

English: Reading - Medium Term Plan



	Autumn		Spring		Summer		
Term:	1	2	3	4	5	6	
Early Years	Learning objective		Success Criteria			Coverage	
Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories. 	<ul style="list-style-type: none"> I can retell a story that has been read to me. (Reception) I can use words and phrases that I have recently learned when retelling a story. (Reception) I can explain what I have learned after listening to a non-fiction text. (Reception) 	<ul style="list-style-type: none"> I can say what I think will happen next in a story. (Reception) I can give simple reasons as to why I think something will happen next in a story. (Reception) 			
	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 		<ul style="list-style-type: none"> I can use the words and phrases that I have heard in books. (Reception) I can act, during role play, some of the texts that I have heard. (Reception) 				
Word reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. 		<ul style="list-style-type: none"> I can say the sound that corresponds with each letter of the alphabet. (Reception) I can recite the alphabet. (Reception) I can say the sound that corresponds with each of the Read, Write, Inc. Set 1 sounds. (Reception) I can say some of the sounds that correspond with the Read, Write, Inc. Set 2 sounds. (Reception) 				
	<ul style="list-style-type: none"> Read words consistent with their phonics knowledge by sound-blending. 		<ul style="list-style-type: none"> I can orally blend words containing the Set 1 and Set 2 sounds that I know. (Reception) I can use Fred in my head to sound out the words that contain the sounds that I know. (Reception) 				
	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		<ul style="list-style-type: none"> I can spot the 'tricky part' of a common exception word. (Reception) I can read some common exception words by sight. (Reception) I can read aloud books at the following level: <ul style="list-style-type: none"> Read, Write, Inc. Red Ditty by the end of the Spring Term (Reception). Read, Write, Inc. Green Band by the end of Summer 1 (Reception). Read, Write, Inc. Purple Band by the end of Summer 2 (Reception). I can reread books to build up my fluency. (Reception) 				
Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively. 		<ul style="list-style-type: none"> I can listen to a book (fiction or non-fiction), poem or other text type being read by my teacher. (Reception) I can look at the person that is speaking. (Reception) I can look at the pictures in the book. (Reception) 				
	<ul style="list-style-type: none"> Respond to what they hear with relevant questions. 		<ul style="list-style-type: none"> I can ask a question in response to a story that I have listened to. (Reception) I can identify the parts of the picture that link to what I have heard being read to me. (Reception) 				
	<ul style="list-style-type: none"> Respond with comments and actions. 		<ul style="list-style-type: none"> I can give a comment in response to a story that I have listened to. (Reception) I can say whether I liked or disliked what I have been read, and give simple reasons for this. (Reception) I can answer simple questions about what I have heard. (Reception) 				
	<ul style="list-style-type: none"> Ask questions to clarify understanding. 		<ul style="list-style-type: none"> I can ask a question about a story that I have listened to. (Reception) 				
	<ul style="list-style-type: none"> Hold conversations when engaged in back-and-forth exchanges with teachers and peers. 		<ul style="list-style-type: none"> I can wait for the speaker to stop before I start speaking during small group discussions about a book. (Reception) I can show an interest in what the other person is saying during small group discussions about a book. (Reception) 				
Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 		<ul style="list-style-type: none"> I can offer my own ideas when talking about a story within a small group. (Reception) I can offer my own ideas during 1:1 discussions about a story. (Reception) I can use the new words and phrases that I have heard in a book. (Reception) 				
	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 		<ul style="list-style-type: none"> I can give my thoughts on why something might happen next in a book. (Reception) I can use the word 'because' when explaining my thoughts. (Reception) 				

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	<ul style="list-style-type: none">Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<ul style="list-style-type: none">I can speak in full sentences when talking about a book. (Reception)I can follow my teacher's 'My Turn, Your Turn' to repeat key phrases from a book. (Reception)I can say fully formed sentences that include the conjunction 'and', when talking about a book. (Reception)I can say fully formed sentences that include the conjunction 'but', when talking about a book. (Reception)I can say fully formed sentences that include the conjunction 'that', when talking about a book. (Reception)I can say fully formed sentences that include the conjunction 'when', when talking about a book. (Reception)I can use past tense verbs when I speak about the past, when talking about what I have already heard in a book. (Reception)I can use the future tense to predict what might happen next in a book. (Reception)						
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	Autumn		Spring		Summer																																																						
Term:	1	2	3	4	5	6																																																					
Year 1	Learning objective		Success Criteria			Coverage																																																					
Word reading	Pupils should be taught to: <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings re-read these books to build up their fluency and confidence in word reading. 		<ul style="list-style-type: none"> I can blend all cvc words. (y1) I can blend words containing digraphs (y1) I can blend words with split digraphs (y1) I can check alternative phoneme / graphemes in words i.e. cow / snow (y1) I can blend words with trigraphs (y1) I can read words with the ending -s, -es, I can read words with the ending -ing, -ed, -er and -est (y1) I can read in phrases (y1) I can read with pace and fluency (y1) I can read and enjoy a book (y1) I can read a book with confidence (y1) When I re read a text, I read with greater pace and fluency (y1) 																																																								
	<ul style="list-style-type: none"> respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 		<ul style="list-style-type: none"> I can read a single grapheme quickly whilst reading (y1) I can read a digraph quickly whilst reading (y1) I can read a split digraph quickly whilst reading (y1) I can read a trigraph quickly whilst reading (y1) 																																																								
	<ul style="list-style-type: none"> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 		<ul style="list-style-type: none"> I can decode unfamiliar words using phonic knowledge (y1) I can check as I read and correct errors (y1) 																																																								
	<ul style="list-style-type: none"> read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>The</td><td>A</td><td>Do</td><td>To</td><td>House</td><td>Our</td></tr> <tr> <td>Today</td><td>Of</td><td>Said</td><td>Says</td><td>Pull</td><td>Full</td></tr> <tr> <td>Are</td><td>Were</td><td>Was</td><td>Is</td><td>Put</td><td>Push</td></tr> <tr> <td>Has</td><td>I</td><td>You</td><td>Your</td><td>Friend</td><td>School</td></tr> <tr> <td>They</td><td>Be</td><td>He</td><td>Me</td><td>Once</td><td>Ask</td></tr> <tr> <td>She</td><td>We</td><td>No</td><td>Go</td><td>Some</td><td>One</td></tr> <tr> <td>So</td><td>By</td><td>My</td><td>Here</td><td>Love</td><td>Come</td></tr> <tr> <td>There</td><td>Where</td><td></td><td></td><td></td><td></td></tr> </table> <ul style="list-style-type: none"> I can read the common exception words (y1) I can identify differences between how a word is spelled and how it sounds (y1) 			The	A	Do	To	House	Our	Today	Of	Said	Says	Pull	Full	Are	Were	Was	Is	Put	Push	Has	I	You	Your	Friend	School	They	Be	He	Me	Once	Ask	She	We	No	Go	Some	One	So	By	My	Here	Love	Come	There	Where										
The	A	Do	To	House	Our																																																						
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	<ul style="list-style-type: none"> read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 		<ul style="list-style-type: none"> I can read words containing GPCs I've been taught (y1) I can read words ending with -s, -es, -ing, -ed, -er and -est endings (y1) 																																																								
	<ul style="list-style-type: none"> read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) 		<ul style="list-style-type: none"> I understand that an apostrophe in a word can represent a missing letter (y1) I can read words with contractions e.g. I'm, I'll, we'll (y1) 																																																								
	<ul style="list-style-type: none"> read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words 		<ul style="list-style-type: none"> I can use my phonic knowledge to decode words when reading (y1) I can read aloud decodable books accurately (y1) 																																																								
	<ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading. 		<ul style="list-style-type: none"> I can read familiar books with fluency and confidence (y1) 																																																								

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Comprehension	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> I can listen carefully to different poems, stories and non-fiction. (Yr1) I can talk and ask questions about the texts that I have listened to. (Yr 1) I enjoy listening to a wide range of texts. (Yr 1) I can listen to others. (Yr 1) I can find information from non-fiction books. (Yr1) 						
	<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> I can link things that I have read or heard to my own experience. (Yr 1) 						
	<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> I can retell a range of key stories, fairy stories and traditional tales. (Yr 1) I can identify story phrases and language. (Yr 1) I can act out familiar stories. (Yr 1) I can pretend to be a character. (Yr 1) 						
	<ul style="list-style-type: none"> recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> I can recognise predictable phrases. (Yr 1) I can join in with predictable phrases. (Yr 1) 						
	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> I can enjoy listening to rhymes and poems. (Yr 1) I can recite a rhyme by heart. (Yr 1) I can recite a poem by heart. (Yr 1) 						
	<ul style="list-style-type: none"> discuss word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> I can talk about what a word might mean. (Yr 1) I can link words to other words I have heard. (Yr 1) I know that I should ask if I don't understand the meaning of a word. (Yr 1) I can use some of the words I have heard in books orally. (Yr 1) I can use some of the words I have heard in books orally. (Yr 1) 						
	<p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> I can use my own experiences to help me understand the text (Y1) I can use what I know about the world to help me understand the text I am reading (Y1) I can use the information my teacher has given me to help me understand the text (Y1) 						
	<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> I can check what I read makes sense (Y1) I can go back and read again so it makes sense (Y1) I can look at pictures to help me read (Y1) I can use phonics – to segment and blend words (Y1) I can look at the first letter of a word (Y1) 						
	<ul style="list-style-type: none"> discussing the significance of the title and events 	<ul style="list-style-type: none"> I can find the title (Y1) I can read the title (Y1) I can use the title to make a prediction about the book (Y1) I can find the key events in a book (Y1) I can talk about the key events (Y1) 						
	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> I can say why a character said (Y1) I can say why a character did (Y1) I can say how a character feels when ... (Y1) I can say what the character might do next (Y1) 						
	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> I can say what I think will happen next (Y1) I can say what might happen at the end of the story (any text) (Y1) I can predict what a character might do next (Y1) 						
	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say 	<p>After listening to a story (any text type):</p> <ul style="list-style-type: none"> I can join in discussions about what I have heard (Y1) I can talk to a partner about what I have heard (Y1) I can take turns (Y1) I can listen to what others have to say (Y1) 						

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	<ul style="list-style-type: none">• explain clearly their understanding of what is read to them.	<p>After listening to a story (any text type)</p> <ul style="list-style-type: none">• I can talk about what I have heard (Y1)• I can understand what I have heard (Y1)• I can answer questions about a text (Y1)• I can retell the story I have heard (Y1)• I can ask questions about a text (eg. hot seating) (Y1/2)						
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Term:	1	2	3	4	5	6																																																																			
Year 2	Learning objective		Success Criteria			Coverage																																																																			
Word reading	Pupils should be taught to: <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent 		<ul style="list-style-type: none"> I can use my phonic knowledge to check whether a word makes sense in my reading. (Yr2) 																																																																						
	<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes 		<ul style="list-style-type: none"> I can blend the sounds in words that contain the graphemes taught so far. (yr 2) I can recognise alternative sounds for graphemes. (yr2) 																																																																						
	<ul style="list-style-type: none"> read accurately words of two or more syllables that contain the same GPCs as above 		<ul style="list-style-type: none"> I can read accurately words of two or more syllables. (yr2) 																																																																						
	<ul style="list-style-type: none"> read words containing common suffixes 		<ul style="list-style-type: none"> I can read the root word when reading words with a suffix. (yr2) I can read a word with a suffix in them. Eg -ment, -ness, -ful, -less and -ly. (yr2) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>enjoyment</td> <td>sadness</td> <td>careful</td> <td>playful</td> </tr> <tr> <td>hopeless</td> <td>plainness</td> <td>badly</td> <td></td> </tr> </table>			enjoyment	sadness	careful	playful	hopeless	plainness	badly																																																													
enjoyment	sadness	careful	playful																																																																						
hopeless	plainness	badly																																																																							
	<ul style="list-style-type: none"> read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word 		<ul style="list-style-type: none"> I can read the common exception words (yr2) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>door</td> <td>floor</td> <td>poor</td> <td>because</td> <td>find</td> <td>Kind</td> </tr> <tr> <td>mind</td> <td>behind</td> <td>child</td> <td>Children</td> <td>wild</td> <td>Climb</td> </tr> <tr> <td>most</td> <td>only</td> <td>both</td> <td>old</td> <td>cold</td> <td>Gold</td> </tr> <tr> <td>hold</td> <td>told</td> <td>every</td> <td>everybody</td> <td>even</td> <td>Great</td> </tr> <tr> <td>break</td> <td>steak</td> <td>pretty</td> <td>beautiful</td> <td>after</td> <td>Fast</td> </tr> <tr> <td>last</td> <td>past</td> <td>father</td> <td>class</td> <td>grass</td> <td>Pass</td> </tr> <tr> <td>plant</td> <td>path</td> <td>bath</td> <td>hour</td> <td>move</td> <td>Prove</td> </tr> <tr> <td>improve</td> <td>sure</td> <td>sugar</td> <td>eye</td> <td>could</td> <td>Should</td> </tr> <tr> <td>would</td> <td>who</td> <td>whole</td> <td>any</td> <td>many</td> <td>Clothes</td> </tr> <tr> <td>busy</td> <td>people</td> <td>water</td> <td>again</td> <td>half</td> <td>Money</td> </tr> <tr> <td>Mr</td> <td>Mrs</td> <td>parents</td> <td>Christmas</td> <td></td> <td></td> </tr> </table>			door	floor	poor	because	find	Kind	mind	behind	child	Children	wild	Climb	most	only	both	old	cold	Gold	hold	told	every	everybody	even	Great	break	steak	pretty	beautiful	after	Fast	last	past	father	class	grass	Pass	plant	path	bath	hour	move	Prove	improve	sure	sugar	eye	could	Should	would	who	whole	any	many	Clothes	busy	people	water	again	half	Money	Mr	Mrs	parents	Christmas				
door	floor	poor	because	find	Kind																																																																				
mind	behind	child	Children	wild	Climb																																																																				
most	only	both	old	cold	Gold																																																																				
hold	told	every	everybody	even	Great																																																																				
break	steak	pretty	beautiful	after	Fast																																																																				
last	past	father	class	grass	Pass																																																																				
plant	path	bath	hour	move	Prove																																																																				
improve	sure	sugar	eye	could	Should																																																																				
would	who	whole	any	many	Clothes																																																																				
busy	people	water	again	half	Money																																																																				
Mr	Mrs	parents	Christmas																																																																						
	<ul style="list-style-type: none"> read most words quickly and accurately when they have been frequently encountered without overt sounding and blending 		<ul style="list-style-type: none"> I can read familiar words quickly and accurately by sight. (yr2) I can sound and blend quickly and accurately in my head. (yr 2) 																																																																						
	<ul style="list-style-type: none"> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 		<ul style="list-style-type: none"> I can read books aloud using my phonics knowledge. (yr2) I can read aloud with fluency and without undue hesitation. (yr2) I can use my phonic knowledge to sound out unfamiliar words accurately. (yr2) 																																																																						
	<ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading. 		<ul style="list-style-type: none"> I can read familiar books with fluency and confidence. (yr2) 																																																																						
Comprehension	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently 		<ul style="list-style-type: none"> I can listen carefully to a wider range of poems, stories and non-fiction. (Yr2) I can express my views about the texts I have heard. (Yr 2) I can ask and answer questions about the texts that I have listened to. (Yr 2) I can discuss with others the texts I have heard. (Yr 2) I can choose a book that interests me. (Yr 2) I can find information from non-fiction books. (Yr1) 																																																																						
	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 		<ul style="list-style-type: none"> I can retell the events in a story. (Yr 2) I can recall information from a non-fiction text. (Yr 2) I can understand the organisational features of texts. (Yr 2) 																																																																						

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	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> I can retell a wider range of key stories, fairy stories and traditional tales. (Yr 2) I can identify and use story phrases and language. (Yr 2) I can use drama skills to explore the role of different characters. (Yr 2) I can use new words and phrases I have learnt. (Yr 2) 					
	<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> I can recognise a non-fiction book. (Yr 2) I can explain the features of a non-fiction book. (Yr 2) 					
	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> I can recognise repeated story telling language. (Yr 2) I can recognise rhyme and repetition in poetry. (Yr 2) 					
	<ul style="list-style-type: none"> discussing and clarifying the meaning of words and phrases 	<ul style="list-style-type: none"> I can talk about what a word might mean. (Yr 2) I can use my knowledge of prefixes and suffixes to work out the meaning of new words. (Yr 2) I know what to do if I don't understand the meaning of a word. (Yr 2) 					
	<ul style="list-style-type: none"> discussing their favourite words and phrases 	<ul style="list-style-type: none"> I can choose my favourite word from a book and explain why I like it. (Yr 2) I can choose my favourite phrase from a book and explain why I like it. (Yr 2) 					
	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> I can recite some poems by heart. (Yr 2) I can talk about whether I like poems or not and explain why. (Yr 2) I can use expression and intonation to make sure the listener understands the poem. (Yr 2) 					
	<p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> I can use words I already know to help me read new words and stories (Y2) I can learn new vocabulary to help me understand new texts (Y2) I can use similar texts I already know to help me read and understand new texts (eg. glossary, contents in non-fiction and good/bad characters in fairy tales) (Y2) I can remember and talk about other books or stories I have heard or read (Y2) 					
	<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> I can check what I read makes sense (Y2) I can go back and read again so it makes sense (Y2) I can look at the pictures to help me read (Y2) I can use phonics – to segment and blend words (Y2) I can work out words by looking at the first letter of a word and link to the meaning of the story (Y2) 					
	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> I can use the text to explain why a character said (Y2) I can use the text to explain why a character did (Y2) I can say how a character feels when (Y2) I can say what the character might do next (Y2) 					
	<ul style="list-style-type: none"> answering and asking questions 	<ul style="list-style-type: none"> I can answer questions I am asked about a text (Y2) I can answer written questions about a text (Y2) 					
	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> I can say what I think will happen next (Y2) I can say what might happen at the end of the story (any text) (Y2) I can predict what a character might do next (Y2) 					
	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<p>After listening to a story (any text type):</p> <ul style="list-style-type: none"> I can join in discussions about what I have heard or read (Y2) I can talk to others about what I have heard or read (Y2) I can take turns in conversation (Y2) I can listen to what others have to say (Y2) 					
	<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>After listening to, or reading, a text:</p> <ul style="list-style-type: none"> I can explain what I have heard (Y2) I can talk about what I have heard (Y2) I can explain what I have read (Y2) I can talk about what I have read (Y2) I can answer verbal/written questions to show I understand (Y2) 					

English: Reading - Medium Term Plan



	Autumn		Spring		Summer				
Term:	1	2	3	4	5	6			
Year 3	Learning objective		Success Criteria			Coverage			
Word reading	Pupils should be taught to: <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can read and understand the prefix <i>in</i> on a word (eg inactive, incorrect) (Y3) I can read and understand the prefix <i>mis</i> on a word (eg misbehave, mislead) (Y3) I can read and understand the prefix <i>dis</i> on a word (eg disappoint, disagree) (Y3) I can read and understand the prefix <i>il</i> on a word (eg illegal, illegible) (Y3) I can read and understand the prefix <i>im</i> on a word (eg impossible, impatient) (Y3) I can read and understand the prefix <i>ir</i> on a word (eg irregular, irresponsible) (Y3) I can read and understand the prefix <i>re</i> on a word (eg reappear, redo) (Y3) I can read and understand the prefix <i>sub</i> on a word (eg sub heading, submarine) (Y3) I can read and understand the prefix <i>inter</i> on a word (eg interact, international) (Y3) I can read and understand the suffix <i>ly</i> on a word (eg sadly, usually) (Y3) I can read and understand the suffix <i>ous</i> on a word (eg serious, obvious, hideous) (Y3) I can read and understand the suffix <i>tion</i> on a word (eg invention, action) (Y3) I can read and understand the suffix <i>sion</i> on a word (eg comprehension, expansion) (Y3) I can read and understand the suffix <i>ssion</i> on a word (eg confession, discussion) (Y3) I can read and understand the suffix <i>cian</i> on a word (eg musician, magician) (Y3) 						
	<ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 		<ul style="list-style-type: none"> I know words with the /j/ sound spelt ch (mostly French in origin) e.g. chef. (Y3) I know words ending with the /g/ sound spelt -gue and the /k/ sound spelt - que (French in origin) e.g league, cheque (Y3) I know words with the /s/ sound spelt sc (Latin in origin) e.g. scene(Y3) I know words with the /ei/ sound spelt ei, eigh, or ey e.g. weight (Y3) I know words with the /k/ sound spelt ch (Greek in origin) e.g. chemist. (Y3) 						
Comprehension	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books 		<ul style="list-style-type: none"> I can develop a positive attitude to reading (Y3) I can understand what I read (Y3) I can listen to a range of fiction, poetry, plays, non-fiction, reference and text books (Y3) I can listen to extracts and whole texts read over a period of time (Y3) I can listen and appreciate stories which I might not choose for myself (Y3) I can discuss a wide range of fiction, poetry, plays, non-fiction, reference and text books (Y3) I can explain information my opinions of a text (Y3) I can ask questions about a text (Y3) I can select non-fiction books with thought (Y3) I can choose books at an age-appropriate level (Y3) I can choose a book which challenges me (Y3) 						
	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 		<ul style="list-style-type: none"> I can read to find out information (Y3) I can read for pleasure (Y3) I can read taking account of punctuation (Y3) I can read a range of fiction texts (Y3) I can read a range of poems (Y3) I can use non-fiction text structures (Y3) I can use a contents page (Y3) I can use an index (Y3) I can use a glossary (Y3) 						
	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 		<ul style="list-style-type: none"> I can understand how to use a dictionary (Y3) I can use a dictionary to check the meaning of words I have read (Y3) I can choose the correct meaning of the word depending on the context (Y3) 						

English: Reading - Medium Term Plan

	<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 	<ul style="list-style-type: none"> I can read different fiction genres (Y3) I can read a range of non-fiction texts (Y3) I can retell the main events from a fiction genre (Y3) I can summarise the main information from a non-fiction text (Y3) I can discuss a wide range of fiction, poetry, plays, non-fiction, reference and text books (Y3) 					
	<ul style="list-style-type: none"> identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> I can identify the main features of different fiction genres (Y3) I can recognise themes in what I read: e.g. the triumph of good over evil; and the use of magical devices in fairy stories and folk tales (Y3) I can identify the main conventions of different non-fiction genres; e.g. subheadings, numbering instructions etc (Y3) 					
	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> I can use my voice appropriately to read a poem (Y3) I am beginning to show understanding through the use of my voice e.g. intonation, tone, volume and action (Y3) I can read and rehearse poems for presentation (Y3) I am beginning to use my voice appropriately to perform a play script (Y3) I am beginning to use body language, gesture and expression when performing a poem or play script to show that I understand the meaning (Y3) I can stand and talk confidently when reading aloud (Y3) 					
	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> I can discuss language choices an author makes (Y3) I can identify where figurative language is used e.g. similes and idioms (Y3) I can identify effective words and phrases (Y3) I can understand shades of meaning (Y3) 					
	<ul style="list-style-type: none"> recognising some different forms of poetry (e.g. free verse, narrative poetry) 	<ul style="list-style-type: none"> I can recognise different forms of poetry (Y3) I can recognise the features of different types of poems (Y3) 					
	<p>understand what they read, in books they can read independently, by:</p> <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 	<ul style="list-style-type: none"> I can use a range of strategies to develop my understanding of a text e.g. drama, re-telling, re-reading. (Y3) I can use strategies to find the meaning of unfamiliar words e.g. dictionary, read on, using the pictures (Y3) I can discuss the main features of a text I have read (Y3) I can listen carefully to what others are saying (Y3) I can participate in a discussion about the text (Y3) I can elaborate on the meaning if words/phrases within the context of the text (Y3) 					
	<ul style="list-style-type: none"> asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> I can ask questions about a text before reading (Y3) I can ask question about a text I am reading (Y3) I can ask questions about a text I have read (Y3) 					
	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> I can make inferences about characters thoughts and feelings (Y3) I can find evidence in a text about how a character is feeling (Y3) I can find evidence in a text about what a character is thinking (Y3) 					
	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> I can give sensible predictions about plot and character with support (Y3) I am beginning to give reasons from the text for my predictions (Y3) I am beginning to identify a point of view (Y3) 					
	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> I can identify the main ideas in a paragraph. (Y3) I can summarise the main ideas in bullet points (Y3) 					
	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> I understand how punctuation (e.g. ? ! ,) affects the meaning of a sentence (Y3) I can identify different text types from their features (Y3) I can identify different genres of text from their features (Y3) 					
	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> I can recognise the different features of non-fiction texts (Y3) I understand why there is a content and index page (Y3) I am beginning to use skimming and scanning to find information in a non-fiction text (Y3) I can pick out the key facts from a non-fiction text (Y3) I can record the main facts in bullet points (Y3) 					
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can discuss the main features of a text that has been read to me (Y3) I can discuss the main features of a text I have read (Y3) I can listen carefully to what others are saying (Y3) I can participate in a discussion about the text (Y3) 					

English: Reading - Medium Term Plan



	Autumn		Spring		Summer					
Term:	1	2	3	4	5	6				
Year 4	Learning objective		Success Criteria			Coverage				
Word reading	Pupils should be taught to: <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> I can read and understand the prefix <i>super</i> on a word (eg superman, supermarket) (Y4) I can read and understand the prefix <i>anti</i> on a word (eg anticlockwise, antifreeze) (Y4) I can read and understand the prefix <i>auto</i> on a word (eg automobile, autograph) (Y4) I can read and understand the suffix <i>ation</i> on a word to form a noun (eg information, preparation) (Y4) I can read and understand words ending in <i>sure</i>(eg treasure, measure, pleasure, enclosure) (Y4) I can read and understand words ending in <i>ture</i> (eg picture, adventure, nature) (Y4) 							
	<ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 		<ul style="list-style-type: none"> I know words ending with the /g/ sound spelt –gue and the /k/ sound spelt – que (French in origin) e.g league, cheque (Y4) I know words with the /s/ sound spelt sc (Latin in origin) e.g. scene(Y4) I know words with the /k/ sound spelt ch (Greek in origin) e.g.chemist. (Y4) I can read and understand the suffix <i>ation</i> on a word to form a noun (eg information, preparation) (Y4) I know words with the /j/ sound spelt ch (mostly French in origin) e.g. chef. (Y4) I can recognise when <i>sion</i> makes an alternative sound (eg television, division, confusion) (Y4) 							
Comprehension	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by; <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books 		<ul style="list-style-type: none"> I can develop a positive attitude to reading (Y4) I can understand what I read (Y4) I can listen to a range of fiction, poetry, plays, non-fiction, reference and text books (Y4) I can listen to extracts and whole texts read over a period of time (Y4) I can listen and appreciate stories which I might not choose for myself (Y4) I can discuss a wide range of fiction, poetry, plays, non-fiction, reference and text books (Y4) I can explain information my opinions of a text (Y4) I can ask questions about a text (Y4) I can select non-fiction books with thought (Y4) I can choose books at an age-appropriate level (Y4) I can choose a book which challenges me (Y4) 							
	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 		<ul style="list-style-type: none"> I can read to find out information (Y4) I can read for pleasure (Y4) I can read taking account of punctuation (Y4) I can read a range of fiction texts (Y4) I can read a range of poems (Y4) I can use non-fiction text structures (Y4) I can use a contents page (Y4) I can use an index (Y4) I can use a glossary (Y4) I can choose an appropriate non-fiction text and use it effectively (Y4) I can use organisational systems to find an appropriate book (Y4) 							
	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 		<ul style="list-style-type: none"> I can understand how to use a dictionary (Y4) I can use a dictionary to check the meaning of words I have read (Y4) I can choose the correct meaning of the word depending on the context (Y4) 							
	<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 		<ul style="list-style-type: none"> I can read different fiction genres (Y4) I can read a range of non-fiction texts (Y4) I can retell the main events from a fiction genre (Y4) I can summarise the main information from a non-fiction text (Y4) I can discuss a wide range of fiction, poetry, plays, non-fiction, reference and text books (Y4) 							

English: Reading - Medium Term Plan



	<ul style="list-style-type: none"> identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> I can identify the main features of different fiction genres (Y4) I can recognise themes in what I read: e.g. the triumph of good over evil; and the use of magical devices in fairy stories and folk tales (Y4) I can identify the main conventions of different non-fiction genres; e.g. subheadings, numbering instructions etc (Y4) 					
	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> I can use my voice appropriately to read a poem (Y4) I can show understanding through the use of my voice e.g. intonation, tone, volume and action (Y4) I can read and rehearse poems for presentation (Y4) I can use my voice appropriately to perform a play script (Y4) I can use body language, gesture and expression when performing a poem or play script to show that I understand the meaning (Y4) I can stand and talk confidently when reading aloud (Y4) 					
	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> I can discuss language choices an author makes (Y4) I can identify where figurative language is used e.g. similes, metaphors, personification and idioms (Y4) I can identify effective words and phrases (Y4) I can use shades of meaning (Y4) 					
	<ul style="list-style-type: none"> recognising some different forms of poetry (e.g. free verse, narrative poetry) 	<ul style="list-style-type: none"> I can recognise different forms of poetry (Y4) I can recognise the features of different types of poems (Y4) 					
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can independently use a range of strategies to develop my understanding of a text.(Y4) I can explain my understanding of a text (Y4) I can listen to another person's understanding of the same text (Y4) I can discuss the differences of opinion in understanding (Y4) 					
	<ul style="list-style-type: none"> asking questions to improve their understanding of a text 	<ul style="list-style-type: none"> I can ask questions about a text before reading (Y4) I can ask question about a text I am reading (Y4) I can ask questions about a text I have read (Y4) 					
	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> I can make inferences about characters thoughts and feelings using evidence from the text (Y4) I can find evidence in a text which implies a character's motive. (Y4) 					
	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> I can give sensible predictions about plot and character independently (Y4) I am using the text to support my predictions (Y4) I can explain the meaning of a text using clues from action, dialogue and description.(Y4) I can explain the difference between a fact and an opinion (Y4) I can use facts to inform my opinion (Y4) 					
	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> I can identify the main ideas in a text(Y4) I can orally summarise the main points of the text (Y4) I can make notes using the key points identified (Y4) I can write a summary of a text (Y4) 					
	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> I can recognise different sentence structures and the impact they have on the text (Y4) I can identify figurative language and the impact this has on the text (Y4) I can identify different text types from the structure of a text (Y4) 					
	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> I can recognise the different features of non -fiction texts (Y4) I can use a the contents and index pages (Y4) I can use skimming and scanning to find the key information in a non-fiction text (Y4) I can use the key information to inform my understanding (Y4) 					
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> I can discuss the features of a text that has been read to me (Y4) I can discuss the features of a text I have read (Y4) I can listen carefully to what others are saying (Y4) I can participate in a discussion about the text (Y4) 					

English: Reading - Medium Term Plan



	Autumn		Spring		Summer				
Term:	1	2	3	4	5	6			
Year 5	Learning objective		Success Criteria			Coverage			
Word reading	Pupils should be taught to: <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. 		<ul style="list-style-type: none"> I can read words with prefixes and understand how it changes the meaning of a root word. (Y5) I can read words with the suffix –cious (Y5) I can understand the meaning of words with the suffix –cious (Y5) I can read words with the suffix –tious (Y5) I can understand the meaning of words with the suffix –tious (Y5) I can read words with the suffix –cial (Y5) I can understand the meaning of words with the suffix –cial (Y5) I can read words with the suffix –tial (Y5) I can understand the meaning of words with the suffix –tial (Y5) I can read words with the suffix –able (Y5) I can understand the meaning of words with the suffix –able (Y5) I can read words with the suffix –ably (Y5) I can understand the meaning of words with the suffix –ably (Y5) I understand the ‘l’ before ‘e’ except after ‘c’ rule (Y5) I understand the exceptions to the ‘l’ before ‘e’ except after ‘c’ rule (Y5) I can read words which include the letter string –ough (Y5) I can recognise the different sounds the letter string –ough can create (Y5) I can read words which contain silent letters (Y5) I can explain the meaning of homophones (Page 59 and 60 of Appendix 1) (Y5) I can work out unfamiliar words using a range of strategies (Y5) I can recognise new vocabulary, understand the meaning of it and use the correct pronunciation (Y5) 						
Comprehension	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by; <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 		<ul style="list-style-type: none"> I can read a text independently for a sustained length of time. (Y5/6) I can talk about my book explaining what I liked and disliked about it. (Y5/6) I can summarise the main points of what I have read.(Y5/6) I can talk about the characters in a book and their role within the text.(Y5/6) I can select examples of language from the text and explain the effect on the reader. (Y5/6) I can recognise a point of view in a text and talk about its effectiveness. Y5/6) I can identify and talk about figurative language in my reading. (Y5/6) I can retrieve key information from a text. (Y5/6) I can retrieve information when reading History, Geography or Science textbooks (Y6) I can read for purpose to find information eg. Visiting a museum or gallery (Y5) I can discuss organisational features of a text which help the reader. (Y5/6) I can evaluate my text and make recommendations. (Y5/6) I can demonstrate my understanding through a presentation to a group or a class. (5/6) 						
	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 		<ul style="list-style-type: none"> I can skim a text to select the main points. (5/6) I can scan a text to locate a key word. (Y5/6) I can use a contents, index and glossary to locate and understand information. (Y5/6) I can analyse a text by re-reading for different purposes. (5/6) I can use expression and intonation to demonstrate my understanding of plot, character and emotion in a text. (Y5/6) 						
	<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 		<ul style="list-style-type: none"> I can demonstrate my familiarity with texts from a wide range of genres. (Y5/6) 						
	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices 		<ul style="list-style-type: none"> I can review a text and make recommendations giving reasons for my choices. (Y5/6) 						

English: Reading - Medium Term Plan

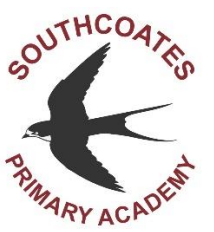
	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> I can identify the main theme of a text and explain it. (Y5/6) I can talk about the conventions of different genres from my reading. Eg. science fiction, mystery, myths etc. (Y5/6) 					
	<ul style="list-style-type: none"> making comparisons within and across books 	<ul style="list-style-type: none"> I can identify similarities and differences between texts. (Y5/6) I can state my preferences by giving reasons. (Y5/6) I can evaluate the effectiveness of different texts for purpose, eg. Which is the most effective or persuasive letter? (Y5/6) I can justify my decisions by referring to the text, (5/6) 					
	<ul style="list-style-type: none"> learning a wider range of poetry by heart 	<ul style="list-style-type: none"> I can recite a piece of poetry accurately. (5/6) 					
	<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 	<ul style="list-style-type: none"> I can select and recite a piece of poetry demonstrating understanding through intonation. (Y5/6) 					
	understand what they read by: <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 	<ul style="list-style-type: none"> I can understand what I have read (Y5/6) I can talk about the meaning of words (Y5/6) I can explore the meaning of unfamiliar words through texts (Y5/6) I can use the context to work out the meaning of unfamiliar words (Y5/6) 					
	<ul style="list-style-type: none"> asking questions to improve their understanding 	<ul style="list-style-type: none"> I know when to ask a question to improve my understanding (Y5/6) I ask pertinent questions (Y5/6) 					
	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> I can say how a character is feeling from their actions (Y5/6) I can say what a character is thinking from their actions (Y5/6) I can explain a character's motives by referring to their actions, <i>reading between the lines</i> (Y5/6) I can provide evidence to justify my ideas (Y5/6) I can compare characters (Y5/6) 					
	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> I can predict what might happen from what is stated (Y5/6) I can predict what might happen by reading between the lines (Y5/6) 					
	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> I can summarise the main ideas, using key details, from more than one paragraph (Y5/6) 					
	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> I can identify how language choice contributes to meaning (5/6) I can identify how the structure of a text contributes to meaning (5/6) I can identify how presentation of a text contributes to meaning (5/6) I can continue to learn the conventions of different types of writing e.g. first person in diaries and autobiographies. 					
	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> I can discuss how authors use language to create effect for the reader (Y5/6) <p>For example personification, similes, metaphors, imagery (figurative language) adjectives/adverbs alliteration, rhyme & rhythm onomatopoeia and other devices</p> <ul style="list-style-type: none"> I can consider the impact of language choices on the reader (Y5/6) 					
	<ul style="list-style-type: none"> distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> I can distinguish between facts and opinions (Y5/6) 					
	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> I can retrieve information for a purpose e.g. textbooks for topic work, science or information leaflets prior to a school visit (Y5/6) I can record information from non-fiction in all forms (Y5/6) I can present information from non-fiction in all forms (Y5/6) 					
	<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 	<ul style="list-style-type: none"> I can discuss a book I have listened to using technical terms e.g simile, metaphor, analogy, imagery, style and effect I can discuss a book I have read using technical terms e.g simile, metaphor, analogy, imagery, style and effect I can use my own views and challenge the views of others courteously (Y5/6) I can build upon the ideas of others and develop my own views (Y5/6) 					

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can explain and talk clearly about what I have read (Y5/6) I can make a formal presentation (Y5/6) organise ideas logically speak clearly demonstrate active listening ask/answer relevant questions I can prepare and take part in a debate (Y5/6) research a viewpoint organise ideas logically speak clearly listen and respond appropriately (justification) ask/answer relevant questions to follow the rules of debate I can make and use notes on a variety of text types (Y5/6) I can respond to feedback (Y5/6) I can give feedback to my peers (Y5/6) 						
	<ul style="list-style-type: none"> provide reasoned justifications for their views. 	<ul style="list-style-type: none"> I can give reasons and justify my views using evidence from the text (Y5/6) 						

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	Autumn		Spring		Summer				
Term:	1	2	3	4	5	6			
Year 6	Learning Objective		Success Criteria			Coverage			
Word reading	Pupils should be taught to: <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. 		<ul style="list-style-type: none"> I can read words with prefixes and understand how it changes the meaning of a root word. (Y6) I can read words with the suffix –ant (Y6) I can understand the meaning of words with the suffix –ant (Y6) I can read words with the suffix –ance (Y6) I can understand the meaning of words with the suffix –ance (Y6) I can read words with the suffix –ancy (Y6) I can understand the meaning of words with the suffix –ancy (Y6) I can read words with the suffix –ation (Y6) I can understand the meaning of words with the suffix –ation (Y6) I can read words with the suffix –ent (Y6) I can understand the meaning of words with the suffix –ent (Y6) I can read words with the suffix –ence (Y6) I can understand the meaning of words with the suffix –ence (Y6) I can read words with the suffix –ency (Y6) I can understand the meaning of words with the suffix –ency (Y6) I can read words with the suffix –fer(Y6) I can understand the meaning of words with the suffix –fer (Y6) I can read words with the suffix –ible (Y6) I can understand the meaning of words with the suffix –ible (Y6) I can read words with the suffix –ibly (Y6) I can understand the meaning of words with the suffix –ibly (Y6) I can explain the meaning of homophones (Page 59 and 60 of Appendix 1) (Y6) I can work out unfamiliar words using a range of strategies (Y6) I can recognise new vocabulary, understand the meaning of it and use the correct pronunciation (Y6) I know when to use a hyphen to join a prefix to a root word (Y6) I can use a hyphen to join a prefix to a root word (Y6) I know to use –ce at the end of a noun (e.g. practice) (Y6) I know to use –se at the end of a verb (e.g. practise) (Y6) 						
Comprehension	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <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 		<ul style="list-style-type: none"> I can listen attentively to a range of fiction read aloud in class. (Y5/6) I can read a text independently for a sustained length of time. (Y5/6) I can talk about my book, explaining what I liked and disliked about it. (Y5/6) I can summarise the main points of what I have read.(Y5/6) I can talk about the characters in a book and their role within the text.(Y5/6) I can use inference and deduction to read between the lines of the text. (5/6) I can find supporting evidence from the text to explain my points and opinions. (Y5/6) I can justify my predictions using evidence from the text. (Y5/6)I can select examples of different types of language from the text and explain the effect on the reader. (Y5/6) I can consider different accounts of the same event (both of authors and fictional characters). (Y5/6) I can recognise a point of view in a text and talk about its effectiveness. (Y5/6) I can identify and talk about the figurative language used in texts. (Y5/6) I can retrieve key information from a text. (Y5/6) I can discuss organisational features of a text which help the reader. (Y5/6) I can evaluate my text and give recommendations for others. (Y5/6) I can demonstrate my understanding through a presentation to a group or a class. (5/6) 						

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	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> I can skim a text to select the main points. (5/6) I can scan a text to locate a key word. (Y5/6) I can retrieve information for a purpose, eg. read an information leaflet before a gallery or museum visit. (Y5/6) I can use a contents, index and glossary to locate and understand information. (Y5/6) I can analyse a text by re-reading for different purposes. (5/6) I can use expression and intonation to demonstrate my understanding of plot, character and emotion in a text. (Y5/6) 					
	<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 	<ul style="list-style-type: none"> I can demonstrate my familiarity with texts from a wide range of genres. (Y5/6) 					
	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> I can review a text and make recommendations to others, giving reasons for my choices. (Y5/6) 					
	<ul style="list-style-type: none"> identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> I can identify the main theme of a text and explain it, eg. loss or heroism. (Y5/6) I can talk about the conventions of different genres from my reading. eg. science fiction, mystery, myths, diaries, autobiographies, etc. (Y5/6) 					
	<ul style="list-style-type: none"> making comparisons within and across books 	<ul style="list-style-type: none"> I can identify similarities and differences between texts. (Y5/6) I can state my preferences and give reasons for my choices. (Y5/6) I can evaluate the effectiveness of different texts for purpose, eg. Which is the most effective or persuasive letter? (Y5/6) I can justify my decisions by referring to the text. (5/6) 					
	<ul style="list-style-type: none"> learning a wider range of poetry by heart 	<ul style="list-style-type: none"> I can recite a piece of poetry accurately with expression and fluency. (5/6) 					
	<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 	<ul style="list-style-type: none"> I can select and recite poems and plays demonstrating understanding through intonation. (Y5/6) I can perform a role in front of an audience. (Y5/6) 					
	understand what they read by: <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 	<ul style="list-style-type: none"> I can understand what I have read (Y5/6) I can talk about the meaning of words (Y5/6) I can explore the meaning of unfamiliar words through texts (Y5/6) I can use the context to work out the meaning of unfamiliar words (Y5/6) 					
	<ul style="list-style-type: none"> asking questions to improve their understanding 	<ul style="list-style-type: none"> I know when to ask a question to improve my understanding (Y5/6) I ask pertinent questions (Y5/6) 					
	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> I can say how a character is feeling from their actions (Y5/6) I can say what a character is thinking from their actions (Y5/6) I can explain a character's motives by referring to their actions, <i>reading between the lines</i> (Y5/6) I can provide evidence to justify my ideas (Y5/6) I can compare characters (Y5/6) 					
	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> I can predict what might happen from what is stated (Y5/6) I can predict what might happen by reading between the lines (Y5/6) 					
	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> I can summarise the main ideas, using key details, from more than one paragraph (Y5/6) 					
	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> I can identify how language choice contributes to meaning (5/6) I can identify how the structure of a text contributes to meaning (5/6) I can identify how presentation of a text contributes to meaning (5/6) I can continue to learn the conventions of different types of writing e.g. first person in diaries and autobiographies. 					
	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> I can discuss how authors use language to create effect for the reader (Y5/6) For example personification, similes, metaphors, imagery (figurative language) adjectives/adverbs alliteration, rhyme & rhythm onomatopoeia and other devices					
	<ul style="list-style-type: none"> distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> I can consider the impact of language choices on the reader (Y5/6) I can distinguish between facts and opinions (Y5/6) 					

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	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> I can retrieve information for a purpose e.g. textbooks for topic work, science or information leaflets prior to a school visit (Y5/6) I can record information from non-fiction in all forms (Y5/6) I can present information from non-fiction in all forms (Y5/6) 						
	<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 	<ul style="list-style-type: none"> I can discuss a book I have listened to (Y5/6) using technical terms e.g simile, metaphor, analogy, imagery, style and effect I can discuss a book I have read (Y5/6) using technical terms e.g simile, metaphor, analogy, imagery, style and effect I can use my own views and challenge the views of others courteously (Y5/6) I can build upon the ideas of others and develop my own views (Y5/6) 						
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> I can explain and talk clearly about what I have read (Y5/6) I can make a formal presentation (Y5/6) <ul style="list-style-type: none"> organise ideas logically speak clearly demonstrate active listening ask/answer relevant questions I can prepare and take part in a debate (Y5/6) research a viewpoint organise ideas logically speak clearly listen and respond appropriately (justification) ask/answer relevant questions to follow the rules of debate I can make and use notes on a variety of text types (Y5/6) I can respond to feedback (Y5/6) I can give feedback to my peers (Y5/6) 						
	<ul style="list-style-type: none"> provide reasoned justifications for their views. 	<ul style="list-style-type: none"> I can give reasons and justify my views using evidence from the text (Y5/6) 						