

## Reading Medium Term Plans

### Sea Otters

#### Autumn 1 & 2 BFG

To usually read fluently, decoding longer words with support, testing out different pronunciations. to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1)

To read aloud and to understand the meaning of new words they meet. to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1)

To read aloud and to understand the meaning of new words they meet. to read most Y3/Y4 exception words (as listed in Appendix 1), noting the unusual correspondences between spelling and sound, and where these occur in the word.

To develop a positive attitude to reading and understanding of what they read by:

- reading with an awareness of audience, (e.g. changes in intonation and pace);
- reading books that are structured in different ways for a range of purposes and participating in discussions about them;
- using appropriate terminology when discussing texts (plot, character, setting). to understand what they read, in books they can read independently, by:
  - predicting what might happen from details stated and implied.
  - drawing simple inferences with evidence such as inferring characters' feelings.

To retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.