

| Number of weeks | Module   | Learning focus   | Text for shared                                      | Possible notes for Shared, guided and independent session <i>(if necessary)</i> |
|-----------------|--|--|--|---|
| 2<br>(9 days)   |  | Assessments (Individual and Group)<br>Reading - Assess children's skills in small groups from the previous year's objectives   | <b>Baseline and Phonics test<br/>PM Benchmarking</b> | Children can do reading based tasks during the session                          |
|                 | <b>Word Reading</b><br><br><b>Blending and segmenting</b>  | I know how to use phonic knowledge to decode new text automatically and fluently.  | <b>How to spaghetlify your dog - non-fiction</b>     |   |
|                 | <b>Word Reading</b><br><br><b>Common exception words</b>   | I know how to read a wider range of common exception (red) (in phonics scheme) and I can see what makes them tricky.<br>I can identify strategies for helping me remember how to read the tricky part. | <b>Finding Home - non-fiction</b>                    |   |
|                 | <b>Word Reading</b><br><br><b>Fluency spotting 'chunks'</b>  | I know that if I break unknown words into syllables, it helps me to read fluently.<br>I know how to identify syllables by looking for vowels and the groups of consonants around them.                 | <b>Fox and the Ghost King - Fiction</b>              |   |
|                 | <b>Word Reading</b><br><br><b>Fluency spotting 'chunks'</b>  | I know that a compound word is when two or more words are joined together to make a new word.<br>I know how to read a wide range of prefixes and suffixes as a chunk of a word.                        | <b>Werewolf - poem</b>                               |   |
|                 | <b>Wider decoding skills</b><br><b>Fluency</b><br><b>Expression and volume, phrasing, smoothness, pace</b> | I know that I read with expression by showing feelings with my voice.<br>I know that if my reading is not smooth and does not sound right when reading words together. I need to re-read the sentence. | <b>The Gruffalo - fiction</b>                        |   |

## October Half Term

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|--|---|---|--|--|
|  | <p><b>Wider decoding skills</b></p> <p><b>Self-correction</b></p>                       | <p>I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result.</p>   | <p><i>George's Marvellous Medicine</i> - fiction</p>                         |  |
|  | <p><b>Wider decoding skills</b></p> <p><b>Scanning and skim reading</b></p>             | <p>I know how to scan text to find given words and phrases and retrieve information.</p>  | <p>The Families book - non-fiction</p>                                       |  |
|  | <p><b>Grammar for Reading</b></p> <p><b>Using punctuation</b></p>                       | <p>I know that , is a comma and that it is used to separate grammatical chunks of text.<br/>I know that I take a short pause when there is a comma.<br/>I know how to understand sentences that include commas by thinking about why they are being used and how this shapes the meaning of the sentence.</p> | <p><i>We are all different</i>, a celebration of diversity - non-fiction</p> |  |
|  | <p><b>Grammar for Reading</b></p> <p><b>Tracking pronouns and referents</b></p>         | <p>I know that determiners come before a noun, that they introduce it and give me information about it.<br/>I know how to work out who, what or where a text is referring to by tracking the personal pronouns and possessive determiners e.g. it, them, his, her.</p>  | <p>The Witches</p>   |  |
|  | <p><b>Reading comprehension strategies</b></p> <p><b>Using background knowledge</b></p> | <p>I know how to use background knowledge to help me understand what I read by using past experiences and what I have learnt about, read or watched to support my understanding.<br/>I know that I need to use more than one piece of background knowledge if the text doesn't make sense to me.</p>          | <p>Harry Potter and the philosophers stone</p>                               |  |
|  | <p><b>Response to Reading</b></p> <p><b>Reading aloud/performing</b></p>                | <p>I know how to read aloud and perform poems and play scripts with appropriate phrasing to make the meaning clear.</p>   | <p>The Witches - playscript</p>  |  |

## Christmas Holidays

## Spring Term

| Number of weeks | Module  | Learning focus  | Text for shared   | Possible notes for Shared, guided and independent session<br><i>(if necessary)</i> |  |
|-----------------|---|---|---|--|--|
|                 | <p><b>Reading comprehension strategies</b></p> <p><b>Understanding unfamiliar vocabulary</b></p>          | <p>I know that prefixes and suffixes can help me to work out the meaning of words.</p> <p>I know how to work out what longer words mean by thinking about the meanings of prefixes and suffixes in them.</p> <p>I know how to use my background knowledge to help me to understand words.</p> | <p>The incredible adventures of Gaston Le Dog - fiction</p> |  |  |
|                 | <p><b>Reading comprehension strategies</b></p> <p><b>Activating working memory/making connections</b></p> | <p>I know that I activate my working memory by reading part of a text, gathering meaning from it and combining it with what I read next.</p>  | <p>Mummification! - poetry</p>                              |  |  |
|                 | <p><b>Reading comprehension strategies</b></p> <p><b>Wondering/asking questions</b></p>                   | <p>I know how to improve my understanding by asking questions and wondering about things the author hasn't told me yet and looking for answers.</p>   | <p>The wind in the willows - fiction</p>                    |  |  |
|                 | <p><b>Reading comprehension strategies</b></p> <p><b>Prediction</b></p>                                   | <p>I know that my predication may change as I read on and am given new information.</p> <p>I know how to make my own predictions by explaining what has happened so far and what might happen because of this.</p>  | <p>The fox and the wolf - fable</p>                         |  |  |
|                 | <p><b>Reading</b></p>   | <p>I know how to find evidence from the text to help</p>  | <p>The boy who grew dragons</p>                             |  |  |

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|  | <b>comprehension strategies</b><br><br><b>Making inferences</b>     | me support inferences I make about what a character is like, what they are thinking and feeling and their motives.     | - fiction<br>Winnie the Pooh - fiction |  |  |
|  | <b>Reading comprehension strategies</b><br><br><b>Visualisation</b> | I know how to change the picture in my head by noticing when I am given new information or when I have made a mistake. | The trapped puppy - fiction            |  |  |

### February Half Term

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|  | <b>Reading comprehension strategies</b><br><br><b>Gist</b>                      | I know that a gist is when we tell a text in our own words including information that is inferred. I know how to give a gist by identifying important details as I read and retelling them in my own words.     | Wildlands - fiction                           |  |  |
|  | <b>Reading comprehension strategies</b><br><br><b>Repair strategies</b>         | I know that there are 'repair' strategies I can use to 'fix' my understanding of what I read. I know how to 'fix' my understanding of what I read by re-reading the difficult part and slowing down my reading. | The night forest - fiction                    |  |  |
|  | <b>Reading comprehension strategies</b><br><br><b>Structure of non-fiction</b>  | I know how to identify whether a text is fiction or non-fiction by their language, structure and presentation.  | Let's save Antarctica – non-fiction           |  |  |
|  | <b>Response to text</b><br><b>Finding and recording information non-fiction</b> | I know that a glossary is an alphabetically ordered list of terms used in the text. I know how to use a glossary to help me understand what I read.   | Children's history of Leicester – non-fiction |  |  |
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## Summer Term - Easter Holidays

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|  | <b>Response to text</b><br><br><b>Author's choice of language</b>    | I know that authors choose words to give a certain meaning to the text.<br>I                                 | A bear called Paddington - fiction            |  |
|  |  | know how to discuss the author's choice of words by noticing ambitious word choices.                         | Charlie and the chocolate factory - fiction   |  |
|  | <b>Response to text</b><br><br><b>Impressions of character/place</b> | I know that authors choose a character's words and actions to make the reader feel a certain way about them. | Paddington – Micheal Bond                     |  |
|  |  | I know how to justify a given opinion of a character by giving examples of things they have said and done.   | Wildsmith Into the Dark Forest – Liz Flanagan |  |

## May/June Half Term

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|  | <b>Response to text</b><br><br><b>Discussing reading/making recommendations</b> | I know that we can find books we will enjoy by listening to and making recommendations.  |  |  |
|  |   | I know how to make recommendations by talking about people's interests, books that are similar to ones they have enjoyed or books that are by an author they like. |  |  |

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|  | <b>Response to text</b> | I know that a theme is a message or a lesson that the author wants me to learn but it is not always directly stated. |  |  |
|  | <b>Theme</b>            | I know how to identify themes from a given range by discussing the events in a story and how characters behave.      |  |  |