

	AUTUMN		SPRING		SUMMER	
CLASS NOVELS	<u>Year 3</u> <ul style="list-style-type: none"> Ranger in Time - by Kate Messener Stig of the Dump - by Clive King The Good Bear by Sarah Lean A Boy Called Christmas by Matt Haig 	<u>Year 4</u> <ul style="list-style-type: none"> The Highland Falcon Thief The night I met Father Christmas 	<u>Year 3</u> <ul style="list-style-type: none"> The Creakers - Tom Fletcher The Wild Way Home by Sophie Kirtly 	<u>Year 4</u> <ul style="list-style-type: none"> The boy with the butterfly mind The Last Bear 	<u>Year 3</u> <ul style="list-style-type: none"> The Beast and the Bethany - Jack Meggitt-Phillips The Closest Thing to Flying - Gill Lewis 	<u>Year 4</u> <ul style="list-style-type: none"> The Secret Garden - Frances Hodgson Burnett She Wolf
LETTERS AND SOUNDS	Consolidate and embed previous skills (see progression of skills doc).					
WORD READING	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					
BOOKS AND RANGE OF READING	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 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.					
VOCABULARY, LANGUAGE AND STRUCTURE	Using dictionaries to check the meaning of words that they have read. Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning. Identifying themes and conventions in a wide range of books.					
POETRY, PLAYS AND PERFORMANCE	Preparing poems and play scripts to read aloud and to perform. Recognising some different forms of poetry [for example, free verse, narrative poetry] showing understanding through intonation, tone, volume and action					
UNDERSTANDING AND COMPREHENSION	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.					
INFERENCE, DEDUCTION AND PREDICTION	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied.					
DISCUSSION AND VIEWPOINT	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.					
NON-FICTION BOOKS, SUMMARY AND RETRIEVAL	Identifying main ideas drawn from more than one paragraph and summarising these. Retrieve and record information from non-fiction.					