

	<p>suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</p>	<p>suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</p>	<p>suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</p>
Reading Comprehension	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Identifying themes and conventions in a wide range of books 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Using dictionaries to check the meaning of words 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Identify themes and conventions in a wide range of books 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Using dictionaries to check the meaning of words 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Discussing words and phrases that capture the reader's interest and imagination

	<ul style="list-style-type: none"> • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their 	<p>that they have read</p> <ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books • Discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts 	<ul style="list-style-type: none"> • Identifying themes and conventions • Discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding of a text • Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Ask questions to improve their understanding of a text <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Draw inferences such as infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • Predicting what might happen from details stated and implied • Identify main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning 	<p>that they have read</p> <ul style="list-style-type: none"> • Identifying themes and conventions in a wide range of books • Discussing words and phrases that capture the reader's interest and imagination <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters' feelings, thoughts 	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these • Identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction
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	<p>actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> Retrieving and record information from non-fiction 	<p>and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these <p>-</p> <p>retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 			<p>and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> Retrieving and record information from non-fiction 	
Oracy focus	'Poetry Slam'- The River by Valerie Bloom	Science: Explain how an electrical circuit works.	History: Retell (chronologically) events of Ancient Greece.	RE: Debate, 'Is forgiveness always possible for Christians?'	Science: Predict what happens to the food we eat.	D&T: Evaluate mechanical system: A slingshot car

	Geography: Describe the main features of rivers and mountains (The language of Description)	(The language of Explanation)	(The language of Retelling)	(The language of Argument)	(The language of Prediction)	(The language of Evaluation)
Enrichment	Roald Dahl Week Back to school poetry- Simon Armitage Andy Tooze Poet Helen Haraldsen Author Sophie Martin Illustrator	Bonfire Night Poetry Christmas Trip		Earth Day poetry	Visit to Senhouse Roman Museum? Tully House Workshop?	
High Quality Poetry Texts	It Ain't What You Do, It's What It Does To You by Simon Armitage	Poetry Slam- The River by Valerie Bloom (performance/ free verse)	Daffodils by William Wordsworth		I am a Roman Soldier by Josiah Wedgewood	