

Year 3	Term 1	Term 2	Term 3	Overarching objectives (LTP)
Word Reading	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud using a range of strategies appropriately, including decoding, to establish meaning -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud with expression and intonation considering punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud with intonation and expression, considering higher grade punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes -I can test out different pronunciations of longer words 	<ul style="list-style-type: none"> * Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet * Test out different pronunciations of longer words.
Comprehension	<ul style="list-style-type: none"> - I can summarise and explain the main points in a text - I am beginning to use knowledge of the alphabet to locate information and meaning (e.g., in a dictionary/index). 	<ul style="list-style-type: none"> I can quote directly from the text to support thoughts and discussion I can increasingly use knowledge of alphabet to locate information and meaning 	<ul style="list-style-type: none"> I can locate information by skimming (for a general impression and scanning (to locate specific information). - I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin). 	<ul style="list-style-type: none"> * Retrieve and record information from fiction and non-fiction * Use dictionaries to check the meaning of words that they have read.

<p>Making Inferences</p>	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story. - I can predict what might happen in a story 	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - When prompted, I can justify and elaborate on opinions and predictions. 	<ul style="list-style-type: none"> - I can sometimes empathise with different characters' point of view to explain what characters are thinking/feeling and the way they act. - I can justify and elaborate on opinions and predictions with reference to the text. 	<ul style="list-style-type: none"> * Draw inferences such as inferring a character's feelings, thoughts and motives from their actions and justifying inferences from evidence * Predict what might happen from details stated and implied.
<p>Range of Texts</p>				
<p>Language for Effect</p>	<ul style="list-style-type: none"> - I can identify where language is used to create mood, build tension or 'paint a picture'. - I can explain the meaning of WOW words in context - I can explore potential meaning of ambitious vocabulary read in context. 	<ul style="list-style-type: none"> - I can comment on author's choice of language to create mood and build tension. - I can explore potential meanings of WOW words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me fee 	<ul style="list-style-type: none"> - I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can clarify the meaning of WOW words and/or phrases in context. - I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives, and adverbs). - I can discuss why the author might have chosen these words/phrases 	<ul style="list-style-type: none"> * Discuss words and phrases that capture the reader's interest and imagination.

<p>Themes and Conventions</p>	<ul style="list-style-type: none"> - I can briefly summarise the difference between a fiction and non-fiction text, giving examples I can recognise some differences between different poems - I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> - I am beginning to identify the differences between a wider range of non-fiction text types (e.g., instructions, explanation, poetry) and fiction texts. -I can recognise presentation devices e.g., numbering and headings in instructions -I can use some appropriate vocabulary to describe different poems - I can summarise and explain the main points in a text. 	<ul style="list-style-type: none"> - I can identify differences between different fiction and non-fiction genres. -I can name different types of poems -I can discuss the merits of different presentational devices in helping clarity of meaning - I can summarise and explain the main points in a text, referring to the text to support this. 	<p>* Identify themes and conventions in a wide range of books.</p>
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Year 4	Term 1	Term 2	Term 3	Overarching objectives (LTP)
Word Reading	<ul style="list-style-type: none"> - I can usually read a range of appropriate texts with fluency and accuracy. - I can recognise prefixes and suffixes in words - I can read some (Year 3/4 Common Exception words) understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> - I can read a range of appropriate texts fluently and accurately, including exception words. - I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im- portant) 	<ul style="list-style-type: none"> - I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account. - I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e., the root word plus prefix and/or suffix or the context of the word. - I can read most (Year 3/4 Common Exception words), understanding the correspondence between spelling and sound. 	<p>*Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>* Apply knowledge of root words prefixes and suffixes (see appendix 1), both to read aloud and to understand the meaning of new words they meet.</p>
Comprehension	<ul style="list-style-type: none"> - I can use knowledge of text structure to locate information. 	<ul style="list-style-type: none"> - I can skim and scan to identify key ideas and answer questions from a text. 	<ul style="list-style-type: none"> - I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/content pages. 	<p>* Retrieve and record information from fiction and non-fiction.</p>

<p>Making Inferences</p>	<ul style="list-style-type: none"> - I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs) - I can infer meaning, using evidence from the text and wider experiences. - I can predict what might happen by quoting directly from the text 	<ul style="list-style-type: none"> - I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs). - I can infer and deduce meaning based on evidence drawn from different points in the text. - I can refer to the text to support opinions and predictions (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views). 	<ul style="list-style-type: none"> - I can work out the meaning of unknown words from the way they are used in context. - I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills. - I can refer to the text to support opinions and elaborate (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences). 	<ul style="list-style-type: none"> * Discuss their understanding and explain the meanings of words in context * Draw inferences such as inferring a character’s thoughts, feelings and motives from their actions and justifying inferences from evidence * Predict what might happen from details stated and implied.
<p>Range of Texts</p>				

<p>Language for Effect</p>	<p>- I can talk about the author's choice of language and its effect on the reader in a range of texts.</p>	<p>- I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.</p>	<p>- I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.</p>	<p>* Identify how language, structure and presentation contribute to meaning.</p>
<p>Themes and Conventions</p>	<p>- I can identify the various features of fiction genres (e.g., science fiction, adventure, autobiography, diary, mystery etc).</p> <p>-I can recognise key themes in what I have read</p>	<p>- I can compare and talk about the structures and features of a range of nonfiction texts.</p> <p>-I can compare key themes across different books</p>	<p>- I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>-I can discuss key themes in what I have read e.g., triumph of good over evil/revenge</p>	<p>* Read books that are structured in different ways and reading for a range of purposes.</p> <p>* Recognise key themes in what they read</p>

Year 5	Term 1	Term 2	Term 3	Overarching objectives (LTP)
Word Reading	<ul style="list-style-type: none"> - I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. 	<ul style="list-style-type: none"> - I can confidently read most words, understanding the impact of prefixes and suffixes on root words. 	<ul style="list-style-type: none"> - I understand the history of words and the relationship between them to help me read unknown polysyllabic words. - I understand the impact of prefixes and suffixes on root words. - I can read all Year 5/6 Common Exception Words 	<ul style="list-style-type: none"> * Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
Comprehension	<ul style="list-style-type: none"> - I can identify the different features of fiction and nonfiction genres. - I can compare, contrast and evaluate different nonfiction texts. - I can discuss my understanding of a text. I can skim to identify key ideas. <p>I can make simple comparisons between books.</p>	<ul style="list-style-type: none"> - I can identify the individual genre in a mixed genre text e.g., an explanation within an information text. - I can discuss my understanding of a text by identifying the purpose of the author. - I can skim and scan nonfiction texts to speed up research. <p>I can make comparisons between books, commenting on similarities and differences.</p>	<ul style="list-style-type: none"> - I can identify, collate and discuss the key ideas and information from a range of sources. - I can talk confidently about the purpose of the text and the specific intentions of the author. - I can ask questions to clarify my understanding. <p>I can use what I know about text structure to find information.</p>	<ul style="list-style-type: none"> * Summarise the main ideas, drawn from more than one paragraph, identifying key details that support the main ideas * Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context <p>Ask questions to improve their understanding.</p>

<p>Making Inferences</p>	<ul style="list-style-type: none"> - I can recognise which characters the author wants the reader to like/dislike. - I can make simple predictions about a story 	<ul style="list-style-type: none"> - I can explain what I think the character's personality is like by referring to their behaviours. - I can state my predictions for the story, using evidence from the book. 	<ul style="list-style-type: none"> - I understand the thoughts and feelings of characters by referring to their actions. - I can justify my opinion. - I can explore texts to support and justify my predictions and opinions. 	<ul style="list-style-type: none"> * Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. * Predict what might happen from detail stated and implied Provide reasoned justifications for their views.
<p>Range of Texts</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>Language for Effect</p>	<ul style="list-style-type: none"> - I can comment on how an author has used language and its effect upon the reader. 	<ul style="list-style-type: none"> - I can identify and articulate my response to the effect of figurative and descriptive language. 	<ul style="list-style-type: none"> - I can discuss the difference between literal and figurative language and the effects of imagery. 	<ul style="list-style-type: none"> * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<p>Themes and Conventions</p>	<ul style="list-style-type: none"> - I can use the way in which a text is organised to help me understand. - I can talk about books, discuss the main points and build on my reasoning. 	<ul style="list-style-type: none"> - I can comment on the structural choices an author has used to organise a text. I can take part in discussions, listening to others' ideas and building on them. 	<ul style="list-style-type: none"> - I can recognise language that is a feature of a particular genre and how this contributes to meaning. I can take part in discussions, listening to others' ideas and build on them to support the development of my ideas. 	<ul style="list-style-type: none"> * Identify and discuss themes and conventions in and across a wide range of writing. * Identify how language, structure and presentation contribute to meaning. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

Year 6	Term 1	Term 2	Term 3	Overarching objectives (LTP)
Word Reading	<ul style="list-style-type: none"> - I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g., words with the prefix circum meaning around). 	<ul style="list-style-type: none"> - I can read almost all words accurately. - I use my knowledge of word history and the link between words to suggest meaning. 	<ul style="list-style-type: none"> - I can read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them. 	<ul style="list-style-type: none"> * Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Comprehension	<ul style="list-style-type: none"> - I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts - I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. - I can ask questions to confirm what I already know. - I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. 	<ul style="list-style-type: none"> - I can discuss the purpose, audience and organisation of different fiction/non-fiction texts. - I can use the way text types are organised to help me sustain understanding over longer texts. - I can ask and respond to questions about a text to demonstrate my understanding - I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information. 	<ul style="list-style-type: none"> - I can discuss the purpose, audience and organisation of different fiction/non-fiction texts, evaluating their success. - I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text. - I can ask and respond to questions to demonstrate a secure understanding. - I can collect and organise key ideas from a range of sources and present this to others. 	<ul style="list-style-type: none"> * Maintain positive attitudes to reading and understanding of what they read * Continue to read and discuss and increasingly wide range of fiction, poetry, plays, nonfiction, and reference or textbooks. * Read books that are structured in different ways and read for a range of purposes * Increase their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and

	<ul style="list-style-type: none"> - I can compare and contrast the styles of different writers and provide examples. - I can link them with my own ideas to support what I say. 	<ul style="list-style-type: none"> - I can compare, contrast and explore the styles of writers and poets, finding examples in the text. - I use their knowledge to support my own ideas. 	<ul style="list-style-type: none"> - I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations - I can state why I believe they have valid points and use the text to clarify. 	<p>books from other cultures and traditions</p> <ul style="list-style-type: none"> * Make comparisons with and across books * Learn a wider range of poetry by heart * Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Making Inferences	<ul style="list-style-type: none"> - I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. - I can refer to the text to support my predictions and provide examples. 	<ul style="list-style-type: none"> - I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. - I understand how the author uses hidden messages to imply what might happen. 	<ul style="list-style-type: none"> - I can predict how a character will react to situations, based on my understanding of their personality and previous actions - I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this 	<ul style="list-style-type: none"> * Draw inferences such as characters' feelings, thoughts and motives from their actions and justify these with evidence * Predict what might happen next from details stated and implied * Provide reasoned justifications for their views.
Range of Texts				
Language for Effect	<ul style="list-style-type: none"> - I can identify how the author has created 	<ul style="list-style-type: none"> - I can clearly identify the effect the writing has on a 	<ul style="list-style-type: none"> - I can analyse, compare and contrast how different 	<ul style="list-style-type: none"> * Discuss and evaluate how authors use language, including

	messages, moods, feelings and attitudes through vocabulary choices.	reader and begin to explain how this impact has been created.	authors use literal and figurative language techniques to create imagery.	figurative language, considering the impact on the reader.
Themes and Conventions	<ul style="list-style-type: none"> - I can identify the ways in which one paragraph is linked to the next. - I can take part in discussions, taking account of what others say and comment on their ideas. 	<ul style="list-style-type: none"> - I can comment on and compare the language choices the author has used over a range of non-fiction texts. - I can analyse what others' say to support my own ideas linked to a text. 	<ul style="list-style-type: none"> - I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writer's theme and purpose, providing examples. - I can analyse and critically analyse others' ideas courteously 	<ul style="list-style-type: none"> * Identify and discuss themes and conventions in and across a wide range of writing. * Identify how language, structure and presentation contribute to meaning. * Participate in discussions about books, building on their own and others' ideas and challenging views courteously.