

# Reading Curriculum Map

In Y5, I will respond to more complex questions where information may be before or after the key place in longer text extracts. I will find information from the whole text to find two or three acceptable points based on a question or statement. I will write more extended answers to inference questions by making a point, explaining reasons and using evidence from the text to justify my answer. I will develop my knowledge and understanding of unfamiliar words, using root words and suffixes to support me. I will explain the meaning of words that may vary according to the context, including synonyms and near synonyms.

In Y3, I will answer questions where the word in the question is not in the text and explain why events in a story happened. I will find more than one answer to a question in harder texts. I will describe how characters feel by linking this to their actions and events in the story, and begin to explain my reasons. I will make meaning from new and unfamiliar words to help me understand texts. I will find words - verbs, adjectives, adverbs - with similar meanings but understand that they may have a slightly different impact on the story.

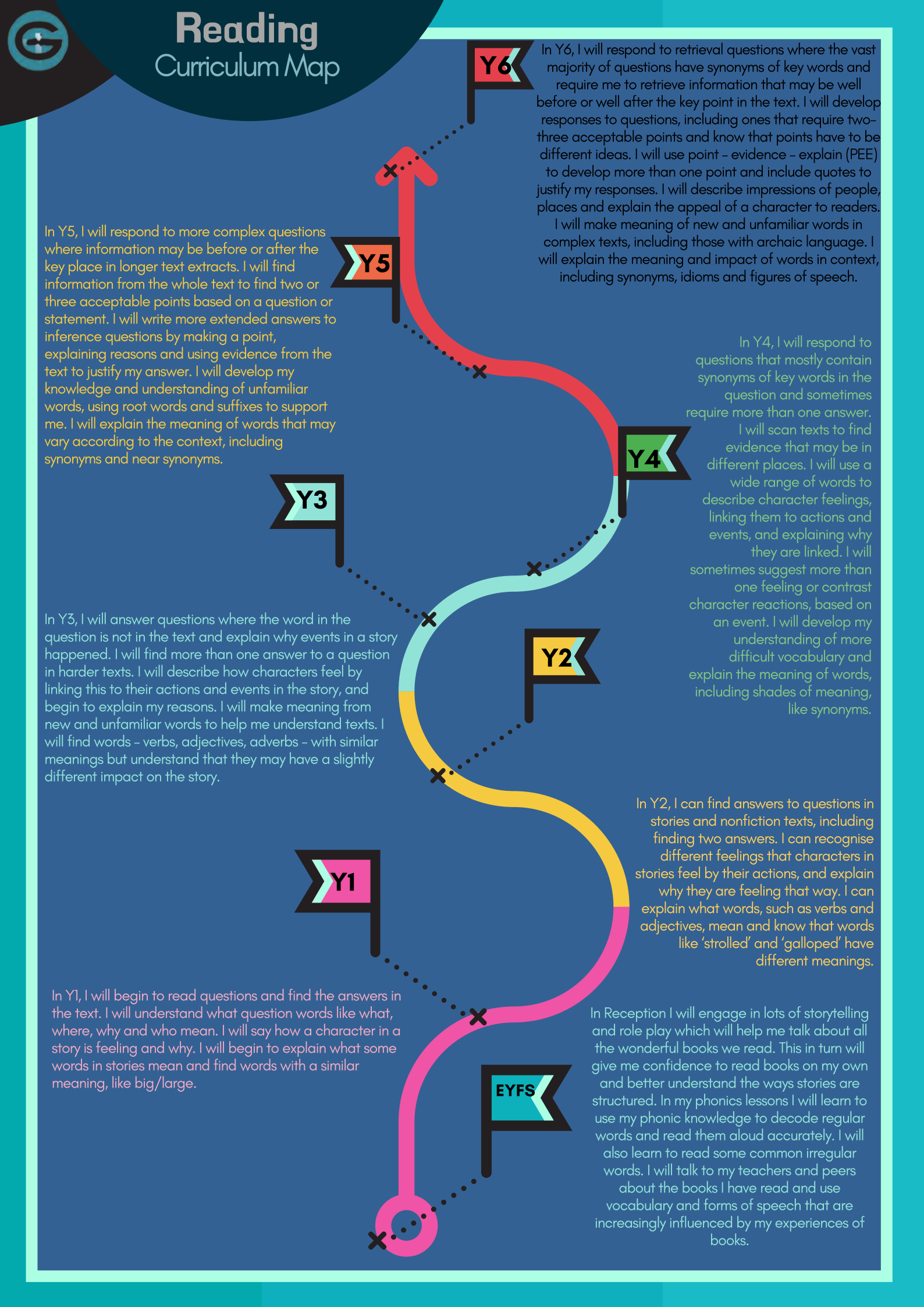
In Y1, I will begin to read questions and find the answers in the text. I will understand what question words like what, where, why and who mean. I will say how a character in a story is feeling and why. I will begin to explain what some words in stories mean and find words with a similar meaning, like big/large.

In Y6, I will respond to retrieval questions where the vast majority of questions have synonyms of key words and require me to retrieve information that may be well before or well after the key point in the text. I will develop responses to questions, including ones that require two-three acceptable points and know that points have to be different ideas. I will use point - evidence - explain (PEE) to develop more than one point and include quotes to justify my responses. I will describe impressions of people, places and explain the appeal of a character to readers. I will make meaning of new and unfamiliar words in complex texts, including those with archaic language. I will explain the meaning and impact of words in context, including synonyms, idioms and figures of speech.

In Y4, I will respond to questions that mostly contain synonyms of key words in the question and sometimes require more than one answer. I will scan texts to find evidence that may be in different places. I will use a wide range of words to describe character feelings, linking them to actions and events, and explaining why they are linked. I will sometimes suggest more than one feeling or contrast character reactions, based on an event. I will develop my understanding of more difficult vocabulary and explain the meaning of words, including shades of meaning, like synonyms.

In Y2, I can find answers to questions in stories and nonfiction texts, including finding two answers. I can recognise different feelings that characters in stories feel by their actions, and explain why they are feeling that way. I can explain what words, such as verbs and adjectives, mean and know that words like 'strolled' and 'galloped' have different meanings.

In Reception I will engage in lots of storytelling and role play which will help me talk about all the wonderful books we read. This in turn will give me confidence to read books on my own and better understand the ways stories are structured. In my phonics lessons I will learn to use my phonic knowledge to decode regular words and read them aloud accurately. I will also learn to read some common irregular words. I will talk to my teachers and peers about the books I have read and use vocabulary and forms of speech that are increasingly influenced by my experiences of books.





## Autumn Term – Marvellous Me!

### National Curriculum Coverage

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.
- Read a few common exception words matched to the school's phonic programme.

### What I learn

In this topic we read a wide range of fiction and non-fiction texts linked to ourselves, our families and our local community, using vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Pupils learn to apply their newly acquired phonic knowledge to read simple words and texts linked to the stories such as 'Marvelous Me', 'Funnybones', 'My Diwali' and 'Emergency'. They also begin reading 'ditties' in their phonics lessons. These are short, phonically decodable passages based on the letter sounds learned in Speed Sounds Set 1 (these are the most common sound-letter correspondences) and red words.

They begin to blend letter sounds, using Fred talk to Some pupils will progress to reading books levelled Green and beyond. These are fiction and nonfiction books carefully matched to their growing phonic knowledge. They are increasing their awareness of the way stories are structured, listening to stories with increasing attention and recall; describing main story settings, events and principal characters.

### Progression Pathway

In pre-school pupils have been given opportunities to develop their phonological awareness so they can hear and recognise rhyme, alliteration and the number of syllables in words.

This term, in Reception, the pupils will move on to learning the sounds for individual letters and blending them together to read simple words.

This will be further developed in term 2 where they will be introduced to letters groups and they will be expected to read simple phrases and sentences including some common exception words.



## Spring Term – Traditional Tales and adventures

### National Curriculum Coverage

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- 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, nonfiction, rhymes and poems and during role play.

### What I learn

During this term, the children engage in lots of role play and communal storytelling to build their story language, understanding of how stories are structured and can describe characters, settings and events. They will learn to recognise repeated refrains and well known phrases such as 'once upon and time' and 'happily ever after'. As their confidence grows, the children will be supported to read increasingly challenging texts in their phonics lessons, reading a range of red words and simple sentences. They say a sound for each letter in the alphabet and at least 10 digraphs. In the RWI Storytime sessions, children will be given access to fiction, non-fiction and poetry at a level beyond which they can read independently; understanding that they can use a nonfiction book to gather information about our topic

### Progression Pathway

In term 1, stories are shared with the pupils and they are encouraged to have conversations about text. This is further developed in term 2 as pupils are taught to retell and sequence stories and narratives in their own words, anticipate key events and describe the characters using recently introduced vocabulary.

In this term, pupils will build upon their phonic knowledge by learning letter groups, sounds for each letter and digraphs, reading simple phrases and sentences, including some common exception words.

In term 3 pupils progress to more challenging text and are supported to read with more fluency, drawing upon phonic, semantic and syntactic knowledge to read and understand unfamiliar words.



## Summer Term – Adventures around the world

### National Curriculum Coverage

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

### What I learn

During this term pupils are encouraged to be more independent readers who enjoy a wide range of fiction and non fiction texts, reading texts with increasing accuracy. They demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, also suggesting alternative endings to stories.

They will be supported to draw upon a range of strategies to read and understand unfamiliar words, reading irregular high frequency words and using phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.

They will be encouraged to write their own stories and read them aloud to others. They will continue to progress through the RWI levels and learn set 2 sounds which are the alternative vowel sounds ay ee igh ow oo oo ar or air ir ou oy.

### Progression Pathway

In term 2 pupils were taught to discuss stories in more detail and to act them out.

These skills are developed further in term 3 as pupils are taught to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. They develop confidence in word reading and the understanding and enjoyment of a text through re-reading books.

In year 1 this will be further developed as pupils will begin to read questions and find the answers in the text.



## Autumn Term 1 – Old Bear

### National Curriculum Coverage

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
- 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:
- 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
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### What I learn

As they enter year 1, pupils use the story 'Old Bear' (which links to their topic of toys through the ages) to begin to answer simple retrieval questions. In this introduction to retrieval, the words in the question directly match the text. They will start to understand that question words – who, where, what – have different meanings and develop an understanding that the answers can be found in what they read and hear. As they begin to answer simple retrieval questions, two multiple choice options will be given.

Pupils will be introduced to simple inference as they will begin to say how a character, like Old Bear, is feeling.

They will begin to build on their understanding of the meaning of words e.g. how tiny and small might have different meanings. They will begin to say what happens in the story.

The pupils will also read Toys, a non-fiction book which supports their topic on this subject and enables them to apply simple retrieval skills to gain information.

### Progression Pathway

The first half term in year 1 builds on the pupil's familiarity with reading and enjoying stories learnt in Reception. They will draw on their phonic knowledge to recognise and read unfamiliar words and link new meanings to those already known.

Previously, pupils were taught to discuss stories, answering simple questions about them verbally, and to act them out to support understanding.

Now, using a picture book, pupils learn to form answers to simple retrieval questions where the question word is found in the text or where there is a choice between two options. Images support their understanding of the text and inference skills and pupils make links between events and situations that take place in the story to their own experiences. They use this knowledge to inform predictions of what might happen. These skills will be developed further throughout the year as the pupils read larger chunks of text as their phonics skills develop and encounter a wider range of retrieval questions with varying question words.

Furthermore, pupils are exposed to a non-fiction text which gives background information related to the story.



## Autumn Term 2 – Traction Man

### National Curriculum Coverage

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
- 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:
- 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
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### What I learn

In the context of the story 'Traction Man', pupils answer simple retrieval questions where the words in the question directly match the text. They understand that question words – who, where, what, when – have different meanings. They develop their ability to answer simple retrieval questions by choosing from two options.

They say how a character is feeling e.g. happy, sad based on what they read and hear. They also develop their understanding of the different verbs which appear in the story (such as tiptoed, raced and crept) and the different meanings they have. They begin to say what happens in the story and sequence two to three events.

Alongside this fictional story, pupils will also have the opportunity to appreciate a range of rhymes and poems, exploring simple figurative language such as simple similes, and to recite some by heart.

### Progression Pathway

Last half term, pupils began to form answers to simple retrieval where the question word is found in the text or where there is a choice between two options, using images to support their understanding of the text and make predictions and inferences.

Our story in Autumn 2 enables pupils to practise and develop these skills within the context of a different genre. They begin to answer a wider range of questions. They complete a half given sentence with information from the text. Due to its humorous, light-hearted plot and colourful illustrations, this text develops the pupils' pleasure in reading whilst enabling them to practise retrieval and inference skills in an accessible format.

Furthermore, pupils will be introduced to a range of rhymes and poems, exposing them to a new text-type and style of writing which they will draw upon in Spring Term.

As they move into the Spring term, they will encounter texts with more complex narratives and develop their understanding of events and sequencing further as they begin to use conjunctions such as 'because' and 'so' to explain why things happen.



## Spring Term 1 – The Lighthouse Keeper's Lunch

### National Curriculum Coverage

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
- 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:
- 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
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### What I learn

Through the story of 'The Lighthouse Keeper's Lunch', pupils further develop their ability to answer retrieval questions, understanding that question words have different meanings and answer these by completing a half given sentence with information from the text.

They say how a character is feeling at different points in the story e.g. 'How does Grinlin feel now?' They develop their understanding of the different adjectives and verbs which appear in the story and the different meanings they have. They further develop their ability to say what happens in the story and to sequence the events as they explore the Lighthouse Keeper's plans.

Alongside this story, they will further explore figurative language through a range of winter themed poetry.

### Progression Pathway

This half term, pupils will build on their ability to answer retrieval questions in the context of a text which has a more complex narrative and a wider range of emotions to explore than stories read in Autumn term and Reception.

Building upon inference skills learnt in the Autumn term, pupils now encounter more complex characters with deeper layers of feelings and emotions to identify. Furthermore, they will evidence their understanding of the text through discussing events of the story as well as giving meaning to new and unfamiliar words which they will use with greater frequency in Key Stage 1. Later in year 2, pupils will develop this further as they use a much wider range of words (beyond happy and sad) to describe how characters feel.

The simple figurative language features children learnt through poetry in Autumn 2 will be explored in greater depth this term; furthermore, pupils will be able to make links between poems under a common theme. Pupils will draw upon this knowledge in year 2.



## Spring Term 2 - The Emperor's Egg

### National Curriculum Coverage

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
- 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:
- 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
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### What I learn

Through this fiction picture book, pupils use images and vocabulary to answer retrieval questions where the key words in question directly match the text. They continue to select from two options within multiple choice questions and use conjunctions like because and so to help them to explain why something has happened e.g. 'The father penguin sat on top of the egg because he wanted to keep it warm'. They form written answers by completing a half given sentence with information from the text.

Alongside this, the non-fiction text 'Antarctica' explores the setting of the Antarctic further and again uses precise words to describe geographical environments and climates which pupils may be less familiar with. This gives pupils an opportunity to explain their understanding of what is read to the and to draw both on what they already know about the topic and the vocabulary presented to them.

### Progression Pathway

Previously in Year 1, pupils learnt to answer retrieval questions using key words. They now progress to answering a wider range of retrieval questions within the context of a non-fiction text, which exposes pupils to a different genre in greater detail.

Having already begun to think about the meaning of words in Spring 1, this text gives pupils the opportunity to encounter subject specific vocabulary such as Antarctic, hatch and emperor. They will use their phonics knowledge to read new and unfamiliar vocabulary and draw upon the linked learning in their Topic lessons as well as vocabulary provided by the teacher.

These skills will be developed further in Year 2 when the pupils encounter tales and vocabulary from different countries, cultures and traditions which may be less familiar and more precise.





## Summer Term 1 – Man on the Moon

### National Curriculum Coverage

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
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- 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
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### What I learn

Through the story 'Man on the Moon', pupils talk about the story and answer simple retrieval questions. They develop their understanding of questions words and what these mean and look through the text to find the answers, sometimes from two multiple choice options.

Pupils further develop simple inference as they say how different characters are feeling and begin to use what is said and done by characters to infer simple feelings. They begin to build on their understanding of the meaning of words e.g. descriptive adjectives to describe what Bob sees in the setting.

Alongside this, 'My First Big Book of Space' enables pupils to approach retrieval questions from a non-fiction perspective. Here, pupils are introduced to small paragraphs and develop their knowledge of what a subheading is and how it guides the reader. They also draw meaning from illustrations and diagrams.

### Progression Pathway

Previously, in Reception and in Year 1, pupils have gained experience of saying what happens in a story. They now move on to being able to sequence the events in order.

This book provides a contrasting setting linked to their space topic, which enables comparisons to be made between their own experiences of adventure and the main character's.

Furthermore, the application of inference skills is further developed as children say how characters are feeling through what is being said and done. In Summer 2, this is deepened as pupils explicitly reference character emotions through actions.

Whilst pupils have encountered non-fiction texts previously, this text exposes pupils to slightly longer chunks of text from which to find the answers to retrieval questions and introduces them for the first time to headings and sub-headings, which they will explore further next half term.



## Summer Term 2 - The Tear Thief

### National Curriculum Coverage

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
- 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:
- 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
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

### What I learn

Through the story of 'The Tear Thief', children extend their ability to answer a range of retrieval questions, showing an understanding of what is required from the question words. They form answers from multiple choice options by completing a half given sentence with information from the text. They say how a character is feeling at different points in the story and why they might feel that way e.g. 'Why is the little girl crying?'.

The rich descriptions enable pupils to develop their awareness and understanding of lots of different adjectives, particularly colour. Pupils learn to say what the different verbs such as 'screaming' and 'sobbing' might mean in context further develop their ability to say what happens in the story and to sequence the events.

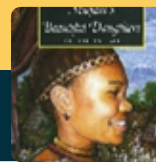
Alongside this, pupils consolidate and extend their understanding of technical vocabulary and their retrieval skills as they explore the non-fiction text 'Transport', linking new meaning to words they already know.

### Progression Pathway

Throughout year 1, pupils have had the opportunity to respond to a range of retrieval questions, mostly with key words in the question which pupils are able to find in the text. Now, as they begin to prepare for year 2, some synonyms are occasionally introduced within questions.

As they go forward into year 2, pupils will continue to use the question word understanding that they have gained (e.g. where asks for a place) but will become less reliant on picture clues to support their answers.

Pupil's grasp of vocabulary and reading fluency has developed significantly throughout Year 1 and this is reflected in the final term's text, with a greater emphasis on descriptive language. Using acquired skills and knowledge, pupils begin to understand the nuances of words in context which allows for greater clarity of understanding of the story as a whole, sequencing of events and making inferences and predictions based on what characters say and do. This will be developed further in Year 2 as they explore more complex texts and longer reads.



## Autumn Term 1 – Anansi / Mufaro's Beautiful Daughters

### National Curriculum Coverage

- develop pleasure in reading, motivation to read,
- 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
- 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.

### What I learn

These texts will introduce Year 2 pupils to traditional tales and folk tales linked to their topic of Africa. They build upon the skills of retrieval which they developed in Year 1, where there is no competing information and where the key word in the question can mostly be found in the text although sometimes with synonyms.

Pupils begin to recognise feelings and emotions through actions e.g. she is kneeling down because she is tired and exhausted. They begin to find evidence to fit a question or a statement and begin to justify an answer. Pupils will explain meaning of words, including shades of meaning from multiple choice. They explain why events happened in the story (e.g. she woke up early because she wanted to get to the prince before her sister).

Through Anansi and Mufaro's Beautiful daughters, pupils begin to develop an understanding that characters might be taught a lesson as a result of their action.

### Progression Pathway

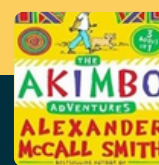
In year 1, pupils learnt to answer simple retrieval questions, using illustrations within picture books to support.

As they progress into year 2, they begin to rely less on picture cues to support their answers; they learn to spot synonyms sometimes in the text for key words in the question.

Their inference skills develop beyond their previous ability to say how a character feels as they are now asked to justify their answers based on what a character says or does. They take a closer look at characters, explaining what they are like and justifying how they know.

Building on what they learnt in year 1 about characters, pupils now become introduced to the notion of a moral of a story and begin to realise that characters might be taught a lesson based on their actions. Additionally, they learn conventions of traditional tales, building on the concept of 'themes' learnt through their winter poetry in year 1.

This idea of comeuppance will assist pupils later in year 2 as they begin to make predictions about what will happen next based on a character's actions.



## Autumn Term 2- Akimbo

### National Curriculum Coverage

- develop pleasure in reading, motivation to read,
- 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
- 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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### What I learn

'Akimbo' is the first introduction to a novel as pupils are presented with a larger, more substantial chunk of text with fewer images. In this text, pupils are exposed to lots of precise, less familiar vocabulary linked to the topic (such as 'game reserve') where they are required to make meaning. They learn to select a word with a similar meaning from a choice of options where some are clearly incorrect but more than one option is plausible.

Pupils answer a variety of retrieval questions, sometimes with synonyms for key words and develop their understanding of a range of questions words: what, where, who, when, how, why. Pupils practise scanning for answers which may be just before or just after the key point in the text and begin to explain why events happened. They indicate whether a statement is true or false where information is phrased the same in the text as in the question and sometimes, where information is phrased slightly differently in the text.

Using inference skills, pupils will choose the best option in multiple choice questions where some choices are not clearly incorrect and consider a range of reasons to justify an answer.

### Progression Pathway

This text provides a first introduction to the idea of a novel or longer, more substantial amount of text as children build up their reading stamina and fluency. Similarly, the expectations of questions and answers are greater: retrieval questions use an array of question words within a lesson and inference responses require pupils to delve into the 'why'.

The text introduces a rich and varied vocabulary of precise, subject specific words; pupils are able to draw on their inference skills and prior knowledge to make sense of new words.

This text moves pupils on from the fairy-tale and folktale-like characters from Autumn 1 onto more relatable characters with different depths and motivations. This idea of character will be developed further throughout year 2 and beyond.



## Spring Term 1 – Paddington

### National Curriculum Coverage

- develop pleasure in reading, motivation to read,
- 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
- 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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### What I learn

Linked to the Year 2 topic of London, 'Paddington' is a further, lengthier piece of text aimed at developing pleasure in reading.

Pupils will encounter a range of retrieval questions will often have the key question words in the text but sometimes involve synonyms of key words instead. They will be asked to find words with a particular meaning and will begin to predict what might happen to characters based on events in the story e.g. when Paddington leaves The Brown's house.

Pupils will make comparisons between this as an adventure story with other text types (such as fairy tales and traditional folk tales) that they have explored. They will find similarities and differences between characters such as Paddington and The Browns and explain differences using but, however and both.

### Progression Pathway

Following on from the previous half term, Paddington presents pupils with another lengthy book in which they are required to read larger chunks, checking that the text makes sense to the as they read.

They continue to retrieve information from the text, now scanning slightly longer sections of text for key words and meaning.

They begin to justify inference answers more, explain why they think what they do.

This will be developed further in years 2 and 3 as they move to scanning for answers which may be just before or just after the key point in the text and begin to explain why events might have happened.

Moving beyond identifying themes between similar text-types learnt earlier in the year and in Year 1, pupils begin to make comparisons between different stories and text-types that they have previously studied. This will be maintained as they progress through school, with comparisons given having greater depth and variety.



## Spring Term 2- The Great Fire Dogs

### National Curriculum Coverage

- develop pleasure in reading, motivation to read,
- 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
- 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.
- 

### What I learn

Linked to their topic of the Great Fire of London, this text enables pupils to delve into inference questions as they explore the thoughts and feelings of characters when faced with danger and high adventure.

They predict what might happen next based on what is being said and done and make predictions about what might happen next, drawing back on their knowledge of fire, how it starts and how it spreads and their understanding of fire-fighting and rescue.

Pupils are taught to recognise feeling and emotions through the actions of characters. They explain an emotion or thought due to events in the text and choose from choose the best option in multiple choice question where some choices are clearly incorrect.

### Progression Pathway

This half term builds on pupils existing understanding of inference. Previously, they were taught to say how a character might be feeling e.g. based on multiple choices. They now develop this further as they use their existing knowledge of fire and its consequences to help them to form ideas about character feelings and emotions. They look at what characters say and do and explain how events in the text link to this, not just character feelings.

This exploration of character thoughts, feelings and emotions will be further developed in subsequent units in which pupils will begin to look at character motivation and at how what they say and do out loud might be different to their internal thoughts and feelings.

Predictions, which have previously drawn mostly upon the text, will be made based on pupil's knowledge linked to Topic and their own experiences. They will be increasingly detailed in content and supported with evidence as pupils progress through the school.



## Summer Term 1 – Bill's New Frock

### National Curriculum Coverage

- develop pleasure in reading, motivation to read,
- 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
- 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.
- 

### What I learn

Through this classic novel, which explores gender inequality, pupils further develop their retrieval and inference skills as they follow the protagonist as he goes about his day after waking up as a girl.

They identify key words in the question and then scan the text to locate the answer. Pupils will learn how to approach and answer these types of questions when key words and ideas may be explicit and also, in more challenging questions, when there may be synonyms or paraphrasing of the key idea.

Pupils discover that relevant information may be located in different parts of the text or there may be competing information making the selection of information more challenging. They build inference as they see the character from different perspectives and identify how and why he is treated differently to what he might have expected that day.

### Progression Pathway

The content of this book will help develop pupil's love of reading as they tackle the engaging topic of gender inequality; this is a step beyond what they delved into when reading 'Mufaro's Beautiful Daughters' in Autumn 1.

Previously, pupils have been taught to answer simple retrieval questions where the key words in the question were explicit in the text. This half-term, they are provided with further opportunities to encounter more challenging retrieval questions, where synonyms or paraphrasing of the key idea may be involved.

They now begin looking at larger sections of texts and paragraphs to locate the information they seek to retrieve. This will continue to be developed in year 3 as pupils learn to scan to locate a key idea, word or phrase and begin to understand that the information they require may come before or after it and that they may need to read further around the word.



## Summer Term 2 - George's Marvellous Medicine

### National Curriculum Coverage

- develop pleasure in reading, motivation to read,
- 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
- 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.

### What I learn

George's Marvellous Medicine is a humorous novel which enables pupils to build upon and develop their retrieval and inference skills. They develop their ability to understand what a question word (such as who, where, when, why) requires of them and to find the answer within the text, both when the key words/phrases from the question are visible in the text and when they need to identify a synonym.

There is a wide range of characters to explore in terms of characteristics (traits) and motive in relation to each other and events in the text. They use known experiences about ingesting chemicals to make predictions about what will happen next (e.g. what will happen to Grandma when she swallows the gunpowder?). Pupils will find sources of evidence from the text to support statements made e.g. 'mum is worried because she frowns'.

Humorous word-play is a feature of this book which also uses a range of synonyms for nouns and verbs that enable the children to begin to consider shades of meaning and their impact. Pupils will identify the meaning of words from multiple choice options within context, using knowledge of vocabulary.

### Progression Pathway

Throughout year 2, pupils have built their ability to answer simple retrieval questions where the key words in the question were explicit in the text and - sometimes - where synonyms or paraphrasing of the key idea has been involved.

They now begin looking at larger sections of texts and paragraphs to locate the information they seek to retrieve.

This will continue to be developed in year 3 as pupils learn to scan to locate a key idea, word or phrase and begin to understand that the information they require may come before or after it and that they may need to read further around the word.

Pupils should be familiar with inferring the meaning of unfamiliar or unknown words; they will have to use these inference skills to understand shades of meaning and made-up words, which are a feature of this book. Their understanding of nuance, synonyms and idioms continues to develop in year 3 and beyond.





## Autumn Term 1 – Greek Myths

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

'Greek myths' introduces year 3 pupils to stories from ancient times linked to their topic. Some retrieval questions have the same key word or phrase in the question as in the text but there are now more retrieval questions where they have to find a synonym. They scan texts to find answers in texts of increasing length, including making choices for multiple choice questions.

Inference questions mainly focus on character feelings and pupils extend the range of words to describe feelings, for example, to show how Daedalus feels when he is imprisoned, thus linking feelings to events in the story. The pupils are introduced a range of new vocabulary associated with myths, some of which they make meaning from. Verbs and adverbs are a focus, as well as nouns such as labyrinth.

The pupils have the opportunity to study a non-fiction text based on Ancient Greece which provides facts about their topic and gives them opportunities to use sub-headings and complete tables.

### Progression Pathway

In year 2, pupils developed their ability to answer simple retrieval questions where the key words in the question was explicit in the text and – sometimes – where synonyms or paraphrasing of the key idea has been involved.

As they move into year 3, they build on this through more complex texts such as Greek myths. They now learn to scan to locate a key idea, word or phrase and begin to understand that the information they require may come before or after it and that they may need to read further around the word. They will continue to develop this throughout year 3 across a range of different genres.

As in year 1 and 2, pupils supplement their knowledge of the core text with a linked Topic and non-fiction text. However, they will be exposed to a broader range of new vocabulary.

Furthermore, the non-fiction text will introduce pupils to a structurally different book through the use of sub-headings to organise ideas; this is further developed throughout year 3.



## Autumn Term 2- The Iron Man

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

In the context of 'The Iron Man', pupils focus on retrieval of questions with synonyms for key words and develop their understanding of a range of questions words: what, where, who, when, how, why. Pupils will practise scanning for answers which may be just before or just after the key point in the text and explain why begin to explain why events happened.

In inference questions, character feelings will often be explored through actions, for example, the Iron Man's 'burning eyes,' as well as events. They choose the best option in multiple choice questions where the options are mostly plausible.

The Iron Man is a rich source of vocabulary including shades of meaning, for example, verbs like 'swooped', as well as subject -specific vocabulary linked to metal. The pupils also explore figurative language and how to explain the meaning of a word in context.

Robotics is the non-fiction book to complement The Iron Man, comparing real-life technology with this fictional figure. This book provides a good opportunity for word meaning including technical vocabulary.

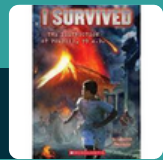
They further explore figurative language through a range of winter themed poetry.

### Progression Pathway

In year 2, pupils inferred how characters were feeling based mainly on character actions. Now, in year 3, they begin to recognise a wider range of feelings and emotions through character actions and events which take place in the story. As they develop this ability, they progress onto finding more than one reason for character feelings, giving evidence as to why they think that.

Pupils will consolidate their scanning skills when answering retrieval questions and begin to explain why events took place using evidence from the text and own knowledge/experience to supplement.

Advancing from year 2, pupils will build on their knowledge and understanding of how figurative language contributes to meaning through their study of winter themed poetry; they will unpick the different meanings of words and phrases in context and how they have been used to capture the reader's imagination.



## Spring Term 1 – I Survived Pompeii

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

Linked to the Year 3 history topic of Romans, 'I Survived the Destruction of Pompeii' retrieval questions often have synonyms of key words in text. They include 'why' questions to explain events from the text, and true or false questions with similar wording or ideas.

Within whole texts, pupils find two or more acceptable points and begin to order events chronologically with some different wording from the text. The pupils select words to infer character feelings as well as a character's personality, explaining their reasons.

'I Survived the Destruction of Pompeii' introduces the children to subject-specific words linked to Roman times, some of which will be learned but with opportunities to make meaning from unfamiliar words.

Linking to their topic, the non-fiction text 'Volcanoes' enables children to retrieve factual information in a range of forms including diagrams.

### Progression Pathway

In year 2, pupils retrieved information from texts based mainly on questions in which the key word in the question was also to be found in the text.

In year 3, they develop the ability to find synonyms of key words to answer retrieval questions.

As they progress, they find more than one response to a question and begin to retrieve information where there is more competing information in the text.

Progressing from inferring character feelings, pupils begin to make impressions of characters' personalities and justify their reasons for these.

In non-fiction, pupils read from a text combining a range of layout features. They retrieve factual information with both words and diagrams, building on previous learning using one or the other.



## Spring Term 2 – Roman Diary

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

'Roman diary' will enable pupils to experience a first-person account of events, responding to 'why' questions to explain why events happened, where the question does not have the same word as in the text. Retrieval questions build on the previous learning with fewer questions that use key words in them and finding more than one appropriate point.

The pupils will select words to infer character feelings as well as a character's personality, explaining their reasons and begin to find evidence to support an idea. Pupils use their developing knowledge of words to understand the text and be able to explain the meaning of a word in context, including multiple choice questions.

The non-fiction book 'Romans in Britain' enables pupils to understand the impact of Romans on life in Britain. They have the opportunity to explore chronology through timelines and tables.

### Progression Pathway

Previously, pupils have explained the meaning of words in context and begun to consider shades of meaning (e.g. huge, big, loud, long). Now, in year 3, they develop this skill further as they make meaning from new and unfamiliar words in more complex texts.

As they progress on, pupils build their vocabulary and make links between words they know and those they are unfamiliar with, including multiple choice.

Progressing from Spring 1's non-fiction text, the 'Romans in Britain' book introduces further new layout features for pupils to interpret and gain meaning from, such as timelines and tables. This introduction to chronology is a strand that follows through into History-linked, non-fiction texts in Year 3 and beyond.

Furthermore, the pupils begin to look at longer pieces of text and summarise ideas/information from multiple paragraphs when analysing aspects of the Romans.



## Summer Term 1 – Secrets of a Sun King

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

The historical adventure, 'Secrets of a Sun King', linked to the topic on Egypt, will introduce Year 3 to more a complex plot and a wide range of story settings. Questions have more competing information on a page that makes retrieval more challenging. The focus continues to be finding more than more correct response and ordering more complex events.

With inference questions, pupils find evidence to fit a question or statement as well as making own inferences from the text. They explain their reasons for a feeling.

Like other historical books studied in Year 3, 'Secrets of a Sun King' introduces a range of language linked to their topic. Pupils make meaning from unfamiliar words to support their understanding of a text and its key ideas. They apply their knowledge of words in context to understand shades of meaning.

Based on famous archaeologist Howard Carter (who is a key character in Secrets of a Sun King), this term's non-fiction book explores historical facts and enables pupils to infer meaning in different ways.

### Progression Pathway

In year 3, pupils have developed their ability to answer inference questions. They have begun to find evidence within the text to support their answers. Through this text, they develop the ability to find evidence linked to a statement or question.

Moving towards year 4, pupils begin to find different sources of evidence from the text to answer questions or support statements, including more than one piece of evidence.

Pupils build on their understanding of chronology from their previous term's non-fiction book and increase their familiarity with historical texts, continuing this in Year 4.



## Summer Term 2- The Firework-Maker's Daughter

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

In Summer 2, 'The Firework Maker's Daughter', a traditional tale, pupils build on retrieval skills from previous terms, including scanning a text to find two acceptable points, completing a table, responding to true or false statements, and explaining and ordering events.

Pupils begin to infer more than one reason for a character's feeling or action, or for why an event happened, and begin to explain the reason for their choice. They are able to discuss a character's personality and why they act as they do. For example, Lila's reckless decision to go on a dangerous quest. The pupils develop a greater understanding of synonyms to show shades of meaning and explain the reasons for their choices, choosing words with a similar meaning.

The non-fiction text 'Journey Along The River Nile', provides the opportunity to explore a wide range of subjects relating to the river, including wildlife and energy. Using sub-headings and diagrams, pupils identify how facts have been organised to support retrieval.

### Progression Pathway

Pupils are now familiar with finding information within the text to answer retrieval questions. Now, they develop the ability to find evidence just before or just after a key word or point in the text, sometimes where there is more competing information in the text.

As they progress into year 4, pupils build further on this through a wider range of increasingly complex texts.

When reading their non-fiction book, pupils build on their ability to draw information from variety of features, retrieving information and summarising ideas from multiple paragraphs under sub-headings as well as making inferences and drawing conclusions from diagrams.



## Autumn Term 1 – Varjak Paw

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

Varjak Paw is a more complex narrative with many changes of setting and a character who is an ancestral spirit that appears sporadically throughout the story. Many questions based on this text have synonyms of key words and phrases in the question rather than direct references.

Scanning for information in response to a question involves reading before or after the key point in the text, and two points may be required. Inference questions linked to character feelings require a wider range of words to recognise emotions more precisely, for example, embarrassed, astounded.

Pupils explain character emotion by linking their feelings to actions, ideas and events in the text. They explore and compare character traits, linking these to evidence. They develop inference skills by looking for clues based on key word or phrase in the question.

Varjak Paw introduces many examples of high level vocabulary, and enables pupils to make meaning from new and unfamiliar words through context. They explain the meaning of a word in context, often through multiple choice.

### Progression Pathway

In year 3, pupils learnt to retrieve information from texts where the key word was often evident.

In year 4, many questions require the children to locate synonyms of key words or phrases within a question. As they progress through the various core texts, they build confidence in doing this, improving their skills and speed in scanning.

Inference questions will progress from year 3, with a wider range of questions requiring comparison and opinion, as well as looking into character motives.

Predictions made by the pupils are more advanced, requiring analysis and summary of several paragraphs to create informed questions and suggestions about the plot.



## Autumn Term 2 – Charlie and the Chocolate Factory

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

The classic story, 'Charlie and the Chocolate Factory', further builds on the pupil's skills in finding synonyms of key words and phrases within questions. There is often competing information within a text making retrieval more challenging and in multiple choice questions, two or more questions may sound credible as the correct response. They will complete tables using information that may be located in different parts of the text.

Pupils continue to link character emotion to events by recognising the synonym or paraphrase in the text (e.g. bad news- something was wrong). They choose best option(s) in multiple choice inference questions where options are reasonable and similar. They explain why characters feel or behave as they do, including character motive.

The author's viewpoint is a feature of this book, particularly in reference to characters, which can be implicit (inference) or explicit. With its creative use of verbs to describe, for example, the chewing gum machine, Charlie and the Chocolate Factory offers lots of opportunities to explore shades of meaning linked to verb synonyms. Pupils make meaning of more complex words and begin to explain. Pupils choose synonyms of words to explain their meaning and begin to describe their impact on the reader.

In our poetry week, pupils explore figurative language based on winter poems describing the weather.

### Progression Pathway

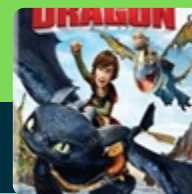
Pupils have encountered multiple choice style questions where some choices are obviously incorrect and some may be more credible. Now, in year 4, there is a greater number of options which are reasonable or similar in wording/style to make choice more challenging. Moving forwards, they extend upon this by giving reasons to explain their choices.

Progressing from previous summaries, pupils now need to sequence the order of events after reading through substantial sections of text.

The author's viewpoint allows for a different approach to inference questions: more complex and unknown words will be explained in context whilst character descriptions have an additional layer of complexity. This aids pupils when tackling future texts with a greater variety in style.

Building on figurative language exploration in previous poetry topics, pupils in year 4 will delve into features which require deeper understanding, such as how figurative language creates atmosphere.





## Spring Term 1 – How to train your Dragon

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

This humorous fantasy story, 'How to Train Your Dragon', enables pupils to respond to retrieval questions, finding more than one appropriate response, and complete tables where information is located in different parts of the text. True or false statements use synonyms of the words or events in the text.

Character feelings, through actions or events in the text, will be defined and explained, referring to evidence in the text. Pupils infer other ideas (not linked to character feelings) and give one or more reasons to justify response.

They learn new precise vocabulary e.g. cacophony and continue to develop skills understanding meaning of unfamiliar words using context and knowledge of prefixes to support. Some of the text has an ironic tone, reflecting character feelings in a slightly different, non-literal way.

With its creative use of adjectives, 'How to Train Your Dragon' offers opportunities to explore a range of adjectives, verb and adverbs for shades of meaning. Pupils explain nuances of words based on the context and choose synonyms to show their understanding.

### Progression Pathway

In previous texts, pupils began to explore shades of meaning and why particular words may have been chosen. Pupils now move on to discussing the nuances of words based on the context and explaining the shades of meaning in further detail and the impact this has on the reader. Moving forwards, they extend on this by giving further synonyms of words from the text.

Pupils will begin to give multiple reasons to justify their inferences, and inferences will not exclusively revolve around character feelings.

Furthermore, due to reading multiple humorous books, pupils are now able to identify how the author uses humour to enhance the text and make meaning from this.



## Spring Term 2 - The Explorer

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

Linked to the topic on the Amazon, 'The Explorer' is set in the 1950s and enables pupils to negotiate an unfamiliar world (no mobiles) and using language from the recent past. In this complex text, the pupils have to access responses from a text containing competing information. They are required to find two or more points from different parts of the text and order key events in chronological order where statements have different wording from the text.

Inference through character speech and action is a feature of this novel so pupils focus on more developed responses to questions, often based on one or two different emotions. Pupils explain their reasons by referring to the text. In multiple choice questions, some choices will be similar or all will seem plausible.

This book contains precise vocabulary to describe the rainforest as well as descriptive and precise phrases throughout the narrative. Pupils use the context to gain understanding of words chosen by the author and consider other words with similar meanings.

### Progression Pathway

In previous texts, pupils have learnt to make meaning from new and unfamiliar words in more complex texts. Now, as they build their vocabulary, they make links between words they know and those they are unfamiliar with and make meaning through prefixes and suffixes. This skill will be developed further as they begin to use knowledge of root words and associated meanings.

Also in previous texts, they have had to order events. This is now made more challenging by the wording in the question being different to the wording in the text: pupils will have to combine summarising skills and understanding words in context.

Similarly, when selecting from multiple-choice questions, many answers could be retrieved from the text. However, now several answers could seem plausible; pupils will need to ask themselves questions to improve their understanding of the text and overcome this challenge. These skills will develop as they move further up the school.



## Summer Term 1 – Krindlekrax

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

Krindlekrax is humorous novel from which pupils continue to develop higher level retrieval skills – synonyms of key words/phrases in the question and more than one response required. There are opportunities for true or false questions where statements are synonyms or false statements are summarised to sound similar or plausible.

There is a wide range of characters to explore in terms of characteristics (traits) and motive in relation to each other and events in the text. Pupils will find different sources of evidence from the text to support statements made. There are elements of suspense that are explored through inference questions, for example, the weather and shadows.

Humorous word-play is a feature of this book which also uses a range of synonyms for nouns and verbs that enable the pupils to consider shades of meaning and their impact. Pupils explain the meaning of words (with and without multiple choice) in context, using knowledge of vocabulary.

### Progression Pathway

In previous texts pupils develop the ability to find evidence linked to a statement or question. This term, the pupils begin to find difference sources of evidence from the text to answer questions or support statements, including where there is more than one piece of evidence. As they develop these skills, they will begin to do this more across pages in larger text extracts and where there is more competing information.

When identifying suspense linked to the setting, pupils use similar skills to those taught in their Autumn 2 poetry unit where they identified figurative devices to create atmosphere.

Through their exposure to a variety of texts and genres, pupils will now be able to make informed predictions using implied details. This continues to develop as they read more complex and varied texts.



## Summer Term 2 - The Lion, the Witch and the Wardrobe

### National Curriculum Coverage

- develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends
- discussing words and phrases that capture the reader's interest and imagination
- 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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

### What I learn

A classic novel, *The Lion, the Witch and the Wardrobe* enables Year 4 pupils to follow a range of characters within a complex plot. They are required to find two or more points from different parts of the text and order key events in chronological order where statements have different wording from the text or may be summaries.

Character traits and motivation are strong elements in a story where there are extremes of good and evil (and more ambiguous/confused characters like Edmund). Pupils consider a range of reasons to justify an answer to an inference question and give more than one reason for a character feeling, action, motivation or event in the story.

They begin to look at ways the author describes a setting and consider atmosphere through description. *The Lion, the Witch and the Wardrobe*, as well as looking at more mature themes, uses old-fashioned, formal language reflecting the post-war period. Descriptive language, including verbs and adjectives, is used to support children's understanding of synonyms and shades of meaning.

### Progression Pathway

Pupils have the ability to find evidence just before or just after a key word or point in the text, sometimes where there is more competing information in the text. Now, they use these skills to complete tables and retrieve answers from more complex and larger extracts.

This becomes more challenging later in year 5 as questions may be worded in a way which might be deliberately misleading.

Some characters will be more nuanced than in previous texts: they have to make inferences about characters with conflicting/ambiguous feelings and motives.

Pupils are able to explain the meaning of words in a new context, as they will come across more old-fashioned vocabulary within a more complexly themed plot. This is developed further in some of the books they study in year 5 and 6.



## Autumn Term 1 – Street Child

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

Based in London in the Victorian Times, 'Street Child' is a complex narrative, with many changes in setting. Based on more substantial amounts of text, the pupils respond to retrieval questions where most questions will have a synonym of a key word or phrase in the question which is different to the text. Information is located in different or separate parts of the text. True or false questions are more ambiguous in their wording with similar, plausible options to choose from.

When responding to inference questions, pupils extend their range of words to describe character emotions, for example, deflated, melancholy, and develop their understanding of shades of meaning. They explain how events in the text affect character feelings, referring to the text to justify their responses. They form first impressions of people, such as Mr Spink, and places, like the workhouse, and explain their reasons.

As well as words specifically linked to the Victorian era, pupils make meaning of new and unfamiliar words, including explaining figurative language. For example, the 'creature' that flutters within Jim, expressing his desire for freedom. Many new words may be understood through knowledge of prefixes and suffixes to support meaning.

### Progression Pathway

In year 4, pupils became familiar with questions which required them to locate synonyms of key words or phrases within a question.

In this text they develop their speed of scanning and confidence in answering these questions and begin to answer true or false questions with more ambiguous wording and with similar, plausible options to choose from. Later, in year 6, the wording or ideas may be very similar or use more complex vocabulary.

Compared to previous years, pupils extend their range of words to describe character emotions.

They build on their ability to evaluate figurative language learnt in previous years, including how it is used to contribute to character actions and emotions. This is further developed in Spring term and year 6.



## Autumn Term 2 – Stormbreaker

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

Stormbreaker, a spy novel, enables pupils to find two or more ideas for a question based on character or setting. Due to references to previous events, the pupils explore different time shifts when retrieving information. There are opportunities for more extended responses, for example, finding positive or negative aspects about an element of the text, for example, the breaker's yard where the car is crushed.

Character traits and personalities are explored: the main character is courageous, daring and has a sense of justice; other characters are dangerous, exploitative and malevolent. Pupils build on describing their impressions of people (Mr Blunt) and places (MI5), using inference to justify their opinion.

This book develops pupil's knowledge of vocabulary relating to gadgets and technology. There are opportunities to look at shades of meaning through precise verbs and adverbs, exploring how word meaning can change according to context.

### Progression Pathway

In previous texts, pupils have encountered multiple choice style questions where there is a greater number of options which are reasonable or similar in wording/style to make choice more challenging. Now, they extend upon this by giving reasons to explain their choices.

As they move into year 6, most answers sound plausible (e.g. ideas already mentioned in the text) and as such the pupils need to select the best fit based on the wording of the question.

This is the first spy novel that the pupils have studied. However, they will be able to draw comparisons with adventure themes that they learnt in years 3 and 4.

Predictions made will show greater depth than in previous years: they require the pupils to address multiple characters' motives within a complex plot and they need to factor in events that took place in the past as well as the present.



## Spring Term 1 – Wolf Brother

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

A fantasy novel, *Wolf Brother* introduces a range of diverse characters (from different clans) in an unfamiliar, dark world. Retrieval questions require the pupils to find information located in different parts of the text and refer back to previous events. There is high level vocabulary in this book and true or false questions have ambiguous wording to make this task more challenging.

There is a strong link between character feelings and actions, with both people and animals showing a range of emotions in reaction to extreme circumstances. The setting and events impact on character feelings; pupils use point – evidence – explain (PEE) to explain character feelings precisely.

Multiple choice inference questions have reasonable or similar options. There is a huge amount of precise vocabulary related to the setting and the period in which this story is set. Verbs and adverbs are used effectively to show the tension as Torak attempts to survive in the most challenging, dangerous conditions. Pupils have many new words to explore how synonyms affect meaning as well as making meaning of unfamiliar words through context and knowledge of suffixes/prefixes.

### Progression Pathway

In previous texts, pupils began to make links between words they know and those they are unfamiliar with and make meaning through prefixes and suffixes.

Now, they develop this skill with more complex vocabulary and in larger, more complex texts. Pupils use their skills of making sense of unknown and made up words taught in year 4 stories and apply this to words and phrases with greater complexity in this story and later in year 6.

This skill will be developed further as they begin to use knowledge of root words and associated meanings to support understanding.

Inferences about character will be more detailed, drawing upon events and the setting and using evidence from more than paragraph to build character profile and make predictions.

Furthermore, pupils are exposed for the first time the written perspective of two characters; this style is used in the next year 5 book but with greater contrast between characters' feelings and interpretations.



## Spring Term 2 – Guardians of the Wild Unicorns

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

Another fantasy novel, Guardians of the Wild Unicorns goes into unfamiliar territory and the characters explore a mythical beast. In this text there is much changing of character perspective (two first-person narrators) and this makes retrieval questions more challenging and allows for comparisons. Pupils need to find two or more acceptable responses to a question, ensuring that responses are very different, and will complete tables to show summarised information.

As this book links to issues of justice and conservation, peer interactions and friendship, characters demonstrate a wide range of emotions. Pupils will infer why characters feel as they do, referring to actions/inaction, speech, events in the text using PEE to justify reasons within more developed responses. They begin to find more than one emotion to describe character's feelings.

High level vocabulary enables pupils to explain words in context, including synonyms and near synonyms. They also choose synonyms and near synonyms in multiple choice questions where there are plausible word definitions.

### Progression Pathway

In previous texts, pupils began to find different sources of evidence from the text to answer questions or support statements, including where there was more than one piece of evidence.

Now, they will begin to do this across two or more pages, in larger text extracts where there is more competing information. This will be continued into year 6 with increasing speed and accuracy.

Pupils make comparisons between this fantasy novel and others they have read in years 4 and 5, exploring the common themes and conventions. Furthermore, they will draw upon their experience of multiple character perspective from year 5 Spring 1 but with greater emphasis on contrast between characters.

Pupils will also draw comparisons between the text and real-life issues, both global and personal, incorporating discussion and debate. This sets a foundation for a core theme of the next book of study, Floodlands.





## Summer Term 1 – Floodland

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one paragraph, identifying key details that support the main ideas
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- 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.

### What I learn

The dystopian novel, *Floodland*, explores character reactions to increasingly difficult and dangerous situations. Building on retrieval skills, year 5 pupils continue to find two or more ideas/points from a text located across two or more pages. They order events where the statements are paraphrased and events may not be close together in text.

*Floodland* provides a great opportunity for inference based on character and setting – characters are complex and settings have a huge impact on their lives. Pupils explain how events and situations affect characters, justifying reasons by referring to the text. Multiple choice inference questions have reasonable, similar or ambiguously worded options. They may have two choices or 'both' connected to character traits or feelings e.g. is Zoe selfish/brave or both?, explaining their reasons.

In *Floodland*, there is a lot of vocabulary linked to seas and coastlines for pupils to learn, and understand how words can enhance meaning. Character interaction – speech and action – creates opportunities to explain words in context precisely, choosing synonyms and near synonyms that support inference as well as meaning

### Progression Pathway

Pupils have the ability to find evidence just before or just after a key word or point in the text and have begun to use these skills to complete tables. Now, questions may be worded in a way which might be deliberately misleading and information may be located well before or well after a key point in the text.

In year 6, relevant information may be located well before or well after a key point in the text or at various other points in the text.

Progressing from year 5 Spring 2, this story addresses themes of global scale that impacts the main character. Furthermore, themes of morality are delved into in greater detail, building on ideas earlier in year 4 and 5.

Multiple choice inference questions require greater discernment to interpret and lays foundations for the depth of inference and interpretation skills required in year 6.



## Summer Term 2 – Kensuke's Kingdom

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

Kensuke's Kingdom looks at the growing relationship between two contrasting characters on an island and explores their values. Scanning requires looking across a larger amount of text and pupils search for the positives and/or negatives about an element of the text, focusing on Michael's situation on the island.

Pupils form impressions of the setting and evaluate its positives and negatives. They explore the main character, Michael's feelings and the way in which his feelings and attitudes change towards Kensuke. Children develop their responses to show a range of contrasting feelings based on events in the text. They find different sources of information in different parts of the text to support a statement or question.

Kensuke's Kingdom uses lots of description and figurative language to describe settings – the sea and the island – creating atmosphere. Pupils explain the meaning of a word in context and choose suitable synonyms and near synonyms to show an understanding of word meaning. In multiple choice options, choices may be similar and plausible, requiring children to choose a 'best fit.'

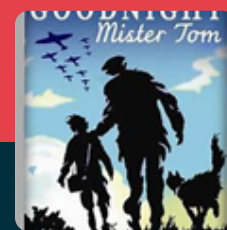
### Progression Pathway

This term, pupils develop their inference skills further by forming impressions of both characters and settings. This builds on skills they have already obtained on forming impressions of characters and settings independently.

They begin to evaluate positive and negative aspects and how attitudes might change. Based on details stated and implied, they make and adapt predictions as characters' attitudes change.

In year 6, pupils consolidate these skills by forming impressions of characters, setting, relationships and atmosphere.

Pupils further explore how authors use figurative language and make links back to previous areas of study (year 5 and earlier). Their responses are nuanced and show a greater depth of understanding of the meaning behind the figurative language choice. This sets foundations for year 6, where the children make comparisons between figurative language choices and analysing why the writer selected a particular figurative device, word or phrase as opposed to an alternate one.



## Autumn Term 1 – Goodnight Mr Tom

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

Based in a village in Somerset, *Goodnight Mr Tom* explores the experiences of two contrasting characters at the start of World War 2. In year 6, the vast majority of retrieval questions have synonyms of key words and phrases in the question compared to the text. When scanning the text to find a key point, the appropriate information may be located well before or well after the key point. Pupils are required to find two points for many questions.

They describe emotions using precise adjectives that directly relate to character feelings based on events in the text, for example, agitated or dejected, explaining their reasons. For extended responses, they give two reasons for feelings, including contrasting or mixed feelings, referring to the text. Other inference questions focus on general non-character-based inference, for example, showing evidence of life in the village, attitudes of the villagers or the use of pathetic fallacy to create mood.

The pupils make meaning from new and unfamiliar words within complex texts, including the use of precise verbs and adverbs, and particular to this book, historical references, dialect and idioms. They choose words with a similar meaning, for example, selecting from a synonym from a page or paragraph.

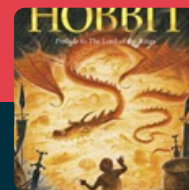
### Progression Pathway

In year 5, pupils developed their speed of scanning and confidence in answering retrieval questions which required them to locate synonyms of key words or phrases within a question. They were also required to find two or more key points.

Now, they retrieve from a whole text and find two or three acceptable points, knowing that the points are different (not repeating the same point). Furthermore, they will go beyond simple "true or false" statements when deciding if something is fact or opinion, rather looking at how the statement or quote has been presented to discern an accurate answer.

When answering inference questions, pupils are expected to give extended responses with greater frequency and accuracy than in year 5. They draw upon knowledge learnt in Topic lessons and other experiences to support in making inferences about character motives, thoughts and feelings in relation to setting and action.

Progressing from previous years, they deepen their understanding of why the author chooses specific figurative devices and are introduced to the concept of pathetic fallacy; which will be further interrogated in KS3



## Autumn Term 2 – The Hobbit

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

The Hobbit is a complex text that uses old-fashioned language, retrieval questions have more competing information which makes retrieval more challenging. Pupils have to scan and eliminate similar but not appropriate information. They may be required to find two/three points in response to a question and find information that is distributed across two-three pages. True or false questions will have statements with very similar wording or ideas, or more complex vocabulary.

Inference questions focus on the characteristics of the different, varied characters and their feelings and motivation. Pupils use evidence to justify their responses and refer to the text using quotes as evidence, including quotation marks (PEE). Another type of inference question will focus on the author's voice or point of view, recognising this as a distinct feature separate from the narrative. Pupils form impressions of people, based on actions/description, places, and atmosphere as well as relationships, justifying reasons for choice.

Using their knowledge of root words, prefixes and suffixes, pupils make meaning from unknown words, many of which are old-fashioned and unfamiliar in modern texts. They explain the meaning of vocabulary using context to support.

### Progression Pathway

In previous texts pupils have encountered multiple choice style questions where there is a greater number of options which are reasonable or similar in wording/style, giving reasons to explain their choices. Now, choices may be ambiguously worded and all answers may sound plausible (e.g. ideas already mentioned in the text). As such, pupils need to select the best fit based on the wording of the question.

Pupils have developed a broad and complex vocabulary through reading their core texts and need this to decipher questions which use alternative phrasing to the text and contains unusual or unfamiliar wording, including old-fashioned and genre-specific language. They may need to explore the meanings of these words in context to make sense of the story and check for understanding.

Pupils make comparisons between this fantasy novel and others they have read in year 4 and 5, identifying themes and conventions and using these to make detailed and plausible predictions about the story.



## Spring Term 1 – The Little Mermaid

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

The original text of the Little Mermaid, by Hans Christian Anderson, challenges the pupils to read and understand archaic language with extended, multi clause sentences. Like *The Hobbit*, there is competing information making retrieval more challenging, particularly where events may refer to the past.

Multiple choice questions include options that are plausible, similar and require a 'best fit' approach based on knowledge of events. Pupils recognise and explain how the writer shows opinions based on characters and events alongside the narrative, such as sympathy, concern or hope. They form impressions of the underwater environment, including mood and atmosphere, comparing it to the setting on land.

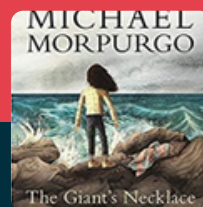
Character motives and traits, including those linked to gender stereotypes, are discussed in the context of the time the story was written and reasons for this. Building on the old-fashioned language in *The Hobbit*, pupils make meaning of unfamiliar words, using root words, suffixes and prefixes and context to support understanding. Using the context of a tale written nearly two hundred years ago, they look at the way words can have a different meaning over time.

### Progression Pathway

In previous texts pupils began to make meaning of new and unfamiliar words in larger, more complex texts. They continue this skill now, developing knowledge of archaic language, using knowledge of root words, prefixes and suffixes and associated meanings to support understanding. Furthermore, they move beyond the concept of "old-fashioned" language, instead identifying archaic and even obsolete words and make meaning of these, understanding how the use can change over time.

The language and storylines are far more complex in the Fairy Tales learnt in year 6 compared to those in KS1. Pupils make stylistic comparisons between the two, drawing upon themes (such as morality) whilst exploring darker conventions that arise in many fairy tales.

Pupils are given the opportunity give an opinion on matters, such as gender stereotypes; their arguments and reasoned justifications will show greater consideration of nuance and context than in previous years.



## Spring Term 2 – The Giant's Necklace

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

Giant's Necklace is a short novel that is excellent for character, setting and atmosphere. The narrative includes clues to the protagonist's lack of awareness that she is a ghost and the conversations between her and other ghosts are written in an old-fashioned, Cornish vernacular. As the narrative switches between different times, pupils have to make sense of events to be able to order them; statements may be paraphrased or not close together in the text. They continue to look at the positive and negative aspects of an event or situation, finding evidence from a range of sources.

To support a statement or question, they find two – three different sources of evidence from different parts of the text. Based on the main character, Cherry, they consider her appeal (or lack of appeal) to readers – her character is neither 'good' nor 'bad' therefore responses have to refer to traits that can be evaluated. For multiple choice questions based on inference, they choose the best option where the options are reasonable, similar &/or ambiguously worded.

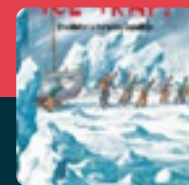
Using strategies for making meaning of unfamiliar words (or words that can have different meanings in different contexts), they look at words chosen by the author for effect, including figurative language and vivid description.

### Progression Pathway

In previous texts pupils began to find different sources of evidence across two or more pages where there was competing information. Now, they use evidence to form extended answers to questions, explaining the evidence they have found and how it proves their point.

Pupils have to draw upon skills learnt to work out the meaning of unfamiliar words as they delve into the concept of colloquialisms and regional vernacular.

Rather than explicit information in the story, pupil's predictions are guided largely on subtext, implied meaning and subtle clues given by the author such as pathetic fallacy, which pupils learnt about in Autumn 1.



## Summer Term 1 – Ice Trap / Japanese Folktales

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

The adventure story, *Ice Trap*, retells the true events based on an expedition to the Antarctic in 1914. Pupils recognise opportunities and threats within a situation and are able to find two or more ideas, explaining their reasons. They respond to true or false questions where statements have very similar wording or ideas, and questions are worded in a way that can be misleading – the opposite stated makes the statement true.

Inference questions look at ways in which events and situations affect character's feelings/emotions, referring to the text to justify reasons and using quotes. Contrasting feelings and changes in feelings over time are also a focus in extended questions linked to events. They also recognise that synonyms or paraphrasing in the text can infer ideas, justifying reasons.

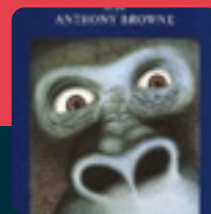
As well as the precise vocabulary associated with the Antarctic and ships, *Ice Trap* provides the opportunity to choose words, such as verbs, with a similar meaning and explain their meaning in context. There are rich examples of figurative language that the pupils can analyse chosen words and look at the effect on the reader.

### Progression Pathway

Pupils have the ability to indicate whether statements are true or false using retrieval skills (including statements and questions with synonyms of key points). They are able to attempt questions with misleading wording and locate key points around the text. Furthermore, *Ice Trap* is a factual story written as a narrative which adds an additional layer of interpretation to fact/opinion questions.

They now recognise, and form opinions of, positive and negative elements of a text e.g. likes/ dislikes, advantages/ disadvantages. They are able to provide reasoned justifications for their views.

They draw direct comparisons between Japanese Folktales and Fairy Tales and are able to produce more reasoned and complex answers to their comparisons, such as exceptions to conventions and themes within a genre.



## Summer Term 2 – Kong

### National Curriculum Coverage

- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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 one 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.

### What I learn

Kong tells the story behind the making of the film 'King Kong', dealing with contrasting ruthless and naïve characters, and issues of exploitation. Although a shorter text, the pupils are required to find information covering many key events to find two – three acceptable points, and order events chronologically where the statements are paraphrased and events are at different points in the story. They complete more complex tables where information may be located in different parts of the text to organise and link ideas.

Character motives are a focus, particularly Carl, the film director and Ann, the leading lady in his film. The pupils present their ideas on this using PEE to explain and justify more than one point, using quotes from the text in quotation marks. They explain their impressions of people, places and atmosphere, looking at ways the author creates these, for example, sentence structure, and referring to the text.

Pupils explain the meaning of words in context, choosing suitable synonyms and near synonyms to show an understanding of word meaning. In multiple choice options, choices will be similar and plausible, requiring pupils to make evaluative choices that best fit the context. There are also opportunities to explore colloquialisms associated with the time period in which this is set and the author's use of figurative language.

### Progression Pathway

Pupils have experience of justifying responses by referring to the text to explain. They give extended answers with greater regularity, using PEE to develop two or three points.

In Kong pupils consider reasons behind the characters' motives for acting the way they do and infer a character's impact or appeal to the reader.

Pupils form impressions of characters, setting, relationships and atmosphere, justifying by referring to the text.

Pupils draw on their understanding of colloquialisms from Spring 1 and apply it to a different setting and time period, identifying the meaning of words and phrases with greater accuracy, supporting their understanding of the text.