	Term 1/2	Term 3 / 4	Term 5/6
Word reading	YEAR 3 - Use knowledge of root words to understand meanings of words eg forget, forgetting, begin, beginner, garden, gardener, gardening. Link to writing/SPAG	Use knowledge of root words to understand meanings of words eg limit, limiting, limited, limitation (Link to writing/SPAG (builds on T1/T2 but will need to clarify which suffixes in line with SPAG)	Use knowledge of root words to understand meanings of words eg base, basic, basically; drama, dramatic, dramatically limit, limiting, limited, limitation (Link to writing/SPAG (builds on T1/T4 but will need to clarify which suffixes in line with SPAG)
	YEAR 3 - Use prefixes to understand meanings eg un dis mis (link to spelling/spa)g	Use prefixes to understand meanings eg re (again) pre (before) link to spelling/spag (builds on T1/2)	Use prefixes to understand meanings eg in im (not) link to spelling/spag (builds on T1/4)
	YEAR 3 - Use suffixes to understand meanings -ly (in this way) eg sadly, finally, in this way. Link to spelling/SPAG	Use suffixes to understand meanings -ly (in this way) eg energetically, frantically, gently, nobly, comically. Builds on T1/2 with same suffix but diff spellings eg double the 'l' Link to spelling/SPAG	Use suffixes to understand meanings –ous (full of) Builds on T1/4 Link to spelling/SPAG
	YEAR 3 - Read and understand selected words from the year 3 list. (see spelling SofW)	Read and understand selected words from the year 3 list. (see spelling SofW)	Read and understand words from the year 3 list. (see spelling SofW
	YEAR 4 - Use knowledge of root words to understand meanings of words eg strange, stranger, estranged; probable, probably, improbable (builds on T1/2	Use knowledge of root words to understand meanings of words eg separate, separately, separation (builds on T1/4)	Use knowledge of root words to understand meanings of words eg fame, famous, famously; decide, undecided, decision, indecisive
	YEAR 4 - Use prefixes to understand meanings eg Sub (under) Inter (between)	Use prefixes to understand meanings eg Super (above/beyond – superman, supermarket Anti (against) auto (self)	Use prefixes to understand meanings eg –ir (not) irregular, irreplaceable, irresponsible; il (not_ illegal, illogical
	YEAR 4 - Use suffixes to understand meanings of nouns eg -tion (act of, state of) invention, description -ssion (act of, state of) confession, admission	Use suffixes to understand meanings eg -cian (having a skill of or art) musician electrician -sion (act of, state of) decision, invasion	Use suffixes to understand meanings of nouns eg -ation (having a skill of or art) musician electrician - ation (action or state) admiration, preparation

	YEAR 4 -Read and understand words from the year 4 list	Read and understand selected words from the year 4 list.	Read and understand selected words from the year 4 list.
Understanding	Make predictions from different parts of the story, based on information stated.	Distinguish between information which is stated and that which is implied eg a sorting activity – some cards with info from text, others with implied detail.	Make predictions based on information which is stated and that which is implied
	Identify and discuss themes introduced by the teacher eg safe and dangerous; rich and poor	Identify and discuss themes eg just & unjust	Identify, discuss and compare themes across more than one text
	Identify the idea from one paragraph and summarise orally eg Narrative – the main character is terrified because… Newspaper – the event took place on….	Identify the main ideas from more than one paragraph and summarise orally eg Narrative – the main character is terrified because… with 2 or more reason Persuasion – Buy this today…because with 2 or 3 reasons	Identify the main ideas from more than one paragraph; summarise orally and in writing.
	Discuss the language, structure and presentation in texts and how these contribute to meaning. (link to writing genre)	Begin to evaluate texts considering language, structure and presentation and how these contribute to meaning. (link to writing genre)	Analyse and evaluate texts considering language, structure and presentation and how these contribute to meaning eg poems with a structure, folk tales, discussion text
	Analyse texts looking at structure and presentation.	Prepare for research by identifying what is already known and generate possible questions about the subject.	Prepare for research by identifying what is already known, generate key questions about the subject eg create a KWL grid. Complete the grid with answers to questions generated.
	YEAR 3 - Identify the main events in a story in sequence by saying what happened at each stage eg first of all….later on….after that…eventually…finally	Identify and record (new) the main events in a story in sequence eg story map, story board. Use to retell. (Build on and develop from T1/2 – use the vocab first etc as last term)	Sequence the main events in stories orally and in note/picture form. Discuss each main event, sharing opinions. (Builds on T1/4)
	YEAR 3 - Orally retell stories including all main events in sequence.	Orally retell stories including detail (new) and vocabulary (new) from the text to engage the listener. Builds on T1/T2	Orally retell stories engaging the listener through eye contact, expression and gesture. Builds on T1/T4
	YEAR 3 - Choose favourite words and phrases from a text.	Identify and discuss favourite words and phrases which capture the reader's interest and imagination.	Identify, discuss and independently collect favourite words and phrases which capture the reader's interest and imagination.

	YEAR 3 - Use the first two letters to locate words in a dictionary.	Use the first two letters to locate words in a dictionary and identify the appropriate definition in relation to the context of the text.	Use the first two letters to locate words in a dictionary and identify the appropriate definition and explain its use to the context of the text
	YEAR 3 - Draw inferences around characters actions eg Why did the Pied Piper take revenge? Why did the hare challenge the tortoise to a race?	Draw inferences around characters thoughts (new), feelings (new) & actions.	Draw inferences around characters thoughts, feelings & actions and justify with evidence from the text.
	YEAR 3 - Respond to a statement using true or false; give simple reasons drawing on the text eg The White Witch is an evil character	Provide evidence to support a statement provided by the teacher eg The Iron Man is a mysterious creature. What evidence is there to support this point	Justify responses to the text using PE – point, evidence eg I think...because it says
	YEAR 4 - Orally, respond to texts, enthusiastically sharing their opinion. Capture some responses in writing eg performing and recommending poems, completing a recommended book review.	Demonstrate enthusiasm for wider reading, confidently sharing opinions about books. Capture responses in writing in a variety of ways eg comparing characters, book review recommendation	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction. (link to writing SofW and teacher read books)
	YEAR 4 - Prepare a poem and/or playscript to perform to the class. Use text marking, planning and rehearsal. Perform with some expression.	Prepare a poem and/or playscript to perform to another class or in assembly showing understanding through intonation, tone volume & action. Use text marking.	Prepare a poem to perform and learn by heart. Perform the poem to an audience showing understanding through intonation, tone volume & action. Use text marking
	YEAR 4 - Use the first three letters to locate words in a dictionary.	Use a dictionary (first 3 letters) to check meanings of words they have read and choose the appropriate definition in relation to the context.	Use a dictionary (first 3 letters) to check meanings of words they have read identifying the appropriate definition and explaining its use in relation to the context of the text
	YEAR 4 - Draw inferences around character's actions and justify with evidence from the text. Point Evidence	Draw inferences around character's thoughts and feelings and justify with evidence from the text. Point Evidence	Draw inferences around characters' feelings, thoughts and motives from their actions & justify with evidence. motives and justify with evidence from the text.
Information retrieval	Identify how specific information is organized within a non-fiction text eg sub-headings, bullet points, glossaries, diagrams.	Describe (new) how specific information is organized within a nonfiction text eg text boxes, contents, bullet points, glossaries, diagrams	Evaluate (new) how specific information is organized within a non-fiction text eg text

			boxes, contents, bullet points, glossaries, diagrams.
	Use a title, cover and blurb to determine whether a book will prevent relevant information for research.	Use the title and contents page to appraise (new) whether a book will provide relevant information for research.	Quickly appraise a text to evaluate usefulness
	Locate features of information texts in print and on screen eg contents, index, page numbers, hyperlinks.	Locate features of information texts in print and on screen eg contents, index, page numbers, heading, sub-heading hyperlinks, icons and drop down menus.	Navigate texts in print and on screen using contents, index, page numbers, heading, subheading hyperlinks, icons and drop down menus.
	Record information from non-fiction texts. Complete charts using key words, phrases or sentences.	Record information from non-fiction texts by making simple notes eg key words & phrases, page references & headings and use these in subsequent writing.	Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points eg for/against; flow charts
	YEAR 3 - Activate prior knowledge and prepare for research by creating a mind map or concept map of what is already known abouYEAR 4 - Prepare for research by identifying what is already known, generate key questions to structure the task g create a KWL grid. Complete the grid with answers to questions generated. t the subject.	Prepare for research by identifying what is already known and generate possible questions about the subject.	Prepare for research by identifying what is already known, generate key questions about the subject eg create a KWL grid. Complete the grid with answers to questions generated.
	YEAR 4 - Prepare for research by identifying what is already known, generate key questions to structure the task g create a KWL grid. Complete the grid with answers to questions generated	Before researching, orally recall existing knowledge on the subject and reduce the areas for enquiry by posing focused questions.	Recognise the key information to be retrieved. Ask and record appropriate questions to be answered
Discussion	Participate in discussion about what is read to them and books they have read independently.	Participate in discussion about what is read to them and books they have read independently eg generating, asking & answering questions	Participate in discussion about what is read to them and books they have read independently eg expressing preferences, providing opinions, making relevant comments

	YEAR 4 - Discuss and follow simple rules for discussion eg look at person speaking, take turns to speak	Discuss, develop and follow rules for effective discussion	Discuss, develop and follow rules for effective discussion. Take turns and listen to what others say.
	YEAR 4 - Make contributions in group situations eg pairs, guided groups	Make and respond to contributions in group situations. (teach specific phrases eg I agree with your idea.)	Make and respond to contributions in a variety of group situations eg whole class, pairs, guided groups