



ENGLISH—Reading

Highlight by topic

Year A Autumn - Tudors

Year A Spring – Around The World

Year A Summer – Think Local, Act Global

Highlight by topic

Year B Autumn – Ancient Egypt

Year B Spring - Splash

Year B Summer – They're Coming

Year 3

Knowledge, Skills and Understanding breakdown for Subject

Phonics and Word Reading

- ◇ To revisit the a, e, i, o, oi, ar, oo, or, air sounds.
- ◇ To apply their growing knowledge of root words and prefixes, including -ly, -ful, -al, -er, -ed, -ing, mis-, de-, un-, re-, sub-, tele-, 'cher/zher'
- ◇ To begin to read Y3/Y4 exception word, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- ◇ Develop and maintain positive attitudes to reading, and an understanding of what they read, by:
 - ◇ 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
 - ◇ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - ◇ identifying themes and conventions in a wide range of books
 - ◇ Reading aloud poems and perform playscripts
 - ◇ discussing words and phrases that capture the reader's interest and imagination
 - ◇ recognising some different forms of poetry
- ◇ 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
 - ◇ asking questions to improve their understanding of a text
 - ◇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - ◇ predicting what might happen from details stated and implied
 - ◇ identifying main ideas drawn from more than 1 paragraph and summarising these
 - ◇ identifying how language, structure, and presentation contribute to meaning
- ◇ Retrieve and record information from non-fiction
- ◇ 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



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Year 4

Knowledge, Skills and Understanding breakdown for Subject

Phonics and Word Reading

- ◇ To apply their growing knowledge of root words and prefixes, including –ar, -er, -ous, –ly, il-, ir-, im-, in-, -ed, -ing, -er, -en, super-, auto-, sub-, -ation, non-, ex-, ‘shun’
- ◇ To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- ◇ To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.

Comprehension

- ◇ Develop and maintain positive attitudes to reading, and an understanding of what they read, by:
 - ◇ 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
 - ◇ using dictionaries to check the meaning of words that they read
 - ◇ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - ◇ identifying themes and conventions in a wide range of books
 - ◇ Reading aloud poems and perform playscripts
 - ◇ discussing words and phrases that capture the reader’s interest and imagination
 - ◇ recognising some different forms of poetry
- ◇ Understand what they read, in books they can read independently, by:
 - ◇ independently by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - ◇ independently by asking questions to improve their understanding of a text
 - ◇ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - ◇ predicting what might happen from details stated and implied
 - ◇ identifying main ideas drawn from more than 1 paragraph and summarising these
 - ◇ identifying how language, structure, and presentation contribute to meaning
- ◇ Retrieve and record information from non-fiction over a wide range of subjects.
- ◇ Participate in clear reasoned discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say



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Year 5

Knowledge, Skills and Understanding breakdown for Subject

Phonics and Word Reading

- ◇ To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including –ness, -ship, -ity, -ment, over-, de-, re-, -ate, -en, ise, -ify, -ive, -al –ful, -able/-ably and -ible/ibly, to read aloud fluently.
- ◇ To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
- ◇ To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

Comprehension

- ◇ Develop and 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
 - ◇ 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
 - ◇ recommending books that they have read to their peers, giving reasons for their choices
 - ◇ identifying and discussing themes and conventions in and across a wide range of writing
 - ◇ making comparisons within books
 - ◇ 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
- ◇ Understand what they read, in books they can read independently, by:
 - ◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - ◇ asking questions to improve their understanding
 - ◇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - ◇ predicting what might happen from details stated and implied
 - ◇ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - ◇ 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
- ◇ distinguish between statements of fact and opinion
- ◇ retrieve, record and present information from non-fiction
- ◇ 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



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Year 6

Knowledge, Skills and Understanding breakdown for Subject

Phonics and Word Reading

- ◇ To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including —fer, micro-, mini-, co-, re-, -ive, -al, -ful, -less, aqua-, aero-, audi-, bi-, pre-, super-, tele-, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.
- ◇ 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.

Comprehension

- ◇ Develop and 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
 - ◇ 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
 - ◇ identifying and discussing themes and conventions in and across a wide range of writing
 - ◇ making comparisons within and across books
 - ◇ learning a wider range of poetry by heart
 - ◇ Read age appropriate books, including whole novels, with confidence and fluency.
- ◇ Understand what they read, in books they can read independently, by:
 - ◇ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - ◇ asking questions to improve their understanding
 - ◇ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - ◇ predicting what might happen from details stated and implied
 - ◇ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and using quotations for illustration
 - ◇ 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
- ◇ distinguish between statements of fact and opinion
- ◇ retrieve, record and present information from non-fiction
- ◇ 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 and with clear reasoning
- ◇ present formal presentations and debates, maintaining a focus on the topic and using notes where appropriate
- ◇ provide reasoned justification for their views