



'Growth through Jesus' love so that we learn, persevere, achieve and bear fruit together'



## Medium term plan for Reading

Year	Objectives to be simmering throughout the year.		
6	<ul style="list-style-type: none"> <li>• Uses phonic knowledge automatically and responds speedily with the correct sound to graphemes for all 40+ phonemes and where applicable, alternative sounds for graphemes</li> <li>• Read more complex books, including those beyond their chronological age.</li> <li>• Reading is seen as a pleasurable activity</li> <li>• Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Participates in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).</li> </ul>		
	Autumn	Spring	Summer
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Has a positive attitude towards reading and reads independently, including books I would not choose to read.</li> <li>• Reads fluently, confidently and independently. With some support, determines the meaning of new words.</li> <li>• Read for a wider range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Fluently and effortlessly reads a wide range of age appropriate texts across all subjects.</li> <li>• Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words faced with.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently reads a wider range of challenging texts that are above chronological age with fluency and understanding.</li> <li>• Read age-appropriate books with confidence and fluency (including whole novels).</li> </ul>



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**Literal Comprehension**

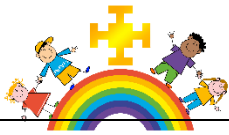
- Summarise main ideas drawn from more than one paragraph; identify some key details that support the main ideas. (2b / 2c)
- Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. (2b / 2c)
- Participate in discussion about the similarities and differences between two books on a similar topic or by the same author. (2b / 2c / 2h)
- Draw links between different pieces of evidence and paraphrase them when asked to provide evidence for views on a text. (2b / 2c / 2f / 2h)
- Participate in discussion about similarities and differences between viewpoints of authors or characters in two or more texts. (2b / 2c / 2h)
- Accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age-appropriate comprehension. (2a / 2b)
- Read aloud with intonation that shows understanding. (2b / 2g)

- Ask questions to improve understanding of a text. (2b)
- Start to select information independently from more than one source and often summarise it (in speech or note form). (2b/ 2c)
- Accurately track meaning of text during reading, seldom needing to pause to self-correct. Beginning to use wider context of text to support their understanding of a sentence with unfamiliar words or syntax. (2a / 2b )
- Demonstrating an increasing 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. (2b / 2c)
- Compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. (2b / 2c / 2h)
- Apply skills of information retrieval e.g. in reading history, geography and science text books and in contexts for finding information such as reading a leaflet. (2a/2b)
- Reflect on feedback regarding the quality of their explanations and contribute to discussions. (2b)

- Track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text. (2b / 2c)
- Retrieve, record and present information from fiction and non-fiction. (2a / 2b)
- Check that text makes sense, discussing their understanding and explaining the meaning of words in context. (2a / 2b / 2g)
- Collate and summarise ideas in writing using quotations when asked to identify specific details from more than one text. (2b / 2c / 2h)

**Inference**

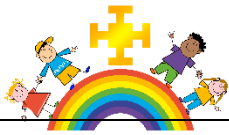
- Draw inferences such as characters'
- Answer questions about similarities and
- Distinguish between statements of fact



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	<p>feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. (2b / 2d / 2f)</p> <ul style="list-style-type: none"> <li>• Predict what might happen from details based on character and/or setting, identifying the evidence in the text. (2b / 2d / 2f)</li> <li>• Read between the lines and explain different possible interpretations of an event in a fiction or non-fiction text. (2b / 2c / 2d / 2f)</li> <li>• With minimal prompting, read between the lines to predict what might happen from details stated and implied. (2b / 2c / 2e / 2f)</li> <li>• Participate in discussion about views expressed in two texts on a similar topic or by same author, taking into account differences in purpose and audience. (2b / 2c / 2f / 2h)</li> <li>• Explain and discuss understanding of what is read, drawing inferences and justifying these with evidence. (2b / 2d / 2f)</li> </ul>	<p>differences between two books on a similar topic. (2b / 2c / 2h)</p> <ul style="list-style-type: none"> <li>• Make comparisons within and across books. (2b / 2f)</li> <li>• With support, participate in discussion about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence. (2b / 2c / 2e)</li> <li>• Identify techniques author has used to evoke and manipulate reader's response to a text, both through language choices and through events the author chooses to portray. (2f / 2g)</li> <li>• Evaluate techniques the author has used to evoke and manipulate reader's response to a text. (2f / 2g)</li> <li>• Volunteer suggestions independently when discussing different possible endings or events that might happen in a story, and can justify each prediction using stated and implied evidence. (2b / 2d / 2e)</li> <li>• Recognise the purpose, audience and context of a piece of biased writing and, with direction, can use this knowledge to support their comprehension. (2b / 2f / 2g)</li> </ul>	<p>and opinion in fiction and non-fiction and explain the difference. (2b / 2f / 2h)</p> <ul style="list-style-type: none"> <li>• Infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. (2b / 2d / 2f)</li> <li>• Predict what might happen next in a range of texts, including those which are less predictably structured, based on stated and implied details from the text and their wider reading. (2d / 2e / 2f)</li> <li>• Recognise layers of meaning in a text and track details throughout the text, explaining how they contribute to overall meaning. (2d / 2f / 2g / 2h)</li> <li>• Speculate about different possible endings or events that might happen in a story and can justify each prediction using stated and implied evidence. (2b / 2e)</li> <li>• Begin to make critical comparisons across texts and can give a written response to a question, explaining their answer. (2b / 2c / 2h)</li> </ul>
<p><b>Responding to the Text</b></p>	<ul style="list-style-type: none"> <li>• Begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why. (2b/2c/2h)</li> <li>• With support, explain and discuss their</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions about books, asking and answering questions, building on their own and others' ideas and challenging views courteously. (2b / 2c)</li> <li>• Recommend books to peers, giving</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reasoned justifications for their views. (2b)</li> <li>• Learn a variety of poetry by heart,</li> </ul>



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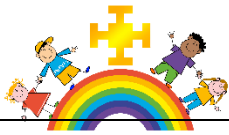
	<p>understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary. (2b / 2c / 2f)</p> <ul style="list-style-type: none"> <li>Respond to a moral dilemma in a text, giving their own opinion of the topic discussed and justifying this with evidence from the text. (2b / 2c / 2f / 2g)</li> <li>Make increasingly sophisticated decisions about what material to select to support their argument in presentation or debate. (2b / 2c / 2f)</li> <li>Sometimes able to identify how own reaction to a character in fiction changes across the course of a book, and pinpoint some reasons for this. (2b / 2c / 2g)</li> </ul>	<p>reasons for their choices and considering how the context of the story distinguishes it from other books on a similar theme or by the same author. (2b / 2h)</p> <ul style="list-style-type: none"> <li>Formulate own opinion of a topic in response to a book that sparks debate and justifies this with evidence from the text. (2b / 2f / 2g)</li> <li>Evaluate how effectively the author has created a particular mood, and can discuss their own response to it. (2b/2f/2g)</li> <li>Select appropriate evidence and ideas from more than one source and use it to deliver a well-reasoned and balanced presentation based on what they have read. (2b / 2c / 2h)</li> <li>Use breadth of reading to discuss their opinions of authors and themes and, with support, can justify why they like these. (2b / 2f / 2g)</li> <li>Select and use appropriate evidence and ideas from research and/or close reading of a text and, with support, can anticipate some counter-arguments from the opposing side. (2b / 2c / 2f)</li> </ul>	<p>preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volumes in a way that conveys the meaning to the audience. 2b/ 2c /2f /2g)</p> <ul style="list-style-type: none"> <li>Recommend books to peers, giving reasons for their choices and comparing it to other books on the same theme or by the same author. (2b / 2h)</li> <li>Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it. (2b / 2c / 2f)</li> <li>Evaluate how effectively the author has used humour, and can discuss their own response to it. (2a / 2b / 2f / 2g)</li> <li>Select and use appropriate evidence and ideas from research and/or close reading of a text to sustain a well-reasoned point of view in a debate. (2b / 2c / 2f / 2g)</li> <li>Use breadth of reading to discuss their opinions of authors, themes and styles and can justify why they like these. (2b / 2c / 2f / 2g)</li> </ul>
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<p><b>Language for Effect</b></p>	<ul style="list-style-type: none"> <li>• Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. (2a / 2b / 2f / 2g)</li> <li>• Explore words with similar meanings but different degrees of formality or complexity. (2a / 2f)</li> <li>• Discuss and evaluate how writers use language, including analogy, considering the impact on the reader. (2a / 2b / 2f / 2g)</li> <li>• Understand a majority of the terms needed for discussing what is heard and read such as a metaphor, simile, analogy, imagery, style and effect. (2f / 2g / 2h)</li> <li>• Discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are. (2b / 2f / 2g)</li> </ul>	<ul style="list-style-type: none"> <li>• Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). (2a)</li> <li>• When prompted, identify uses of language in a non-fiction text that are intended to cause a response in the reader. (2a / 2g)</li> <li>• With support, evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader. (2a / 2b / 2f / 2g)</li> <li>• Discuss and compare words with similar meanings or opposing meanings, and give a view about whether a particular word is a good choice or not.</li> <li>• Discuss and evaluate how authors use language, including irony and sarcasm, considering the impact on the reader. (2b / 2d / 2f / 2g)</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussion to explore words with different or similar meanings, based on their reading. (2a / 2g)</li> <li>• Discuss and evaluate how authors use figurative language, considering the impact on the reader. (2a / 2f / 2g)</li> <li>• Observe and evaluate how author has used language for a particular effect, finding examples and explaining how they impact on the reader. (2b / 2f / 2g)</li> </ul>
<p><b>Themes and Conventions</b></p>	<ul style="list-style-type: none"> <li>• Identify how structure and presentation contribute to meaning in an increasing range of text types. (2b / 2h)</li> <li>• Identify and discuss themes and conventions in and across two related books they have read. (2b / 2f / 2h)</li> <li>• Discuss and evaluate how texts are structured and presented, and can comment on the impact on the reader. (2b / 2f)</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly contribute to discussions about a wide range of books, including modern classic fiction and a range of non-fiction sources, and can make thematic links between texts. (2b / 2h)</li> <li>• Evaluate the author's choice of text structure in terms of the impact on the reader. (2b / 2c)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a wide range of writing. (2b / 2f / 2h)</li> <li>• Identify how language, structure and presentation contribute to meaning. (2b / 2g)</li> <li>• Discusses a range of structural features and evaluates how these contribute to the effects achieved. (2b / 2f)</li> </ul>



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	<ul style="list-style-type: none"><li>• Regularly read and discuss a wide range of texts including longer fiction, poetry, plays and a wide range of non-fiction texts including online research, and can identify the most pertinent points. (2b / 2c )</li></ul>	<ul style="list-style-type: none"><li>• Regularly contribute to discussions about a wide range of books, including classic fiction and more in-depth non-fiction, and can make thematic links between texts. (2b / 2c / 2f / 2h)</li><li>• Evaluate how the choice of text structure supports the writer's theme and purpose. ((2b / 2c / 2f)</li></ul>	<ul style="list-style-type: none"><li>• Read, discuss and compare a wide range of high-quality fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. (2b / 2c / 2h)</li></ul>
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