



Year 3 Reading

Spring Term

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

Spring 1

Spring 2

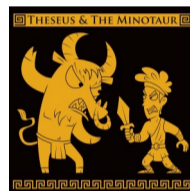
Core Comprehension Focus

I can begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. RO: 13

I can participate in discussions about books that have been read aloud and those I have read independently, taking turns and listening to what others say. RO: 18

English Driver Text

Theseus and the Minotaur - Myths and Legends



Reading

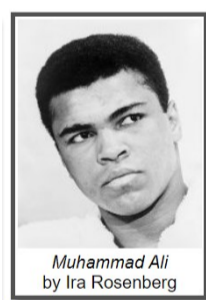
The Monster Story Teller - Jacqueline Wilson



Theme

Non-fiction

Muhammad Ali



What is climate change?



Poetry

Be glad your nose is on your face by Jack Prelutsky

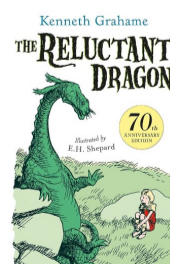


Walking With My Iguana by Brian Moses

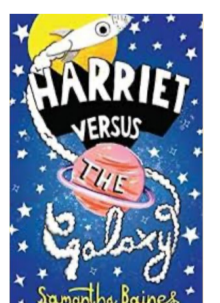


Story openings

The Reluctant Dragon by Kenneth Grahame



Harriet Versus The Galaxy by Samantha Baines





Year 3/4 Reading

Spring Term

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: 9/11

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

Spring 1

Spring 2

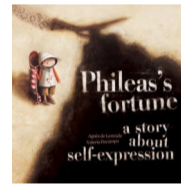
Core Comprehension Focus

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. RO: 13/14

I can participate in discussions about books that have been read aloud and those I have read independently, talking turns and listening to what others say. RO: 18/19

English Driver Text

Phileas's fortune: A story about Self-Expression by Agnès de Lestrade



Reading

James and the giant peach by Roald Dahl



Theme

Non-fiction

Simone Biles

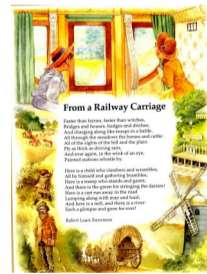


Habitat Loss

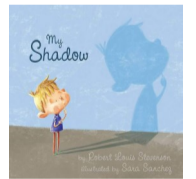


Poetry

From a railway carriage by Robert Louis Stevenson



My Shadow by Robert Louis Stevenson

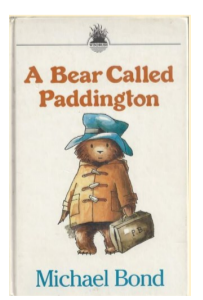


Story openings

The Nothing To See Here Hotel by Steven Butler



A bear called Paddington by Michael Bond



Year 4 Reading

Spring Term

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: 11
 When reading, I check that the text makes sense, discussing my understanding and explaining the meaning of the words in context. RO: 12
 I ask questions to improve my understanding of a text. RO: 13

Spring 1

Spring 2

Core Comprehension Focus

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence. RO: 14

I can participate in discussions about books that have been read aloud and those I have read independently, talking turns and listening to what others say. RO: 19

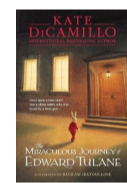
English Driver Text

George's Marvellous Medicine by Roald Dahl



Reading

The miraculous journey of Edward Tulane by Kate DiCamillo



Theme

Non-fiction

Dr Barnardo



Brazil - Biomes Of Brazil

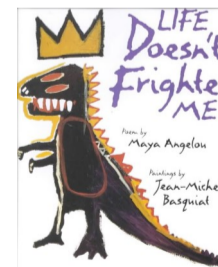


Poetry

Colonel Frazierley Butterworth-Toast by Charles Causley

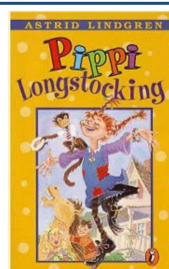


Life doesn't frighten me at all by Maya Angelou

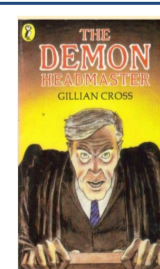


Story openings

Pippi Longstocking by Astrid Lindgren



The demon headmaster by Gillian Cross





Year 5 Reading

Spring Term

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

Spring 1

Spring 2

Core Comprehension Focus

I can retrieve, record and present information from non-fiction. RO:19

I participate in discussions about books/texts that have been read aloud and those I have read, building on my own and others' ideas and challenging views courteously. RO: 20

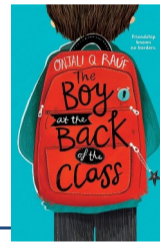
I can recite a wider range of poetry by heart RO:9

I can prepare poems to read aloud and to perform, showing understanding and exploring the meaning of words in context RO: 11

English Driver Text

Reading

The boy at the back of the class by Orjali Q Rauf



Theme

Non-fiction

Pele



Should animals be kept in zoos?



Poetry

Night Mail by W.H. Auden



The Tyger by William Blake



Story openings...

Cogheart by Peter Bunzl



The Stormkeeper's Island by Catherine Doyle





Year 5/6 Reading

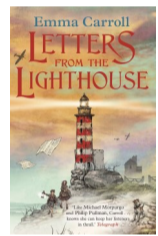
Spring Term

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	<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>
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	Spring 1	Spring 2
Core Comprehension Focus	<p>I can retrieve, record and present information from non-fiction. RO:19</p> <p>I participate in discussions about books/texts that have been read aloud and those I have read, building on my own and others' ideas and challenging views courteously. RO: 20</p>	<p>I can recite a wider range of poetry by heart RO:9</p> <p>I can prepare poems to read aloud and to perform, showing understanding and exploring the meaning of words in context RO: 11</p>

English Driver Text Reading	 Letters from the Lighthouse by Emma Carroll	
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Theme		
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Non-fiction	<p>What is sustainability?</p> 	<p>Swimming the channel</p>  Swimming the English Channel
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Poetry	<p>Callum by Matt Goodfellow</p> 	<p>The River</p>  <div style="border: 1px solid grey; padding: 5px; margin-top: 5px;"> <p style="text-align: center; font-weight: bold;">River</p> <p>Clouds gather over the mountains like great grey whales. Their bellies are heavy and fat. They are swollen with water and ready to burst into the river's song.</p> <p>Rain falls. Drop by drop. A splash on rock. A patter on the thin mountain soil. A spatter on the face of the grass.</p> </div>
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Story openings...	<p>The Parsnips</p>  The Parsnips	<p>Malamander by Thomas Taylor</p> 
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Year 6 Reading

Spring Term

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 fiction, poetry, plays, non-fiction and reference books or textbooks. RO: 3

I can read books that are structured in different ways and can read for a range of purposes RO: 4

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

I can recommend books that I have read to my peers, giving reasons for my choice RO:6

Core Comprehension Focus

I can distinguish between statements of fact and opinion RO:18


I can retrieve, record and present information from non-fiction RO:19

I draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence RO: 13

I participate in discussions about books/texts that have been read aloud and those I have read, building on my own and others' views and challenging views courteously RO: 20

English Driver Text Reading

When the sky falls by Phil Earle




Spring 1 | Spring 2

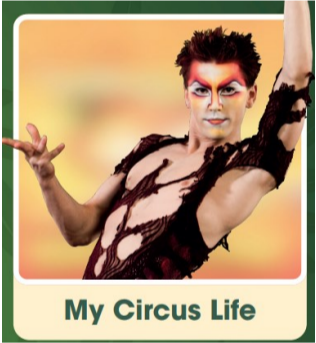
Theme

Non-fiction

What is sustainability?

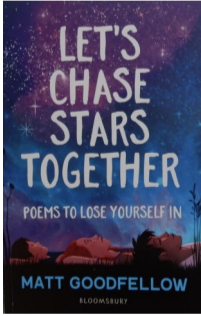


My Circus Life




Poetry

Strest by Matt Goodfellow




Grannie by Vernon Scannell



Story openings...

The dreamsnatcher by Abi Elphinstone



A Traveller in Time

