



Autumn	Spring	Summer
<b>Decoding</b>		
Read common exception words (Year 4 spellings)	Read common exception words (Year 4 spellings)	Read common exception words (Year 4 spellings)
Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Learning to appreciate poetry/rhymes and recite some by heart	Learning to appreciate poetry/rhymes and recite some by heart	Learning to appreciate poetry/rhymes and recite some by heart
<b>Comprehension</b>		
<b>2a give / explain the meaning of words in context 10-20%</b>	<b>2a give / explain the meaning of words in context 10-20%</b>	<b>2a give / explain the meaning of words in context 10-20%</b>
Checking that the book makes sense to them and exploring the meaning of words in context	Checking that the book makes sense to them and exploring the meaning of words in context	Checking that the book makes sense to them and exploring the meaning of words in context
Asking questions to improve their understanding	Asking questions to improve their understanding	Asking questions to improve their understanding
<b>2b retrieve and record information / identify key details from fiction and non-fiction 16-50%</b>	<b>2b retrieve and record information / identify key details from fiction and non-fiction 16-50%</b>	<b>2b retrieve and record information / identify key details from fiction and non-fiction 16-50%</b>
<b>2c Identifying the main ideas drawn from more than one paragraph and summarising these 2-12%</b>	<b>2c Identifying the main ideas drawn from more than one paragraph and summarising these 2-12%</b>	<b>2f identify / explain how information / narrative content is related and contributes to meaning as a whole 0-6%</b>
<b>Inference</b>		
<b>2e predict what might happen from details stated and implied 0-6%</b>	<b>2e predict what might happen from details stated and implied 0-6%</b>	<b>2e predict what might happen from details stated and implied 0-6%</b>
Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied.	Predicting what might happen from details stated and implied
<b>2d make inferences from the text / explain and justify inferences with evidence from the text 16-50%</b>	<b>2d make inferences from the text / explain and justify inferences with evidence from the text 16-50%</b>	<b>2d make inferences from the text / explain and justify inferences with evidence from the text 16-50%</b>
Drawing inferences such as inferring characters' feelings from their actions	Drawing inferences such as inferring characters' feelings from their actions	Drawing inferences such as inferring characters' feelings from their actions
<b>Language &amp; Effect</b>		
Discussing words and phrases that capture the reader's interest and imagination (WOW words - language choice) and how these contribute to meaning	Discussing words and phrases that capture the reader's interest and imagination (WOW words - language choice) and how these contribute to meaning	Discussing words and phrases that capture the reader's interest and imagination (WOW words - language choice) and how these contribute to meaning
<b>Themes and Conventions</b>		
Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre).	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre).	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre).
Retelling and recognising some different forms of poetry [for example, fairy tales, myths, free verse and narrative poetry]	Retelling and recognising some different forms of poetry [for example, fairy tales, myths, free verse and narrative poetry]	Retelling and recognising some different forms of poetry [for example, fairy tales, myths, free verse and narrative poetry]
Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
<b>Consolidate Learning End Of Half Term Quiz/ Book Discussion.</b>		

<p><b>Book discussion</b> - discussing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Key Vocab</b> - title, context page, page number, glossary fiction, non-fiction, real, imaginary, tone, volume, action, pitch, fluency, evidence, justify</p>	<p><b>Book discussion - Inference</b> - identifying main ideas drawn from more than one paragraph and summarising these</p> <p><b>Key Vocab</b> - title, context page, page number, glossary fiction, non-fiction, real, imaginary, rhyme, like &amp; dislike, tone, volume, action, pitch, fluency, summary, evidence, justify</p>	<p><b>Book discussion</b> - Identifying how language, structure, and presentation contribute to meaning.</p> <p><b>Key Vocab</b> - title, context page, page number, glossary fiction, non-fiction, real, imaginary, rhyme, prediction, like, dislike, predicting, tone, volume, action, pitch, fluency, summary, evidence, justify</p>
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Percentage Value

More Able

<h3 style="text-align: center;">Unicef Articles</h3>	
<p><b>Article 31</b></p>	<p>Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>
<p><b>Article 29</b></p>	<p>Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.</p>
<p><b>Article 17</b></p>	<p>Every child has the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and help them find and understand the information you need.</p>