correspondences between spelling and sound.	To understand relevant spelling rules.	To apply previously learnt skills when reading for pleasure.	That reading can be for pleasure and skills for reading when utilised will enhance this experience.	
	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	To understand what a homophone is.	To understand how to use a dictionary as a strategy to tackle unfamiliar words.	There is a purpose behind the structure and presentation behind non -fiction books and the skills involved are unique.	
	reading books that are structured in different ways and reading for a range of purposes	To know a range of strategies to use to read unfamiliar words	To use my knowledge and understanding of feelings and apply it when I am reading.		
	using dictionaries to check the meaning of words that they have read	To know that characters can show their feelings through the way they look, how they behave and what they say.	To have the speaking and listening skills to take part in a group discussion.		
	increasing their familiarity with a wide range of books	To know how to take part in a group discussion	To find information in non-fiction books and record it independently using		
How did the blossom become an apple?	identifying themes and conventions in a wide range of books	To recognise an occurring structure and theme within a "journey tale"	How to scan for information using a non-fiction book.		
	discussing words and phrases that capture the reader's interest and imagination				
	En3/2.2b understand what they read, in books they can read independently, by				

	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context				
	asking questions to improve their understanding of a text				
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence				
	predicting what might happen from details stated and implied				
	identifying main ideas drawn from more than 1 paragraph and summarising these				
	identifying how language, structure, and presentation contribute to meaning				
	retrieve and record information from non-fiction				skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction
	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.				

English - Reading

Year 4	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
		Autumn Term 1			
	Word Reading	A growing knowledge of root words, prefixes and suffixes.	- Decoding and blending to increase fluency of new words	Vocabulary	skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Know how to read them aloud and to understand meanings of new words when reading.	Self-correcting when reading aloud and using words in the wider text to help clarify meaning	Inference	
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Know how to decode and read further exception words and understand the relationship between the spelling and the sound.	Relating existing knowledge of prefixes, suffixes and root words to infer meaning of new words. Using the first three letters of a word to check the meaning in a dictionary.	Prediction	
	Comprehension	Knowledge of how to participate in discussions about a wide range of texttypes which are structured in different ways.	Applying existing phonic knowledge to decode further exception words.	Explanation	
	Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	Knowing how to select books for different purposes independently	Noting the relationship between the spelling and sound and finding patterns.	Retrieval	
	using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, identifying how language, structure, and presentation contribute to meaning	Know how to form own opinions and viewpoints by asking relevant questions.	Discussing and making inferences, spotting patterns, making predictions, summarising ideas and explaining ideas and viewpoints – using and adopting VIPERS skills through lessons (Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise)	Summary	
	Retrieve and record information from nonfiction	Know how to use the first three letters of a word to check the meaning in a dictionary.	Using a dictionary to find word meanings Asking relevant questions to deepen understanding of a text.	Decoding	
	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. including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry	Knowing that different genres and text-types explore varying themes and that some stories are passed down orally (Myths and Legends)	Justifying inferences by evidencing from the text Identifying themes and conventions in a wide range of books	Fluency Phonological Awareness	
What did the Ancient Greeks bring to the world?	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these	Knowledge of a wide range of vocabulary which capture their interest and imagination	Re-reading and selfcorrecting words and phrases to deepen understanding	(rhyme, alliteration,	
		Knowledge of strategies to check that that the text makes sense (re-reading, discussion, self/peer check in a group)	Drawing on contextual evidence to make sense of what is read	segmentation, blending)	
		Knowing how to independently explain the meaning of words in context	Explaining and discussing their understanding of what they have read and words they have encountered	Comprehension	
		Knowing specific question stems to compose independent questions to deepen understanding a text	Skimming and scanning to retrieve information	Syntax	
		Know how to explore a characters' feelings, thoughts and motives by making simple inferences	Making predictions based on own experiences and details stated and implied.		
		Know and understand that inferences should be justified with evidence from the text	Reviewing and adapting predictions based on new information		
		Know how to summarise main ideas from a part of a text / whole text	Applying question stems to ask relevant questions (VIPERS questions) to enhance understanding of the text		

		Know how structural and linguistic aspects contribute to the meaning of texts	Making inferences to deepen understanding of characters' feelings, thoughts and motives from their actions Identifying main ideas drawn from more than one paragraph and summarise key points		
		Know and understand how to use a range of strategies to retrieve information from non-fiction texts	Explaining and justify their personal opinions about the text		
		Know how to use and apply speaking and listening skills in group discussions and offer own viewpoint			
		Know how to contribute to group discussions by applying a range of strategies (Kagan, turn taking)			
Autumn Term 2					
	Word Reading	A growing knowledge of root words, prefixes and suffixes.	Decoding and blending to increase fluency of new words	Vocabulary	skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction, prefixes, suffixes, dictionaries
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Know how to read them aloud and to understand meanings of new words when reading.	Self-correcting when reading aloud and using words in the wider text to help clarify meaning	Inference	
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Know how to decode and read further exception words and understand the relationship between the spelling and the sound.	Relating existing knowledge of prefixes, suffixes and root words to infer meaning of new words	Prediction	
	Comprehension	Knowledge of how to participate in discussions about a wide range of text types which are structured in different ways.	Using the first three letters of a word to check the meaning in a dictionary.	Explanation	
	Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	Knowing how to select books for different purposes independently	Applying existing phonic knowledge to decode further exception words.	Retrieval	
	using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	Know how to form own opinions and viewpoints by asking relevant questions.	Noting the relationship between the spelling and sound and finding patterns.	Summary	
What are the main features of the UK?		Know how to use the first three letters of a word to check the meaning in a dictionary.	Discussing and making inferences, spotting patterns, making predictions, summarising ideas and explaining ideas and viewpoints – using and adopting VIPERS skills through lessons (Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise)	Decoding	
		Knowing that different genres and text-types explore varying themes and that some stories are passed down orally (Myths and Legends)	Asking relevant questions to deepen understanding of a text	Fluency	
		Knowledge of a wide range of vocabulary which capture their interest and imagination	Justifying inferences by evidencing from the text Identifying themes and conventions in a wide range of books		
		Knowledge of strategies to check that that the text makes sense (re-reading, discussion, self/peer check in a group)	Re-reading and self-correcting words and phrases to deepen understanding		
		Knowing how to independently explain the meaning of words in context Knowing specific question stems to compose independent questions to deepen understanding a text	Drawing on contextual evidence to make sense of what is read		
		Know how to explore a characters' feelings, thoughts and motives by making simple inferences	Explaining and discussing their understanding of what they have read and words they have encountered		
		Know and understand that inferences should be justified with evidence from the text	Skimming and scanning to retrieve information		
		Know how to summarise main ideas from a part of a text / whole text	Making predictions based on own experiences and details stated and implied.		
		Know how structural and linguistic aspects contribute to the meaning of texts	Reviewing and adapting predictions based on new information		
		Know and understand how to use a range of strategies to retrieve information from non-fiction texts	Applying question stems to ask relevant questions (VIPERS questions) to enhance understanding of the text		
		Know how to use and apply speaking and listening skills in group discussions and offer own viewpoint	Making inferences to deepen understanding of characters' feelings, thoughts and motives from their actions		
		Know how to contribute to group discussions by applying a range of strategies (Kagan, turn taking)	Identifying main ideas drawn from more than one paragraph and summarise key points		
			Explaining and justify their personal opinions about the text		

			Making basic comparisons within and across different texts		

What happens to the food we eat? (ANIMALS, INCLUDING HUMANS)	Word Reading	A growing knowledge of root words, prefixes and suffixes.	Decoding and blending to increase fluency of new words	Vocabulary	sequence, viewpoint, imagination, scanning, inference, pictorial, discussion, evaluating, vocabulary, prediction, explanation, retrieval, root words, decoding, tradition, story-telling
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Know how to read them aloud and to understand meanings of new words when reading.	Self-correcting when reading aloud and using words in the wider text to help clarify meaning	Inference	
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Know how to decode and read further exception words and understand the relationship between the spelling and the sound.	Relating existing knowledge of prefixes, suffixes and root words to infer meaning of new words	Prediction	
	Comprehension	Knowledge of how to participate in discussions about a wide range of text types which are structured in different ways.	Using the first three letters of a word to check the meaning in a dictionary.	Explanation	
	Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	Knowing how to select books for different purposes independently	Applying existing phonic knowledge to decode further exception words.	Retrieval	
		Know how to form own opinions and viewpoints by asking relevant questions.	Noting the relationship between the spelling and sound and finding patterns.	Summary	
		Know how to use the first three letters of a word to check the meaning in a dictionary.	Discussing and making inferences, spotting patterns, making predictions, summarising ideas and explaining ideas and viewpoints – using and adopting VIPERS skills through lessons (Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise)	Decoding	
		Knowing that different genres and text-types explore varying themes and that some stories are passed down orally (Myths and Legends)	Asking relevant questions to deepen understanding of a text	Fluency	
		Knowledge of a wide range of vocabulary which capture their interest and imagination	Justifying inferences by evidencing from the text Identifying themes and conventions in a wide range of books		
		Knowledge of strategies to check that that the text makes sense (re-reading, discussion, self/peer check in a group)	Re-reading and self-correcting words and phrases to deepen understanding		
		Knowing how to independently explain the meaning of words in context Knowing specific question stems to compose independent questions to deepen understanding a text	Drawing on contextual evidence to make sense of what is read		
		Know how to explore a characters' feelings, thoughts and motives by making simple inferences	Explaining and discussing their understanding of what they have read and words they have encountered		
		Know and understand that inferences should be justified with evidence from the text	Skimming and scanning to retrieve information		
		Know how to summarise main ideas from a part of a text / whole text	Making predictions based on own experiences and details stated and implied.		
		Know how structural and linguistic aspects contribute to the meaning of texts	Reviewing and adapting predictions based on new information		
		Know and understand how to use a range of strategies to retrieve information from non-fiction texts	Applying question stems to ask relevant questions (VIPERS questions) to enhance understanding of the text		
		Know how to use and apply speaking and listening skills in group discussions and offer own viewpoint	Making inferences to deepen understanding of characters' feelings, thoughts and motives from their actions		
		Know how to contribute to group discussions by applying a range of strategies (Kagan, turn taking)	Identifying main ideas drawn from more than one paragraph and summarise key points		
			Explaining and justify their personal opinions about the text		
			Making basic comparisons within and across different texts		

	Word Reading	A growing knowledge of root words, prefixes and suffixes.	Decoding and blending to increase fluency of new words	Vocabulary	skimming, scanning, inference, pictorial, discussion,

What are the main differences about living in the UK and Spain?	pply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Know how to read them aloud and to understand meanings of new words when reading.	Self-correcting when reading aloud and using words in the wider text to help clarify meaning	Inference	summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction, root words, decoding, opinions, facts
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Know how to decode and read further exception words and understand the relationship between the spelling and the sound.	Relating existing knowledge of prefixes, suffixes and root words to infer meaning of new words	Prediction	
	Comprehension	Knowledge of how to participate in discussions about a wide range of text types which are structured in different ways.	Using the first three letters of a word to check the meaning in a dictionary.	Explanation	
	Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	Knowing how to select books for different purposes independently	Applying existing phonic knowledge to decode further exception words.	Retrieval	
		Know how to form own opinions and viewpoints by asking relevant questions.	Noting the relationship between the spelling and sound and finding patterns.	Summary	
		Know how to use the first three letters of a word to check the meaning in a dictionary.	Discussing and making inferences, spotting patterns, making predictions, summarising ideas and explaining ideas and viewpoints – using and adopting VIPERS skills through lessons (Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise)	Decoding	
		Knowing that different genres and text-types explore varying themes and that some stories are passed down orally (Traditional Stories: Wishing Tales)	Asking relevant questions to deepen understanding of a text	Fluency	
		Knowledge of a wide range of vocabulary which capture their interest and imagination	Justifying inferences by evidencing from the text Identifying themes and conventions in a wide range of books		
		Knowledge of strategies to check that that the text makes sense (re-reading, discussion, self/peer check in a group)	Re-reading and self-correcting words and phrases to deepen understanding		
		Knowing how to independently explain the meaning of words in context Knowing specific question stems to compose independent questions to deepen understanding a text	Drawing on contextual evidence to make sense of what is read		
		Know how to explore a characters' feelings, thoughts and motives by making simple inferences	Explaining and discussing their understanding of what they have read and words they have encountered		
		Know and understand that inferences should be justified with evidence from the text	Skimming and scanning to retrieve information		
		Know how to summarise main ideas from a part of a text / whole text	Making predictions based on own experiences and details stated and implied.		
		Know how structural and linguistic aspects contribute to the meaning of texts	Reviewing and adapting predictions based on new information		
		Know and understand how to use a range of strategies to retrieve information from non-fiction texts	Applying question stems to ask relevant questions (VIPERS questions) to enhance understanding of the text		
			Making inferences to deepen understanding of characters' feelings, thoughts and motives from their actions		
		Know how to use and apply speaking and listening skills in group discussions and offer own viewpoint			
		Know how to contribute to group discussions by applying a range of strategies (Kagan, turn taking)	Identifying main ideas drawn from more than one paragraph and summarise key points		
			Explaining and justify their personal opinions about the text		
			Making basic comparisons within and across different texts		

Summer Term 1

	Word Reading	A growing knowledge of root words, prefixes and suffixes.	Decoding and blending to increase fluency of new words	Vocabulary	skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction, root words, decoding, opinions, facts
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Know how to read them aloud and to understand meanings of new words when reading.	Self-correcting when reading aloud and using words in the wider text to help clarify meaning	Inference	

Topic	Objective	Knowledge	Skill	VIPERS	Vocabulary
How did Britain change between the end of the Iron Age and the end of the Roman occupation?	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Know how to decode and read further exception words and understand the relationship between the spelling and the sound.	Relating existing knowledge of prefixes, suffixes and root words to infer meaning of new words	Prediction	
	Comprehension	Knowledge of how to participate in discussions about a wide range of text types which are structured in different ways.	Using the first three letters of a word to check the meaning in a dictionary.	Explanation	
	Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	Knowing how to select books for different purposes independently	Applying existing phonic knowledge to decode further exception words.	Retrieval	
	using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	Know how to form own opinions and viewpoints by asking relevant questions.	Noting the relationship between the spelling and sound and finding patterns.	Summary	
		Know how to use the first three letters of a word to check the meaning in a dictionary.	Discussing and making inferences, spotting patterns, making predictions, summarising ideas and explaining ideas and viewpoints – using and adopting VIPERS skills through lessons (Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise)	Decoding	
		Knowing that different genres and text-types explore varying themes and that some stories are passed down orally (Traditional Stories: Wishing Tales)	Asking relevant questions to deepen understanding of a text	Fluency	
		Knowledge of a wide range of vocabulary which capture their interest and imagination	Justifying inferences by evidencing from the text Identifying themes and conventions in a wide range of books		
		Knowledge of strategies to check that that the text makes sense (re-reading, discussion, self/peer check in a group)	Re-reading and self-correcting words and phrases to deepen understanding		
		Knowing how to independently explain the meaning of words in context Knowing specific question stems to compose independent questions to deepen understanding a text	Drawing on contextual evidence to make sense of what is read		
		Know how to explore a characters' feelings, thoughts and motives by making simple inferences	Explaining and discussing their understanding of what they have read and words they have encountered		
		Know and understand that inferences should be justified with evidence from the text	Skimming and scanning to retrieve information		
		Know how to summarise main ideas from a part of a text / whole text	Making predictions based on own experiences and details stated and implied.		
		Know how structural and linguistic aspects contribute to the meaning of texts	Reviewing and adapting predictions based on new information		
		Know and understand how to use a range of strategies to retrieve information from non-fiction texts	Applying question stems to ask relevant questions (VIPERS questions) to enhance understanding of the text		
		Know how to use and apply speaking and listening skills in group discussions and offer own viewpoint	Making inferences to deepen understanding of characters' feelings, thoughts and motives from their actions		
			Identifying main ideas drawn from more than one paragraph and summarise key points		
		Know how to contribute to group discussions by applying a range of strategies (Kagan, turn taking)	Explaining and justify their personal opinions about the text		

Summer Term 2

Topic	Objective	Knowledge	Skill	VIPERS	Vocabulary
	Word Reading	A growing knowledge of root words, prefixes and suffixes.	Decoding and blending to increase fluency of new words	Vocabulary	skimming, scanning, inference, pictorial, discussion, summarising, analysing, evaluating, vocabulary, prediction, explanation, retrieval, stories, fiction, non-fiction, root words, decoding, opinions, facts
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	Know how to read them aloud and to understand meanings of new words when reading.	Self-correcting when reading aloud and using words in the wider text to help clarify meaning	Inference	
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Know how to decode and read further exception words and understand the relationship between the spelling and the sound.	Relating existing knowledge of prefixes, suffixes and root words to infer meaning of new words	Prediction	
	Comprehension	Knowledge of how to participate in discussions about a wide range of text types which are structured in different ways.	Using the first three letters of a word to check the meaning in a dictionary.	Explanation	
	Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes	Knowing how to select books for different purposes independently	Applying existing phonic knowledge to decode further exception words.	Retrieval	

How can I make a functional electronic torch?	Using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books	Know how to form own opinions and viewpoints by asking relevant questions.	Noting the relationship between the spelling and sound and finding patterns.	Summary	
		Know how to use the first three letters of a word to check the meaning in a dictionary.	Discussing and making inferences, spotting patterns, making predictions, summarising ideas and explaining ideas and viewpoints – using and adopting VIPERS skills through lessons (Vocabulary, Inference, Prediction, Explain, Retrieval, Summarise)	Decoding	
		Knowing that different genres and text-types explore varying themes and that some stories are passed down orally (Traditional Stories: Wishing Tales)	Asking relevant questions to deepen understanding of a text	Fluency	
		Knowledge of a wide range of vocabulary which capture their interest and imagination	Justifying inferences by evidencing from the text Identifying themes and conventions in a wide range of books		
		Knowledge of strategies to check that that the text makes sense (re-reading, discussion, self/peer check in a group)	Re-reading and self-correcting words and phrases to deepen understanding		
		Knowing how to independently explain the meaning of words in context Knowing specific question stems to compose independent questions to deepen understanding a text	Drawing on contextual evidence to make sense of what is read		
		Know how to explore a characters' feelings, thoughts and motives by making simple inferences	Explaining and discussing their understanding of what they have read and words they have encountered		
		Know and understand that inferences should be justified with evidence from the text	Skimming and scanning to retrieve information		
		Know how to summarise main ideas from a part of a text / whole text	Making predictions based on own experiences and details stated and implied.		
		Know how structural and linguistic aspects contribute to the meaning of texts	Reviewing and adapting predictions based on new information		
		Know and understand how to use a range of strategies to retrieve information from non-fiction texts	Applying question stems to ask relevant questions (VIPERS questions) to enhance understanding of the text		
		Know how to use and apply speaking and listening skills in group discussions and offer own viewpoint	Making inferences to deepen understanding of characters' feelings, thoughts and motives from their actions		
		Know how to contribute to group discussions by applying a range of strategies (Kagan, turn taking)	Identifying main ideas drawn from more than one paragraph and summarise key points		
			Explaining and justify their personal opinions about the text		
			Making basic comparisons within and across different texts		

English - Reading

Year 5	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
	Autumn Term 1				
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Know what is meant by the terms: root words, prefixes and suffixes	Us the dictionary and/or iPad to find the meaning of new words.	VIPERS	Text, Poetry, Paragraph, Stanza, Heading, Subheading, Vocabulary, Inference, Prediction, Explanational, Retrival, Summary, Sequence, Fluency, Theasurus, Dictionaries, Synonyms, Antonyms
	Maintain positive attitudes to reading.	Know the difference between different genres of texts and books.	Discuss and explore new words, putting them into context.	Fear story	
	Continue to read and discuss an increasingly wide range of fiction, non-fiction and poetry.	Know what is meant by VIPERS	Ask different questions to improve understanding of text.	Information texts	
	Read books which are structured in different ways and read for a range of purposes.	Understand what is meant by inference.	Infer characters thoughts and feelings by 'reading between the lines'.		
How are rivers formed?	Discuss understanding and explore the meaning of words in context.		Use evidence and justifications to explain.		
	Ask questions to improve understanding.		Skim and scan a text to retrieve information.		
	Draw inference such as characters feelings and thoughts.		Predict what might happen next based on the details given.		
	Justify inferences with evidence.		Summarise main or key ideas.		
	Predict what might happen based on what has been stated or implied.		Answer different types of VIPERS questions.		
	Summarise main ideas from paragraphs and texts.		Write own VIPERS questions.		
	Retrieve, record and present information.		Explain the impact of building suspense in a text.		
	Provide reasoned justifications for views.				

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Autumn Term 2

How did Britain change between the end of the Roman occupation and 1066?	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	Understand the concepts of inference and deduction - both with pictures and texts.	Use inference and deduction skills to interpret a picture or text.	VIPERS	Text, Poetry, Paragraph, Stanza, Verse, Heading, Subheading, Vocabulary, Inference, Prediction, Explanation, Retrival, Summary, Sequence, Fluency, Pace, Intonation, Theasurus, Dictionaries, Synonyms, Antonyms
	Maintain positive attitudes to reading.	Know the difference between statements of fact and opinion.	Make predictions based on known information.	Beat the monster	
	Continue to read and discuss an increasingly wide range of fiction, non-fiction and poetry.		Ask questions about a text to deepen understanding.	Explanation	
	Read books which are structured in different ways and read for a range of purposes.		Summarise the main ideas in a text.		
	Discuss understanding and explore the meaning of words in context.		Explain why authors have chosen specific lannguage or a specific layout for their text.		
	Ask questions to improve understanding.				
	Draw inference such as characters feelings and thoughts.				
	Justify inferences with evidence.				
	Predict what might happen based on what has been stated or implied.				
	Summarise main ideas from paragraphs and texts.				
	Retrieve, record and present information.				
	Provide reasoned justifications for views.				
	Recommend books, giving reasons for choices.				
	Learn poetry off by heart				
	Prepare poems to read aloud				

Spring Term 1					
How can I create a watermill system?	Participate in discussions about books that are read to them and books that they can read for themselves.	Know how prefixes and suffixes can change the meaning of a word.	Use inference and deduction skills to interpret a picture or text.	VIPERS	Text, Poetry, Paragraph, Stanza, Verse, Heading, Subheading, Vocabulary, Inference, Prediction, Explanation, Retrival, Summary, Sequence, Fluency, Pace, Intonation, Theasurus, Dictionaries, Justifications, Synonyms, Antonyms
	Make comparsions within and across books.	Know how authors use different language and fetaures to create feelings and emotions for the reader.	Make predictions based on known information.	Newspapers	
	Maintain positive attitudes to reading.	Know that some fiction texts can contain a biased point of view.	Ask questions about a text to deepen understanding.	Finding story	
	Continue to read and discuss an increasingly wide range of fiction, non-fiction and poetry.	Understand why newspapers and articles are lay out in the way that they are.	Summarise the main ideas in a text.		
	Read books which are structured in different ways and read for a range of purposes.	Know that authors use show not tell to allow the reader to use their imagination and to build suspense throughout a text.	Explain why authors have chosen specific lannguage or a specific layout for their text.		
	Discuss understanding and explore the meaning of words in context.		Answer and write a variety of VIPERS style questions.		
	Ask questions to improve understanding.		Read between the lines to think about how a character might be feeling. Use evidence from the text to back this up.		
	Draw inference such as characters feelings and thoughts.				
	Justify inferences with evidence.				
	Predict what might happen based on what has been stated or implied.				
	Summarise main ideas from paragraphs and texts.				
	Retrieve, record and present information.				
	Provide reasoned justifications for views.				

Recommend books, giving reasons for choices.				

Spring Term 2

When discussing texts and viewpoints, challenge others courteously.	Know how prefixes and suffixes can change the meaning of a word.	Use wider experiences to draw inferences.	VIPERS	Text, Poetry, Paragraph, Stanza, Heading, Subheading, Vocabulary, Inference, Prediction, Explanational, Retrival, Summary, Sequence, Fluency, Theasurus, Dictionaries, Justifications, Bias, Viewpoint, Reported Speech, Synonyms, Antonyms
Learn a wide range of poetry off by heart.	Know how authors use different language and fetaures to create feelings and emotions for the reader.	Use inference and deduction skills to interpret a picture or text.	Non-fiction	
Prepare and perform a range of poetry.	Know that some fiction texts can contain a biased point of view.	Make predictions based on known information.	Fiction	
Participate in discussions about books that are read to them and books that they can read for themselves.	Understand why newspapers and articles are lay out in the way that they are.	Ask questions about a text to deepen understanding.	Space poetry	
Make comparsions within and across books.	Know that authors use show not tell to allow the reader to use their imagination and to build suspense throughout a text.	Summarise the main ideas in a text.		
Maintain positive attitudes to reading.	Know that poems are set out differently to other books and texts.	Explain why authors have chosen specific lannguage or a specific layout for their text.		
Continue to read and discuss an increasingly wide range of fiction, non-fiction and poetry.		Answer and write a variety of VIPERS style questions.		
Read books which are structured in different ways and read for a range of purposes.		Read between the lines to think about how a character might be feeling. Use evidence from the text to back this up.		
Discuss understanding and explore the meaning of words in context.				

Will we ever send

another human to the moon?	Ask questions to improve understanding.				
	Draw inference such as characters feelings and thoughts.				
	Justify inferences with evidence.				
	Predict what might happen based on what has been stated or implied.				
	Summarise main ideas from paragraphs and texts.				
	Retrieve, record and present information.				
	Provide reasoned justifications for views.				
	Recommend books, giving reasons for choices.				

Summer Term 1					
	When discussing texts and viewpoints, challenge others courteously.	Understand how words can develop from root words.	Identify synonyms and antonyms to develop vocabulary.	VIPERS	Text, Poetry, Paragraph, Stanza, Heading, Subheading, Vocabulary, Inference, Prediction, Explanational, Retrival, Summary, Sequence, Fluency, Theasurus, Dictionaries, Persuasion, Bias, Justifications, Opinion, Fact, Relevence, Synonyms, Antonyms
	Provide reasoned justifications for views.	Know the difference between fact and opinions.	Us the dictionary and/or iPad to find the meaning of new words.	Persuade	
	Recommend books, giving reasons for choices.	Know that emotive language can be used by authors to persuade their author.	Discuss and explore new words, putting them into context.	Description	
	Participate in discussions about books that are read to them and books that they can read for themselves.	Know how authors use different language and fetaures to create feelings and emotions for the reader.	Ask different questions to improve understanding of text.	Picture book	
	Make comparsions within and across books.	Know that some fiction texts can contain a biased point of view.	Infer characters thoughts and feelings by 'reading between the lines'.		

Why should rainforests be important to us all?	Maintain positive attitudes to reading.	Understand why newspapers and articles are lay out in the way that they are.	Use evidence and justifications to explain.	
	Continue to read and discuss an increasingly wide range of fiction, non-fiction and poetry.	Know that authors use show not tell to allow the reader to use their imagination and to build suspense throughout a text.	Skim and scan a text to retrieve information.	
	Read books which are structured in different ways and read for a range of purposes.		Predict what might happen next based on the details given.	
	Discuss understanding and explore the meaning of words in context.		Summarise main or key ideas.	
	Ask questions to improve understanding.		Answer different types of VIPERS questions.	
	Draw inference such as characters feelings and thoughts.		Write own VIPERS questions.	
	Justify inferences with evidence.		Explain the impact of building suspense in a text.	
	Predict what might happen based on what has been stated or implied.			
	Summarise main ideas from paragraphs and texts.			
	Retrieve, record and present information.			

Summer Term 2

	When discussing texts and viewpoints, challenge others courteously.	Understand the purpose of narrative poetry.	Write own stanzas inspired by what has been read.	VIPERS	Text, Poetry, Paragraph, Stanza, Heading, Subheading, Vocabulary, Inference, Prediction, Explanational, Retrival, Summary, Sequence, Fluency, Theasurus, Dictionaries, Persuasion, Bias, Justifications, Opinion, Fact, Relevance, synonyms, antonyms

Why were the Mayans the envy of the world?	Learn a wide range of poetry off by heart.	Know a range of vocabulary linked to poetry.	Identify synonyms and antonyms to develop vocabulary.	Narrative Poetry	
	Prepare and perform a range of poetry.	Understand that different poems will be organised differently.	Us the dictionary and/or iPad to find the meaning of new words.	Information	
	Participate in discussions about books that are read to them and books that they can read for themselves.	Know how authors use different language and fetaures to create feelings and emotions for the reader.	Discuss and explore new words, putting them into context.		
	Make comparsions within and across books.	Know that poems are set out differently to other books and texts.	Ask different questions to improve understanding of text.		
	Maintain positive attitudes to reading.		Infer characters thoughts and feelings by 'reading betwen the lines'.		
	Continue to read and discuss an increasingly wide range of fiction, non-fiction and poetry.		Use evidence and justifications to explain.		
	Read books which are structured in different ways and read for a range of purposes.		Skim and scan a text to retrieve information.		
	Discuss understanding and explore the meaning of words in context.		Predict what might happen next based on the details given.		
	Ask questions to improve understanding.		Summarise main or key ideas.		
	Draw inference such as characters feelings and thoughts.		Answer different types of VIPERS questions.		
	Justify inferences with evidence.		Write own VIPERS questions.		
	Predict what might happen based on what has been stated or implied.		Explain the impact of building suspense in a text.		
	Summarise main ideas from paragraphs and texts.				
	Retrieve, record and present information.				
	Provide reasoned justifications for views.				
	Recommend books, giving reasons for choices.				

English - Reading

Year 6	National Curriculum PoS	Knowledge	Skills	Concepts	Vocabulary
	Autumn Term 1				
	Word reading	Content domain stem sentences	Fluency using decoding and blending especially with tricky words	Contextual evidence and reasoning	
	Apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet.	Supporting predictions by relevant evidence from the text.	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read.	Leaflets	
	learning a wider range of poetry by heart 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 identifying and discussing themes and conventions in and across a wide range of writing	Inference: feelings, thoughts and motives off characters.	Fluent readers read aloud effortlessly and with expression.	Poems	
	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Approach to skimming scanning and retrieval	Their reading sounds natural, as if they are speaking.	Narrative suspense story	
	asking questions to improve their understanding	Critical thinking skills, fired by visual literacy	Inferring from visual		
	summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Summarising and clarifying	Compare a wide range of short texts across different genres		
	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		Prepare poems to read aloud and perform as a group with expression		
	predicting what might happen from details stated and implied		skim and scan, and also use the skill of reading before and after to retrieve information. T		
	identifying how language, structure and presentation contribute to meaning		They use evidence from across whole chapters or texts		
	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion		Confirm and modify predictions in light of new information.		

	retrieve, record and present information from non-fiction		Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made.		
	recommending books that they have read to their peers, giving reasons for their choices		They can draw evidence from different places across the text.		
	participate in discussions about books, building on their own and others' ideas and challenging views courteously		Actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text.		
	explain and discuss their understanding of what they have read, including through formal presentations and debates,		They ask their own critical thinking questions that take the discussion beyond the text.		
	provide reasoned justifications for their views		Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.		VIPERS (Vocabulary, Inference, Explain, Retrieval and Summarise/Sequence)
			'Read around the word' and independently explore its meaning in thebroader context of a section or paragraph.		Text, Poetry, Paragraph, Stanza, Fluency, Theasurus, Dictionaries, Synonyms, Antonyms

Autumn Term 2

	Increase my 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.	Technical knowledge (punctuation and content) about The Water Cycle; coastal erosion; campaign speeches; newspaper reports	Fluency using decoding and blending especially with trickier technical words e.g. precipitation	Diary	Text, Poetry, Paragraph, Stanza, Fluency, Theasurus, Dictionaries, Synonyms, Antonyms, Diary, First person
	Have a positive attitude to reading and understand what is read.	Content domain stem sentences	Children can read silently, they recognise an increasing amount of words automatically and group words quickly to help them gain meaning from what		
	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Prediction as a skill: key points and relevant evidence from the text.	they have read.		
	Read books that are structured in different ways and for a range of purposes.	Inference: feelings, thoughts and motives off characters.	Fluent readers read aloud effortlessly and with increasing expression, with note of where punctuation should be.		
	Identify and discuss themes and conventions in and across a wide range of writing.	Approach to skimming scanning and retrieval	Inferring from visual cues		
		Critical thinking skills, fired by visual literacy	Compare a wide range of short texts across different genres		
Title 2		Summarising and clarifying	Contextual evidence and reasoning		

Title 2

		Understand what I read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.	Scan and also use the skill of reading before and after to retrieve information.		
		Understand what I read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	They use evidence from across whole chapters or texts. Confirm and modify predictions in light of new information.		
		Identify how language, structure and presentation contribute to meaning.	Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each pointmade. Draw evidence from different places across the text.		
			Actively generate a variety of questions to focus the reading and adjustquestions in light of evidence from the text.		
			Ask ownown critical thinking questions that take the discussion beyond the text		

Spring Term 1

	Increase my 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.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	Check that the text makes sense to them as they read and to correct inaccurate reading.	Biography	Prediction Summarising Inference Vocabulary Prediction SummarisingText, Poetry, Paragraph, Stanza, Fluency, Theasurus, Dictionaries, Synonyms, Antonyms

Title 3	Have a positive attitude to reading and understand what is read.	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.	Explanation
	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	More complex themes in what they read (such as loss or heroism).	Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose.	
	Identify and discuss themes and conventions in and across a wide range of writing.	Guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.	To 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.	
	Understand what is read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.	How to compare characters, settings and themes within a text and across more than one text.	Draw out key information and to summarise the main ideas in a text	
	Understand what is read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	
	Identify how language, structure and presentation contribute to meaning.		To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	
	To retrieve, record and present information from non-fiction texts.			

Spring Term 2

Title 4	Increase my 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.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	Check that the text makes sense to them as they read and to correct inaccurate reading.	Non Fiction	Vocabulary Inference Prediction Explanation Retrieval Summarising
	Have a positive attitude to reading and understand what is read.	More complex themes in what they read (such as loss or heroism).	Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose.		
	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.	To 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.		
	Read books that are structured in different ways and for a range of purposes.	How to compare characters, settings and themes within a text and across more than one text.	Draw out key information and to summarise the main ideas in a text		
	Identify and discuss themes and conventions in and across a wide range of writing.	consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.		
	Understand what is read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.		
	Understand what is read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		To discuss how characters change and develop through texts by drawing inferences based on indirect clues.		
	Identify how language, structure and presentation contribute to meaning.				
	To retrieve, record and present information from non-fiction texts.				

Title 5	Increase my 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.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	Check that the text makes sense to them as they read and to correct inaccurate reading.	Persuasive texts	
	Have a positive attitude to reading and understand what is read.	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.		
	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	More complex themes in what they read (such as loss or heroism).	Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose.		
	Read books that are structured in different ways and for a range of purposes.	Guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.	To 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.		
	Identify and discuss themes and conventions in and across a wide range of writing.	How to compare characters, settings and themes within a text and across more than one text.	Draw out key information and to summarise the main ideas in a text		
	Understand what is read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.	consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.		
	Understand what is read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		To discuss how characters change and develop through texts by drawing inferences based on indirect clues.		
	Identify how language, structure and presentation contribute to meaning.				
	To retrieve, record and				
	present information				
Summer Term 2					

Title 6	Increase my 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.	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	Check that the text makes sense to them as they read and to correct inaccurate reading.	VIPERS	
	Have a positive attitude to reading and understand what is read.	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).	To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.	Narrative	
	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	More complex themes in what they read (such as loss or heroism).	Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose.		
	Read books that are structured in different ways and for a range of purposes.	Guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.	To 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.		
	Identify and discuss themes and conventions in and across a wide range of writing.	How to compare characters, settings and themes within a text and across more than one text.	Draw out key information and to summarise the main ideas in a text		
	Understand what is read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.	consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.		
	Understand what is read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		To discuss how characters change and develop through texts by drawing inferences based on indirect clues.		
	Identify how language, structure and presentation contribute to meaning.				
	To retrieve, record and				
	present information				