



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY

Progression in reading

	EYFS: Literacy Word reading	EYFS : Literacy Comprehension
<p>3 and 4 years olds in Reception</p> <p>September, October, November</p> <p>Not a stick Stick man Stanley's stick Goldilocks and 3 bears 3 little pigs 3 billy goats gruff Little red hen Rosie's walk Gingerbread man Stanley's Stick Head, shoulders, knees and toes song If you're happy and you know it song Poem for Harvest festival "I'm a little bean" Bonfire night Diwali</p>	<p>Three & Four-Year Olds will be learning to</p> <ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom- the names of the different parts of a book- page sequencing• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother.	<p>Three & Four-Year Olds will be learning to</p> <ul style="list-style-type: none">• Understand key concepts about print:<ul style="list-style-type: none">- print has meaning- print can have different purposes• Engage in extended conversations about stories, learning new vocabulary.



<p>Old Bear Dogger Threadbear Hanukah's bear How to make toys from the past How toys are made</p>		
<p>Children in reception in</p> <p>December Nativity story</p> <p>January, March, April</p> <p>The runaway wok Chinese new year story Penguin Small Kipper's snowy day One snowy night Albert le blanc Dear Zoo Giraffes can't dance Jack and the bean stalk Jasper's beanstalk Oliver's vegetables Oliver's fruit salad Titch The Seed</p>	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • 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 some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Children in Reception will be learning to</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Link to K&U</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.



<p>Children in reception in May, June, July</p> <p>Rumble in the jungle The tiger who came to tea Commotion in the ocean Mad about mini beasts The very hungry caterpillar Bad tempered ladybird Lazy ladybird Teeny weeny tadpole The journey The train ride Mr Gumpy's outing Mr Gumpy's motor car Chapatti moon The runaway Chapati</p>	<p>Children in Reception will be learning to</p> <ul style="list-style-type: none">• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Link to K&U</p> <ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past.	<p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate – where appropriate – key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.
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National curriculum guidance for Key Stage 1 and Key Stage 2

Spoken Language

Years 1-6 Children should be taught to:

- **Listen and respond appropriately to adults and their peers**
- **Ask relevant questions to extend their understanding and build vocabulary and knowledge**
- **Use relevant strategies to build their vocabulary**
- **Articulate and justify answers, arguments and opinions**
- **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings**
- **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments**
- **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas**
- **Speak audibly and fluently with an increasing command of Standard English**
- **Participate in discussions, presentations, performances, role play, improvisations and debates**
- **Gain, maintain and monitor the interest of the listener (s)**
- **Consider and evaluate different viewpoints, attending to and building on the contributions of others**

Select and use appropriate registers for effective communication

Year 1

Non-statutory guidance:

- * Extensive experience of high quality books
- * Vocabulary development from books, which then impacts on writing.
- * Meaning of new words introduced at the beginning of a story, so it doesn't hinder comprehension.
- * Children are shown the processes of finding information.
- * Effective discussions are encouraged and expected.



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LEARNING TOGETHER
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Autumn term 1	Comprehension	Pleasure for reading	Reading poetry
<p>Books focus for writing Hungry Caterpillar (Eric Carle)</p> <p>Tiger who came to tea (Judith Kerr)</p> <p>Senses poems (various)</p> <p>Little Red Hen (ladybird)</p> <p>Billy's bucket (Kes Gray)</p> <p>Book focus for reading Funny Bones (Ahlbergs)</p> <p>Autumn term 2</p> <p>Book focus for writing Winnie the witch (Valerie Thomas)</p> <p>The jolly postman (Janet and Alan Ahlberg)</p> <p>The Snowman (Michael Morpurgo)</p> <p>Book focus for reading Gruffalo's child (Julia Donaldson)</p>	<p>Uses picture clues to support understanding.</p> <p>Uses picture clues to deepen understanding.</p> <p>Identifies the characters in a story.</p> <p>Recognises the characters feelings.</p> <p>Can say why a character has a feeling.</p>	<p>Knows that there are different kinds of books.</p> <p>Knows the difference between a story book and an information book.</p> <p>Can find the title, author and the illustrator of a book.</p> <p>Knows some familiar stories.</p> <p>Recognises familiar story language.</p>	



<p>Spring term 1</p> <p>Book focus for writing Toys and Games (Sally Hewitt)</p> <p>Toys from around the world (Joanna Brundle)</p> <p>Toys of the past (Joanna Brundle)</p> <p>Handa’s surprise (Eileen Brown)</p> <p>Little Red Hen and the very hungry Lion (Alex T. Smith)</p> <p>The Bunny Belongs to Emily Brown (Cressida Cowell)</p> <p>Book focus for reading Once upon a raindrop (James Carter)</p> <p>Spring Term 2</p> <p>Book focus for writing Stanley’s Stick (John Hagley)</p> <p>Wildlife Books linked to trip</p>	<p>Uses prior knowledge to understand texts.</p> <p>Identifies unfamiliar words and asks about meaning.</p> <p>Uses the context to make informed guesses about the meaning of unfamiliar words.</p> <p>Makes predictions based on the events in the story.</p> <p>Gives an opinion about a character.</p> <p>Knows that stories can have similar characters.</p>	<p>Says what they like / dislike about a book.</p> <p>Says if a story reminds them of another story something that they have experienced.</p> <p>Listens to others’ ideas about a book.</p> <p>Finds familiar story language in stories read aloud to them or ones they have read independently.</p> <p>Retells key stories orally using narrative language.</p>	<p>Recognises rhyming language.</p>
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<p>Book focus for reading Olga da Polga (Michael Bond)</p>			
<p>Summer term 1</p> <p>Book focus for writing Little Red Riding Hood (Mara Alperin)</p> <p>The lighthouse keeper’s lunch (David and Rhonda Armitage)</p> <p>Stomp, Chop, Roar (Key Umansky)</p> <p>Book focus for reading Bog Baby (Jeanne Willis)</p> <p>Summer Term 2</p> <p>Book focus for writing Wright Brothers: First Flight (Jane Bingham)</p> <p>The Way Home (Oliver Jeffers)</p> <p>Seaside stories (variety)</p> <p>Book focus for reading Poems out Loud (Brian Moses)</p>	<p>Discusses the meaning of unfamiliar words with others.</p> <p>Knows that stories can have similar patterns or events.</p> <p>Makes links with other stories.</p> <p>Make links with characters in other stories.</p> <p>Answers retrieval questions about a book.</p> <p>Uses information from the story to support their opinion.</p> <p>Understands that a write can leave gaps for the reader to fill.</p> <p>Answers simple questions which fill the gaps in the story (inference)</p>	<p>Says whether they agree or disagree with others’ ideas.</p> <p>Says why they agree or disagree with others’ ideas.</p> <p>Recognises repeated or patterned language.</p> <p>Recognise repeated or patterned language in the poems and rhymes I know.</p>	<p>Know some poems and rhymes by heart.</p>



Year 2

Non-statutory guidance:

- *Children encouraged to read all words in a sentence and to do this accurately, so that their understanding of what they read isn't hindered by imprecise decoding.
- *Meanings of words and increasing vocabulary encouraged.
- *Children encouraged to use morphology (such as prefixes) to work out unknown words.
- *Cause and effect in both narrative and non-fiction discussions ie 'thinking aloud' skills.
- *Discussion demonstrated and pupils guided to participate and share opinions and feedback.

	Comprehension	Pleasure for reading	Reading poetry
<p>Autumn term 1</p> <p>Book focus for writing Paddington (M. Bond)</p> <p>A walk in London (S. Rubbino)</p> <p>Book focus for reading A Bear called Paddington (Michael Bond)</p> <p>Autumn Term 2</p> <p>Book focus for writing The Owl who was afraid of the dark (J. Thomlinson)</p> <p>Vlad and the Great Fire of London (K Cunningham)</p> <p>Book focus for reading The Owl who was afraid of the dark (J. Thomlinson)</p>	<p>Knows the purpose of reading is to make meaning.</p> <p>Knows that there is a range of decoding strategies.</p> <p>Checks that text read makes sense.</p> <p>Re-reads when they have lost the meaning.</p>	<p>Knows that there are different kinds of stories.</p> <p>Listens to or reads a range of different kinds of stories.</p> <p>Makes choices about the books they read.</p> <p>Knows that non-fiction books are organised differently from fiction texts.</p> <p>Knows that books or texts have a purpose.</p>	<p>Knows the difference between poetry and narrative.</p> <p>Knows that there are different kinds of poetry.</p> <p>Listens to different kinds of poetry.</p> <p>Talks about books or poems read.</p> <p>Knows that stories and poems can have patterned or recurring literary language.</p>



<p>Spring term 1</p> <p>Book focus for writing The Snow dragon (V. French)</p> <p>Books about sculptures linked to trip</p> <p>Meet me by the Steelman (T. Thomlinson)</p> <p>Book focus for reading Meet me by the Steelman (T. Thomlinson)</p> <p>Spring Term 2</p> <p>Book focus for writing The true story of the 3 little pigs (J. Scieszka)</p> <p>From seed to sunflower (G. Legg)</p> <p>Book focus for reading The Enchanted Wood (Enid Blyton)</p>	<p>Self-corrects when the meaning has been lost.</p> <p>Uses prior knowledge and reading experiences to understand text.</p> <p>Uses the context to understand texts.</p> <p>Asks questions to clarify understanding.</p> <p>Finds the answers to retrieval questions about stories, poems or non-fiction texts.</p> <p>Recognises that a writer can have a message for the reader.</p> <p>Makes predictions about possible events.</p>	<p>Explains why they prefer certain books or stories.</p> <p>Retells stories with the key events in the correct sequence.</p> <p>Retells a story with the key events or characters.</p> <p>Knows how to find information in a non-fiction book.</p> <p>Identifies the purpose of a book or text.</p> <p>Knows that books and stories are set in different places and times.</p>	<p>Talks about the meaning of different poems.</p> <p>Recognises that a poem can tell a story.</p> <p>Learns a poem by heart.</p> <p>Gives an opinion on books or poems read.</p> <p>Finds patterned or recurring literary language in poems and stories.</p> <p>Finds favourite words and phrases.</p>
<p>Summer term 1</p> <p>Book focus for writing The Sound Collector</p>	<p>Knows what the inference - 'reading between the lines' – means.</p> <p>Finds inferences about characters' feelings and thoughts.</p>	<p>Decides how useful a non-fiction book is to find the information needed.</p> <p>Finds the setting or time in books or stories.</p> <p>Discusses the setting or time in books.</p>	<p>Recites or performs a poem making the meaning clear.</p> <p>Talks about favourite words and phrases.</p>



<p>Lila and the secret of rain (D.Convey)</p> <p>Meerkat Mail (E.Gravett)</p> <p>Book focus for reading The Giraffe, the Pelly and me (R. Dahl)</p> <p>Summer Term 2</p> <p>Book focus for writing Extracts from the Twits (R. Dahl)</p> <p>Dolphin Boy (M. Morporgo)</p> <p>Florence Nightingale (M. I. Sanchez Vegara)</p> <p>Book focus for reading The Twits (R. Dahl)</p>	<p>Explains about characters'' feelings and thoughts.</p> <p>Gives reasons for characters'' actions or behaviour.</p> <p>Recognises key ideas in a text.</p> <p>Explains a writers' message.</p> <p>Makes predictions about how characters might behave.</p>		<p>Knows that word choice affects meaning.</p> <p>Explains why a writer has chosen a word to affect meanings.</p>
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Year 3 and 4
 Non-Statutory guidance
 *Teaching comprehension should take precedence over teaching word reading directly
 * Any focus on word reading should support the development of vocabulary
 * Pupils should be taught to read longer words and supported to test out different pronunciations
 * Pupils will attempt to match what they decode to words they may have already heard but may not have seen in print.



	Comprehension	Reading for pleasure	Poetry
<p>Year 3</p> <p>Autumn Term 1</p> <p>Stig of the Dump (Clive King)</p> <p>Secrets of Stonehenge (M. Manning)</p> <p>Autumn Term 2</p> <p>Stone Girl, Bone Girl (L. N. Holt)</p> <p>George’s Marvellous Medicine (R. Dahl)</p>	<p>Checks understanding in any book or text that they read.</p> <p>Ask questions to ensure understanding of a text.</p> <p>Know that there will be unfamiliar words in a text.</p> <p>Know that texts have a main idea. Identify the main idea of a text.</p> <p>Know that the organisation and layout of a book help them to understand it.</p> <p>Know how to find key words or information in a non-fiction text.</p>	<p>Know that there are different kinds of narrative stories. Understand that a sequence of events in a narrative is called the plot.</p> <p>Can identify the plot in a narrative.</p> <p>Can use a dictionary to check or find the meaning of new words.</p> <p>Know that there are different kinds of non-fiction books. Know that non-fiction books are structured in different ways.</p> <p>Know how to use a non-fiction book to find identified information.</p> <p>Identify any words that are unfamiliar.</p>	<p>Know that there are different forms of poetry.</p> <p>Recognise and name different types of poems which have been introduced.</p> <p>Know that words and language in poems create effects.</p>
<p>Spring Term 1</p> <p>Egyptian Cinderella (S. Climo)</p> <p>Howard Carter Nonfiction text</p> <p>Isis and Osiris (J. Cott)</p> <p>Spring Term 2</p> <p>How to Train your Dragon (C. Cowell)</p> <p>Texts around the Sheffield Flood linked to trip</p>	<p>Ask questions to deepen understanding of a text.</p> <p>Use the context of unfamiliar words to explain their meaning.</p> <p>Give a personal response to a text.</p> <p>Use evidence from the text to support their response.</p> <p>Use clues from the text to predict what might happen next.</p> <p>Know that the main idea in a narrative may also have a message for the reader.</p> <p>Know that the message in a book is called the theme.</p>	<p>Understand that narratives can have differently structured plots.</p> <p>Talk about the different plot structures in genres read.</p> <p>Know that writers choose words and language to create an effect on the reader.</p> <p>Find effective words and language in reading that writers have used to create effects.</p> <p>Discuss a range of narrative stories and their similarities and differences.</p> <p>Choose books for specific purposes.</p> <p>Discuss the meaning of unfamiliar words identified.</p>	<p>Discuss the meaning of words and language in poems.</p> <p>Understand that there can be more than one interpretation of a poem.</p> <p>Understand that the meaning of poems can be enhanced through performance.</p> <p>Watch performances of poems.</p>



	<p>Recognise that books may have a similar theme.</p> <p>Understand the organisation and layout may be different according to the purpose of the book.</p> <p>Record key words or information found in a non-fiction text.</p>		
<p>Summer Term 1</p> <p>Varjak Paw (S. F Said)</p> <p>Gregory Cool (C. Binch)</p> <p>Summer term 2</p> <p>The Iron Man (T. Hughes)</p>	<p>Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>Explain personal responses.</p> <p>Listen to others' personal responses to a text.</p> <p>Adapt own responses in the light of others' responses.</p> <p>Know that characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Infer characters' feelings, thoughts and motives from their actions.</p> <p>Give reasons for predicting what might happen next.</p> <p>Identify the organisation and layout in books.</p> <p>Explain how the organisation and layout helps me to understand it.</p>	<p>Recognise the literacy language typical of narrative genres read.</p> <p>Recognise words and language that show the setting of a book-historical, cultural or social.</p> <p>Explain why a writer makes choices about words and language used.</p> <p>Discuss meaning of specific or unusual words used by authors to create effects.</p> <p>Explain why a writer has chosen specific words and language.</p> <p>Record words and language from reading to use in own writing.</p> <p>Make connections between books written by the same author.</p> <p>Re-tell some of stories written by the same author by heart.</p>	<p>Discuss how the meaning is enhanced through performance.</p> <p>Identify that intonation, tone, volume and action can be used to enhance meaning.</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
	Comprehension	Reading for Pleasure	Poetry
<p>Year 4</p> <p>Autumn Term 1</p> <p>The Ice Palace (R. Swindells)</p>	<p>Frequently empathise with a character.</p> <p>Identify the main idea/s of a text.</p> <p>Know that the main idea of a text can be summarised in a sentence.</p>	<p>Know that there is a range of narrative stories.</p> <p>Discuss the range of narrative stories introduced so far and consider differences and similarities.</p> <p>Understand that these have different plot patterns.</p>	<p>Know that there are different forms of poetry.</p> <p>Know that words and language in poems create effects.</p>



<p>Escape from Pompeii (C. Balit)</p> <p>Autumn 2</p> <p>Firemaker's Daughter (s. Kahn)</p>	<p>Know that many books have themes. Discuss the possible them/s in books.</p> <p>Identify a theme in a book.</p> <p>Know that the organisation and layout of books vary according to the purpose of the book.</p>	<p>Know that the plot develops in different ways according to the plot patterns.</p> <p>Use a dictionary to check or find the meaning of new words.</p> <p>Find similarities in the books they read.</p> <p>Understand that writers open stories in different ways.</p> <p>Non-Fiction</p> <p>Choose a specific non-fiction book for a specific purpose.</p> <p>Identify any words that are unfamiliar to me.</p> <p>Use dictionaries to check or find the meaning of unfamiliar words.</p>	
<p>Spring Term 1</p> <p>Krindlekrax (P.Ridley)</p> <p>Spring Term 2</p> <p>The Boy who grew dragons (A. Sheppard)</p> <p>Alma (video)</p>	<p>Understand that a reader needs to interact with a text to understand it fully.</p> <p>Check understanding in any book or text read.</p> <p>Actively seek the meanings of any words or language not understood.</p> <p>Ask questions to ensure understanding of a text.</p> <p>Check the meaning if any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>Understand that a writer wants the reader to respond in a certain way.</p> <p>Explain how the writer wants the reader to respond in a certain way.</p> <p>Explain how the writer made sure of the reader's response, using evidence from the text.</p>	<p>Understand that a writer can use patterned language for effect.</p> <p>Find examples of patterned language for effect.</p> <p>Identify words and language that show the setting of a book-historical, cultural or social.</p> <p>Know that writers choose words and language to show atmosphere, mood and feelings.</p> <p>Find words and language in reading that writers have used to show atmosphere, mood or feelings.</p> <p>Identify different openings in different books and I can compare different story openings.</p> <p>Non-Fiction</p> <p>Know where to find the specific information needed in my book.</p> <p>Know how to use a non-fiction book to find identified information.</p> <p>Discuss the meaning of the unfamiliar words identified.</p>	<p>Recognise and name different types of poems which have been introduced to me.</p> <p>Explain the effect created by the poet's choice of words and language.</p> <p>Find examples of patterned language in the poem I read.</p> <p>Explain the effect of patterned language in poems and why a poet might use it.</p> <p>Understand the meaning of poems can be enhanced through performance.</p> <p>Enjoy watching performances of poems.</p>



	<p>Compare with others' personal responses to a text. Understand why a character acted, responded or felt a certain way. Explain how the writer made sure of the reader's response, using evidence from the text. Compare with others' personal responses to a text. Understand why a character acted, responded or felt in a certain way. Make predictions based on the text and from knowledge from other books. Identify the main idea in paragraphs in a text. Summarise the main idea of a text in a sentence. Find evidence which shows that the theme is in a book. Explain why the evidence shows what the theme is. Use the organisation and layout of a book to find specific information. Record key words or information found.</p>		
<p>Summer Term 1 Why the Whales came (M. Morpurgo)</p>	<p>Ask questions to deepen understanding of a text-between and beyond the lines.</p>	<p>Explain how the writer has used words and language to show the setting of a book. Explain how the words and language used show atmosphere, mood or feelings.</p>	<p>Discuss how the meaning of a poem is enhanced through performance. Identify that intonation, tone, volume and action can be used to enhance meaning.</p>



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<p>Summer Term 2</p> <p>Voices in the Park (A. Browne)</p>	<p>Find where the writer has written to make the reader respond in a certain way.</p> <p>Adapt own response in the light of others' responses.</p> <p>Understand why a writer wanted the character to respond in a certain way.</p> <p>Infer meaning using evidence from events, description and dialogue.</p> <p>Make connections with books with similar themes.</p> <p>Skim to find specific information on a page or in a paragraph.</p> <p>Scan a page or paragraph to find key words or information.</p>	<p>Explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</p> <p>Record words and language from reading to use in own writing.</p> <p>Find similarities in the use of language and openings in books experienced.</p>	<p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
<p>Year 5 and 6</p> <p>Non-Statutory Guidance</p> <p>*Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.</p> <p>*When teachers are reading with or to pupils, attention should be paid to new vocabulary-both a word's meaning (s) and its correct pronunciation.</p>			
	Comprehension	Reading for Pleasure	Poetry
<p>Year 5</p> <p>Autumn Term 1</p> <p>The Explorer (C. Rundell)</p> <p>Autumn term 2</p> <p>Flotsam (D. weisner)</p>	<p>Identify key information from the text.</p> <p>Summarise key information in sentences.</p> <p>Find key information from different parts of the text.</p> <p>Understand the difference between fact and opinion.</p>	<p>Know that there are a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.</p> <p>Know that these are structured in different ways.</p> <p>Know that non-fiction texts are structured to guide the reader to information.</p> <p>Can explain how the structure guides the reader to find specific information.</p> <p>Find words and language that are used for effect.</p>	<p>Learn a wide range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>



<p>The Last Bear (Hannah Gold)</p>	<p>Find examples of fact and opinion in texts and explain why one is fact and the other opinion. Understand that there will be unfamiliar words in the texts I read. Use dictionaries to check or find the meaning of unfamiliar words. Ask questions to improve my understanding. Re-read to check that the text is meaningful. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.</p>	<p>Can explain how the words and language create a precise effect. Give a personal point of view about a text. Explain the reasons for my viewpoint, using evidence from the text. Listen to others' ideas and opinions about a text. Make connections between other similar texts, prior knowledge and experience. Explain why there are connections, using evidence. Compare books with similar themes.</p>	
<p>Spring Term 1</p> <p>The boy in the Girl's bathroom (L. Sachlar)</p> <p>Spring Term 2</p> <p>Highwayman (A. Noyes)</p>	<p>Use skimming and scanning to find the information needed. Make notes on the information needed. Organise notes and present information. Summarise key information from different parts of the text. Present an oral overview or summary of a text. Understand that a narrative can be told from different points of view- narrator, character. Identify the point of view in a narrative.</p>	<p>Discuss and explain how and why different books have different structures. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Understand that a writer moves events forward through a balance of dialogue, action and description. Record effective words and language from reading to use in own writing. Build on others' ideas and opinions about a text in discussion. Question others' ideas about a text. Compare different versions of texts. Explain the similarities and differences between different versions of texts.</p>	<p>Learn a wide range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>



	<p>Understand that the writer may have a viewpoint. Use meaning-seeking strategies to explore the meaning of words in context. Understand that inferences can be drawn from different parts of the text. Justify inferences with evidence from the text. Make predictions from evidence found and implied. Summarise the main ideas drawn from a text.</p>	<p>Explain how books written in different contexts can have similar themes.</p>	
<p>Summer Term 1 Street Child (B. Doherty)</p> <p>Summer Term 2 The Kid who came from space (R. Welford)</p>	<p>Explore how events are viewed from another perspective. Explain the writer’s viewpoint with evidence from the text. Identify the writer’s viewpoint, for example, how different characters are presented. Use meaning-seeking strategies to explore the meaning of idiomatic figurative language. Understand that inferences can be made by reading between and beyond the lines. Know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react.</p>	<p>Can explore how dialogue is used to develop character. Can explore how actions are added to dialogue to move events forward. Understand that writers use language for precise effect. Understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. Understand that a writer uses different sentence structures and techniques to create effects. Can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. Can record examples of effective techniques and structures from reading to use in my writing. Evaluate the effectiveness of different versions of texts.</p>	<p>Learn a wide range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>



	Explain how the context of a text reflects the reaction of the audience it was written for.		
Year 6	Comprehension	Reading for Pleasure	Poetry
Autumn Term 1 Boy in the Striped Pyjamas (J. Boyne)	Understand that there will be unfamiliar words in the texts read. Use dictionaries to check or find the meaning of unfamiliar words. Use meaning-seeking strategies to explore the words in context.	Be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. Know that texts can have elements of more than one text type.	Learn a wide range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Autumn Term 2 Skellig (D. Almond)	Use meaning- seeking strategies to explore the meaning of idiomatic and figurative language. Identify key information from a text. Summarise key information in sentences. Find key information from different parts of the text. Summarise key information from different parts of the text. Present an oral overview or summary of a text. Understand the difference between fact and opinion. Find examples of fact and opinion in texts. Explain why one example is fact and another is opinion. Use point, evidence and explanation (PEE) or answer it, prove it, explain it (APE) to respond to questions about texts.	Identify the elements included in a text type. Explain why they enjoyed a book or poem and who might also enjoy it. Evaluate the usefulness of a non-fiction book to research questions raised. Give personal point of view about a text. Explain the reasons for a viewpoint, using evidence from the text. Listen to others' ideas and opinions about a text.	



<p>Spring Term 1</p> <p>Grimm Tales (P. Pullman)</p> <p>Spring Term 2</p> <p>The Boy in the Back of the Class (O. Rauf)</p>	<p>Understand that a narrative can be told from different points of view-narrator, character.</p> <p>Identify the point of view in a narrative.</p> <p>Explore how events are viewed from another perspective.</p> <p>Identify the techniques used to create feelings, atmosphere, mood or messages.</p> <p>Can comment on how the writer’s intent affects the reader.</p> <p>Ask questions to improve and deepen understanding.</p> <p>Re-read to check that the text is meaningful.</p> <p>Know that a text may need to be read slowly or re-read to deepen understanding.</p> <p>Know that the texts have different layers of meaning-between the lines and beyond the lines.</p> <p>Summarise the main ideas drawn from a text.</p>	<p>Know that non-fiction texts may include a creative, fictional element.</p> <p>Can explain how the choices a writer has made about the structure of a text support its purpose.</p> <p>Can make predictions using knowledge of the conventions of different genres and text types.</p> <p>Understand that non-fiction texts may present the same information with different viewpoints.</p> <p>Identify the characteristics of a writer’s style.</p> <p>Know that the word and language choices support the writer’s purpose.</p> <p>Can record examples of words and language from reading to use in writing.</p> <p>Build on others’ ideas and opinions about a text in discussion.</p> <p>Question others’ ideas about a text.</p> <p>Make connections between texts which may not initially seem similar.</p> <p>Can explain why there are connections using evidence.</p> <p>Can explain the similarities and differences between different versions of texts.</p>	<p>Learn a wide range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
<p>Summer Term</p> <p>Journey to J’Bourg (B. Naidoo)</p> <p>Summer Term 2</p> <p>The Barnabus Project (Eric Fan)</p>	<p>Know that points of view can also be implied.</p> <p>Identify implied points of view.</p> <p>Explain implied points of view, using evidence.</p> <p>Understand that the writer may have a viewpoint.</p>	<p>Know that style and vocabulary are linked to the purpose of the text.</p> <p>Can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</p> <p>Evaluate the usefulness of different non-fiction texts by comparing how different writer’s present the same information.</p>	<p>Learn a wide range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>



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	<p>Identify the writer's viewpoint, for example, how different characters are presented.</p> <p>Can explain the writer's viewpoint with evidence from the text.</p> <p>Can explain the effect of the writer's viewpoint on the reader.</p> <p>Can explain how the techniques used create feelings, atmosphere, mood or messages.</p>	<p>Explain the characteristics of a writer's style, using evidence.</p> <p>Explain how the word and language choices support the writer's purpose, using evidence.</p> <p>Explain how the techniques and structures used support the writer's purpose, using evidence.</p> <p>Record examples of techniques and structures from reading to use in own writing.</p> <p>Can comment on the effectiveness of the writer's use of language structures and techniques.</p> <p>Identify themes in books which have different cultural, social or historical contexts.</p> <p>Compare and contrast themes in a range of books.</p> <p>Can explain how there are common themes in different books, using evidence from reading.</p>	
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