

Superhero	Related Key Learning
<p><u>Retrieving Rita</u></p> 	<ul style="list-style-type: none"> • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. • Prepare for research by identifying what is already known about the subject and key questions to structure the task. • Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. • Retrieve and record information from a range of non-fiction texts. • Scan for dates, numbers and names.
<p>Author's choice Aubrey</p> 	<ul style="list-style-type: none"> • Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. • Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. • Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.
<p>Vocabulary Vera</p> 	<ul style="list-style-type: none"> • Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. • Regularly listen to whole novels read aloud by the teacher. • Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. • Explain the meaning of key vocabulary within the context of the text. • Use dictionaries to check meanings of words in the texts that they read. • Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.

<p>Summarising Sid</p> 	<ul style="list-style-type: none"> • Orally retell a range of stories, including less familiar fairy stories, myths and legends. • Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals • Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text • Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say
<p>Inferring Izzy</p> 	<ul style="list-style-type: none"> • Make predictions based on information stated and implied. • Justify responses to the text using the PE prompt (Point + Evidence). • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
<p>Explaining Eric</p> 	<ul style="list-style-type: none"> • Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. • Justify responses to the text using the PE prompt (Point + Evidence). • Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams • Explain how paragraphs are used to order or build up ideas, and how they are linked.

- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Develop, agree on and evaluate rules for effective discussion.
- Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.
- Learn a range of poems by heart and rehearse for performance
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.