

Individual reading NC coverage:

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

Asking questions to improve their understanding.

Explain and discuss their understanding of what they have read

Book Reviews Coverage:

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Recommending books that they have read to their peers, giving reasons for their choices.

Making comparisons within and across books.

Participate in discussions about books they can read for themselves, building on their own and others' ideas and challenging views courteously.

Poetry Unit NC Coverage:

Continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Making comparisons within and across books.

Learning a wider range of poetry by heart.

Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Asking questions to improve their understanding.



Participate in discussions about books that are read to them, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read.

Provide reasoned justifications for their views.

Library Sessions NC Coverage:

Maintain positive attitudes to reading.

Continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Recommending books that they have read to their peers, giving reasons for their choices.

Making comparisons within and across books.

Asking questions to improve their understanding. Participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously

Writing Model Text and Foundation Subject Reading:

Continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Identifying and discussing themes and conventions in and across a wide range of writing.

Making comparisons within and across books.

Asking questions to improve their understanding.

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.

Provide reasoned justifications for their views.



Taught Reading Session NC Coverage:

Continuing to read and discuss an increasingly 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Asking questions to improve their understanding.

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Explain and discuss their understanding of what they have read



	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
V		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix I to understand the meaning of new words that they meet.		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix I to understand the meaning of new words that		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 to understand the meaning of new words that
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.
Ρ	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.
	Identifying and discussing	Identifying and discussing	Identifying and discussing	Identifying and discussing	Identifying and discussing	Identifying and discussing
	themes and conventions in and	themes and conventions in and	themes and conventions in and	themes and conventions in and	themes and conventions in and	themes and conventions in and
Е	across a wide range of writing.	across a wide range of writing.	across a wide range of writing.	across a wide range of writing.	across a wide range of writing.	across a wide range of writing.
-	Provide reasoned justifications for their views.	Provide reasoned justifications for their views.	Provide reasoned justifications for their views.	Provide reasoned justifications for their views.	Provide reasoned justifications for their views.	Provide reasoned justifications for their views.
	Distinguish between	Distinguish between	Distinguish between	Distinguish between	Distinguish between	Distinguish between
	statements of fact and opinion.	statements of fact and opinion.	statements of fact and opinion.	statements of fact and opinion.	statements of fact and opinion.	statements of fact and opinion.
R	Retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.	Retrieve, record and present information from non-fiction.
	Making comparisons within and across books.	Making comparisons within and across books.	Making comparisons within and across books.	Making comparisons within and across books.	Making comparisons within and across books.	Making comparisons within and across books.
S	Summarising main ideas drawn from more than I paragraph, identifying key details that support the main ideas.	Summarising main ideas drawn from more than I paragraph, identifying key details that support the main ideas.	Summarising main ideas drawn from more than I paragraph, identifying key details that support the main ideas.	Summarising main ideas drawn from more than I paragraph, identifying key details that support the main ideas.	Summarising main ideas drawn from more than I paragraph, identifying key details that support the main ideas.	Summarising main ideas drawn from more than I paragraph, identifying key details that support the main ideas.