






| Superhero | Related Key Learning |
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| <p><u>Retrieving Rita</u></p>  | <ul style="list-style-type: none"> • <u>Sequence and discuss the main events in stories and recounts.</u> • Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. • <u>Check that texts make sense while reading and self-correct.</u> • <u>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when questions.</u> • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. |
| <p><u>Vocabulary Vera</u></p>  | <ul style="list-style-type: none"> • Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. • Identify, discuss and collect favourite words and phrases. • Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. |
| <p><u>Summarising Sid</u></p>  | <ul style="list-style-type: none"> • <u>Sequence and discuss the main events in stories and recounts.</u> • Orally retell a wider range of stories, fairy tales and traditional tales. • Retelling a wider range of stories fairytales and traditional tales. • Discussing how specific information is organised within a non-fiction text. E.g. text boxes, subheadings, contents, bullet points, glossary and diagrams. |
| <p><u>Inferring Izzy</u></p>  | <ul style="list-style-type: none"> • Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? • <u>Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why and how questions.</u> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. • <u>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</u> • <u>Make predictions based on what has been read so far.</u> |
| <p><u>Explaining Eric</u></p>  | <ul style="list-style-type: none"> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because.. • Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams • Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? • <u>Demonstrate understanding of fiction and non-fiction texts by asking and answering why, how questions.</u> • Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because... • <u>Make predictions based on what has been read so far.</u> |

Developing pleasure in reading and motivation to read

- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. Learning and reciting a range of poems using appropriate intonation.
- Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.
- Make personal reading choices and explain reasons for choices.
- Learn and recite a range of poems using appropriate intonation.

Participation in Discussion

- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Make contributions in whole class and group discussion.
- Consider other points of view.
- Listen and respond to contributions from others

Word Reading

- Check that texts make sense while reading and self-correct.