





Hyde Park Schools Progression Map for Reading

Reception												
 Key Vocabulary	<u>End of year vocabulary for Fiction</u>				<u>End of year vocabulary for Poetry</u>				<u>End of year vocabulary for Non-fiction</u>			
	Title Front cover Back cover Author Illustrator Setting	Story words Beginning Middle End Character	Rhyme Repeated Poem Poet	Information Facts Real Truth Sequence		Out of order Finding out Contents page Picture/Photograph						
	<u>Autumn 1</u>		<u>Autumn 2</u>		<u>Spring 3</u>		<u>Spring 4</u>		<u>Summer 5</u>		<u>Summer 6</u>	
 Studied Texts with Tiered Vocabulary	Owl Babies Martin Waddell (Fiction)	<p>Tier 2: place, live, where, came, small, home, high, house, gone, thought, waited</p> <p>Tier 3: trunk, twigs, hunting, branch, ivy, swooped</p>	Little Acorns Melanie Joyce (Fiction)	<p>Tier 2: acorn, quickly, covered, ground, decided, snuggled, drew, buried, awaiting, finally, welcoming</p> <p>Tier 3: nut, season, autumn, winter, spring, summer, warm, cold, colours, read, orange, brown.</p>	First Book of Dinosaurs Mike Unwin (Non-Fiction)	<p>Tier 2: dinosaur, meat, hunt, spikes, bones, teeth, tail</p> <p>Tier 3: predator, attack, defend, carnivore, omnivore, herbivore, extinct, endangered, plant eater,</p>	The Very Hungry Caterpillar Erin Carle (Fiction)	<p>Tier 2: lay, tiny, look, ate through, salami, stomach ache, cocoon, nibbled, week</p> <p>Tier 3: beautiful, leaf, inside, pushed</p>	Hansel and Gretel Brothers Grimm (Fiction)	<p>Tier 2: Moonlight, crept, overheard, father, stepmother, poor, provide, suggested, further, plan</p> <p>Tier 3: family, sad, money, lost, found, trail, follow</p>	Oil! Get off our train! John Burningham (Fiction)	<p>Tier 2: Immediately, early, settle down, foggy, none, draining, ahead, oi, stuck, lots.</p> <p>Tier 3: Shovel, tusks, dirty, crane (bird) marshes, forest.</p>




	<p>Elmer David McKee (Fiction)</p>	<p>Tier 2: New, get, every, think, same, differ, want, play, change, herd</p> <p>Tier 3: different, hidden, camouflage, hide, sad, lonely</p>	<p>Don't hog the hedge Twinkl Original (Fiction)</p>	<p>Tier 2: Checklist, prepare, snuggled, tightly, cosy, drifting, caused, grumbled, admiring, heading, store, sleep</p> <p>Tier 3: hibernate, winter</p>	<p>Dance of the Dinosaurs Colin Hawkins and Jacqui Hawkins (Fiction)</p>	<p>Tier 2: flashed, stormy, shivered, roared, rumbled, tumbled, lashed, raging, swooping, lumbered</p> <p>Tier 3: lightning, storm, strange, lizard, grinned, desert, hullabaloo, volcano, fearsome, homeward, twinkling</p>	<p>The Little Red Hen Mary Mapes Dodge (Fiction)</p>	<p>Tier 2: wheat, mill, grind, flour, roll, plant, sow, seeds, cut, knead</p> <p>Tier 3: bake, bread, animal names, help, team</p>	<p>The Gingerbread Man Joseph Jacobs (Fiction)</p>	<p>Tier 2: tip, baking tray, sadly, yelling, good enough, lane, joined, chase, across, just then</p> <p>Tier 3: animal, names, farm, wood, fence, gate, river</p>	<p>The Great Explorer Chris Judge (Fiction)</p>	<p>Tier 2: Famous, morning, shocked, resolved, rescue studied, many, horizon, appeared, gigantic, leapt, eventually, decided, heavily, crept, decided</p> <p>Tier 3: Explorer, globe, world, binoculars, iceberg, aground, unhitched, Northern lights, coil, cliff, satellite.</p>
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	Gruffalo Julia Donaldson (Fiction)	Tier 2: deep, dark, terrible, roasted, tree-top, turnout, knobbly, tusks, stroll, wart, scrambled Tier 3: little, good, through, large, big, such, follow, ask, favourite, poisonous, logpile, feast	Harvey Slumfenburger John Burningham (Fiction)	Tier 2: far, reindeer, mountain, transport, crashed, temperature, sick Tier 3: tired, lonely, poor, distance, transport	Dinosaurs and all that rubbish Michael Foreman (Fiction)	Tier 2: stood, dreamed, climbed, reached, nowhere, factories, waste, fumes, launched Tier 3: nearby, burn, poured, piled up, build	Harry's Hazelnut Ruth J. Parsons (Fiction)	Tier 2: seed, hazelnut, plant, responsible, grow. Walking stick Tier 3: water, soil, warmth, old, grow, change, age, older,	Little Red Riding Hood Brothers Grimm (Fiction)	Tier 2: nightgown, grandmother, basket, visit, woodcutter, cape Tier 3: wolf, hide, trick, cruel	Emma Jane's Aeroplane Katie Hayworth (Fiction)	Tier 2: Dips, loops, proud, directions, view, deep, admire, wide, zoom, farewells, city Tier 3: travel, explore, world	Turtle Trouble Stuart MacDonald (Fiction)	Tier 2: pollute, plastic, danger, turtle, waste, damage, trapped, footprint Tier 3: sea life, ocean, recycle, re-use
Key Reads	Short Text linked to PSHRE: The Lion Inside <i>Rachel Bright</i>	Archaic Text: The Cat in the Hat (1957) <i>Dr Seuss</i>	Non-Linear Time Sequences: The Three Little Wolves and the Big Bad Pig <i>Eugene Trivizas</i>	Complexity of Narrator: Owl Babies <i>Martin Waddell</i>	Links to the Curriculum: Dinosaurs & All That Rubbish (Spring 3) <i>Michael Foreman</i>	Must Read Authors: We're Going on a Bear Hunt Michael Rosen The Gruffalo <i>Julia Donaldson</i> Sally and the Limpet <i>Simon James</i>								



 <p>Skills (From progression map)</p>	<p><u>From Early Years Framework:</u> ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		
Skills Progression			
<p>Retrieval</p>	<p><u>Skills</u> Answer basic questions orally.</p>	<p><u>Question Stems</u> <i>Who? What? When? Where? How? Why?</i> <i>What did you find out?</i> <i>What can you see on the front cover?</i></p>	<p><u>Sentence Stems</u> I know...</p>
<p>Inference</p>	<p><u>Skills:</u> Making and justifying inferences using the text.</p>	<p><i>Find and copy a group of words which show that...</i> <i>How do these words make the reader feel?</i> <i>How can you tell that...?</i> <i>Who is telling the story?</i></p>	<p><u>Sentence Stems</u> I think...</p>
<p>Prediction</p>	<p><u>Skills:</u> Anticipate key events. Make a prediction based on title page. Making prediction with rhymes and phrases. Predict how the story will end.</p>	<p><i>What might happen at the end of the story?</i> <i>What might happen in the story?</i> <i>What might happen next?</i></p>	<p><u>Sentence Stems</u> I think...</p>
<p>Sequencing</p>	<p><u>Skills:</u> To begin to be aware of the way stories are structured. To follow a story without pictures or props. To use pictures too sequence a story. To retell a story orally.</p>		<p><u>Sentence Stems</u> First... Then...</p>




Explaining	<p>Skills: Describe some events in detail.</p>	<p><i>Who is your favourite character?</i> <i>Why do you think...?</i> <i>Would you like to...?</i></p>	<p>Sentence Stems My favourite... is... because... I think... I would/ wouldn't like to...</p>			
Vocabulary	<p>Skills: To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are influenced by their experiences of books.</p>	<p><i>What does... mean?</i> <i>Which words mean the same?</i></p>	<p>Sentence Stems I think...</p>			
Poetry	<p>Forms of Poetry:</p> <table border="1" data-bbox="374 715 931 820"> <tr> <td data-bbox="374 715 560 820"><u>Archaeic:</u> Nursery Rhymes</td> <td data-bbox="560 715 745 820"><u>Genre:</u> Nursery Rhymes</td> <td data-bbox="745 715 931 820"><u>Performance:</u> Nursery Rhymes</td> </tr> </table>	<u>Archaeic:</u> Nursery Rhymes	<u>Genre:</u> Nursery Rhymes	<u>Performance:</u> Nursery Rhymes	<p>Listen, Discuss, Respond: Join in with predictable phrases. Recalling and joining in with nursery rhymes. -</p>	<p>Understanding Explain understanding of nursery rhymes including the characters and what happens within the nursery rhyme.</p>
<u>Archaeic:</u> Nursery Rhymes	<u>Genre:</u> Nursery Rhymes	<u>Performance:</u> Nursery Rhymes				



Year 1												
Key Vocabulary	End of year vocabulary for Fiction				End of year vocabulary for Poetry				End of year vocabulary for Non-fiction			
	Title	Story	Index page	Alphabetical order	Front cover	words	Glossary	Extract information	Back cover	Beginning		
	Author	Middle			End				Character			
	Illustrator	End			Character				Character			
	Setting	Character			Main character				Character			
	Blurb	Main character			Traditional Tale				Character			
	Narrator	Traditional Tale			Fairy Tale				Character			
	Fantasy	Fairy Tale							Character			
	Autumn 1		Autumn 2		Spring 3		Spring 4		Summer 5		Summer 6	
Studied Texts with Tiered Vocabulary	Enormous Turnip Irene Yeates (Fiction)	Tier 2:	Titles to be decided	Tier 2:	Comotion in the Ocean Giles Andreae (Fiction)	Tier 2:	Titles to be decided	Tier 2:	Where the Wild Things Are Maurice Sendak (Fiction)	Tier 2:	Titles to be decided	Tier 2:
		Tier 3:		Tier 3:		Tier 3:		Tier 3:		Tier 3:		Tier 3:
		To complete		To complete		To complete		To complete		To complete		To complete




	Not Now Bernard! David McKee (Fiction)	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	The Night Pirates Peter Harris (Fiction)	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete
Key Reads Proposed by Natasha and Josie in Summer Term – need to get checked by SLT.	Short Text linked to PSHRE: How to Catch a Star <i>Oliver Jeffers</i>	Archaic Text: The Tale of Peter Rabbit (1901) <i>Beatrix Potter</i>	Non-Linear Time Sequences: The Day the Crayons Quit <i>Drew Daywalt</i>	Complexity of Narrator: The Tiger Who Came to Tea <i>Judith Kerr</i>	Links to the Curriculum: Look Up! (Summer 6) <i>Nathan Bryon</i>	Must Read Authors: The Owl who was Afraid of the Dark <i>Jill Tomlinson</i>						
 Skills (From progression map)	<p>From National Curriculum: Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read, and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far 											



		<p><i>What might.....say about that?</i></p> <p><i>Can you draw what might happen next?</i></p>		
Sequencing	<p>Skills:</p> <p>Retell familiar stories orally e.g traditional tales. Sequence the events of a story they are familiar with. Begin to discuss how events are linked.</p>	<p>Question Stems</p> <p><i>What happens in the beginning of the story?</i> <i>Can you number these events in the story?</i> <i>How/where does the story start?</i> <i>What happened at the end of the....?</i> <i>What happened before that?</i> <i>Can you sequence the key moments in this story?</i></p>	Sentence Stems	
Explaining	<p>Skills:</p> <p>Give their opinions including likes and dislikes. Link what they read or hear to their own experiences. Explain clearly their understanding of what has been read to them. Express views about events or characters.</p>	<p>Question Stems</p> <p><i>Is there anything you would change about this story?</i> <i>What do you like about this text?</i> <i>Who is your favourite character? Why?</i> <i>Would you like to...?</i></p>	<p>Sentence Stems</p> <p>My favourite... is... because... I think... I would/ wouldn't like to...</p>	
Vocabulary	<p>Skills:</p> <p>Discussing word meanings, linking new meanings to those already known. Draw upon knowledge of vocabulary in order to understand the text. Join in with predictable phrases. Use vocabulary given by the teacher. Discuss their favourite words and phrases.</p>	<p>Question Stems</p> <p><i>What does the word ... mean in this sentence?</i> <i>Find and copy a word which means ...</i> <i>Which word in do you think is the most important?</i> <i>Why do you think this?</i> <i>Which words best describes the character/ setting?</i> <i>Which word do you think is the most important?</i> <i>Why do you think they repeat this word in the story?</i></p>	Sentence Stems	
Poetry	Forms of Poetry:		<p>Listen, Discuss, Respond:</p> <p>Listen and discuss a wide range of poems. Join in with predictable phrases. Appreciate rhymes and poems and recite some by heart. Discuss word meanings. Participate in discussions.</p>	<p>Understanding</p> <p>Draw on background knowledge and vocabulary Provided. Check text makes sense. Infer and predict on basis of what is said and done and has been ready so far. Explain understanding.</p>
	<u>Archaeic:</u>	<p><u>Genre:</u></p> <p>Shape Poetry</p>		



Year 2					
 Key Vocabulary	<u>End of year vocabulary for Fiction</u> Title Story Front cover words Back cover Beginning Author Dilemma Illustrator Resolution Setting End Blurb Character Narrator Main character Fantasy Traditional Tale Dialogue Fairy Tale Adventure Chapter		<u>End of year vocabulary for Poetry</u>		<u>End of year vocabulary for Non-fiction</u>
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 3</u>	<u>Spring 4</u>	<u>Summer 5</u>



<p>Studied Texts with Tiered Vocabulary</p>	<p>Jack and the Beanstalk Benjamin Tabart (Fiction)</p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p>The Lighthouse Keepers Lunch David Armitage (Fiction)</p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p>Diary of Samuel Pepys Samuel Pepys</p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p>A Bear called Paddington Michael Bond (Fiction)</p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p>James and the Giant Peach Roald Dahl (Fiction)</p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p><i>Titles to be decided</i></p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>
	<p>The Selfish Giant Oscar Wilde (Fiction)</p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p><i>Titles to be decided</i></p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p><i>Titles to be decided</i></p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p><i>Titles to be decided</i></p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p><i>Titles to be decided</i></p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>	<p><i>Titles to be decided</i></p>	<p><u>Tier 2:</u> <u>Tier 3:</u> To complete</p>
<p>* Year 2 Termly Texts will also include RWI Language and Literacy as part of Phonics Sessions</p>												
<p>Key Reads Proposed by Natasha and Josie in Summer Term – need to get checked by SLT.</p>	<p><u>Short Text linked to PSHRE:</u> After the Fall Dan Santat</p>	<p><u>Archaic Text:</u> The Magic Faraway Tree (1943) Enid Blyton</p>	<p><u>Non-Linear Time Sequences:</u> Voices in the Park Anthony Browne</p>	<p><u>Complexity of Narrator:</u> Fantastic Mr Fox Roald Dahl</p>	<p><u>Links to the Curriculum:</u> The Lighthouse Keeper’s Lunch (Autumn 2) David Armitage</p>	<p><u>Must Read Authors:</u> Claude Alex T. Smith The Adventures of Paddington Bear Michael Bond Flat Stanley Jeff Brown</p>						



Skills (From progression map)

From National Curriculum:

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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Skills Progression

	<u>Skills:</u>	<u>Question Stems</u>	<u>Sentence Stems</u>
Retrieval	Independently read and answer simple questions about what they have just read. Ask and answer retrieval questions. Draw on previously taught knowledge.	<i>Who? What? When? Where? How? Why?</i> <i>Who is/are the main character(s)?</i> <i>When/where is this story set? How do you know?</i> <i>Which is your favourite/worst/funniest/ scariest part of the story? Why?</i> <i>Tell me three facts you have learned from the text.</i>	It says in the text...




	<p>Remember significant event and key information about the text that they have read.</p> <p>Text marking to support retrieval of information (underlining/highlighting evidence) to directly quote.</p>	<p><i>Find the part where...</i></p> <p><i>What type of text is this?</i></p> <p><i>What happened to ... in the end of the story?</i></p>	
Inference	<p>Skills:</p> <p>Make inferences about characters' feelings using what they say and do.</p> <p>Infer basic points and begin, with support, to pick up on subtler references.</p> <p>Answering and asking questions and modifying answers as the story progresses.</p> <p>Use pictures or words to make inferences.</p>	<p>Question Stems</p> <p><i>What do you think.... means?</i></p> <p><i>Why do you think that?</i></p> <p><i>Why do you think...?</i></p> <p><i>How do you think....?</i></p> <p><i>When do you think...?</i></p> <p><i>Where do you think...?</i></p> <p><i>How has the author made us think that...?</i></p>	<p>Sentence Stems</p> <p>I think...</p>
Prediction	<p>Skills:</p> <p>Predicting what might happen on the basis of what has been read in terms of plot, character and language so far.</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Question Stems</p> <p><i>Where do you think.... will go next?</i></p> <p><i>What do you think... will say/do next?</i></p> <p><i>What do you think this book will be about? Why?</i></p> <p><i>How do you think that this will end? What makes you say that?</i></p> <p><i>Who do you think has done it?</i></p> <p><i>What might.... say about that?</i></p> <p><i>How does the choice of character affect what will happen next?</i></p>	<p>Sentence Stems</p> <p>I think...</p> <p>I think... because...</p> <p>I predict... because...</p>
Sequencing	<p>Skills:</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>Question Stems</p> <p><i>What happens in the story's opening?</i></p> <p><i>How/where does the story start?</i></p> <p><i>What happened at the end of the...?</i></p> <p><i>What is the dilemma in this story?</i></p> <p><i>How is it resolved?</i></p> <p><i>Can you summarise in 3 sentences the beginning, middle and end of this story?</i></p>	<p>Sentence Stems</p>



Explaining	Skills:			Question Stems	Sentence Stems My favourite... is... because... I think... I would/ wouldn't like to...
	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express their own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p>			<p><i>What is similar/different about two characters?</i></p> <p><i>Explain why... did that..</i></p> <p><i>Is this as good as...?</i></p> <p><i>Which is better and why?</i></p> <p><i>Does the picture help us? How?</i></p> <p><i>What would you do if you were...?</i></p> <p><i>Would you like to live in this setting? Why?</i></p> <p><i>Is there anything you would change in the story?</i></p> <p><i>Do you agree with the author's...? Why?</i></p>	
Vocabulary	Skills:			Question Stems	Sentence Stems
	<p>Discussing and clarifying the meanings of words; link new meanings to known vocabulary.</p> <p>Discussing their favourite words and phrases.</p> <p>Recognise some recurring language in texts.</p> <p>Identify alternative words that the author could have used.</p>			<p><i>Can you find a ... that tells/shows you that...?</i></p> <p><i>Why do you think that the author used the word...?</i></p> <p><i>Which other word on this page means the same as?</i></p> <p><i>Find an adjective in the text which describes...</i></p> <p><i>Which word do you think is most important in this section? Why?</i></p> <p><i>Which word best describes...?</i></p>	
Poetry	Forms of Poetry:			Listen, Discuss, Respond:	Understanding Draw on what they already know or on background information and vocabulary provided by the teacher. Check that it makes sense as they read. Ask and answer questions about the poem.
	<u>Archaeic:</u>	<u>Genre:</u> Acrostic Poetry	<u>Performance:</u> Please Mrs Butler <i>Allen Alhberg</i>		



Year 3					
 Key Vocabulary	<u>End of year vocabulary for Fiction</u> Title Front cover Back cover Author Illustrator Setting Blurb Narrator Fantasy Dialogue Adventure Plot Villain First Person		<u>End of year vocabulary for Poetry</u> Story words Introduction Build Up Dilemma Resolution End Character Main character Traditional Tale Fairy Tale Chapter Hero/Heroine Third Person		<u>End of year vocabulary for Non-fiction</u>
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 3</u>	<u>Spring 4</u>	<u>Summer 5</u>
				<u>Summer 6</u>	



<p>Studied Texts with Tiered Vocabulary</p>	<p>Comprehension Express</p>	<p>Tier 2:</p> <p>To complete</p>	<p>Comprehension Express</p>	<p>Tier 2:</p> <p>To complete</p>	<p><i>Titles to be decided</i></p>	<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>	<p><i>Titles to be decided</i></p>	<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>	<p><i>Titles to be decided</i></p>	<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>	<p><i>Titles to be decided</i></p>	<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>
		<p>Tier 3:</p> <p>To complete</p>		<p>Tier 3:</p> <p>To complete</p>		<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>		<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>		<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>		<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>
<p>Key Reads</p> <p>Some Changes which need agreement from SLT.</p>	<p>Short Text linked to PSHRE:</p> <p>Bears Don't Read Emma Chichester Clark</p>	<p>Archaic Text:</p> <p>Charlotte's Web (1952) E. B. White</p>	<p>Non-Linear Time Sequences:</p> <p>The Proudest Blue Ibtihaj Muhammad</p>	<p>Complexity of Narrator:</p> <p>The World According to Humphrey Betty G. Birney</p>	<p>Links to the Curriculum:</p> <p>The Egyptian Cinderella (Spring 3) Shirley Climo</p>	<p>Must Read Authors:</p> <p>The Sheep Pig Dick King Smith</p> <p>Iron Man Ted Hughes</p> <p>Cliffhanger Jacqueline Wilson</p>						

 Skills (From progression map)	<p>From National Curriculum: Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader’s interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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 		
Skills Progression			
Retrieval	<p style="text-align: center;"><u>Skills:</u></p> <p>Use contents page and subheadings to locate information.</p> <p>Learn the skill of ‘skim and scan’ to retrieve details.</p> <p>Begin to use quotations from the text.</p> <p>Retrieve and record information from a fiction text.</p> <p>Retrieve information from a non-fiction text</p>	<p style="text-align: center;"><u>Question Stems</u></p> <p><i>Who are the characters in this text?</i></p> <p><i>When / where is this story set? How do you know?</i></p> <p><i>Which part of the story best describes the setting?</i></p> <p><i>What do you think is happening here?</i></p> <p><i>What might this mean?</i></p> <p><i>How might I find the information quickly?</i></p> <p><i>What can I use to help me navigate this book?</i></p> <p><i>How would you describe the story?</i></p> <p><i>Whose perspective is the story told from?</i></p>	<p style="text-align: center;"><u>Sentence Stems</u></p> <p>It says in the text...</p>



<p>Inference</p>	<p>Skills:</p> <p>Children can infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Justify inferences by referencing a specific point in the text.</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make inferences about actions or events.</p>	<p>Question Stems</p> <p><i>What do you think.... means? Why do you think that?</i></p> <p><i>Why do you think...?</i></p> <p><i>How do you think....?</i></p> <p><i>Can you explain why....?</i></p> <p><i>What do these words mean and why do you think that the author chose them?</i></p> <p><i>Find and copy a group of words which show...?</i></p> <p><i>How does the description of ... show that they are...?</i></p> <p><i>Who is telling the story?</i></p> <p><i>Why has the character done this at this time?</i></p>	<p>Sentence Stems</p> <p>I think...</p>
<p>Prediction</p>	<p>Skills:</p> <p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>Question Stems</p> <p><i>Can you think of another story with a similar theme?</i></p> <p><i>Which other stories have openings like this?</i></p> <p><i>Do you think that this story will develop the same way?</i></p> <p><i>Why did the author choose this setting? Will that influence the story?</i></p> <p><i>What happened before this and what do you think will happen after?</i></p> <p><i>Do you think the setting will have an impact on plot moving forward?</i></p>	<p>Sentence Stems</p> <p>I think...</p> <p>I think... because...</p> <p>I predict... because...</p> <p>I believe/predict... because...</p>
<p>Sequencing and Summarising</p>	<p>Skills:</p> <p>Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Teachers begin to model how to record summary writing whilst children orally discuss.</p> <p>Identify themes from a wide range of books.</p>	<p>Question Stems</p> <p><i>What is the main point in this paragraph?</i></p> <p><i>Sum up what has happened so far in X words or less.</i></p> <p><i>Which is the most important point in these...?</i></p> <p><i>Do any sections/paragraphs deal with the same themes?</i></p> <p><i>Have you noticed any similarities between this text and any others you have read?</i></p>	<p>Sentence Stems</p>



	Make simple notes from one source of writing.	<i>What do I need to jot down to remember what I have read?</i>	
Explaining	<p>Skills:</p> <p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books. Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction. Recognise authorial choices and the purpose of these.</p>	<p>Question Stems</p> <p><i>What is similar/different about two characters? Explain why... did that. Describe different characters' reactions to the same event. What is similar/different? Is this as good as...? Which is better and why? Why do you think they chose to order the text in this way? What is the purpose of this text and who do you think it was written for? What is the author's viewpoint? How do you know? How are these two sections in the text linked?</i></p>	<p>Sentence Stems</p> <p>My favourite... is... because... I think... I would/ wouldn't like to...</p>
Vocabulary	<p>Skills:</p> <p>Use dictionaries or glossaries to check the meaning of words that they have read. Discuss words that capture the readers interest or imagination. Identify how language choices help build meaning. Find the meaning of new words using substitution within a sentence.</p>	<p>Question Stems</p> <p><i>What does this word/phrase/sentence tell you about the character/setting/mood? Can you find this word in the dictionary? By writing in this way, what effect has the author created? What other words/phrases could the author have used here? How has the author made you feel by writing...? Which word tells you that...? Find/highlight the word that is closest in meaning to...</i></p>	<p>Sentence Stems</p>
Poetry	Forms of Poetry:	Listen, Discuss, Respond:	Understanding



	<p><u>Archaic:</u> The Owl and the Pussycat (1871) <i>Edward Lear</i></p>	<p><u>Genre:</u> Haiku's and Tanka's <i>The Works of John Foster</i></p>	<p><u>Performance:</u> Life Doesn't Frighten Me at All <i>Maya Angelou</i></p>	<p>Listen to and discuss a wide range of poetry that is structured in different ways. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve understanding of a text. Draw inferences and justifying inferences with evidence. Identify main ideas drawn from more than one verse and summarising. Identify how language, structure, and presentation contribute to meaning.</p>
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Year 4					
 Key Vocabulary	<p><u>End of year vocabulary for Fiction</u></p> <p>Title Story Front cover words Back cover Introduction Author Build Up Illustrator Dilemma Setting Resolution Blurb End Narrator Character Fantasy Main character Dialogue Traditional Tale Adventure Fairy Tale Plot Chapter Villain Hero/Heroine First Person Third Person Genre Narrative Myth Legend</p>		<p><u>End of year vocabulary for Poetry</u></p>		<p><u>End of year vocabulary for Non-fiction</u></p>
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 3</u>	<u>Spring 4</u>	<u>Summer 5</u>



<p>Studied Texts with Tiered Vocabulary</p>	<p>Comprehension Express</p>	<p>Tier 2:</p> <p>To complete</p>	<p>Comprehension Express</p>	<p>Tier 2:</p> <p>To complete</p>	<p><i>Titles to be decided</i></p>	<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>	<p><i>Titles to be decided</i></p>	<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>	<p><i>Titles to be decided</i></p>	<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>	<p><i>Titles to be decided</i></p>	<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>
		<p>Tier 3:</p> <p>To complete</p>		<p>Tier 3:</p> <p>To complete</p>		<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>		<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>		<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>		<p>Tier 2:</p> <p>Tier 3:</p> <p>To complete</p>
<p>Key Reads</p>	<p>Short Text linked to PSHRE:</p> <p>The Dot <i>Peter H. Reynolds</i></p>	<p>Archaic Text:</p> <p>The Lion, the Witch and the Wardrobe (1950) <i>C.S.Lewis</i></p>	<p>Non-Linear Time Sequences:</p> <p>The Midnight Fox Betsy Byars</p>	<p>Complexity of Narrator:</p> <p>Witches <i>Roald Dahl</i></p>	<p>Links to the Curriculum:</p> <p>How to Train Your Dragon (Summer 5) <i>Cressida Cowell</i></p>	<p>Must Read Authors:</p> <p>Krindlekrax <i>Phillip Ridley</i></p> <p>Operation Gadgetman <i>Malorie Blackman</i></p> <p>Bill's New Frock <i>Anne Fine</i></p>						



Skills (From progression map)

From National Curriculum:

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader’s interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Skills Progression

	<u>Skills:</u>	<u>Question Stems</u>	<u>Sentence Stems</u>
Retrieval	Confidently skim and scan texts to record details. Using relevant quotes to support their answers to questions. Retrieve and record information from a fiction or non-fiction text.	<i>Find the... in this text. Is it anywhere else?</i> <i>When/where is this story set? How do you know?</i> <i>Find the part of the story that best describes the...</i> <i>What do you think is happening here? Why?</i> <i>Whose perspective is the story told by? How do you know?</i> <i>How can you use the subheading to help you here?</i>	It says in the text...



<p>Inference</p>	<p>Skills:</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</p> <p>Infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Consolidate the skill of justifying them using a specific reference point in the text.</p> <p>Use more than one piece of evidence to justify their answer</p>	<p>Question Stems</p> <p><i>What do you think.... means? Why do you think that? Could it be anything else?</i></p> <p><i>I think....; do you agree? Why / why not?</i></p> <p><i>How do you think....? Can you explain why....?</i></p> <p><i>Can you explain why based on two different pieces of evidence?</i></p> <p><i>What do these words mean and why do you think that the author chose them?</i></p> <p><i>Find and copy a group of words which show that...</i></p> <p><i>What impression of ...do you get from this paragraph?</i></p>	<p>Sentence Stems</p> <p>I think...</p>
<p>Prediction</p>	<p>Skills:</p> <p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<p>Question Stems</p> <p><i>Can you think of another text with a similar theme? How do their plots differ?</i></p> <p><i>Which stories have openings like this? Do you think that this story will develop the same way?</i></p> <p><i>Why did the author choose this setting? Will that influence the story?</i></p> <p><i>What does this paragraph suggest what will happen next? Do you think ... will happen?</i></p> <p><i>Explain your answers with evidence from the text.</i></p>	<p>Sentence Stems</p> <p>I think...</p> <p>I think... because...</p> <p>I predict... because...</p> <p>I believe/predict... because...</p> <p>As a result of... this will happen because...</p>
<p>Sequencing and Summarising</p>	<p>Skills:</p> <p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>Identifying main ideas drawn from more than one paragraph.</p> <p>Identify themes from a wide range of books.</p> <p>Summarise whole paragraphs, chapters or texts.</p> <p>Highlight key information and record it in bullet points, diagrams, maps etc.</p>	<p>Question Stems</p> <p><i>What is the main point in this paragraph? Is it mentioned anywhere else?</i></p> <p><i>Sum up what has happened so far in X words/seconds.</i></p> <p><i>Which is the most important point in these paragraphs? Why?</i></p> <p><i>Do any sections/paragraphs deal with the same themes?</i></p> <p><i>How might I record this to ensure the best possible outcome?</i></p>	<p>Sentence Stems</p>



Explaining	Skills:			Question Stems	Sentence Stems
	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Recognise authorial choices and the purpose of these.</p>				
Vocabulary	Skills:			Question Stems	Sentence Stems
	<p>Using dictionaries to check the meaning of words that they have read. Use a thesaurus to find synonyms. Discuss why words have been chosen and the effect these have on the reader.</p> <p>Explain how words capture the interest of the reader. Discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>Find the meaning of new words using the context of the sentence.</p>				
Poetry	Forms of Poetry:			Listen, Discuss, Respond:	Understanding
	<p><u>Archaic:</u> The Tyger (1794) William Blake</p>	<p><u>Genre:</u> Metaphor Poetry Don't Be Scared Carol Ann Duffy</p>	<p><u>Performance:</u> Macavity the Mystery Cat T. S. Eliot</p>		



					Identify how language, structure, and presentation contribute to meaning.
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Year 5												
	<u>End of year vocabulary for Fiction</u>				<u>End of year vocabulary for Poetry</u>				<u>End of year vocabulary for Non-fiction</u>			
	 Key Vocabulary	Title	Story									
	Front cover	words										
	Back cover	Introduction										
	Author	Build Up										
	Illustrator	Dilemma										
	Setting	Resolution										
	Blurb	End										
	Narrator	Character										
	Fantasy	Main character										
	Dialogue	Traditional Tale										
	Adventure	Fairy Tale										
	Plot	Chapter										
	Villain	Hero/Heroine										
	First Person	Third Person										
	Genre	Narrative										
	Myth	Legend										
	Perspective	Historical										
		Classic										
	<u>Autumn 1</u>		<u>Autumn 2</u>		<u>Spring 3</u>		<u>Spring 4</u>		<u>Summer 5</u>		<u>Summer 6</u>	
 Studied Texts with Tiered Vocabulary	Comprehension Express	<u>Tier 2:</u>	Comprehension Express	<u>Tier 2:</u>	<i>Titles to be decided</i>	<u>Tier 2:</u>	<i>Titles to be decided</i>	<u>Tier 2:</u>	<i>Titles to be decided</i>	<u>Tier 2:</u>	<i>Titles to be decided</i>	<u>Tier 2:</u>
		To complete		To complete		To complete		To complete		To complete		To complete
						<u>Tier 3:</u>		<u>Tier 3:</u>		<u>Tier 3:</u>		<u>Tier 3:</u>
						To complete		To complete		To complete		To complete



		Tier 3: To complete		Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete
Key Reads	Short Text linked to PSHRE: Rosie Revere, Engineer Andrea Beaty	Archaic Text: The Secret Garden (1911) Frances Hodgson Burnett	Non-Linear Time Sequences: The 1000 Year Old Boy Ross Welford	Complexity of Narrator: The Boy at the Back of the Class Onjali Q. Rauf	Links to the Curriculum: My Friend Walter (Spring 3) Michael Morpurgo	Must Read Authors: Journey to Jo'Burg Beverley Naidoo Secrets of the Sun King Emma Carroll Arctic Star Tom Palmer						
 Skills (From progression map)	<p><u>From National Curriculum:</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning 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>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views
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Skills Progression

	<u>Skills:</u>	<u>Question Stems</u>	<u>Sentence Stems</u>
Retrieval	<ul style="list-style-type: none"> • Confidently skim and scan, and also use the skill of reading before and after to retrieve information. • Use evidence from across larger sections of text. • Retrieve, record and present information from non-fiction texts. • Ask own questions and follow a line of enquiry. 	<p><i>Find the... in this text. Is it anywhere else?</i> <i>When/where is this story set? Find evidence in the text.</i> <i>Find the part of the story that best describes the...</i> <i>What do you think is happening here? Why?</i> <i>Who is telling this story?</i> <i>Can you skim/scan quickly to find the answer?</i></p>	<p>Sentence Stems It says in the text...</p>
Inference	<ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Make inferences about actions, feelings, events or states. 	<p style="text-align: center;"><u>Question Stems</u></p> <p>What do you think... means? Why do you think that? Could it be anything else? I think...; do you agree? Why/why not? Why do you think the author? decided to...?</p>	<p>Sentence Stems I think...</p>



	<ul style="list-style-type: none"> Use figurative language to infer meaning. Give one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text. 	<p>Can you explain why...? Can you give me evidence from somewhere else in the text?</p> <p>What do these words mean and why do you think that the author chose them?</p> <p>How does the author make you feel?</p> <p>What impression do you get from these paragraphs?</p>	
Prediction	<p>Skills:</p> <ul style="list-style-type: none"> Predicting what might happen from details stated and implied. Support predictions with relevant evidence from the text. Confirm and modify predictions as they read on. 	<p>Question Stems</p> <p><i>Can you think of another story with a similar theme? How do their plots differ?</i></p> <p><i>Which stories have openings like this? Do you think that this story will develop the same way?</i></p> <p><i>Why did the author choose this setting? Will that influence the story?</i></p>	<p>Sentence Stems</p> <p>I think...</p> <p>I think... because...</p> <p>I predict... because...</p> <p>I believe/predict... because...</p> <p>As a result of... this will happen because...</p> <p>Based on... I think/anticipate that...</p>
Sequencing and Summarising	<p>Skills:</p> <ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. Make connections between information across the text and include this as an answer. Discuss the themes or conventions from a chapter or text. Identify themes across a wide range of writing 	<p>Question Stems</p> <p><i>What is the main point in this paragraph? Is it mentioned anywhere else?</i></p> <p><i>Sum up what has happened so far in... words/seconds.</i></p> <p><i>Which is the most important point in these paragraphs? Why?</i></p> <p><i>Do any sections/paragraphs deal with the same themes?</i></p> <p><i>Can you find a text with a similar theme?</i></p>	<p>Sentence Stems</p>
Explaining	<p>Skills:</p> <ul style="list-style-type: none"> Provide increasingly reasoned justification for views. Recommend books for peers in detail. Give reasons for authorial choices. Begin to challenge points of view. 	<p>Question Stems</p> <p><i>What is similar/different about two characters? Did the author intend that?</i></p> <p><i>Explain why... did that.</i></p> <p><i>Describe different characters' reactions to the same event.</i></p> <p><i>Does this story have a moral?</i></p> <p><i>Which is better and why?</i></p>	<p>Sentence Stems</p> <p>My favourite... is... because...</p> <p>I think...</p> <p>I would/ wouldn't like to...</p>




	<ul style="list-style-type: none"> • Begin to distinguish between fact and opinion. Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<p><i>How is the text organised and what impact does this have on you as a reader?</i></p> <p><i>Why has the text been written this way?</i></p> <p><i>How can you tell whether it is fact and opinion?</i></p> <p><i>How is this text similar to the writing we're doing?</i></p> <p><i>How does the author engage the audience?</i></p>				
Vocabulary	<p style="text-align: center;"><u>Skills:</u></p> <ul style="list-style-type: none"> • Explore the meaning of words in context, confidently using a dictionary. • Discuss how the author's choice of language impacts the reader. • Evaluate the authors use of language. • Investigate alternative word choices that could be made. • Begin to look at the use of figurative language. • Use a thesaurus to find synonyms for a larger variety of words. • Re-write passages using alternative word choices. • Read around the word' and explore its meaning in the broader context of a section or paragraph. 	<p style="text-align: center;"><u>Question Stems</u></p> <p><i>Can you quickly find...in the dictionary and thesaurus?</i></p> <p><i>What does this word/phrase/sentence tell you about the character/setting/mood?</i></p> <p><i>By writing..., what effect has the author created? Do you think they intended to?</i></p> <p><i>What other words/phrases could the author have used here? Why?</i></p> <p><i>How has the author made you/this character feel by writing...? Why?</i></p> <p><i>Find and highlight the word which is closest in meaning to ...Find a word which demonstrates...</i></p> <p><i>Can you rewrite this in the style of the author using your own words?</i></p> <p><i>How have simile and metaphor been used here to enhance the text?</i></p>	<u>Sentence Stems</u>			
Poetry	<p style="text-align: center;"><u>Forms of Poetry:</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"><u>Archaic:</u> The Witches Chant (1606) <i>William Shakespeare</i></td> <td style="width: 33%; padding: 5px;"><u>Genre:</u> Cinquain Poetry <i>The Works of Adelaide Crapsey</i></td> <td style="width: 33%; padding: 5px;"><u>Performance:</u> From a Railway Carriage <i>R.L. Stephenson</i></td> </tr> </table>	<u>Archaic:</u> The Witches Chant (1606) <i>William Shakespeare</i>	<u>Genre:</u> Cinquain Poetry <i>The Works of Adelaide Crapsey</i>	<u>Performance:</u> From a Railway Carriage <i>R.L. Stephenson</i>	<p style="text-align: center;"><u>Listen, Discuss, Respond:</u></p> <p>Continue to read and discuss an increasingly wide range of poetry.</p> <p>Identify and discuss themes and conventions in and across a wide range of poetry.</p> <p>Make comparisons within and across poems.</p>	<u>Understanding</u>
<u>Archaic:</u> The Witches Chant (1606) <i>William Shakespeare</i>	<u>Genre:</u> Cinquain Poetry <i>The Works of Adelaide Crapsey</i>	<u>Performance:</u> From a Railway Carriage <i>R.L. Stephenson</i>				




				<p>Prepare poems to read aloud and perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>
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Year 6						
 Key Vocabulary	<u>End of year vocabulary for Fiction</u>		<u>End of year vocabulary for Poetry</u>		<u>End of year vocabulary for Non-fiction</u>	
	Title Front cover Back cover Author Illustrator Setting Blurb Narrator Fantasy Dialogue Adventure Plot Villain First Person Genre Myth Perspective Flashback	Story words Introduction Build Up Dilemma Resolution End Character Main character Traditional Tale Fairy Tale Chapter Hero/Heroine Protagonist Third Person Narrative Legend Historical Classic				
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 3</u>	<u>Spring 4</u>	<u>Summer 5</u>	<u>Summer 6</u>



 Studied Texts with Tiered Vocabulary	Reports (Non-Fiction)	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete
	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete	<i>Titles to be decided</i>	Tier 2: Tier 3: To complete
Key Reads	<u>Short Text linked to PSHRE:</u> The Boy, the Mole, the Fox and the Horse <i>Charlie Mackesy</i>	<u>Archaic Text:</u> The Hobbit (1937) <i>J. R. R. Tolkien</i>	<u>Non-Linear Time Sequences:</u> Holes <i>Louis Sachar</i>	<u>Complexity of Narrator:</u> Wonder <i>R. J. Palacio</i>	<u>Links to the Curriculum:</u> Anna at War (Spring 3) <i>Helen Peters</i>	<u>Must Read Authors:</u> Once <i>Morris Gleitzman</i> Welcome to Nowhere <i>Elizabeth Laird</i> The Terrible Thing That Happened to Barnaby Brocket <i>John Boyne</i>						



Skills (From progression map)

From National Curriculum:

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning 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

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Skills Progression



Retrieval	<u>Skills:</u>	<u>Question Stems</u>	<u>Sentence Stems</u> It says in the text...
Inference	<u>Skills:</u> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss how characters change and develop through texts by drawing inferences based on indirect clues. • Make inferences about events, feelings, states backing these up with evidence. • Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. • Draw evidence from different places across the text. 	<u>Question Stems</u> <p>What do you think... means? Why do you think that? Could it be anything else? I think....; do you agree? Why/why not? Why do you think the author decided to...? • Can you explain why...? What do these words mean and why do you think that the author chose them? How do other people's descriptions of ...show that...? Where else in the text can we find the answer to this question?</p>	<u>Sentence Stems</u> <p>I think... I think... because... I predict... because... I believe/predict... because... As a result of... this will happen because... Based on... I think/anticipate that... There is a high/low probability that...</p>
Prediction	<u>Skills:</u> <ul style="list-style-type: none"> • Predicting what might happen from details stated and implied. • Support predictions by using relevant evidence from the text. • Confirm and modify predictions in light of new information. 	<u>Question Stems</u> <p><i>Can you think of another story with a similar theme? How do their plots differ? Which stories have openings like this? Do you think that this story will develop the same way? Why did the author choose this setting? Will that influence the story?</i></p>	<u>Sentence Stems</u> <p>I think... I think... because... I predict... because... I believe/predict... because...</p>
Sequencing and Summarising	<u>Skills:</u> <ul style="list-style-type: none"> • Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. 	<u>Question Stems</u> <p><i>What is the main point of the text? Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? Sum up what has happened so far in... words/seconds. Can you read the text and summarise what has happened?</i></p>	<u>Sentence Stems</u>



	<ul style="list-style-type: none"> • Make comparisons across different books. • Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. 	<p><i>Which is the most important point in these paragraphs? Why?</i></p> <p><i>Do any sections/paragraphs deal with the same themes?</i></p>	
<p>Explaining</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Provide increasingly reasoned justification for views. • Recommend books for peers in detail. • Give reasons for authorial choices. • Begin to challenge points of view. • Begin to distinguish between fact and opinion. • Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Explain and discuss their understanding of what they have read, including through formal presentations and debates. • Distinguish between fact, opinion and bias explaining how they know this. 	<p><u>Question Stems</u></p> <p><i>What is similar/different about two characters?</i></p> <p><i>Did the author intend that?</i></p> <p><i>Explain why... did that.</i></p> <p><i>Describe different characters' reactions to the same event.</i></p> <p><i>Does this story have a moral?</i></p> <p><i>Which is better and why?</i></p> <p><i>Can you identify where the author has shown bias towards a particular character?</i></p> <p><i>Is it fact or is it opinion? How do you know?</i></p> <p><i>How does the author make you feel at this point in the story? Why did they do that?</i></p> <p><i>Can you explain it in a different way?</i></p>	<p><u>Sentence Stems</u></p> <p>My favourite... is... because...</p> <p>I think...</p> <p>I would/ wouldn't like to...</p>
<p>Vocabulary</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Evaluate how the authors' use of language impacts upon the reader. • Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • Discuss how presentation and structure contribute to meaning. • Explore the meaning of words in context by 'reading around the word' and independently 	<p><u>Question Stems</u></p> <p><i>What does this word/phrase/sentence tell you about the character/setting/mood?</i></p> <p><i>By writing..., what effect has the author created? Do you think they intended to?</i></p> <p><i>Can you find examples of simile, metaphor, hyperbole or personification in the text?</i></p> <p><i>Why has the text been organised in this way? Would you have done it differently?</i></p>	<p><u>Sentence Stems</u></p>



	<p>explore its meaning in the broader context of a section or paragraph.</p>	<p><i>What other words/phrases could the author have used here? Why?</i> <i>How has the author made you/this character feel by writing...? Why?</i></p>	
<p>Poetry</p>	<p>Forms of Poetry:</p>		<p><u>Listen, Discuss, Respond:</u></p> <p>Continue to read and discuss an increasingly wide range of poetry. Read poems that are structured in different ways. Increase familiarity with a wide range of poems from our literary heritage, and from other cultures and traditions.</p> <p>Recommend poems that they have read to their peers, giving reasons.</p> <p>Identify and discuss themes and conventions in and across a wide range of poetry.</p> <p>Make comparisons within and across poems.</p> <p>Learn a wider range of poetry by heart/</p> <p>Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience. Participate in discussions about poems, building on their own and others' ideas and challenging views courteously.</p>
	<p><u>Archaic:</u> Jabberwocky (1871) <i>Lewis Carroll</i></p>	<p><u>Genre:</u> Narrative Poetry The Highway Man <i>Alfred Noyse</i></p>	