#### **Woolaston Primary School**

#### **Long Term Reading Plan**

Spring 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel				
	Comprehension –		Comprehension –		Comprehension –					
	Timid Tim and the		George and the		Something Else					
	Cuggy Thief		Dragon		Dilly's Sports Day					
7	Dogger		There's No Such							
Year			Thing as a Dragon							
	Reading objectives	•		•	•					
	* read words containi	ng common suffixes – ne	ss, -ment							

- \*to recite poems and rhymes from memory
- \* make inferences on the basis of what is being said and done
- \* answer and ask questions about texts
- \* to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Spring 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel				
Comprehension –		Comprehension –		Comprehension –					
Sophie's Snail		The Island of Serpents		The Fox and the					
Willie Whiskers		The Mystery of the		Cockerel					
		Green Lady		The Fox and the Lion					

#### Reading objectives

- \*read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- \* to read words with the suffix ful
- \* answer and ask questions about texts
- \* to read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ${}^{*}$  to listen to, discuss and express views about a wide range of poems, stories and non-fiction texts

	Summer 1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6					
	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel					
	Comprehension –		Comprehension –		Comprehension –						
	The Pig's Knickers		Big Cat, Little Cat		What was London like						
	Uncle Gobb		Dolphins		before the Great						
					Fire?						
r 2					What was London like						
Year					after the Great Fire?						

- \* read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- \*to read words with the suffix -less, -ly
- •to recognise simple recurring literary language in stories and poetry
- •to discuss and clarify the meanings of words, linking new meanings to known vocabulary

	Summer 2										
	Week 1 Week 2		Week 3 Week 4		Week 5	Week 6					
	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel					
			Comprehension –	-	Comprehension –						
	Making Bread		Seas and Oceans		Here to Help –						
	Planting Bulbs		A Walk from our		Firefighter						
7			Island Home		Here to Help – Police						
ear					Officer						

#### Reading objectives -

- \* read words quickly and accurately, without sounding and blending
- \*read words containing suffixes-ment, -ness, -ful, -less, -ly
- •to listen to, discuss and express views about a wide range of poems, stories and non-fiction texts
- •to recognise simple recurring literary language in stories and poetry
- •to discuss and clarify the meanings of words, linking new meanings to known vocabulary

				Autumn 1			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
m	Cracking Comprehension – Fantastic Mr Fox Who's a Clever Girl Then	Reading Carousel	Cracking Comprehension – Mr Majeika The Worst Witch	Reading Carousel	Cracking Comprehension – The Lost Happy Ending Clarice Bean – Utterly Me	Reading Carousel	Cracking Comprehension – Grandpa's Indian Summer The Man Whose Mum was a Pirate
Year 3	* discuss the words *identify the main i * to read words end * to read and unde * to read and unde	ear 3 and 4 common and phrases that ca deas drawn from 1 p ding in - ly rstand the meaning o	oragraph and summand of words ending in -tiple of words ending in -scheck its meaning in	terest and imagination arise these on ssion	on		
æ	Reading Carousel	Cracking Comprehension – Kitten Rescue Fox Cub Danger	Reading Carousel	Cracking Comprehension – Theseus and the Minotaur Odysseus and the Trojan Horse	Reading Carousel	Cracking Comprehension – The Enchanted Wood The Minpins	Reading Carousel
Year 3	* discuss words and *identify the main i * identify how lang * retrieve and reco	ear 3 and 4 common d phrases that captur deas drawn from 1 p uage, structure, and rd information from	exception words from the the reader's interest that are arranged and summan presentation contribus non-fiction texts check its meaning in	st and imagination arise these ute to meaning			

			Spring 1							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
	Cracking Comprehension – Mountains Coasts	Reading Carousel	Cracking Comprehension – Frogspawn to Frog	Reading Carousel	Cracking Comprehension – The World The United Kingdom	Reading Carousel				
Year 3	Reading Objectives:  *to read some year 3 and 4 common exception words from memory  *identify the main ideas drawn from 1 paragraph and summarise these  * identify how language, structure, and presentation contribute to meaning  * retrieve and record information from non-fiction  * to read and understand the meaning of words with the suffix – ous									
Spring 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6				
Year 3	Cracking Comprehension – Emergency Vehicles – Firefighters Emergency vehicles – Police  Cracking Carousel Cracking Comprehension – Comprehension – Comprehension – Comprehension – Comprehension – Comprehension – Rosa Parks Mary Seacole Reading Carousel									
	Reading Objectives:  *to read some year 3 and 4 common exception words from memory  *use dictionaries to check the meaning of words that they have read  *identify the main ideas drawn from more than 1 paragraph and summarise these  * retrieve and record information from non-fiction  * to read and understand the meaning of words with the prefixes in, im or il  * to read and understand the meaning of words with the prefix –ir  * to read and understand the meaning of words with the prefix –un  * to read and understand the meaning of words with the prefix –dis  * to read and understand the meaning of words with the prefix –mis									

				Summer 1								
	Week 1	Week 2	Weel		Week 4	Week 5	Week 6					
	VIPERS	Reading Carous				ERS	Reading carousel					
		Reading Objectives:										
	*to read some year 3 and 4 common exception words from memory											
r 3	-	*use dictionaries to check the meaning of words that they have read										
Year 3		*identify the main ideas drawn from more than 1 paragraph and summarise these										
	-	* to read and understand the meaning of words where s is sc										
	* to read and under	* to read and understand the meaning of words where the 'ai' sounds is ei, eigh or ey										
	* to read and under	stand the meaning o	of words where the i	sound spelt y elsew	here than at the end	l of words eg gypsy,	Egypt					
		•		Summer 2		·						
	Week 1	Week 2	Weel		Week 4	Week 5	Week 6					
	VIPERS	Reading Carous	el VIPERS	Reading	g Carousel VIP	ERS	Reading carousel					
	Reading Objectives:											
	*to read some year 3 and 4 common exception words from memory											
m	*use dictionaries to check the meaning of words that they have read											
Year 3	*identify the main ideas drawn from more than 1 paragraph and summarise these											
×	* to read and understand the meaning of words with the k sounds spelt ch											
		* to read and understand the meaning of words where sh sound is ch										
		* to read and understand the meaning of words ending in gue and –que words  * to read and understand the meaning of words with the prefix – super meaning above										
		•	of words with the pre		•							
			of words with the pro									
		g	•	Autumn 1								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7					
	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carouse	el Cracking					
<b>-</b>	Comprehension –		Comprehension –		Comprehension -	-	Comprehension –					
Year 4	The Children of		The Diary of a		Gangsta Granny		Mackerel and					
χ Κ	Green Knowe		Killer Cat		Better Known		Chips					
	War Boy		Harriet's Hare		Stories		Oliver Twist					
	Reading Objectives:											
	*identify the main id	deas drawn from mo	re than 1 paragraph	and summarise the	se							

- \*to read year 3 and 4 common exception words from memory
- \*identify the main ideas drawn from more than 1 paragraph and summarise these
- \* to read and understand the meaning of words with suffixes

\* to predict what might happen from details stated

Week 2

Week 1

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- \* to read and understand the meaning of words with the prefix re meaning to do again
- \* to read and understand the meaning of words with the prefix –sub
- \* to read and understand the meaning of words with the prefix inter meaning among or between
- \* to read and understand the meaning of words with the prefix super
- \* to read and understand the meaning of words with the prefix anti meaning against
- \* to read and understand the meaning of words with the prefix meaning self or auto

	* to read and under	rstand the meaning c	of words with the pre	fix meaning self or au	uto						
				Autumn 2							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel				
		Comprehension –		Comprehension –		Comprehension –					
		Knight Survival		Are you wasting		What is a robot?					
		Guide		good food?		Robots in films					
				Would you eat		and TV					
				less – than –		programmes					
				perfect fruit and							
ar 4				vegetables?							
Year	Reading Objectives	Reading Objectives:									
	,	•	n words from memoi	•							
				and summarise these							
		•		ix – ation to verbs to	make nouns						
		rstand the meaning o									
		rstand the meaning o									
		rstand the meaning o									
	* to draw inference	es such as inferring ch	naracters' feelings an	d thoughts							

Spring 1

Week 4

Week 5

Week 6

Week 3

	Cracking	Reading Carousel	Cracking	Reading Carousel	VIPERS	Reading Carouse					
	Comprehension –		Comprehension – A								
	Childhood Tracks		Small Dragon								
	Hot Food		The Spirit of Place								
	Reading Objectives:										
	* to draw inferences	* to draw inferences such as inferring characters' motives from their actions									
	*to read year 3 and 4	common exception wo	rds from memory								
	* to read and unders	tand the meaning of wo	rds with the suffix – ous								
			Spring 2								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6					
	VIPERS	Reading Carousel	VIPERS	Reading Carousel	VIPERS	Reading Carousel					
	VII LING	ricualing caroasci	VILLIVO	Reading Carouser	VII LING	Reading Carouser					
	Reading Objective:	reading editodser	VII LING	Reading Carousei	VII EI(S	Reading Carouser					
	Reading Objective: * to draw inferences	such as inferring charact	ters' motives from their a		VII ENS	ineading Carouser					
	Reading Objective:  * to draw inferences  *to read year 3 and 4	such as inferring charact	ters' motives from their a rds from memory	ctions		Reading Carouser					
4	Reading Objective:  * to draw inferences  *to read year 3 and 4  * to read and unders	such as inferring charact common exception wo tand the meaning of wo	ters' motives from their a rds from memory rds with suffixes in, im or	ctions		Reading Carouser					
ear 4	Reading Objective:  * to draw inferences  *to read year 3 and 4  * to read and unders	such as inferring charact	ters' motives from their a rds from memory rds with suffixes in, im or	ctions		Reading Carouser					
Year 4	Reading Objective:  * to draw inferences  *to read year 3 and 4  * to read and unders  * to read and unders	such as inferring charact common exception wo tand the meaning of wo	ters' motives from their a rds from memory rds with suffixes in, im or rds with the prefix –ir	ctions		Reading Carouser					
Year 4	Reading Objective:  * to draw inferences  *to read year 3 and 4  * to read and unders  * to read and unders  * to read and unders	such as inferring charact common exception wor tand the meaning of wor tand the meaning of wor	ters' motives from their a rds from memory rds with suffixes in, im or rds with the prefix –ir rds with the prefix –un	ctions		Reading Carouser					
Year 4	Reading Objective:  * to draw inferences  *to read year 3 and 4  * to read and unders  * to read and unders  * to read and unders  * to read and unders	such as inferring charact common exception wor tand the meaning of wor tand the meaning of wor tand the meaning of wor	ters' motives from their a rds from memory rds with suffixes in, im or rds with the prefix –ir rds with the prefix –un rds with the prefix –dis	ctions		Reading Carouser					
Year 4	Reading Objective:  * to draw inferences  *to read year 3 and 4  * to read and unders  * to read and unders  * to read and unders  * to read and unders	such as inferring charact common exception wor tand the meaning of wor tand the meaning of wor tand the meaning of wor tand the meaning of wor	ters' motives from their a rds from memory rds with suffixes in, im or rds with the prefix –ir rds with the prefix –un rds with the prefix –dis	ctions		Reading Carouser					
Year 4	Reading Objective:  * to draw inferences  *to read year 3 and 4  * to read and unders  * to read and unders  * to read and unders  * to read and unders	such as inferring charact common exception wor tand the meaning of wor tand the meaning of wor tand the meaning of wor tand the meaning of wor	ters' motives from their a rds from memory rds with suffixes in, im or rds with the prefix –ir rds with the prefix –un rds with the prefix –dis	ctions		Reading Carouser					

	Summer 1											
	Week 1	Week 6										
	VIPERS	Reading Carousel	VIPERS	Reading Carousel	VIPERS	Reading Carousel						
	Reading Objective –											
4	* to justify inferences with evidence											
Year	* to read all year 3 and 4 common exception words from memory											
۶	* to predict what might happen from what has been implied											
			Summer 2									
Ye ar 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6						
<b>→</b> 8 7	VIPERS	Reading Carousel	VIPERS	Reading Carousel	VIPERS	Reading Carousel						

- \* to justify inferences with evidence
- \* to read all year 3 and 4 common exception words from memory
- \* to predict what might happen from what has been implied

Autumn 1										
Week 1	Week 2	Week 3	Week 4	week 5	Week 6	Week 7				
Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking				
Comprehension –		Comprehension –		Comprehension –		Comprehension –				
Stig of the Dump		The cat who		Skellig		Robert the Bruce				
The Little White		walked by himself		Oranges in no		and the Spider				
Horse		The winged horse		mans land		A carrer in				
						witchcraft				

- \* to begin to read the Y5 and 6 common exception words
- \* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,
- \* to read and understand the meaning of words with the suffix cious
- \* to read and understand the meaning of words with the suffix –tious
- \* to read and understand the meaning of words with the ending —tial
- \* to read and understand the meaning of words ending in –ant and –ance
- \* to read and understand the meaning of words ending in –ence and ent
- \* to read and understand the meaning of words ending in -able
- \* to read and understand the meaning of words ending in –ible
- \*use dictionaries to check the spelling and meaning of words
- \* to learn a wide range of poetry by heart
- \* to prepare poems and plays to read aloud and to perform using intonation, tone and volume so that the meaning is clear to an audience

	Autumn 2										
	Week 1	Week 2	Week 3	Week 4	week 5	Week 6	Week 7				
	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel				
r 5		Comprehension –		Comprehension –		Comprehension –					
Yea		Granny		Thursday's child		Moon Tales					
		The Crime Solvers		Our friend		Zhou Chou and					
				Junning		the Three Beasts					

- \* to begin to read the Y5 and 6 common exception words
- \* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
- \* to read and understand the meaning of words with the suffix –ably and –ibly
- \*\* to read and understand the meaning of words with the suffix \_fer
- \*to read words with hyphens
- \*use dictionaries to check the meaning of words
- \* to learn a wide range of poetry by heart
- \* to prepare poems and plays to read aloud and to perform using intonation, tone and volume so that the meaning is clear to an audience
- \* to continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- \* to read books that are structured in different ways
- \* to read for a range of purposes

Spring 1	S	p	ri	n	g	1
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Week 1	Week 2	Week 3	Week 4	week 5	Week 6
Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel
Comprehension –		Comprehension –		Comprehension –	
Jacky Daydream		Just helping my		Life Explosion	
Sir Billy Butlin		family		The First Hominids	
		Mikael saves the day			

#### Reading Objectives –

- \* to continue to read the Y5 and 6 common exception words
- \* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions,
- \* summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- \*to read and understand words

containing the letter-string ough

- \* to read words with silent letters
- \* use the first 3 or 4 letters of a word to check the meaning of words in a dictionary
- \* to read myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- \* to read books that are structured in different ways
- \* to read for a range of purposes

	Spring 2									
	Week 1	Week 2	Week 3	Week 4	week 5	Week 6				
	VIPERS	Reading Carousel	VIPERS	Reading Carousel	VIPERS	Reading Carousel				
	Reading Objectives –									
	* to continue to read t	he Y5 and 6 common e	xception words							
	* drawing inferences su	uch as inferring characte	ers' feelings, thoughts an	d motives from their act	ions, and justifying infer	ences with evidence				
<b>ω</b>	* summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas									
Year 5	* use the first 3 or 4 let	ters of a word to check	meaning in a dictionary							
to recommend books that they have read to their peers, giving reasons for their choices										
	* to make comparisons	within and across book	S							
	* to read myths, legend	ds and traditional stories	s, modern fiction, fiction	from our literary heritag	ge, and books from other	cultures and				
	traditions									
	* to read books that are structured in different ways									
	* to read for a range of purposes									
			Summer 1							
	Week 1	Week 2	Week 3 VIPERS	Week 4	week 5	Week 6				
	VIPERS	Reading Carousel	Reading Carousel	VIPERS	Reading Carousel					
	Reading Objectives –									
	* to read most of the Y5 and 6 common exception words									
r.	* drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence									
Year 5	* summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas									
_	* to evalain and discuss	* to explain and discuss their understanding of what they have read, including through formal presentations  * to read myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and								
		_								
	* to read myths, legend	_				cultures and				
	* to read myths, legend traditions	ds and traditional stories	s, modern fiction, fiction			cultures and				
	* to read myths, legend traditions * to read books that ar	ds and traditional stories e structured in different	s, modern fiction, fiction			cultures and				
	* to read myths, legend traditions	ds and traditional stories e structured in different	, modern fiction, fiction ways	from our literary heritag		cultures and				
	* to read myths, legend traditions * to read books that ar * to read for a range of	ds and traditional stories e structured in different purposes	ways  Summer 2	from our literary heritag	ge, and books from other					
	* to read myths, legend traditions * to read books that ar * to read for a range of Week 1	ds and traditional stories e structured in different purposes Week 2	ways  Summer 2  Week 3	from our literary heritag  Week 4	ge, and books from other	Week 6				
	* to read myths, legend traditions * to read books that ar * to read for a range of Week 1 VIPERS	ds and traditional stories e structured in different purposes	ways  Summer 2	from our literary heritag	ge, and books from other					
Ю	* to read myths, legend traditions * to read books that ar * to read for a range of Week 1 VIPERS Reading Objectives —	ds and traditional stories e structured in different purposes  Week 2  Reading Carousel	s, modern fiction, fiction ways  Summer 2  Week 3  VIPERS	from our literary heritag  Week 4	ge, and books from other	Week 6				
Year 5	* to read myths, legend traditions  * to read books that ar  * to read for a range of  Week 1  VIPERS  Reading Objectives —  * to read most of the	ds and traditional stories e structured in different purposes  Week 2  Reading Carousel  75 and 6 common excep	Summer 2 Week 3 VIPERS tion words	from our literary heritag  Week 4	week 5 VIPERS	Week 6 Reading Carousel				

- \* to explain and discuss their understanding of what they have read, including through formal presentations
- \* to read myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- \* to read books that are structured in different ways
- \* to read for a range of purposes

Autumn 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking			
Comprehension –		Comprehension –		Comprehension –		Comprehension –			
The Railway		Just William		Shine		The Tempest			
Children		Why the whales		All summer in a		Julius Caesar			
Treasure Island		came		day					

- \* to read all the Y5 and 6 common exception words
- \* to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- \* to identify how language, structure and presentation contribute to meaning
- \* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- \* to distinguish between statements of fact and opinion
- \* to retrieve, record and present information from non-fiction
- \* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously
- \* to explain and discuss their understanding of what they have read, including through debates,
- \* to provide reasoned justifications for their views

	Autumn 2									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel	Cracking	Reading Carousel			
		Comprehension –		Comprehension –		Comprehension –				
		At last the jousts		How it works – A		The right not to				
		begin		magnetic		work				
		Boudicca –		compass						
9		Bringer of victory		First Aid						
Year	Reading Objectives	-								
×	* to read all the Y5	and 6 common excep	otion words							

- \* to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- \* to identify how language, structure and presentation contribute to meaning
- \* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- \* to distinguish between statements of fact and opinion
- \* to retrieve, record and present information from non-fiction
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- \* to explain and discuss their understanding of what they have read, including through debates,
- \* to provide reasoned justifications for their views

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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
VIPERS	Reading Carousel	VIPERS	Reading Carousel	VIPERS	Reading Carousel		

- \* to read all the Y5 and 6 common exception words
- \* to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- \* to identify how language, structure and presentation contribute to meaning
- \* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- \* to distinguish between statements of fact and opinion
- \* to retrieve, record and present information from non-fiction
- \* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously
- \* to explain and discuss their understanding of what they have read, including through debates,
- \* to provide reasoned justifications for their views

#### Spring 2

		- 69 -			
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
VIPERS	Reading Carousel	VIPERS	Reading Carousel	VIPERS	Reading Carousel

### Reading Objectives -

- \* to read all the Y5 and 6 common exception words
- \* to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- $\ensuremath{^{*}}$  to identify how language, structure and presentation contribute to meaning
- \* to discuss and evaluate how authors use language, including figurative language considering the impact on the reader
- \* to distinguish between statements of fact and opinion
- \* to retrieve, record and present information from non-fiction

- \* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously
- \* to explain and discuss their understanding of what they have read, including through debates,
- \* to provide reasoned justifications for their views

Summer 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
VIPERS	Reading Carousel	VIPERS	Reading Carousel	VIPERS	Reading Carousel	

- \* to read all the Y5 and 6 common exception words
- \* to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- \* to identify how language, structure and presentation contribute to meaning
- \* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- \* to distinguish between statements of fact and opinion
- \* to retrieve, record and present information from non-fiction
- \* to participate in discussions about books that they can read for themselves, building on their own and others' ideas and challenging views courteously
- \* to explain and discuss their understanding of what they have read, including through debates,
- \* to provide reasoned justifications for their views

Summer 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
VIPERS	Reading Carousel	VIPERS	Reading Carousel	VIPERS	Reading Carousel	

#### Reading Objectives -

- \* to read all the Y5 and 6 common exception words
- \* to summarise the ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- \* to identify how language, structure and presentation contribute to meaning
- \* to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- \* to distinguish between statements of fact and opinion
- \* to retrieve, record and present information from non-fiction
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- \* to explain and discuss their understanding of what they have read, including through debates,
- \* to provide reasoned justifications for their views

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