

Number of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session (if necessary)	
2	<p>Word Reading</p> <p>Fluency spotting chunks</p>	<p>I know how to break long polysyllabic words into syllables with speed and read across the entire word.</p> <p>I know how to apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.</p>	The Listeners by Walter de la Mare (The Works - red p457)	Independent task: chn read GR books and identify long, polysyllabic words to break into chunks.	
3	<p>Wider Reading Skills</p> <p>Expression and volume, phrasing, smoothness, pace</p>	<p>I know how to read with intonation by using my knowledge of different sentence structures e.g. parenthesis.</p> <p>I know how to read with expression by thinking about what is happening, exclamation marks, question marks, speech verbs and adverbs.</p>	Oliver Twist (Charles Dickens) - playscript	Independent task: Ch. Use success criteria generated in the shared session to peer assess their partner and set a target focussing on expression, pace, using punctuation to phrase, emphasises important words.	<p>SEND: to use commas and full stops for phrasing and read with increasing fluency.</p> <p>Texts to use for guided: a range of differentiated poems/ short stories.</p>
4	<p>Wider Reading Skills</p> <p>Self- correction</p>	<p>I know how to use visualisation to check my understanding and to notice a comprehension breakdown.</p> <p>I know that I need to re-read text when I have identified a comprehension breakdown.</p>	A house without walls- Elizabeth Laird	<p>Task 1 Using extract from story- draw the picture in your mind.</p> <p>Task 2 Repeat with own book</p> <p>Task 3 T to give ch. descriptive extract and corresponding sketch of what is in their head- is this a correct visualisation- why/why not?</p>	
5	<p>Wider Reading Skills</p> <p>Scanning and skim reading</p>	<p>I know that when I scan to find information the key word may not be in the text so I need to scan for synonyms and related words. I know how to skim read by noticing key words.</p> <p>I know that I sometimes need to reread text carefully to understand it fully.</p>	The Moon	<p>I1: fastest finger first. In pairs ch. to race to be the first to locate a word on their list in their text.</p> <p>I2 and I3: apply the skill of scanning to retrieve information to answer questions: Head Start, comprehension</p>	SEND: to repeat session 1 with a partner.

6	<p>Grammar for Reading</p> <p>Using punctuation</p>	<p>I know that parenthesis such as brackets, commas and dashes is used to separate off information that is not essential to the meaning of the rest of the sentence.</p> <p>I know how to read and understand sentences that include parenthesis by reading the parts before and after the parenthesis as a sentence.</p>	Floella Benjamin - biography - non-fiction	<p>L1 - Floella Benjamin – biography – find the parenthesis – annotate the text</p> <p>L2 – All about bees – non fiction – find parentheses and annotate the text</p> <p>L3 – comprehension – non-fiction Space – parentheses</p>	
7	<p>Grammar for Reading</p> <p>Tracking pronouns and referents</p>	<p>I know how to work out who or what a text is referring to by tracking pronouns.</p> <p>I know that characters and places can be referred to by more than one different noun and that these are alternative noun references.</p>	The Unadoptables	<p>Using a range a texts ch. to practise finding the pronoun and then referring back to previous sentences to work out which noun the pronoun is referring to and jot this above highlighted pronoun</p>	<p>SEND: using limited pronouns to do a similar activity (focus on he/she and introduce it)</p> <p>L1: identify pronouns in sentences</p> <p>L2: Identify pronouns and link to the nouns in the text</p>
October Half Term					
1	<p>Reading Comprehension strategies</p> <p>Using background knowledge</p>	<p>I know that there may be gaps in my background knowledge that I need to fill to understand a text.</p> <p>I know how to fill gaps in my background knowledge using IT resources, non-fiction books and other sources.</p>	Am I made of stardust? - Dr Maggie Adern-Pocock (non-fiction)	<p>L1. Daily Newsroom – article -NASA Planetary Defence Mission – annotate text using sentence stems</p> <p>L2. Use guided reading books to make notes using background knowledge</p>	
2	<p>Reading Comprehension strategies</p> <p>Understanding unfamiliar vocabulary</p>	<p>I know that how I work out the meaning of words will depend on the word and the sentence it is in.</p> <p>I know how to identify the strategy I will use for working out the meaning of a word by spotting the clues to its meaning.</p> <p>I know how to use inference to work out the meanings of words I don't know.</p>	The Tear Thief - Carol Ann Duffy	<p>L1, 2.Explain the highlighted words</p> <p>SEND – explain the bold words / find synonyms</p>	
3	<p>Reading Comprehension strategies</p> <p>Activating working memory/making connections</p>	<p>I know how to activate my working memory in multi clausal sentences by reading a clause at a time and saying what I now know making connections with what I have read before.</p> <p>I connect the information that I read within paragraphs, across texts and to other books.</p>	Space detectives - Marc Powers	<p>L1. Draw images and use labels to represent what happened in 2 or more sentences</p>	

4	Grammar for Reading Understanding conjunctions	I know that the type of conjunction used affects the meaning of the sentence. I know how to understand sentences that include conjunctions by thinking about its meaning.		1: group conjunctions based on their meanings. I2: highlight the conjunctions in an extract and think about how this links the information. I3 and 4: Have an extract of texts with blanked out conjunctions. Work with a partner to consider which would best fit to make the text make sense. SEND: focus on finding 'and' 'but' and 'because' in an extract and as a group discuss what these words actually mean and how they link ideas together. Have cut up clauses that they have to connect using these 3 words.
5	Reading Assessment		NFER, PM Benchmark, High frequency words	
6	Grammar for Reading Tracking relative pronouns	I know how to work out who or what a text is referring to by tracking relative pronouns. I know that characters and places can be referred to by more than one different noun and that these are alternative noun references	Roops needs rescue	L1: identify relative pronouns and clauses in sentences L2: identify relative pronouns in an explanation text All about Christmas, annotate the text linking pronouns to nouns L3: identify pronouns and nouns that they refer to in your reading books

Christmas Holidays

Spring Term 1					
Number of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session <i>(if necessary)</i>	
1	Reading comprehension strategies Prediction	I know that authors leave clues (in the text telling me what might happen). I know how to justify a prediction using evidence from the text. I know that a prediction is a forward thinking inference.	Out on the Ocean	The Jones and Co.Circus	

2	<p>Reading comprehension strategies</p> <p>Visualisation</p>	<p>I know that the picture in my head should include information I have inferred.</p> <p>I know how to use clues in the text to visualise and I check that my visualisation is correct as I read, changing my mind when I have made a mistake.</p>	Greek myths - Orpheus and Eurydice	Labours of Hercules-comprehension	
3	<p>Reading comprehension strategies</p> <p>Making inferences</p>	<p>I know that sometimes the real story in a text may not be obvious.</p> <p>I know how to take clues from the whole text and piece these together to make inferences work out the story in between the words.</p> <p>I know how to justify a range of inferences such as what is happening, when and where a story is set and what characters are thinking and feeling and their motives with evidence.</p>	Greek myths - Orpheus and Eurydice	<p>Challenge cards: The race, My favourite subject</p> <p>Climate change comprehension</p>	
4	<p>Reading comprehension strategies</p> <p>Retelling/ summarising</p>	<p>I know that annotating the main ideas in a text can help me to give a summary.</p> <p>I know how to match different summary labels to a sequence of paragraphs by identifying the main idea in each paragraph.</p>	The twelve tasks of Heracles		
5	<p>Reading comprehension strategies</p> <p>Gist</p>	<p>I know how to give a gist by explaining what I have read in my own words and including information I have inferred and identifying key details that support these inferences.</p>	The twelve tasks of Heracles	Woodland Animals - poem	
6	<p>Reading comprehension strategies</p> <p>Repair strategies</p>	<p>I know how to fix my understanding by using my preferred repair strategies.</p>	The Listeners by Walter De La Mare		

February Half - Spring Term 2

1	Reading comprehension strategies Structure of non-fiction	I know that the organisational features of non-fiction texts have a purpose and can explain these. I know how to find and record information from non-fiction texts and present it in different ways e.g. tables.			
2	Response to text Justifying understanding	I know that when I justify a point using evidence I only need to quote the part that supports my answer. I know how to use evidence to justify a point by retrieving pertinent information rather than using longer quotations.			
3	Response to text Finding and recording information non-fiction	I know that the organisational features of non-fiction texts have a purpose and can explain these. I know how to find and record information from non-fiction texts and present it in different ways e.g. tables.			
4	Reading Assessment		PM Benchmark, NFER, high frequency words		
5	Comprehension skills	Bikeability week		Comprehension texts	

Summer Term 1 - Easter Holidays

1	Response to text Author's choice of language	I know that authors choose words according to the purpose of the text I know that personification is when you give human qualities to an animal. I know how to explain why the author has chosen a particular word or phrase by explaining how it enhances meaning and how it			
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		will make the reader feel.		
2	Response to text Impressions of character/place	I know that the impression I have of a character or a place are the feelings or opinions I have about them. I know a range of adjectives to describe an impression I have. I know how to form an impression of a character or place by thinking about their actions, what they say and the words used to describe them.		
3	Response to text Structure of narrative/poetry	I know that stories can be structured using non-linear time sequences. I know how to read and understand poems structured in different ways.		
4	Response to text Reading aloud/ performing	I know how to read aloud and perform poems and play scripts with appropriate phrasing, expression and intonation to make the meaning clear.		

May/June Half - Summer Term 2

1	Response to text Discussing reading/making recommendations	I know that texts can be organised into groups called genres depending on their features and I can name them. I know that if I read a wider range of genres I can find new		
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		preferences.		
2	Response to text Theme	I know that there are common themes in writing and can name them. I know how to identify themes in stories and poetry by discussing what I as a reader take away from what I have read.		