



Year 3 Reading

Autumn Term

Choice

Resilience



Identity

Responsibility



Reading Fluency

I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet (See English App 1) RO: 1

I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. RO: 2

Crossover Objectives

I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RO:3

I can use non-fiction books, understanding how they are structured and can use them to support my learning RO:4

I am increasing my knowledge of a wide range of books, including fairy stories, myths and legends, and I am able to retell some of these orally. RO: 7

I can discuss and words and phrases that capture the reader's interest and imagination, RO: 9

When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of the words in context. RO: 11

Autumn 1

Autumn 2

Core Comprehension Focus

I can begin to predict what might happen from details stated and implied RO: 14

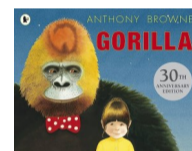
I can begin to identify how language, structure and presentation contribute to meaning RO: 16

I can prepare poems to read aloud, and to perform, showing understanding through intonation, tone, volume and action. RO:

I can begin to retrieve and record information from fiction and non-fiction. RO:17

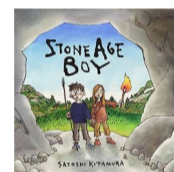
English Driver Text

Gorilla by Anthony Browne



Reading

Stone Age Boy by Satoshi Kitamura



Theme

Disney Songs

The Bare Necessities

The Jungle Book



Try Everything

Zootropolis



Black History Month

October

Bessie Coleman facts for kids

Kiddle Website



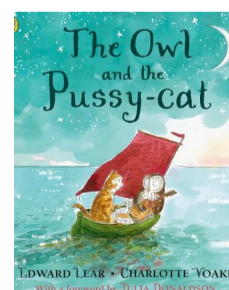
John Kent information

Twinkl



Poetry

The Owl and the Pussycat by Edward Lear



The Sound Collector by Roger McGough

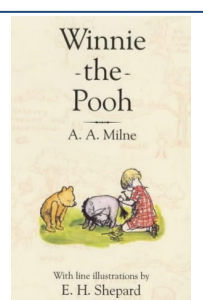


Children's Classics

The Magic Faraway Tree by Enid Blyton





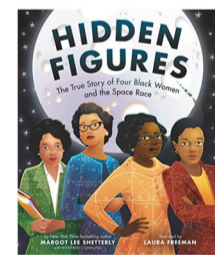
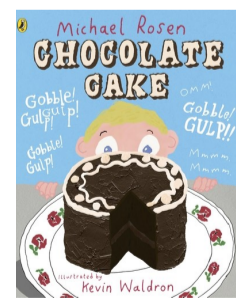

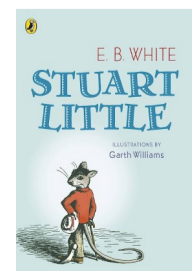
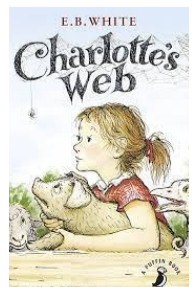
Winnie the Pooh by A.A Milne



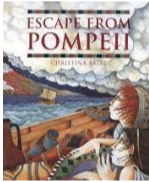
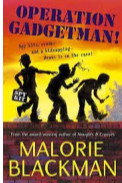




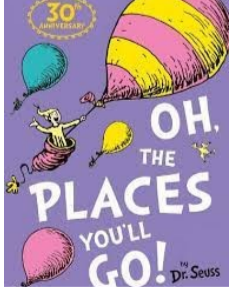
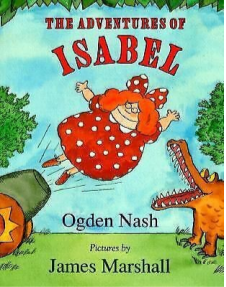
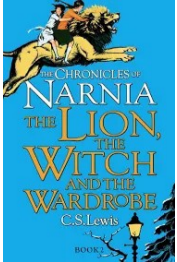


Year 3/4 Reading

Autumn Term

Choice	Resilience	Year 3/4 Reading Autumn Term		Identity	Responsibility
Reading Fluency		<p>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet (See English App 1) RO: 1</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. RO: 2</p>			
Crossover Objectives		<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RO:3</p> <p>I can use non-fiction books, understanding how they are structured and can use them to support my learning RO:4</p> <p>I am increasing my knowledge of a wide range of books, including fairy stories, myths and legends, and I am able to retell some of these orally. RO: 7</p> <p>I can discuss and words and phrases that capture the reader's interest and imagination, RO: 9/11</p> <p>When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of the words in context. RO: 11</p>			
		Autumn 1		Autumn 2	
Core Comprehension Focus		<p>I can (begin to) predict what might happen from details stated and implied RO: 14/15</p> <p>I can (begin to) identify how language, structure and presentation contribute to meaning RO: 16/17</p>		<p>I can prepare poems to read aloud, and to perform, showing understanding through intonation, tone, volume and action. RO: 9</p> <p>I can begin to retrieve and record information from fiction and non-fiction. RO:17/18</p>	
English Driver Text		<p>The Great Kapok Tree by Lynne Cherry</p> 			
Reading		<p>The Giraffe and the Pelly and Me by Roald Dahl</p> 			
Theme					
Disney Songs		<p>How Far I'll Go</p> <p>Moana</p> 	<p>Let it Go</p> <p>Frozen</p> 		
<p>Black History Month</p> <p>October</p>  		<p>Hidden Figures The True Story of Four Black Women and the Space Race</p> 		<p>Michelle Obama information</p> <p>Twinkl</p> 	
Poetry		<p>Chocolate Cake by Michael Rosen</p> 	<p>Dentist Dan by Shel Silverstein</p> 		
Children's Classics		<p>Stuart Little by E.B White</p> 	<p>Charlotte's Web</p> 		



Choice		Resilience		Year 4 Reading Autumn Term		Identity	Responsibility
Reading Fluency		<p>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words I meet (See English App 1) RO: 1</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. RO: 2</p>					
Crossover Objectives		<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks RO:3</p> <p>I can use non-fiction books, understanding how they are structured and can use them to support my learning RO:4</p> <p>I am increasing my knowledge of a wide range of books, including fairy stories, myths and legends, and I am able to retell some of these orally. RO: 7</p> <p>I can discuss and words and phrases that capture the reader's interest and imagination, RO: 11</p> <p>When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of the words in context. RO: 12</p> <p>I ask questions to improve my understanding of a text. RO: 13</p>					
		Autumn 1			Autumn 2		
Core Comprehension Focus		<p>I can predict what might happen from details stated and implied RO: 15</p> <p>I can identify how language, structure and presentation contribute to meaning RO: 17</p>			<p>I can prepare poems to read aloud, and to perform, showing understanding through intonation, tone, volume and action. RO: 9</p> <p>I can begin to retrieve and record information from fiction and non-fiction. RO: 18</p>		
English Driver Text		<p>Escape from Pompeii by Christina Ballit</p> 					
Reading		<p>Operation Gadgetman! by Malorie Blackman</p> 					
Theme							
Disney Songs		<p>Under the Sea</p> <p>The Little Mermaid</p> 		<p>Reflection</p> <p>Mulan</p> 			
<p>Black History Month</p>  		<p>An interview with Howard Gayle</p> 		<p>Rosa Parks information</p> <p>Twinkl</p> 			
Poetry		<p>Oh the places you'll go by Dr Seuss</p> 		<p>Adventures of Isabel by Ogden Nash</p> 			
Children's Classics		<p>The Lion, The Witch and The Wardrobe by CS Lewis</p> 		<p>Alice's Adventures In Wonderland by Lewis Carroll</p> 			








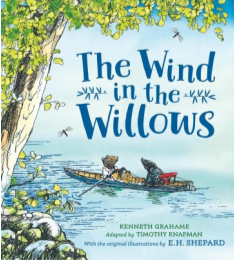
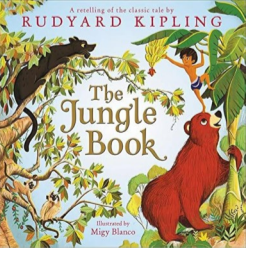


Choice		Resilience		Year 5 Reading Autumn Term		Identity	Responsibility
Reading Fluency		I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. (See English App 1) RO: 1					
		I can read aloud age appropriate texts with accuracy at a reasonable speaking pace. RO: 2					
Crossover Objectives		I can read and discuss an increasingly wide range of fictions, poetry, plays, non-fiction and reference books and textbooks. RO: 3					
		I can read books that are structured in different ways and can read for a range of purposes e.g. use of contents pages and indexes to locate information. RO: 4					
		I am increasing my 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. RO: 5					
		I can recommend books that I have read to my peers, giving reasons for my choice. RO: 6					
		Autumn 1			Autumn 2		
Core Comprehension Focus		I can check that the book makes sense when reading, discussing my understanding and exploring the meaning of words in context. RO: 11			I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. RO: 13		
		I can predict what might happen from details stated and implied. RO: 14			I can begin to identify how language, structure and presentation contribute to meaning. RO: 16		
English Driver Text Reading		Kensuke's Kingdom by Michael Morpurgo					
Theme							
Disney Songs		I've Got a Dream Tangled			Out There The Hunchback of Notre Dame		
Black History Month October		Lilian Bader information Black History Month Website			Mae Jemison information Get Epic!		
Poetry		The Highwayman by Alfred Noyes			The Highwayman by Alfred Noyes		
Children's Classics		Peter Pan by JM Barrie			Mermaid's Lagoon Literacy Shed Plus		



Year 5/6 Reading









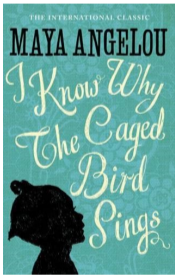
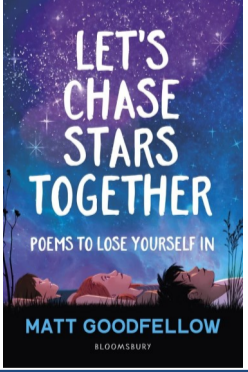
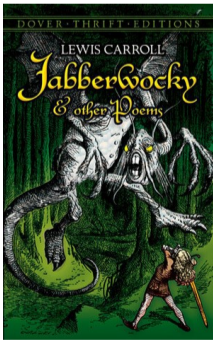
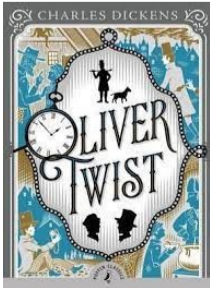
Autumn Term

Choice	Resilience	Year 5/6 Reading Autumn Term		Identity	Responsibility
Reading Fluency	<p>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. (See English App 1) RO: 1</p> <p>I can read aloud age appropriate texts with accuracy at a reasonable speaking pace. RO: 2</p>				
Crossover Objectives	<p>I can read and discuss an increasingly wide range of fictions, poetry, plays, non-fiction and reference books and textbooks. RO: 3</p> <p>I can read books that are structured in different ways and can read for a range of purposes e.g. use of contents pages and indexes to locate information. RO: 4</p> <p>I am increasing my 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. RO: 5</p> <p>I can recommend books that I have read to my peers, giving reasons for my choice. RO: 6</p>				
	Autumn 1		Autumn 2		
Core Comprehension Focus	<p>I can check that the book makes sense when reading, discussing my understanding and exploring the meaning of words in context. RO: 11</p> <p>I can predict what might happen from details stated and implied. RO: 14</p>		<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. RO: 13</p> <p>I can begin to identify how language, structure and presentation contribute to meaning. RO: 16</p>		
English Driver Text Reading	<p>Wonder by RJ Palacio</p> 				
Theme					
Disney Songs	<p>Speechless from Aladdin</p> 	<p>Defying Gravity from Wicked</p> 			
Black History Month October	<p>Ruby Bridges</p> 	<p>The Windrush</p> 			
Poetry	<p>The Moment by Margaret Atwood</p> 	<p>'Twas the night before Christmas by Clement Clarke Moore</p> 			
Children's Classics	<p>The Wind in the Willows by Kenneth Grahame</p> 	<p>The Jungle Book by Rudyard Kipling</p> 			



Year 6 Reading

Autumn Term

Choice 	Resilience 	Identity 	Responsibility 
Reading Fluency		<p>I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words (See English App 1) RO: 1</p> <p>I can read aloud age appropriate texts with accuracy at a reasonable speaking pace. RO: 2</p>	
Crossover Objectives		<p>I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. RO: 3</p> <p>I can read books that are structured in different ways and can read for a range of purposes RO: 4</p> <p>I am familiar with a wide range of books, including myths, legend and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. RO: 5</p> <p>I can recommend books that I have read to my peers, giving reasons for my choice RO:6</p>	
		Autumn 1	Autumn 2
Core Comprehension Focus		<p>I check that the book makes sense when reading, discussing my understanding and exploring the meaning of words in context RO:11</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence RO:13</p>	<p>I can predict what might happen from details stated and implied RO: 14</p> <p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas RO: 15</p> <p>I can identify how language, structure and presentation contribute to meaning. RO: 16</p>
English Driver Text Reading		<p>The Final Year by Matt Goodfellow</p> 	
Theme			
Songs		<p>Titanium by Sia</p> 	<p>Where Is The Love? by The Black Eyed Peas</p> 
Black History Month October		<p>Rosa Parks Biography</p> <p>Ducksters</p> 	<p>Caged Bird Poem by Maya Angelou</p> 
Poetry		<p>Transition by Matt Goodfellow</p> 	<p>Jabberwocky by Lewis Carroll</p> 
Children's Classics		<p>Oliver Twist by Charles Dickens</p> 	<p>The Graveyard Book by Neil Gaiman</p> 