

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Range of texts and book appreciation:</b></p> <p><b>T1</b> Fiction: 101 Dalmations, The Owl who is afraid of the dark Traditional tale: Little Red Riding Hood Greek Myth: Pandora's box Non-fiction: Real life hero biography extracts</p> <p><b>T2</b> Fiction: The Iron Man The Tin Forest Poetry</p> <p><b>T3</b> Non-fiction: Rocks and Soils information books Historical Fiction: Escape from Pompeii, Stone girl, Bone girl, Poetry: Mount Vesuvius poem</p> <p><b>T4</b> Fiction: Charlie and the Chocolate Factory Poetry: Michael Rosen - Chocolate</p> <p><b>T5</b> Fiction: Stig of the Dump, Stone Age Boy, Ugg, Instructional text: How to wash a woolly mammoth Non-fiction: Stone age and Bronze Age information texts</p> <p><b>T6</b> Fiction: Stig of the Dump Non-fiction: Iron Age, Roman and Celt information texts</p>	<p>Listening to and discussing a wide range of <b>fiction, poetry, plays, non-fiction and reference books or textbooks.</b></p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p><b>Apply their growing knowledge of root words, prefixes and suffixes.</b></p> <p><b>Read further exception words, noting the unusual correspondences between</b></p>	<p>Listening to and discussing a wide range of <b>fiction, poetry, plays, non-fiction and reference books or textbooks.</b></p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination.</p> <p>Recognising some different forms of poetry.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p><b>Apply their growing knowledge of root words, prefixes and suffixes.</b></p> <p><b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</b></p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Retrieve and record information from non-fiction</p> <p>Listening to and discussing a wide range of <b>fiction, poetry, plays, non-fiction and reference books or textbooks</b></p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p><b>Apply their growing knowledge of root words, prefixes and suffixes.</b></p> <p><b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</b></p>	<p>Listening to and discussing a wide range of <b>fiction, poetry, plays, non-fiction and reference books or textbooks</b></p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of poetry</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>Retrieving and recording information from non-fiction</p> <p><b>Apply their growing knowledge of root words, prefixes and suffixes.</b></p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information 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<b>Vocabulary</b>	<p>I can use knowledge of the alphabet to locate information and meaning in a dictionary and thesaurus.</p> <p>I can begin to use a dictionary to check the meaning of words read.</p> <p>I talk about how words make me feel and discuss the meaning of effective words in a text.</p> <p><b>How does that word make you feel? What does this tell us about how the characters' might be feeling?</b></p>	<p>I can explain the meaning of words.</p> <p>I can comment on the author's choice of language to create mood and build tension.</p> <p><b>Which literary device has been used? What is the impact of the rhetorical question? Why has it been used? Where are the similes in this document?</b></p> <p>I can use a dictionary to check the meaning of words read.</p>	<p>I can discuss the effects of words and phrases.</p> <p>I can identify language features at some different text types.</p> <p>I can explain the meaning of words.</p> <p>I can comment on the author's choice of language to create mood and build tension.</p> <p><b>Why has this word been used? What is the author trying to create?</b></p>	<p>I can explain why the author has chosen the words.</p> <p>I can discuss the effects of words and phrases.</p> <p><b>How does this word make you feel? What does it describe?</b></p> <p>I can identify language features of some different text types.</p> <p>I can explain the meaning of words.</p> <p>I can comment on the author's choice of language to create mood and build tension.</p> <p><b>How does this describe the setting? What does this word tell us about how the character is feeling?</b></p> <p>I can use a dictionary to check the meaning of words read.</p>	<p>I can explain why the author has chosen the words.</p> <p>I can discuss the effects of words and phrases.</p> <p>I can identify language features of some different text types.</p> <p>I can explain the meaning of words.</p> <p>I can comment on the author's choice of language to create mood and build tension.</p> <p><b>What does this word mean? What does it tell us about the character and setting?</b></p> <p>I can use a dictionary to check the meaning of words read.</p>	<p>I can explain why the author has chosen the words.</p> <p>I can discuss the effects of words and phrases.</p> <p><b>Which words help you to understand how the characters feel? How are they described?</b></p> <p>I can identify language features at some different text types.</p> <p>I can explain the meaning of words.</p> <p>I can comment on the author's choice of language to create mood and build tension.</p> <p>I can use a dictionary to check the meaning of words read.</p>
<b>Inference</b>	<p>I can ask questions about a text to deepen my understanding.</p> <p>I can sometimes empathise with different characters' viewpoints and</p>	<p>I can ask questions about a text to deepen my understanding.</p> <p>I can empathise with different characters' viewpoints and explain</p>	<p>I can justify and elaborate on opinions and predictions with reference from the text.</p> <p><b>How do you know? Can you explain why...? How do the descriptions of... show...?</b></p>	<p>I can justify and elaborate on opinions and predictions with reference from the text.</p> <p>I can explain how and why main characters act in certain ways in a story</p>	<p>I can justify and elaborate on opinions and predictions with reference from the text.</p> <p>I can explain how and why main characters act in certain ways in a story</p>	<p>I can justify and elaborate on opinions and predictions with reference from the text.</p> <p>I can explain how and why main characters act in certain ways in a story</p>

	<p>explain what they are thinking and they way they act.</p> <p>I can discuss books and listen to others' comments helping me to understand it better.</p> <p>I am beginning to explain how and why main characters act in certain ways, using evidence from the text.</p> <p><b>Why has Cruella made that choice? What does that tell us about their personalities?</b></p>	<p>what they are thinking and they way they act.</p> <p><b>How do you think The Iron Man is feeling at this point in the story and why?</b></p> <p>I can discuss books and listen to others' comments helping me to understand it better.</p> <p>I am beginning to explain how and why main characters act in certain ways, using evidence from the text.</p> <p><b>Why did Hogarth respond in that way? What does this tell us about what they think will happen? Why are they feeling...?</b></p>	<p>I can explain how and why main characters act in certain ways in a story using evidence from the text.</p> <p>I ask meaningful questions to further my understanding of the text.</p>	<p>using evidence from the text.</p> <p><b>How does this paragraph suggest...? What does this tell us about how Charlie is feeling and why? How would this be said and why?</b></p> <p>I ask meaningful questions to further my understanding of the text.</p>	<p>using evidence from the text.</p> <p><b>Why is Stig behaving like this? What does that tell us about his character? What are people's first impressions of Stig? How do you know?</b></p> <p>I ask meaningful questions to further my understanding of the text.</p>	<p>using evidence from the text.</p> <p>I ask meaningful questions to further my understanding of the text.</p>
<b>Prediction</b>	<p>I can make predictions based on what might happen in the story.</p> <p><b>What do you think this book might be about? How do you know? Who do you think the main character will be?</b></p>	<p>I can make predictions based on what happens in a story.</p> <p><b>What do you predict will happen in the text? How do you know?</b></p>	<p>I can use what I have read to make predictions.</p> <p><b>What do you predict will happen next in the text? How do you know?</b></p>	<p>I can use what I have read to make predictions.</p> <p><b>What do you predict will happen in the text? How do you know?</b></p> <p><b>What will happen next based on what you have read?</b></p>	<p>I can justify and elaborate on opinions and predictions.</p> <p><b>What do you predict will happen next based on what you have read?</b></p>	<p>I can justify and elaborate on opinions and predictions.</p> <p><b>What do you predict will happen next based on what you have read?</b></p>
<b>Explain</b>	<p>I can explain how and why main characters act in certain ways in a story.</p> <p>I am able to quote directly from the text when I record the things I find out.</p> <p>I can explain themes and ideas within a text.</p>	<p>I can explain how and why main characters act in certain ways in a story.</p> <p>I am able to quote directly from the text when I record the things I find out.</p> <p>I can explain themes and ideas within a text.</p>	<p>I can begin to explain and identify the differences between non-fiction text types.</p> <p>I can name different types of poems and begin to recognise their differences.</p> <p>I can recognise presentational devices in non-fiction texts.</p>	<p>I can explain how and why main characters act in certain ways in a story.</p> <p>I am able to quote directly from the text when I record the things I find out.</p> <p>I can explain themes and ideas within a text.</p>	<p>I can explain and identify differences between different fiction and non-fiction genres.</p> <p>I can explain how and why main characters act in certain ways in a story.</p> <p><b>Would you like to be friends with Stig?</b></p> <p><b>What would you do if you met him?</b></p>	<p>I can explain and identify differences between different fiction and non-fiction genres.</p> <p>I can explain how and why main characters act in certain ways in a story.</p> <p><b>What does this text tell you?</b></p>

	<p><b>What do you like/dislike about this character?</b> <b>Can you explain and describe their personality and physical appearance?</b></p> <p>I can participate in discussions about books.</p>	<p>I can participate in discussions about books.</p> <p><b>Can you explain how people's opinions of The Iron Man have changed?</b></p>	<p><b>Which book is most interesting and why? Explain what this means.</b></p>	<p>I can participate in discussions about books.</p> <p><b>Would you like to be Charlie Bucket? Explain.</b></p> <p><b>Why do you think Willy Wonka likes Charlie?</b></p>		
<b>Retrieve</b>	<p>I can ask questions to improve my understanding of a text.</p> <p>I can record key details from a fiction text.</p> <p><b>What happened when...?</b></p> <p><b>What happened to...?</b></p> <p><b>Why did the dogs go there?</b></p>	<p>I can ask questions to improve my understanding of a text.</p> <p>I can record key details from a fiction text.</p> <p><b>Why did that happen?</b></p> <p><b>What did they do then?</b></p>	<p>I can record information I discover from a text independently.</p> <p>I know how to find out what each section is about in a non-fiction text.</p> <p>I can find information sometimes by myself.</p> <p>I can ask questions to improve my understanding of a text.</p> <p><b>Give an example of... What is the genre? What type of text is this?</b></p>	<p>I can locate information by skimming and scanning a text.</p> <p>I can record information I discover from a text independently.</p> <p>I know how to find out what each section is about in a non-fiction text.</p> <p>I can find information sometimes by myself.</p> <p>I can ask questions to improve my understanding of a text.</p> <p><b>What does...? How did...?</b></p>	<p>I can locate information by skimming and scanning a text.</p> <p>I can record information I discover from a text independently.</p> <p>I know how to find out what each section is about in a non-fiction text.</p> <p>I can find information sometimes by myself.</p> <p>I can ask questions to improve my understanding of a text.</p> <p><b>What happened when...?</b></p>	<p>I can locate information by skimming and scanning a text.</p> <p>I can record information I discover from a text independently.</p> <p>I know how to find out what each section is about in a non-fiction text.</p> <p>I can find information sometimes by myself.</p> <p>I can ask questions to improve my understanding of a text.</p> <p><b>Where did...? What did...?</b></p>
<b>Summarise</b>	<p>I can begin to summarise and explain the main points in a text.</p> <p>I can begin to identify main ideas from a text and summarise these.</p> <p><b>Can you tell your partner the main points of what you have read?</b></p>	<p>I can begin to summarise and explain the main points in a text.</p> <p>I can begin to identify main ideas from a text and summarise these.</p>	<p>I can begin to summarise and explain the main points in a text.</p> <p>I can begin to identify main ideas from a text and summarise these.</p>	<p>I can begin to summarise and explain the main points in a text.</p> <p>I can begin to identify main ideas from a text and summarise these.</p> <p><b>Can you summarise the paragraph in three sentences?</b></p>	<p>I can summarise and explain the main points in a text.</p> <p>I can identify main ideas from a text and summarise these.</p> <p><b>Can you summarise the text in a paragraph?</b></p>	<p>I can summarise and explain the main points in a text.</p> <p>I can identify main ideas from a text and summarise these.</p> <p><b>Can you sequence the events in order?</b></p>

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### **RESPONSE TO TEXT**

Children develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, *plays*, non-fiction and *reference/text* books;  
participate in discussion about texts, sometimes listening to others;  
increase their familiarity with texts including fairy stories, *myths and legends*; retell some of these orally;  
discuss words and phrases which capture their interest;  
begin to identify how language, structure and presentation contribute to meaning;  
may express preferences for text type.

### **FLUENCY AND PHRASING 110wpm**

Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency;  
read age-appropriate books (*e.g. lime book band*) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words;  
read new words outside their spoken vocabulary, making a good guess at pronunciation;  
when reading aloud, speak audibly and with growing fluency;  
read on sight all Y2 CE words and some further exception words for Y3-4;  
gradually internalise the reading process to read silently.