Input	Year 3 Objectives
Individual Reading Book (Phonic Linked or AR Scheme)	develop positive attitudes to reading, and an understanding of what they read, by: • reading books that are structured in different ways understand what they read, in books they can read independently, by: • checking that the text makes sense to them, and discussing their understanding
Shared Class Text/Story/Writing Link	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways
Decision Spelling	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Other (eg Performance, cross-curricular research	• reading books that are structured in different ways • preparing poems and play scripts to read aloud and to perform • recognising some different forms of poetry SUMMER TERM

Input	Year 3 Objectives
Group/Whole Class Reading Session	Reading (or ReReading) the Text: • listening to and discussing with support a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • checking that the text makes sense to them, discussing their understanding • participate in discussion about both books that are read to them, taking turns and listening to what others say Vocab: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • using dictionaries to check the meaning of words that they have read Inference: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. Predict: • predicting what might happen from details stated Retrieve: • retrieve information from non-fiction (*and fiction)* Explain: • identifying themes and conventions • discussing words that capture the reader's interest and imagination Summarise: • identifying main ideas drawn from more than 1 paragraph Sequence: • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Question: • asking questions with support to improve their understanding of a text

Input	Year 4 Objectives
Individual Reading Book (Phonic Linked or AR Scheme)	develop positive attitudes to reading, and an understanding of what they read, by: • reading books that are structured in different ways and reading for a range of purposes understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
Shared Class Text/Story/Writing Link	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes
Decision Spelling	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Other (eg Performance, cross-curricular research	• reading books that are structured in different ways and reading for a range of purposes • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry [for example, free verse, narrative poetry] SUMMER TERM

Input	Year 4 Objectives
Group/Whole Class Reading Session	Reading (or ReReading) the Text: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say Vocab: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • using dictionaries to check the meaning of words that they have read Inference: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and giving reasons (ie extending sentences with 'because') Predict: • predicting what might happen from details stated and implied Retrieve: • retrieve and record information from non-fiction (*and fiction)* Explain: • identifying themes and conventions in a wide range of books • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning Summarise: • identifying main ideas drawn from more than 1 paragraph and summarising these Sequence: • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Question: • asking questions to improve their understanding of a text

Input	Year 5 Objectives
Individual Reading Book (Phonic Linked or AR Scheme)	maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words • recommending books that they have read to their peers
Shared Class Text/Story/Writing Link	• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • explain and discuss their understanding of what they have read, including through formal presentations, maintaining a focus on the topic • provide justifications for their views
Decision Spelling	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
Other (eg Performance, cross-curricular research)	• reading books that are structured in different ways and reading for a range of purposes • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation

Input	Year 5 Objectives
Group/Whole Class Reading Session	Reading (or ReReading) the Text: • participate in discussions about books that are read to them, building on their own and others' ideas Vocab: • 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 Inference: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and giving reasons for their choices which are rooted in the text Predict: • predicting what might happen from details stated across the whole text Retrieve: • distinguish between statements of fact and opinion • retrieve and record information from non-fiction Explain: • identifying and discussing themes in and across a wide range of writing • identifying how structure and presentation contribute to meaning • discuss and evaluate how authors use language, considering the impact on the reader Summarise: • summarising the main ideas drawn from more than 1 paragraph, Sequence: • making comparisons within books Question: • asking questions to improve their understanding

Input	Year 6 Objectives
Individual Reading Book (Phonic Linked or AR Scheme)	maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • recommending books that they have read to their peers, giving reasons for their choices
Shared Class Text/Story/Writing Link	• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views
Decision Spelling	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
Other (eg Performance, cross-curricular research)	• reading books that are structured in different ways and reading for a range of purposes • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Input	Year 6 Objectives
Group/Whole Class Reading Session	Reading (or ReReading) the Text: • 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 Vocab: • 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 Inference: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence drawn from specific examples and quotations from the text Predict: • predicting what might happen from details stated and implied across the whole text Retrieve: • distinguish between statements of fact and opinion within both fiction and non-fiction texts • retrieve, record and present information from non-fiction Explain: • identifying and discussing themes and conventions in and across a wide range of writing • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Summarise: • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas Sequence: • making comparisons within and across books Question: • asking questions independently to improve their understanding across a range of reading skills