

Number of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session <i>(if necessary)</i>	
1	<p>Word Reading</p> <p>Fluency spotting chunks</p>	<p>I know that if I read across the entire word, it helps me to read fluently.</p> <p>I know how to read words with more than one syllable by sounding out only the syllables I need to and then reading the whole word.</p>	<p>Farm Boy - Michael Morpurgo - Fiction</p>	<p>Group 3 – Sea Otter goes hunting L19</p> <p>Group 5 – A Little Duck for Lily L3</p>	<p>Group 1/2/3 Dictionary Work Follow up work x2</p> <p>Group 4/5 Literacy Gold Story – TA to share a story Dictionary work</p>
1	<p>Word Reading</p> <p>Fluency spotting chunks</p>	<p>I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression.</p>	<p>Adventure Story - The Journey - Twinkl text</p>	<p>Group 1 – Separate Ways L23</p> <p>Group 3 – Sea Otter goes hunting L19</p> <p>Group 4 – The Classroom caterpillars L13</p> <p>Group 5 – A Little Duck for Lily L3</p>	<p>Group 1/2/3 Dictionary Work Follow up work x2</p> <p>Group 4/5 Literacy Gold Story – TA to share a story Dictionary work</p>
1	<p>Wider Decoding Skills</p> <p>Expression and volume, phrasing, smoothness, pace</p>	<p>I know how to read with expression by thinking about what is happening and what the punctuation marks (?!) tell me about how the character is feeling.</p> <p>I know that reading with intonation is when the pitch of your voice rises and falls</p>	<p>Lost Happy Endings - Carol-Ann Duffy</p>	<p>Group 2 – Separate Ways L23</p> <p>Group 3 – Rollercoaster Ride L20</p> <p>Group 4 – Lollipop the old car L13</p> <p>Group 5 – Josh and Scruffy L2/3</p>	<p>Group 1/2/3 Dictionary Work Follow up work x2</p> <p>Group 4/5 Literacy Gold Story – TA to share a story Dictionary work</p>
1	<p>Wider Decoding Skills</p> <p>Expression and volume, phrasing, smoothness, pace</p>	<p>I know that reading with intonation is when the pitch of your voice rises and falls</p> <p>I know how to read in phrases and clauses</p>	<p>Poetry - If you don put your shoes on - Michael Rosen</p>		<p>Group 1/2/3 Dictionary Work Follow up work x2</p> <p>Group 4/5 Literacy Gold Story – TA to share a story Dictionary work</p>
1	<p>Wider Decoding Skills</p> <p>Scanning and skim reading</p>	<p>I know how to scan text to find key words and phrases that I have identified for myself from a question.</p>	<p>Non-fiction</p>		
		<p>RE/D/T WEEK</p>			

October Half Term

<p>1 27.10.25</p>	<p>Grammar for Reading</p> <p>Using punctuation</p>	<p>I know how to use the punctuation within and at the end of a sentence to read with understanding, fluency and pace by scanning ahead to spot the punctuation that I am coming to.</p>	<p>What did the Romans do for us? Non - fiction</p>		<p>Group 1/2/3 Dictionary Work Follow up work x2</p> <p>Group 4/5 Literacy Gold Story – TA to share a story Dictionary work</p>
<p>1 3.11.25</p>	<p>Grammar for Reading</p> <p>Tracking pronouns and referents</p>	<p>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>Because of Winn Dixie Extract from Chapter 3</p>		<p>Tuesday: Follow up task linked to spotlight focus</p> <p>Wednesday: Read levelled book independently – spotlight focus</p> <p>Thursday: Paired reading: Read levelled book or book of their choice to their partner</p> <p>Friday: Some independent reading and Reading recommendations to their partner</p>
<p>1 10.11.25</p>	<p>Reading Comprehension strategies</p> <p>Using background knowledge</p>	<p>I know that all the information I need to understand when I read might not be in the text. I know how to use background knowledge to help me understand what I read by filling gaps in the text using what I have previously read, done or learnt about.</p>	<p>The Mayans (non fiction)</p>		<p>Tuesday: Follow up task linked to spotlight focus</p> <p>Wednesday: Read levelled book independently – spotlight focus</p> <p>Thursday: Paired reading: Read levelled book or book of their choice to their partner</p> <p>Friday: Some independent reading and Reading recommendations to their partner</p>
<p>2 17.11.25 25.11.25</p>	<p>Reading Comprehension strategies</p> <p>Understanding</p>	<p>I know how to work out what a word means by thinking about the meanings of root word, prefixes and suffixes and how they change the meaning of the word.</p>	<p>The Borrowers</p> <p>Because of WD - ch 9</p>		<p>Tuesday: Follow up task linked to spotlight focus</p> <p>Wednesday: Read levelled book</p>

	<p>unfamiliar vocabulary</p>	<p>I know how to explain the meaning of words in context.</p>			<p>independently – spotlight focus</p> <p>Thursday: Paired reading: Read levelled book or book of their choice to their partner</p> <p>Friday: Some independent reading and Reading recommendations to their partner</p>
<p>1 8.12.25</p>	<p>Reading Comprehension strategies Understanding unfamiliar vocabulary</p>	<p>I know how to explain the meaning of words in context.</p>			<p>Tuesday: Follow up task linked to spotlight focus</p> <p>Wednesday: Read levelled book independently – spotlight focus</p> <p>Thursday: Paired reading: Read levelled book or book of their choice to their partner</p> <p>Friday: Some independent reading and Reading recommendations to their partner</p>
<p>1 8.12.25</p>	<p>Reading Comprehension strategies Using background knowledge</p>	<p>I know how to use background knowledge to help me understand what I read by filling gaps in the text using what I have previously read, done or learnt about.</p>			
<p>Christmas Holidays</p>					

Spring Term

Number of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session <i>(if necessary)</i>	
1 13.1.26	<p>Reading comprehension strategies</p> <p>Understanding unfamiliar vocabulary</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>	Save energy Kay Barnham	<p>Read a sentence and point at the target word.</p> <p>Discuss the meaning of the prefix/suffix. The root word can't mean what it usually means? It must now mean...</p> <p>Describe the picture in my head?</p> <p>Tuesday: Follow up task linked to spotlight focus</p> <p>Wednesday: Read levelled book independently – spotlight focus</p> <p>Thursday: Comprehension</p> <p>Friday: Paired reading: Read levelled book or book of their choice to their partner</p>	
2 19.01.26 26.01.26	<p>Reading comprehension strategies</p> <p>Activating working memory/making connections</p>	<p>I know how to activate my working memory by reading a sentence, combining it with what I have read in the sentences before and explaining how my understanding has developed.</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>Text about London</p> <p>Viking Boy by Tony Bradman</p>	<ul style="list-style-type: none"> • Read a sentence / clause • Cover it up • Re-tell the information in your own words • Continue sentence by sentence • Say how each sentence links / gives more information to previous sentences <p>Tuesday: Follow up task linked to spotlight focus</p> <p>Wednesday: Read levelled book independently – spotlight focus</p> <p>Thursday: Comprehension</p> <p>Friday: Paired reading: Read levelled book or book of their choice to their partner</p>	

<p>1 2.2.26</p>	<p>Response to Reading Wondering/asking questions</p>	<p>I know how to improve my understanding by wondering and asking questions about parts of the text that seem unusual and looking for answers.</p>	<p>Viking Boy by Tony Bradman</p>	<ul style="list-style-type: none"> • Read a sentence pausing when the content raises a question in your mind. • 'Wonder' aloud. • Read on and verbalise your other questions / 'wonderings'. • Comment if any of your 'wonderings' are answered. • Repeat sentence by sentence. 	<p><u>Tuesday:</u> Follow up task linked to spotlight focus <u>Wednesday:</u> Pair read <u>Thursday</u> Dictionary skills <u>Friday</u> Independent read and recommendation</p>
---------------------	---	--	-----------------------------------	--	---

February Half Term

<p>1 23.2.26</p>	<p>Reading comprehension strategies Prediction</p>	<p>I know that my background knowledge can help me to make predications. I know how to make a sensible predication using what I have read so far and my background knowledge.</p>	<p>As part of English lesson</p>	<ul style="list-style-type: none"> • 	
<p>1 23.2.26</p>	<p>Response to Reading Wondering/asking questions</p>	<p>I know how to improve my understanding by wondering and asking questions about parts of the text that seem unusual and looking for answers.</p>	<p>Europe</p>	<ul style="list-style-type: none"> • Read a sentence pausing when the content raises a question in your mind. • 'Wonder' aloud. • Read on and verbalise your other questions / 'wonderings'. • Comment if any of your 'wonderings' are answered. • Repeat sentence by sentence. 	<p><u>Tuesday:</u> Follow up task linked to spotlight focus <u>Wednesday:</u> Pair read <u>Thursday</u> Dictionary skills <u>Friday</u> Independent read and recommendation</p>
<p>1 2.3.26</p>	<p>Reading comprehension strategies Visualisation</p>	<p>I know that a detailed picture in my head helps me to understand and remember what I read. I know how to make a detailed moving picture in my head using expanded noun phrases, adverbs, prepositions.</p>			

<p>2 9.3.26 British science week</p>	<p>Reading comprehension strategies</p> <p>Making inferences</p>	<p>I know how to find evidence from the text to help me support inferences I make about what a character is like, what they are thinking and feeling and their motives.</p> <p>I know that I make inferences effectively by noticing the clues that the author has given me and combining these together with background knowledge to work out what the author wants to say.</p>			
--	--	--	--	--	--

Summer Term - Easter Holidays

	<p>Reading comprehension strategies</p> <p>Retelling/ summarising</p>	<p>I know that a summary is when we explain the meaning of a text in the smallest number of words possible (ideally 6 to 10).</p>		
	<p>Reading comprehension strategies</p> <p>Gist</p>	<p>I know how to give a gist by identifying important details as I read and retelling them including character's feelings, thoughts and motives.</p>		
	<p>Reading comprehension strategies</p> <p>Structure of non-fiction</p>	<p>I know how to identify the different types of non-fiction texts by their language, structure and presentation.</p> <p>I know that the way a text is structured and presented contributes to its meaning.</p>		

	Response to text Justifying understanding	I know how to justify my understanding using evidence from the text by checking the evidence I have chosen supports my point.		
	Response to text Finding and recording information non-fiction	I know how to find and record information from non-fiction texts quickly using the organisational features.		
	Response to text Author's choice of language	I know how to discuss the author's choice of words by talking about the different shades of meaning when given alternative word choices. I know that a simile is when you compare two different things to show a similarity.		

May/June Half Term

	Response to text Impressions of character/place	I know how to give and justify my opinion of a character by giving examples of things they have said and done.		
	Response to text Structure of narrative/poetry	I Know different forms of poetry and stories. I know how the text and pictures contribute to meaning.		
	Response to text Reading aloud/ performing	I know how to read aloud and perform poems and play scripts with appropriate expression to make the meaning clear.		

	<p>Response to text</p> <p>Discussing reading/making recommendations</p>	<p>I know that if I read a wider range of authors. I can find new books I enjoy.</p> <p>I know how to discuss fiction, non-fiction, poetry and plays by talking about similarities and differences between authors.</p>		
	<p>Response to text</p> <p>Theme</p>	<p>I know how to identify themes from a given range by discussing how characters changed and what they learnt.</p>		