

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Range of texts and book appreciation:</u></p> <p>T1 Jamie Drake Equation by Chris Riddell.</p> <p>T2 Beowulf - Michael Morpurgo. The Walrus & The Carpenter.</p> <p>T3 Who Let the Gods Out? By Maz Evans. Greek myths (different authors).</p> <p>T4 Greta's Story: The Schoolgirl Who Went on Strike to Save The Planet by Valentina Camerini</p> <p>T5 Carrie's War by Nina Bawden.</p> <p>T6 Goodnight Mr Tom by Michelle Magorian</p>	<p>Maintain a positive attitude to reading and understanding of what they have read.</p> <p>Read a wide range of fiction and reference books.</p> <p>Read and become familiar with modern fiction.</p>	<p>Maintain a positive attitude to reading and understanding of what they have read.</p> <p>Read a wide range of poems and non-fiction.</p> <p>Read for a range of purposes.</p> <p>Read and become familiar with legends and books from different cultures.</p> <p>Prepare poems to read aloud and perform.</p> <p>Show understanding through intonation, tone and volume, so that meaning is clear to an audience.</p> <p>Participate in discussion about books that are read to them and those they read themselves.</p> <p>Provide reasoned justification for their views.</p>	<p>Maintain a positive attitude to reading and understanding of what they have read.</p> <p>Read a wide range of non-fiction and non-fiction.</p> <p>Read and become familiar with myths, books from different cultures and modern fiction.</p> <p>Participate in discussion about books that are read to them and those they read themselves.</p>	<p>Maintain a positive attitude to reading and understanding of what they have read.</p> <p>Read a wide range of fiction and text books.</p> <p>Read a wide range of poems.</p> <p>Learning a wide range of poetry from heart.</p> <p>Recommend books that they have read to their peers.</p> <p>Shown understanding through formal debate and presentations.</p> <p>Provide reasoned justification for their views.</p>	<p>Maintain a positive attitude to reading and understanding of what they have read.</p> <p>Read a wide range of non-fiction, plays, poems and text books.</p> <p>Reading books that are structured in different ways.</p> <p>Read and become familiar with fiction from our literacy heritage.</p> <p>Participate in discussion about books that are read to them and those they read themselves.</p> <p>Provide reasoned justification for their views.</p>	<p>Maintain a positive attitude to reading and understanding of what they have read.</p> <p>Read a wide range of non-fiction and text books.</p> <p>Reading books that are structured in different ways.</p> <p>Read and become familiar with fiction from our literacy heritage.</p> <p>Recommend books that they have read to their peers.</p> <p>Provide reasoned justification for their views.</p>

Vocabulary	<p>With guidance I can discuss the meaning of unfamiliar words. Apply my knowledge of root words and their prefixes and suffixes.</p> <p>I know the history of some words that I read.</p> <p>I can comment on how the author has used language and its effects upon the reader. How has the author's language created emotion around Jamie's parents separating?</p> <p>I am beginning to understand what figurative language looks like. Can you identify the figurative language used in?</p>		<p>I can confidently read many words, understanding the impact of prefixes and suffixes on a root word. How has the prefix/suffix changed the word class?</p> <p>I know the history of a growing range of words. What is the etymology of the words: Democracy, marathon and music?</p> <p>I can discuss the difference between literal and figurative language and can sometimes identify the effects of imagery on the reader. Can you give an example of?</p>		<p>I can identify and mostly articulate the effect of figurative and descriptive language, considering its impact on the reader.</p> <p>Which word best describes Druids Bottom and why? What other descriptive language could be used?</p>	
Inference	<p>Can I recognise which characters the author wants us to like/dislike. Find and copy a group of words that show how Jamie felt</p>		<p>I can describe what I think the character's personality is like by referring to their behaviour, looking at both dialogue and narrative.</p>		<p>I successfully understand and explain the thoughts, feelings and motives of a range of characters by</p>	

	<p>about his dad being an astronaut.</p> <p>How does the author through language create a fear of the character Grendel?</p> <p>How does the author show through language that Beowulf is a hero?</p> <p>Can I work out some information from the text using the authors clues. How a character feels/thinks.</p> <p>What clues has the author used to help us infer how a character feels/ is thinking?</p>		<p>Find and copy a word which shows that Virgo has a flawed personality.</p> <p>I can relate and justify my opinion using textual evidence.</p> <p>How can you tell that Elliot is hiding an important secret?</p>		<p>referring to their actions and dialogue.</p> <p>How do you feel about the character Mr Tom? Why? Using the text can you explain what has made you feel this way?</p>	
<p>Prediction</p>	<p>I can make a prediction about a story which are related to the context.</p> <p>Can you predict what will happen to Beowulf now Grendel has died?</p>		<p>I can state my prediction for the story using evidence from the text.</p> <p>Using what you know from the blurb can you predict what will happen in this story?</p>		<p>I can explore texts to support and justify my prediction and opinions. The evidence I choose accurately backs up my ideas.</p> <p>What evidence can you use to predict what will happen when Nick is caught stealing?</p>	

<p>Explain</p>	<p>I am beginning to learn the difference between fact and opinion.</p> <p>From the text can you find a fact about the solar system?</p> <p>What is a popular opinion about the moon landing?</p> <p>Discuss the main ideas of a text.</p> <p>Make simple comparisons between books.</p> <p>Can you compare Beowulf to another hero from a familiar text?</p>		<p>I can discuss my understanding of a text by identifying the purpose of the author and the key details.</p> <p>What is the purpose of a non-chronological report?</p> <p>I am developing my understanding of fact and opinion in a range of contexts.</p>		<p>I Provide reasoned justification for my views.</p> <p>I explain the meaning of words in context.</p> <p>I am usually successful in distinguishing fact from opinion by myself.</p>	
<p>Retrieve</p>	<p>I can find information from a non-fiction text and present it in ways which are clear to the reader or audience.</p> <p>Find a selection of words or a phrase that tells you King Hrothgar was well liked.</p>		<p>I can use what I know about a text structure to find information and comment on the structure used to organise a growing range of books.</p> <p>How are the Greek non-fiction books structured compared to the</p>		<p>I can independently retrieve, record and present information I have researched, sometimes across more than one text.</p> <p>What information have you found out about WW2 evacuees?</p>	

	Identify the different features of fiction and non-fiction.		fiction text Who Let The Gods out?			
Summarise	Developing skills to skim read. Can you sequence the first chapter of Beowulf using picture clues?		I can skim and scan non-fiction texts to speed up my research. From skim reading, can you summarise what you have learnt about your Greek God or Goddess?		I am able to form a summary (verbal or written). In less than 20 words summarise how Carrie feels leaving her home.	

RESPONSE TO TEXT

Children extend their familiarity with texts to include *modern fiction, fiction from our literary heritage, and books from other cultures*; during discussion, build on their own and others' ideas;
 maintain positive attitudes to reading texts structured in different ways for a range of purposes;
 during supported discussion, make comparisons within and across texts;
 with guidance, distinguish between *fact and opinion*;
 discuss and evaluate how authors use language, considering the *impact on the reader*; begin to understand *figurative language e.g. metaphor, personification*.

FLUENCY AND PHRASING 150 wpm

Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace;
 read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity;
 prepare readings using appropriate intonation to show their understanding;
 notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly;
 read silently and then discuss what they have read;
 sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.