



| Input                              | Year 3 Objectives: Autumn   |  |  |
|------------------------------------|---|--|--|
|                                    | Autumn  | Spring   | Summer   |
| <p>Whole Class Reading Session</p> | <ul style="list-style-type: none"> <li>• develop positive attitudes to reading, and an understanding of what they read, by reading books that are structured in different ways – <b>chapter books</b></li> <li>• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>• To begin to read Y3/Y4 exception words, sometimes with support</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (<b>Autumn homophone list</b>)</li> <li>• To begin to use appropriate intonation and volume when reading aloud.</li> <li>• understand what they read, in books they can read independently, by rereading sentences to check they make sense to them sometimes with support</li> <li>• understand what they read, in books they can read independently, by discussing authors' choice of words and phrases for effect.</li> </ul> | <ul style="list-style-type: none"> <li>• develop positive attitudes to reading, and an understanding of what they read, by reading books that are structured in different ways – <b>non-fiction</b></li> <li>• To apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</li> <li>• To begin to read Y3/Y4 exception words, mostly independently</li> <li>• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• understand what they read, in books they can read independently, by rereading sentences to check they make sense to them independently</li> <li>• listening to and discussing a wide range of non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways</li> </ul> | <ul style="list-style-type: none"> <li>• develop positive attitudes to reading, and an understanding of what they read, by reading books that are structured in different ways – <b>texts with flashbacks or non-linear plot</b></li> <li>• To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion,</li> <li>• -tion, -ssion and -cian, to begin to read aloud.*</li> <li>• To begin to read Y3/Y4 exception words and to be able to notice unusual spelling correspondences</li> <li>• To justify predictions using evidence from the text. <ul style="list-style-type: none"> <li>• To understand what they read, in books they can read independently, by rereading paragraphs to check they make sense to them, sometimes with support.</li> </ul> </li> <li>• <b>recognising some different forms of poetry SUMMER TERM</b></li> <li>• <b>preparing poems and play scripts to read aloud and to perform</b></li> <li>•</li> </ul> |



| Input   | Year 3 Objectives  |
|---|--|
| Individual Reading<br>Book (Phonic Linked or AR Scheme)<br><br>Shared Class<br>Text/Story/Writing Link<br><br>Decision Spelling<br><br>Other<br>(eg Performance, cross-curricular research) | <p>Reading (or ReReading) the Text:</p> <ul style="list-style-type: none"> <li>• listening to and discussing <b>with support</b> a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• checking that the text makes sense to them, discussing their understanding</li> <li>• participate in discussion about both books that are read to them, taking turns and listening to what others say</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</li> <li>• using dictionaries to check the meaning of words that they have read</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions.</li> </ul> <p>Predict:</p> <ul style="list-style-type: none"> <li>• predicting what might happen from details stated</li> </ul> <p>Retrieve:</p> <ul style="list-style-type: none"> <li>• retrieve information from non-fiction (<i>and fiction</i>)</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>• identifying themes and conventions</li> <li>• discussing words that capture the reader's interest and imagination</li> </ul> <p>Summarise:</p> <ul style="list-style-type: none"> <li>• identifying main ideas drawn from more than 1 paragraph</li> </ul> <p>Sequence:</p> <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> <p>Question:</p> <ul style="list-style-type: none"> <li>• asking questions <b>with support</b> to improve their understanding of a text</li> </ul> |



| Input                                     | Year 4 Objectives  |  |   |
|---|--|--|---|
|   | Autumn   | Spring   | Summer  |
| <p><b>Whole Class Reading Session</b></p> | <ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• To read for a range of purposes.</li> <li>• To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</li> <li>• Discuss vocabulary used to capture readers' interest and imagination.</li> <li>• To draw inferences from characters' feelings, thoughts and motives.</li> <li>• To justify predictions from details stated and implied.</li> <li>• To use dictionaries to check the meaning of words that they have read.</li> </ul> | <ul style="list-style-type: none"> <li>• To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</li> <li>• To discuss and compare texts from a wide variety of genres and writers.</li> <li>• To identify how language, structure and presentation contribute to meaning.</li> <li>• To draw inferences from characters' feelings, thoughts and motives that justifies their actions,</li> <li>• To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>• To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</li> </ul> | <ul style="list-style-type: none"> <li>• To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</li> <li>• To identify themes and conventions in a wide range of books.</li> <li>• To identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</li> <li>• To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</li> </ul> |



| Input   | Year 4 Objectives  |
|---|--|
| <p>Individual Reading Book (Phonic Linked or AR Scheme)</p> <p>Shared Class Text/Story/Writing Link</p> <p>Decision Spelling</p> <p>Other (eg Performance, cross-curricular research)</p> | <p>Reading (or ReReading) the Text:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• checking that the text makes sense to them, discussing their understanding, <b>and explaining the meaning of words in context</b></li> <li>• participate in discussion about both books that are read to them <b>and those they can read for themselves</b>, taking turns and listening to what others say</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet</li> <li>• using dictionaries to check the meaning of words that they have read</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, <b>and giving reasons (ie extending sentences with 'because')</b></li> </ul> <p>Predict:</p> <ul style="list-style-type: none"> <li>• predicting what might happen from details stated <b>and implied</b></li> </ul> <p>Retrieve:</p> <ul style="list-style-type: none"> <li>• retrieve <b>and record</b> information from non-fiction (<i>and fiction</i>)</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>• identifying themes and conventions <b>in a wide range of books</b></li> <li>• discussing words <b>and phrases</b> that capture the reader's interest and imagination</li> <li>• <b>identifying how language, structure, and presentation contribute to meaning</b></li> </ul> <p>Summarise:</p> <ul style="list-style-type: none"> <li>• identifying main ideas drawn from more than 1 paragraph <b>and summarising these</b></li> </ul> <p>Sequence:</p> <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> <p>Question:</p> <ul style="list-style-type: none"> <li>• asking questions to improve their understanding of a text</li> </ul> |



| Input                                     | Year 5 Objectives   |  |  |
|---|---|--|--|
|   | Autumn  | Spring   | Summer   |
| <p><b>Whole Class Reading Session</b></p> | <ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• To read a wide range of genres, identifying the characteristics of text types</li> <li>• To participate in discussions about books that are read to them and those they can read for themselves,</li> <li>• To discuss vocabulary used by the author to create effect including figurative language.</li> <li>• To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</li> </ul> | <ul style="list-style-type: none"> <li>• To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</li> <li>• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies).</li> <li>• To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas</li> <li>• To draw inferences from characters' feelings, thoughts and motives.</li> <li>• To identify main ideas drawn from more than one paragraph and to summarise these.</li> <li>• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> </ul> | <ul style="list-style-type: none"> <li>• To read most Y5/ Y6 exception words,</li> <li>• discussing the unusual correspondences between spelling and sound and where these occur in the word</li> <li>• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</li> <li>• To 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.</li> <li>• To recommend texts to peers based on personal choice.</li> <li>• To evaluate the use of authors' language and explain how it has created an impact on               <ul style="list-style-type: none"> <li>• the reader.</li> </ul> </li> <li>• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li> </ul> |



| Input  | Year 5 Objectives  |
|--|--|
| Individual Reading Book (Phonic Linked or AR Scheme)<br><br>Shared Class Text/Story/Writing Link<br><br>Decision Spelling<br><br>Other (eg Performance, cross-curricular research) | <p>Reading (or ReReading) the Text:</p> <ul style="list-style-type: none"> <li>participate in discussions about books that are read to them, building on their own and others' ideas</li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, <b>and giving reasons for their choices which are rooted in the text</b></li> </ul> <p>Predict:</p> <ul style="list-style-type: none"> <li>predicting what might happen <b>from details stated across the whole text</b></li> </ul> <p>Retrieve:</p> <ul style="list-style-type: none"> <li><b>distinguish between statements of fact and opinion</b></li> <li>retrieve and record information from non-fiction</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>identifying and discussing themes in and across a wide range of writing</li> <li>identifying how structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, considering the impact on the reader</li> </ul> <p>Summarise:</p> <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than 1 paragraph,</li> </ul> <p>Sequence:</p> <ul style="list-style-type: none"> <li>making comparisons within books</li> </ul> <p>Question:</p> <ul style="list-style-type: none"> <li>asking questions to improve their understanding</li> </ul> |



| Input                                     | Year 6 Objectives  |  |   |
|---|--|--|---|
|   | Autumn   | Spring   | Summer  |
| <p><b>Whole Class Reading Session</b></p> | <ul style="list-style-type: none"> <li>• To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• To explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• To draw out key information and to summarise the main ideas in a text.</li> <li>• To compare characters, settings and themes within a text and across more than one text.</li> <li>• To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</li> <li>• To retrieve, record and present information from non-fiction texts.</li> </ul> | <ul style="list-style-type: none"> <li>• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</li> <li>• To 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.</li> <li>• To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</li> <li>• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</li> <li>• To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks)</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise more complex themes in what they read (such as loss or heroism).</li> <li>• To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</li> <li>• To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> <li>• To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</li> </ul> |



| Input  | Year 6 Objectives  |
|--|--|
| Individual Reading<br>Book (Phonic<br>Linked or AR<br>Scheme)<br>Shared Class<br>Text/Story/Writing<br>Link<br>Decision Spelling<br>Other<br>(eg Performance,<br>cross-curricular<br>research) | <p>Reading (or ReReading) the Text:</p> <ul style="list-style-type: none"> <li>participate in discussions about books that are read to them <b>and those they can read for themselves</b>, building on their own and others' ideas <b>and challenging views courteously</b></li> </ul> <p>Vocab:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p>Inference:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, <b>and justifying inferences with evidence drawn from specific examples and quotations from the text</b></li> </ul> <p>Predict:</p> <ul style="list-style-type: none"> <li>predicting what might happen from details stated <b>and implied across the whole text</b></li> </ul> <p>Retrieve:</p> <ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion <b>within both fiction and non-fiction texts</b></li> <li>retrieve, record <b>and present</b> information from non-fiction</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li>identifying and discussing themes <b>and conventions</b> in and across a wide range of writing</li> <li>identifying how <b>language</b>, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, <b>including figurative language</b>, considering the impact on the reader</li> </ul> <p>Summarise:</p> <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than 1 paragraph, <b>identifying key details that support the main ideas</b></li> </ul> <p>Sequence:</p> <ul style="list-style-type: none"> <li>making comparisons within <b>and across</b> books</li> </ul> <p>Question:</p> <ul style="list-style-type: none"> <li>asking questions independently to improve their understanding <b>across a range of reading skills</b></li> </ul> |