

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

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

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

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