**Individual reading NC coverage:**

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| Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 to read aloud. |
| Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| Discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| Reading books that are structured in different ways and reading for a range of purposes. |
| Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. |
| 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. |
| Participate in discussion about books they can read for themselves |

**Poetry Unit NC Coverage:**

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| Listening to and discussing a wide range of poetry. |
| Using dictionaries to check the meaning of words that they have read. |
| Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| Recognising some different forms of poetry [for example, free verse, narrative poetry]. |
| Asking questions to improve their understanding of a text. |

**Library Sessions NC Coverage:**

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| Develop positive attitudes to reading. |
| Discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| Reading books that are structured in different ways and reading for a range of purposes. |
| Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. |

**Writing model text and foundation subject reading:**

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| Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
| Reading books that are structured in different ways and reading for a range of purposes. |
| Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. |
| Preparing 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. |
| Recognising some different forms of poetry [for example, free verse, narrative poetry]. |
| Asking questions to improve their understanding of a text. |
| Retrieve and record information from non-fiction. |

**Taught Reading Session NC Coverage:**

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| Listening to and discussing a wide range of fiction, poetry, non-fiction and reference books or textbooks. |
| Reading books that are structured in different ways and reading for a range of purposes. |
| Using dictionaries to check the meaning of words that they have read. |
| Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. |
| Discussing words and phrases that capture the reader’s interest and imagination. |
| Asking questions to improve their understanding of a text. |
| Participate in discussion about books that are read to them, taking turns and listening to what others say. |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| V | Discussing words and phrases that capture the reader’s interest and imagination. | Discussing words and phrases that capture the reader’s interest and imagination.  Using dictionaries to check the meaning of words that they have read. | Discussing words and phrases that capture the reader’s interest and imagination.  Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 to understand the meaning of new words they meet. | Discussing words and phrases that capture the reader’s interest and imagination.  Using dictionaries to check the meaning of words that they have read. | Discussing words and phrases that capture the reader’s interest and imagination.  Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 to understand the meaning of new words they meet. | Discussing words and phrases that capture the reader’s interest and imagination.  Using dictionaries to check the meaning of words that they have read. |
| I | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. |
| P | 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. | 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. |
| E |  | Identifying how language, structure, and presentation contribute to meaning. |  |  | Identifying how language, structure, and presentation contribute to meaning. |  |
| R | Retrieve and record information from nonfiction. | Retrieve and record information from nonfiction. | Retrieve and record information from nonfiction. | Retrieve and record information from nonfiction. | Retrieve and record information from nonfiction. | Retrieve and record information from nonfiction. |
| S | Identifying main ideas drawn from more than 1 paragraph and summarising these. |  | dentifying themes and conventions in a wide range of books. | Identifying main ideas drawn from more than 1 paragraph and summarising these. |  |  |