Oak Hill Academy West London
an Aspirations Academy

Whole School READING Curriculum

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	LEADERSHIP & RESPONSIBILITY	FUN and EXCITEMENT
YEAR 3						
	2a (x2 weeks) **SOURCES:** Audio Visual Textual -Apply their growing knowledge of root words, prefixes and suffixes, both 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 -Identifying themes and conventions in a wide range of books -Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation **2b (x2 weeks)** **SOURCES:**	**2a (x2 weeks)** **SOURCES:** Audio Visual Textual -Apply their growing knowledge of root words, prefixes and suffixes, both 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 -Identifying themes and conventions in a wide range of books -Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation **2b (x2 weeks)** **SOURCES:** Audio Visual	**2a (x2 weeks)** **SOURCES:** Audio Visual Textual -Apply their growing knowledge of root words, prefixes and suffixes, both 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 -Identifying themes and conventions in a wide range of books -Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation **2b (x2 weeks)** **SOURCES:** Audio Visual	**2a (x2 weeks)** **SOURCES:** Audio Visual Textual -Apply their growing knowledge of root words, prefixes and suffixes, both 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 -Identifying themes and conventions in a wide range of books -Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation **2b (x2 weeks)** **SOURCES:** Audio Visual	**2a (x2 weeks)** **SOURCES:** Audio Visual Textual -Apply their growing knowledge of root words, prefixes and suffixes, both 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 -Identifying themes and conventions in a wide range of books -Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation **2b (x2 weeks)** **SOURCES:**	**2a (x2 weeks)** **SOURCES:** Audio Visual Textual -Apply their growing knowledge of root words, prefixes and suffixes, both 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 -Identifying themes and conventions in a wide range of books -Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation **2b (x2 weeks)** **SOURCES:** Audio Visual

Audio **Visual** **Textual** -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 -Identifying main ideas drawn from more than one paragraph and summarising these -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 **2d (x2 weeks)** **SOURCES:** **Audio** **Visual** **Textual** -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 contribute to meaning	**Textual** -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 -Identifying main ideas drawn from more than one paragraph and summarising these -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 **2d (x2 weeks)** **SOURCES:** **Audio** **Visual** **Textual** -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 contribute to meaning -Retrieve and record information from non-fiction	**Textual** -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 -Identifying main ideas drawn from more than one paragraph and summarising these -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 **2d (x2 weeks)** **SOURCES:** **Audio** **Visual** **Textual** -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 contribute to meaning -Retrieve and record information from non-fiction	**Textual** -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 -Identifying main ideas drawn from more than one paragraph and summarising these -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 **2d (x2 weeks)** **SOURCES:** **Audio** **Visual** **Textual** -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 contribute to meaning -Retrieve and record information from non-fiction	**Audio** **Visual** **Textual** -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 -Identifying main ideas drawn from more than one paragraph and summarising these **2d (x2 weeks)** **SOURCES:** **Audio** **Visual** **Textual** -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 contribute to meaning -Retrieve and record information from non-fiction -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns	**Textual** -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 -Identifying main ideas drawn from more than one paragraph and summarising these **2d (x2 weeks)** **SOURCES:** **Audio** **Visual** **Textual** -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 contribute to meaning -Retrieve and record information from non-fiction -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

	-Retrieve and record information from non-fiction -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	-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	-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	-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	and listening to what others say **2c (x1 week)** **SOURCES:** **Audio** **Visual** **Textual** -Identifying main ideas drawn from more than one paragraph and summarising these -Predicting what might happen from details stated and implied **2h (x1 week)** **SOURCES:** **Audio** **Visual** **Textual** -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 -Identifying themes and conventions in a wide range of books	**2c (x1 week)** **SOURCES:** **Audio** **Visual** **Textual** -Identifying main ideas drawn from more than one paragraph and summarising these -Predicting what might happen from details stated and implied **2h (x1 week)** **SOURCES:** **Audio** **Visual** **Textual** -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 -Identifying themes and conventions in a wide range of books -Preparing poems and play scripts to read aloud and to perform, showing understanding through

					-Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognising some different forms of poetry Using dictionaries to check the meaning of words that they have read	intonation, tone, volume and action -Recognising some different forms of poetry Using dictionaries to check the meaning of words that they have read
YEAR 4						

2a Decode (x5/6 sessions)**2b Retrieve**(x5/6 sessions) **2d Infer** (x5/6 sessions) 1.Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 2.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 3.Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Reading books that are structured in different ways and reading for a range of purposes 9.Using dictionaries to check the meaning of words that they have read 10.Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 11.Asking questions to improve their understanding of a text 13.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	**2a Decode** (x5/6 sessions) 1.Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 2.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **2b Retrieve**(x5/6 sessions) **2d Infer** (x5/6 sessions) 9.Using dictionaries to check the meaning of words that they have read 10.Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 11.Asking questions to improve their understanding of a text 13.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 15.Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 16.Retrieve and record information from variety of non-fiction sources SOURCES: Audio	**2a Decode** (x5/6 sessions) 1.Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 2.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **2b Retrieve**(x5/6 sessions) **2d Infer** (x5/6 sessions) 5. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 6.Identifying themes and conventions in a wide range of books 10.Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 11.Asking questions to improve their understanding of a text 13.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 15.Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	**2a Decode** (x5/6 sessions) 1.Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 2.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **2b Retrieve**(x5/6 sessions) **2d Infer** (x5/6 sessions) 3.Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Reading books that are structured in different ways and reading for a range of purposes 10.Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 11.Asking questions to improve their understanding of a text 13.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 15.Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	**2a Decode** (x5/6 sessions) **2b Retrieve**(x5/6 sessions) **2d Infer** (x5/6 sessions)) **The following Content Domains are introduced as part of abridged Content Domain weeks:** **2c** (x1/2 sessions) **2e** (x1/2 sessions) **2f** (x1/2 sessions) **2g** (x1/2 sessions) **2h** (x1/2 sessions) 1.Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 2.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 12.Identifying main ideas drawn from more than one paragraph and summarising these 13.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 14.Predicting what might happen on the basis of what has been read so far 15.Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	**2a Decode** (x5/6 sessions) 1.Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet 2.Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **2b Retrieve**(x5/6 sessions) **2d Infer** (x5/6 sessions) **The following Content Domains are introduced as part of abridged Content Domain weeks:** **2c** (x1/2 sessions) **2e** (x1/2 sessions) **2f** (x1/2 sessions) **2g** (x1/2 sessions) **2h** (x1/2 sessions) # 3.Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 4. Reading books that are structured in different ways and reading for a range of purposes 7.Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 8.Recognising some different forms of poetry 12.Identifying main ideas drawn from more than one paragraph and summarising these 13.Drawing inferences such as inferring characters' feelings,

15.Discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning 16.Retrieve and record information from variety of non-fiction sources **SOURCES:** <mark>Audio</mark> <mark>Visual</mark> <mark>Textual</mark> ***Book Club*** (x2 weeks) <mark>Visual</mark>	<mark>Visual</mark> <mark>Textual</mark> ***Book Club*** (x2 weeks)	16.Retrieve and record information from variety of non-fiction sources **SOURCES:** <mark>Audio</mark> <mark>Visual</mark> <mark>Textual</mark> ***Book Club*** (x2 weeks)	16.Retrieve and record information from variety of non-fiction sources **SOURCES:** <mark>Audio</mark> <mark>Visual</mark> <mark>Textual</mark> ***Book Club*** (x2 weeks)	16.Retrieve and record information from variety of non-fiction sources 17.Participate in discussion about what is read to them, taking turns and listening to what others say 18.Explain clearly their understanding of what is read to them **SOURCES:** <mark>Audio</mark> <mark>Visual</mark> <mark>Textual</mark>	thoughts and motives from their actions, and justifying inferences with evidence 14.Predicting what might happen on the basis of what has been read so far 16.Retrieve and record information from variety of non-fiction sources 17.Participate in discussion about what is read to them, taking turns and listening to what others say 18.Explain clearly their understanding of what is read to them **SOURCES:** <mark>Audio</mark> <mark>Visual</mark> <mark>Textual</mark>
YEAR 5					

Content Domain 2a	*Content Domain* 2a	*Content Domain* 2a	*Content Domain* 2a	*Content Domain* 2a	*Content Domain* 2a
1.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 they meet	1.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 they meet	1.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 they meet	1.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 they meet	1.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 they meet	1.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 they meet
9.Using dictionaries to check the meaning of words that they have read	9.Using dictionaries to check the meaning of words that they have read	9.Using dictionaries to check the meaning of words that they have read	9.Using dictionaries to check the meaning of words that they have read	9.Using dictionaries to check the meaning of words that they have read	9.Using dictionaries to check the meaning of words that they have read
10.Apply knowledge of known words to help them understand new and similar words	10.Apply knowledge of known words to help them understand new and similar words	10.Apply knowledge of known words to help them understand new and similar words	10.Apply knowledge of known words to help them understand new and similar words	10.Apply knowledge of known words to help them understand new and similar words	10.Apply knowledge of known words to help them understand new and similar words
11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context	11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context	11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context	11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context	11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context	11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context
17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.	17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.	17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.	17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.	17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.	17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
Content Domain 2b	*Content Domain* 2b	*Content Domain* 2b	*Content Domain* 2b	*Content Domain* 2b	*Content Domain* 2b
19.Retrieve and record information from variety of non-fiction sources	19.Retrieve and record information from variety of non-fiction sources	19.Retrieve and record information from variety of non-fiction sources	19.Retrieve and record information from variety of non-fiction sources	19.Retrieve and record information from variety of non-fiction sources	19.Retrieve and record information from variety of non-fiction sources
Content Domain 2c	*Content Domain* 2c	*Content Domain* 2c	*Content Domain* 2c	*Content Domain* 2c	*Content Domain* 2c
6 Identifying and discussing themes and conventions within and across a wide range of books and writing	6 Identifying and discussing themes and conventions within and across a wide range of books and writing	6 Identifying and discussing themes and conventions within and across a wide range of books and writing	6 Identifying and discussing themes and conventions within and across a wide range of books and writing	6 Identifying and discussing themes and conventions within and across a wide range of books and writing	6 Identifying and discussing themes and conventions within and across a wide range of books and writing
13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
18.Distinguish between statements of fact and opinion	18.Distinguish between statements of fact and opinion	18.Distinguish between statements of fact and opinion	18.Distinguish between statements of fact and opinion	18.Distinguish between statements of fact and opinion	18.Distinguish between statements of fact and opinion
22.Explain and discuss their understanding of what they have read, including formal presentations and debates	22.Explain and discuss their understanding of what they have read, including formal presentations and debates	22.Explain and discuss their understanding of what they have read, including formal presentations and debates	22.Explain and discuss their understanding of what they have read, including formal presentations and debates	22.Explain and discuss their understanding of what they have read, including formal presentations and debates	22.Explain and discuss their understanding of what they have read, including formal presentations and debates
Content Domain 2d	*Content Domain* 2d	*Content Domain* 2d	*Content Domain* 2d	*Content Domain* 2d	*Content Domain* 2d
14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
23.Provide reasons and justifications for their views	23.Provide reasons and justifications for their views	23.Provide reasons and justifications for their views	23.Provide reasons and justifications for their views	23.Provide reasons and justifications for their views	23.Provide reasons and justifications for their views
Accelerated Reader		*Content Domain* 2e	*Content Domain* 2e	*Content Domain* 2e	*Content Domain* 2e
(Covers all Content Domains over time.)		15. Predicting what might happen from details stated and implied	15. Predicting what might happen from details stated and implied	15. Predicting what might happen from details stated and implied	15. Predicting what might happen from details stated and implied
		Content Domain 2f	*Content Domain* 2f	*Content Domain* 2f	*Content Domain* 2f
These objectives are covered via all Content Domain learning journeys.)		6.Identifying and discussing themes and conventions within and across a wide range of books and writing	6.Identifying and discussing themes and conventions within and across a wide range of books and writing	6.Identifying and discussing themes and conventions within and across a wide range of books and writing	6.Identifying and discussing themes and conventions within and across a wide range of books and writing
2.*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*		13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
3.*Reading books that are structured in different ways and reading for a range of purposes*		23.Provide reasons and justifications for their views	23.Provide reasons and justifications for their views	23.Provide reasons and justifications for their views	23.Provide reasons and justifications for their views
		Content Domain 2g	*Content Domain* 2g	*Content Domain* 2g	*Content Domain* 2g
		11.Checking that the book makes sense to them, discussing their understanding	11.Checking that the book makes sense to them, discussing their understanding		11.Checking that the book makes sense to them, discussing their understanding

	5.*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and heritages.*
	12.*Asking questions to improve their understanding of a text*
	18.*Distinguish between statements of fact and opinion*
	
	Book Club
	
	20. Recommending books that they have read to their peer and giving reasons for their choices.
	21. Participating in discussions on books, building on their own and the ideas of others and challenging views courteously.
	22.Explain and discuss their understanding of what they have read, including formal presentations and debates
	23.Provide reasons and justifications for their views
			and exploring the meaning of words within context
			16.Identifying how language, structure and presentation contribute to meaning
			17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
			22.Explain and discuss their understanding of what they have read, including formal presentations and debates
			    Content Domain 2h
			16.Identifying how language, structure and presentation contribute to meaning.
			17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
			21.Participating in discussions on books, building on their own and the ideas of others and challenging views courteously.
			  23.Provide reasons and justifications for their views
				and exploring the meaning of words within context
				16.Identifying how language, structure and presentation contribute to meaning
				17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
				22.Explain and discuss their understanding of what they have read, including formal presentations and debates
				    Content Domain 2h
				16.Identifying how language, structure and presentation contribute to meaning.
				17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
				21.Participating in discussions on books, building on their own and the ideas of others and challenging views courteously.
				  23.Provide reasons and justifications for their views
					11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context
					16.Identifying how language, structure and presentation contribute to meaning
					17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
					22.Explain and discuss their understanding of what they have read, including formal presentations and debates
					   Content Domain 2h
					16.Identifying how language, structure and presentation contribute to meaning.
					17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
					21.Participating in discussions on books, building on their own and the ideas of others and challenging views courteously.
					  23.Provide reasons and justifications for their views
						and exploring the meaning of words within context
						16.Identifying how language, structure and presentation contribute to meaning
						17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
						22.Explain and discuss their understanding of what they have read, including formal presentations and debates
						    Content Domain 2h
						16.Identifying how language, structure and presentation contribute to meaning.
						17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.
						21.Participating in discussions on books, building on their own and the ideas of others and challenging views courteously.
						  23.Provide reasons and justifications for their views

YEAR 6						

Content Domain 2a 1.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 they meet 9.Using dictionaries to check the meaning of words that they have read 10.Apply knowledge of known words to help them understand new and similar words 11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. ***Content Domain 2b*** 19.Retrieve and record information from variety of non-fiction sources ***Content Domain 2c*** 6 Identifying and discussing themes and conventions within and across a wide range of books and writing 13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 18.Distinguish between statements of fact and opinion 22.Explain and discuss their understanding of what they have read, including formal presentations and debates ***Content Domain 2d*** 14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 23.Provide reasons and justifications for their views *Accelerated Reader* (Covers all Content Domains over time.) **These objectives are covered via all Content Domain learning journeys.)** **2.Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks** **3.Reading books that are structured in different ways and reading for a range of purposes**	***Content Domain 2a*** 1.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 they meet 9.Using dictionaries to check the meaning of words that they have read 10.Apply knowledge of known words to help them understand new and similar words 11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. ***Content Domain 2b*** 19.Retrieve and record information from variety of non-fiction sources ***Content Domain 2c*** 6 Identifying and discussing themes and conventions within and across a wide range of books and writing 13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 18.Distinguish between statements of fact and opinion 22.Explain and discuss their understanding of what they have read, including formal presentations and debates ***Content Domain 2d*** 14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 23.Provide reasons and justifications for their views	***Content Domain 2a*** 1.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 they meet 9.Using dictionaries to check the meaning of words that they have read 10.Apply knowledge of known words to help them understand new and similar words 11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. ***Content Domain 2b*** 19.Retrieve and record information from variety of non-fiction sources ***Content Domain 2c*** 6 Identifying and discussing themes and conventions within and across a wide range of books and writing 13.Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 18.Distinguish between statements of fact and opinion 22.Explain and discuss their understanding of what they have read, including formal presentations and debates ***Content Domain 2d*** 14.Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 23.Provide reasons and justifications for their views ***Content Domain 2e*** 15. 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	5.*Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and traditional stories, modern fiction. fiction from our literary heritage and books from other cultures and heritages.* 12.*Asking questions to improve their understanding of a text* 18.*Distinguish between statements of fact and opinion* **Book Club** 20. Recommending books that they have read to their peer and giving reasons for their choices. 21. Participating in discussions on books, building on their own and the ideas of others and challenging views courteously. 22.Explain and discuss their understanding of what they have read, including formal presentations and debates 23.Provide reasons and justifications for their views		and exploring the meaning of words within context 16.Identifying how language, structure and presentation contribute to meaning 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 22.Explain and discuss their understanding of what they have read, including formal presentations and debates *Content Domain* 2h 16.Identifying how language, structure and presentation contribute to meaning. 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 21.Participating in discussions on books, building on their own and the ideas of others and challenging views courteously. 23.Provide reasons and justifications for their views	and exploring the meaning of words within context 16.Identifying how language, structure and presentation contribute to meaning 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 22.Explain and discuss their understanding of what they have read, including formal presentations and debates *Content Domain* 2h 16.Identifying how language, structure and presentation contribute to meaning. 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 21.Participating in discussions on books, building on their own and the ideas of others and challenging views courteously. 23.Provide reasons and justifications for their views	11.Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words within context 16.Identifying how language, structure and presentation contribute to meaning 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 22.Explain and discuss their understanding of what they have read, including formal presentations and debates *Content Domain* 2h 16.Identifying how language, structure and presentation contribute to meaning. 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 21.Participating in discussions on books, building on their own and the ideas of others and challenging views courteously. 23.Provide reasons and justifications for their views	and exploring the meaning of words within context 16.Identifying how language, structure and presentation contribute to meaning 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 22.Explain and discuss their understanding of what they have read, including formal presentations and debates *Content Domain* 2h 16.Identifying how language, structure and presentation contribute to meaning. 17.Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. 21.Participating in discussions on books, building on their own and the ideas of others and challenging views courteously. 23.Provide reasons and justifications for their views