

**Our Intent is: To inspire children to develop a passion of reading, unlocking the door to all future learning. This will enable our children to fluently communicate ideas and emotions both verbally and in writing.**

Year A Key Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1) Selfies with Komodo's 2) Pippy Longstockings	1) Fantastic Mr Fox 2) Old Possum's Book	1) The Bee Is Not Afraid of Me 2) David Attenborough - Little People, BIG DREAMS	1) A Midsummers Night Dream (Mathew Ross) 2) Planet Earth	1) Rumaysa – A Fairytale 2) I Was There – Boudica's Army	1) The Magic Faraway Tree 2) Everything You Know About Sharks is Wrong!
Year B Key Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1) Children of the World 2) Operation Gadget man.	1) The Lion, The Witch and The Wardrobe 2) Where the Wild Things Are.	1) Stone Age Bone Age 2) A Children's Treasury of Spike Milligan poems 3) The Midnight Fair	1) Evolution Changes Everything!: Volume 3 (Oliver's Great Big Universe) 2) Grandad Mandela	1) I Was There – Alone in the Trenches 2) The Giraffe, The Pelly and Me	1) The Amazing Edie Eckhart: Book 1 2) The Boy at the Back of the Class
Key Learning in Reading: Year 3			Key Learning in Reading: Year 4		
Word Reading			Word Reading		
Read books at an age appropriate interest level.			Read books at an age appropriate interest level.		
Use knowledge of root words to understand meanings of words.			Use knowledge of root words to understand meanings of words.		
Use prefixes to understand meanings e.g. <i>un-</i> , <i>dis-</i> , <i>mis-</i> , <i>re-</i> , <i>pre-</i> , <i>im-</i> , <i>in-</i> .			Use prefixes to understand meanings, e.g. <i>in-</i> , <i>ir-</i> , <i>sub-</i> , <i>inter-</i> , <i>super-</i> , <i>anti-</i> , <i>auto-</i> .		
Use suffixes to understand meanings e.g. <i>-ly</i> , <i>-ous</i> .			Use suffixes to understand meanings, e.g. <i>-ation</i> , <i>-tion</i> , <i>-sion</i> , <i>-cian</i> , <i>-sion</i> .		
Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)			Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list)		
Comprehension			Comprehension		

Developing pleasure in reading and motivation to read	Developing pleasure in reading and motivation to read
Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms, e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i>
Regularly listen to whole novels read aloud by the teacher.	Regularly listen to whole novels read aloud by the teacher.
Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion.</i>	Read books and texts for a range of purposes, e.g. <i>enjoyment, research, reference.</i>
Recognise some different forms of poetry, e.g. <i>narrative, calligrams, shape poems.</i>	Recognise and analyse different forms of poetry, e.g. <i>haiku, limericks, kennings.</i>
	Learn a range of poems by heart and rehearse for performance.
Sequence and discuss the main events in stories.	
Orally retell a range of stories, including less familiar fairy stories, fables and folk tales, e.g. <i>Grimm's Fairy Tales.</i>	Orally retell a range of stories, including less familiar fairy stories, myths and legends.
Identify and discuss themes, e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i>	
Identify and discuss conventions, e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i>	
Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.	Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
Understanding books which they can read themselves and those which are read to them	Understanding books which they can read themselves and those which are read to them
Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.	Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination, e.g. <i>metaphors, similes.</i>
Explain the meaning of unfamiliar words by using the context.	Explain the meaning of key vocabulary within the context of the text.
Use dictionaries to check meanings of words they have read.	Use dictionaries to check meanings of words in the texts that they read.
Use intonation, tone and volume when reading aloud.	Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
Take note of punctuation when reading aloud.	

Discuss their understanding of the text.	
Raise questions during the reading process to deepen understanding, e.g. <i>I wonder why the character.</i>	Demonstrate active reading strategies, e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images.</i>
Make predictions based on details stated.	Make predictions based on information stated and implied.
Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.	Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
Justify responses to the text using the PE prompt ( <b>P</b> oint + <b>E</b> vidence).	Justify responses to the text using the PE prompt ( <b>P</b> oint + <b>E</b> vidence).
	Identify, analyse and discuss themes, e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i>
Discuss the purpose of paragraphs.	Explain how paragraphs are used to order or build up ideas, and how they are linked.
Identify a key idea in a paragraph.	Identify main ideas drawn from more than one paragraph and summarise these, e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i>
Analyse and evaluate texts looking at language, structure and presentation, e.g. <i>persuasive letter, diary and calligram etc.</i>	Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
<b>Retrieving and Recording Information from non-fiction</b>	<b>Retrieving and Recording Information from non-fiction</b>
Prepare for research by identifying what is already known about the subject and key questions to structure the task.	Prepare for research by identifying what is already known about the subject and key questions to structure the task.
Evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i>	Analyse and evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i>
Record information from a range of non-fiction texts.	Record information from a range of non-fiction texts.
	Scan for dates, numbers and names.
Quickly appraise a text to evaluate usefulness.	
Navigate texts in print and on screen.	Navigate texts, e.g. <i>using contents and index pages, in order to locate and retrieve information in print and on screen.</i>
<b>Participating in Discussion</b>	<b>Participating in Discussion</b>

Participate in discussion about what is read to them and books they have read independently.	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
Develop and agree on rules for effective discussion.	Develop, agree on and evaluate rules for effective discussion.
Take turns and listen to what others say.	
Make and respond to contributions in a variety of group situations, e.g. <i>whole class, pairs, guided groups, book circles.</i>	Make and respond to contributions in a variety of group situations, e.g. <i>whole class, independent reading groups, book circles.</i>