

Reading: Word Reading	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> Begin to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. 				
<ul style="list-style-type: none"> Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 				
<ul style="list-style-type: none"> Re-read and read ahead to check for meaning. 				
Reading: Comprehension				
Maintain Positive attitudes to reading by:				
<ul style="list-style-type: none"> Reading and discussing a wide range of texts including non-fiction, poetry, plays, myths, legends and traditional stories and books from other cultures and traditions and know some of their features. 				
<ul style="list-style-type: none"> Reading books that are structured in different ways and with support, identify theme, purpose, structures and grammatical features. 				
<ul style="list-style-type: none"> Identifying ideas, events and characters and discuss their significance. 				
<ul style="list-style-type: none"> Recommending books they have read to their peers, giving reasons for choices 				
<ul style="list-style-type: none"> Making comparisons with other texts they have read 				
<ul style="list-style-type: none"> Learning poems by heart. <i>For example, narrative verse, haiku.</i> 				
<ul style="list-style-type: none"> Working with their group to prepare poems and plays to read aloud and to perform, and beginning to show understanding through tone, volume and action. 				
Understand what they read by:				
<ul style="list-style-type: none"> Checking that text makes sense to them, discuss understanding and explore the meaning of words. 				
<ul style="list-style-type: none"> Asking questions to clarify understanding. 				
<ul style="list-style-type: none"> Identifying and comment on writer's use of grammatical features e.g. <i>rhetorical questions, varied sentence lengths, simile, metaphor and personification.</i> 				
<ul style="list-style-type: none"> Beginning to make inferences such as inferring characters' feelings, from their actions and understanding the need to justify their inferences with evidence. 				
<ul style="list-style-type: none"> Summarising the main ideas from a text and identifying key details in group discussions. 				

<u>Engage in individual/group discussions /presentations with their peers</u>				
<ul style="list-style-type: none"> Discuss how authors use vocabulary and language including figurative language (metaphor, simile and other sorts of imagery) and talk about how it has an impact on the reader. 				
<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction texts. 				
<ul style="list-style-type: none"> Participate in discussions about what has been read. With support; present a personal point, and build on the ideas of others, present a counter-argument and begin to give justifications for their views. 				
<ul style="list-style-type: none"> Understand the difference between statements of fact and opinion. 				
<ul style="list-style-type: none"> Explain and discuss their understanding of what has been read, maintaining a focus on the topic and using notes where necessary. 				
TOTAL				
NUMBER of targets met at 2 or 3				
PERCENTAGE of targets met at 2 or 3				

Reading: Comprehension	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• Express opinions about a text, using evidence from the text, giving reasons and explanations.				
• Adapt own opinion in the light of further reading or others' ideas.				
• Identify formal and informal language.				
• Know the features of different narrative text types, for example, adventure, fantasy, myths.				
• Compare texts by the same writer and by different writers on the same topic.				
• Summarise key information from different texts and empathise with different character's points of view.				
• Infer meaning using evidence from the text and wider reading and personal experience.				
• Explain how a writer's use of language and grammatical features, have been used to create effects and impact on the reader.				
• Explain how punctuation marks the grammatical boundaries of sentences and gives meaning.				
• Know how the way a text is organised supports the purpose of the writing.				
• Use scanning and text marking to find and identify key information.				
TOTAL				
NUMBER of targets met at 2 or 3				
PERCENTAGE of targets met at 2 or 3				

Word Reading	Sept	End of Autumn Term	End of Spring Term	End of Summer Term
• Apply their growing knowledge of root words, prefixes and suffixes 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				
• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words				
TOTAL				
NUMBER of targets met at 2 or 3				
PERCENTAGE of targets met at 2 or 3				

Reading: Comprehension				
<u>Maintain positive attitudes to reading by:</u>				
• Listening to and discussing a wide range of fiction, poetry, plays and no-fiction				
• Knowing which books to select for specific purposes, especially in relation to science, history and geography learning				
• Using dictionaries to check the meaning of unfamiliar words				
• Discussing and recording words and phrases that writers use to engage with and have an impact on the reader				
• Beginning to understand simple themes in books, explain the meaning of words in context and ask questions to improve understanding of a text				
• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action				
<u>Understand what they read, in books they can read independently by:</u>				
• 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 the text.				
• Inferring characters' feelings, thoughts and motives from their actions and beginning to justify them with evidence from the text				

• Predict what might happen from details stated and by 'reading between the lines'.				
• Identifying main ideas drawn from more than one paragraph and summarising them.				
• Retrieving and recording information from non-fiction texts.				
• Participating in discussions taking turns and listening to what others say.				
TOTAL				
NUMBER of targets met at 2 or 3				
PERCENTAGE of targets met at 2 or 3				