

## Emerald Year 3/4 Medium Term Reading Plan

- Differentiation by input see the weekly planning sheet/  
 -Resources -see the weekly planning /  
 -Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking  
 - Long term memory development strategies= Recapping pervious learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week  
 - Reading Cultural Capital = Applying reding investigative Skill and problem-solving skills = Try to embed these into all lessons – where applicable

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b>The objective stated in the specific weeks in this plan are advisory and can be changed or covered at different times as the year progresses.</b></p> <p><b>These objectives will be explored through:</b></p> <ul style="list-style-type: none"> <li>• <b>Discussions during guided reading sessions</b> (teachers can directly dissect and discuss the LO with the children)</li> <li>• <b>Weekly guided reading homework/in class guided reading tasks that will be partly based on the objective/s for that week</b> (will also include other reasoning skills, inference skills, etc)</li> <li>• <b>Linked lessons to the focuses in English and foundation subjects</b></li> </ul> <p><b>This ensures that all objectives are attempted to be covered a number of times throughout the year</b></p>							
Autumn first half	LO: To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	LO: To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  LO: To listen to and discuss a wide range of fiction	LO: To listen to and discuss a wide range of fiction  LO: To predict what might happen from details stated and implied	LO: To listen to and discuss a wide range of poetry  LO: To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	LO: To recognise some different forms of poetry  LO: To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	LO: To using dictionaries to check the meaning of words that they have read  LO: To ask questions to improve their understanding of a text	<b>Assessment, Review and Consolidation</b>
Autumn second half	LO: To listen to and discuss a wide range of non-fiction and reference books or textbooks  LO: To retrieve and record information from non-fiction	LO: To retrieve and record information from non-fiction  LO: To identify structure and presentation contribute to meaning	LO: To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  LO: To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	LO: To identify main ideas drawn from more than one paragraph and summarising these  LO: To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  LO: To identify themes and conventions in a wide range of book	LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  LO: To discuss words and phrases that capture the reader's interest and imagination	<b>Assessment and Review</b>
Spring first half	LO: To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  LO: To using dictionaries to check the meaning of words that they have read	LO: To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  LO: To predict what might happen from details stated and implied	LO: To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  LO: To 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	LO: To read texts that are structured in different ways and reading for a range of purposes  LO: To identify how language, structure, and presentation contribute to meaning	LO: To read texts that are structured in different ways and reading for a range of purposes  LO: To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	LO: To identify how language, structure, and presentation contribute to meaning  LO: To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	<b>Assessment and Review</b>

Spring second half	<p>LO: To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>LO: To discuss words and phrases that capture the reader's interest and imagination</p>	<p>LO: To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>LO: To identify themes and conventions in a wide range of book</p>	<p>LO: To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>LO: To 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</p>	<p>LO: To identify how language, structure, and presentation contribute to meaning</p> <p>LO: To ask questions to improve their understanding of a text</p>	<p>LO: To identify how language, structure, and presentation contribute to meaning</p> <p>LO: To using dictionaries to check the meaning of words that they have read</p>	<p>LO: To discuss words and phrases that capture the reader's interest and imagination</p> <p>LO: To 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</p>	<b><u>Assessment, Consolidation and Review</u></b>
Summer first half	<p>LO: To identify main ideas drawn from more than one paragraph and summarising these</p> <p>LO: To read books that are structured in different ways and reading for a range of purposes</p>	<p>LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To identify themes and conventions in a wide range of book</p>	<p>LO: To using dictionaries to check the meaning of words that they have read</p> <p>LO: To predict what might happen from details stated and implied</p>	<p>LO: To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>LO: To participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p>LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To read books that are structured in different ways and reading for a range of purposes</p>	<p>LO: To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To identify themes and conventions in a wide range of book</p>	
Summer second half	<p>LO: To prepare poems and play scripts to read aloud and to perform</p> <p>LO: To recognise some different forms of poetry</p>	<p>LO: To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>LO: To discuss words and phrases that capture the reader's interest and imagination</p>	<p>LO: To discuss words and phrases that capture the reader's interest and imagination</p> <p>LO: To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p>	<p>LO: To retrieve and record information from non-fiction</p> <p>LO: To read books that are structured in different ways and read for a range of purposes</p>	<p>LO: To retrieve and record information from non-fiction</p> <p>LO: To identify themes and conventions in a wide range of book</p>	<p>LO: To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>LO: To discuss words and phrases that capture the reader's interest and imagination</p>	<b><u>Assessment, Consolidation. and Review</u></b>

The objectives here are taught consistently throughout the year and discreetly on a number of occasions:

- To participate in discussions about books, building on their own and others' ideas and challenging views courteously
- To predicting what might happen from details stated and implied
- To provide reasoned justifications for their views

## Emerald Year 5/6 Medium Term Reading Plan

- Differentiation by input see the weekly planning sheet/
- Resources -see the weekly planning /
- Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking
- Long term memory development strategies= Recapping pervious learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week
- Reading Cultural Capital = Applying reding investigative Skill and problem-solving skills = Try to embed these into all lessons – where applicable

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<p><b>The objective stated in the specific weeks in this plan are advisory and can be changed or covered at different times as the year progresses.</b></p> <p><b>These objectives will be explored through:</b></p> <ul style="list-style-type: none"> <li>• <b>Discussions during guided reading sessions</b> (teachers can directly dissect and discuss the LO with the children)</li> <li>• <b>Weekly guided reading homework/in class guided reading tasks that will be partly based on the objective/s for that week</b> (will also include other reasoning skills, inference skills, etc)</li> <li>• <b>Linked lessons to the focuses in English and foundation subjects</b> (For example: In week 4 of Autumn 1, Poetry is being studied in English and can be the focus of the guided reading sessions and/or the English sessions)</li> </ul> <p><b>This ensures that all objectives are attempted to be covered a number of times throughout the year</b></p>							
<p>Autumn first half</p> <p><u>Class Text Recommendations:</u></p> <p>The Adventures of Odysseus – Hugh Lupton</p> <p>From Hereabout Hill – Michael Morpurgo</p>	<p>LO: To continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>LO: To make comparisons within and across books</p> <p>LO: To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>LO: To continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks</p> <p>LO: To increase 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</p>	<p>LO: To continue to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks</p> <p>LO: To continue to increase 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</p>	<p>LO: To learn 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</p> <p>LO: To apply knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>LO: To learn 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</p> <p>LO: To participate in discussions about books, building on their own and others’ ideas and challenging views courteously</p>	<p>LO: To know that books are structured in different ways and read for a range of purposes</p> <p>LO: To continuing to read and interact with a range of playscripts</p>	<p><b><u>Assessment, Review and Consolidation</u></b></p>
<p>Autumn second half</p> <p><u>Class Text Recommendations:</u></p> <p>Over the Deep: A Titanic adventure – Samantha Wilcoxson</p> <p>The London Eye Mystery – Siobhan Dowd</p>	<p>LO: To read books that are structured in different ways and read for a range of purposes</p> <p>LO: To distinguish between statements of fact and opinion</p> <p>LO: To retrieve, record and present information from non-fiction</p>	<p>LO: To read texts that are structured in different ways and read for a range of purposes</p> <p>LO: To apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>LO: To retrieve, record and present information from non-fiction</p>	<p>LO: To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>LO: To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>LO: To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>LO: To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>LO: To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To recommend books that they have read to their peers, giving reasons for their choices</p>	<p>LO: To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To participate in discussions about books, building on their own and others’ ideas and challenging views courteously</p>	<p><b><u>Assessment and Review</u></b></p>

<p>Spring first half</p> <p><u>Class Text Recommendations:</u></p> <p>Beowulf – Michael Morpurgo</p> <p>Cosmic – Frank Cottrell Boyce</p>	<p>LO: To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>LO: To increase 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</p>	<p>LO: To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>LO: To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>LO: To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>LO: To make comparisons within and across books</p>	<p>LO: To read books that are structured in different ways and read for a range of purposes</p> <p>LO: To participate in discussions about books, building on their own and others’ ideas and challenging views courteously</p>	<p>LO: To read books that are structured in different ways and read for a range of purposes</p> <p>LO: To explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>LO: To predict what might happen from details stated and implied</p> <p>LO: To identify how language, structure and presentation contribute to meaning</p> <p>LO: To distinguish between statements of fact and opinion</p>	<p><b><u>Assessment and Review</u></b></p>
<p>Spring second half</p> <p><u>Class Text Recommendations:</u></p> <p>The Boy at the Back of the Class – Onjali Rauf</p> <p>Kensuke’s Kingdom – Michael Morpurgo</p>	<p>LO: To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>LO: To distinguish between statements of fact and opinion</p>	<p>LO: To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>LO: To distinguish between statements of fact and opinion</p>	<p>LO: To identify and discussing themes and conventions in and across a wide range of writing</p> <p>LO: To identify how language, structure and presentation contribute to meaning</p>	<p>LO: To identify and discussing themes and conventions in and across a wide range of writing</p> <p>LO: To distinguish between statements of fact and opinion</p>	<p>LO: To identify how language, structure and presentation contribute to meaning</p> <p>LO: To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>LO: To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>LO: To ask questions to improve their understanding</p>	<p><b><u>Assessment, Consolidation and Review</u></b></p>
<p>Summer first half</p> <p><u>Class Text Recommendations:</u></p> <p>Diary of a Young Girl - Anne Frank</p> <p>Carries War – Nina Barden</p>	<p>LO: To read books that are structured in different ways and read for a range of purposes</p> <p>LO: To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>LO: To read texts that are structured in different ways and read for a range of purposes</p> <p>LO: To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>LO: To asking questions to improve their understanding</p> <p>LO: To explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p><b>SATS WEEK</b></p>	<p>LO: To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>LO: To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>LO: To asking questions to improve their understanding</p>	
<p>Summer second half</p> <p><u>Class Text Recommendations:</u></p> <p>Absolutely Everything – Christopher Lloyd</p> <p>The Girl of Ink and Stars – Liran Millwood</p> <p>Journey to the river sea – Eva Ibbotson</p>	<p>LO: To learn 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</p>	<p>LO: To learn 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</p>	<p>LO: To identify how language, structure and presentation contribute to meaning</p> <p>LO: To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>LO: To retrieve, record and present information from nonfiction</p> <p>LO: To read books that are structured in different ways and read for a range of purposes</p>	<p>LO: To retrieve, record and present information from nonfiction</p> <p>LO: To 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 that they meet</p>	<p>LO: To explain and discuss their understanding of what they have read, including through formal presentations and debates,</p>	<p><b><u>Assessment, Consolidation. and Review</u></b></p>
<p>The objectives here are taught consistently throughout the year and discreetly on a number of occasions:</p> <ul style="list-style-type: none"> <li>• To participate in discussions about books, building on their own and others’ ideas and challenging views courteously</li> <li>• To predicting what might happen from details stated and implied</li> <li>• To provide reasoned justifications for their views</li> </ul>							

