

Long Term Plan Reading Y3/4 (Texts and Key Skills)

Vocabulary:

- Can attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). This is progressive via the texts chosen and vocabulary choices afforded.
- Able to demonstrate a knowledge of vocabulary by substituting vocabulary effectively.
- Can identify the effects of different words and phrases to create different images and atmosphere. E.g. powerful verbs, descriptive adjectives, adverbs.
- Identify words and phrases that the author has chosen and discuss why they have been chosen to add to the meaning and effect of the text

Identify and Retrieval

- Can skim (general 'feel of text') and scan (for specific words) short texts to identify key words / purpose of the text. Begins to text mark. Can confidently use knowledge of the alphabet to locate information (dictionary / index).
- Use features and structure of a nonfiction text (contents, index, sheading, captions, text boxes) effectively to find and record information.
- Effectively use the precise wording from the text (quote) to answer retrieval questions and support discussions.
- Can distinguish between fact and opinion

Sequence and Summarise:

- Identify the events that are presented in more detail and those that are 'skimmed over'.
- Can summarise the main points in a text, in both fiction and non-fiction examples.
- Recognise the sequence in a story - and identify, the introduction, build up, climax or conflict and resolution.
- Look for information in the text - and decide what is important and how it is connected.

Infer:

- Gather information from more than one point across the text to draw together an inferential opinion about a character or event.
- Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from the text

Predict:

- Make predictions from what is stated, implied and wider experience.
- Make predictions from what is stated, implied and growing experience of books and themes.

Content and Structure:

- Understand the purpose of a paragraph and chapter in the organisation of a narrative.
- Identify themes and conventions within texts
- Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution

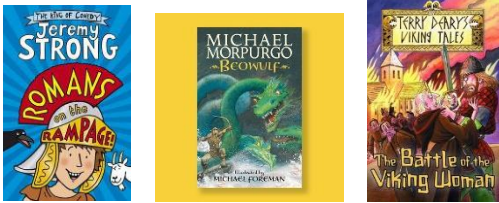


Meaning Enhanced:

- Identify language and techniques that the author has used to create tension or urgency (e.g. short sentences)
- Identify viewpoint of a text, for example narration is sympathetic or disapproving of the main character
- Identify vocabulary that shows that the way characters speak, reflects their personality - and provide evidence from the text to support this E.g. the verbs used for dialogue shows how the character is feeling.
- Children able to identify a range of simple and complex sentences - and the impact that they have on the reader E.g. to show a rambling thought, a snap decision
- Children can identify adverbs to identify time, place and manner

Comparison:

- Recognise different characters reactions to the same event
- Recognise characters' similarities and differences in relation to an event or at different times E.g. how did the character change over time?

Cycle B Year 3/4

| Invaders and Settlers | North America | Ancient Egypt |
|---|--|---|
|  |  |  |
| <p>Romans on the Rampage by Jeremy Strong - <u>Historical</u></p> <p>Beowulf by Michael Morpurgo - <u>Classic Epic Poem</u></p> <p>The Battle of the Viking Woman by Terry Deary - <u>A Viking story blending Norse mythology with historical fact</u></p> | <p>Harry Potter and the Philosopher's Stone by J K Rowling - <u>Fantasy Novel</u></p> <p>How to train your Dragon by Cressida Cowell - <u>Instructional</u></p> <p>The Rainbow Bear by Michael Morpurgo - <u>Lyrical text which raises environmental issues</u></p> | <p>The Iron Man by Ted Hughes - <u>Science fiction</u></p> <p>Secrets of the Sun King by Emma Carroll - <u>Historical Adventure</u></p> |

Cycle A Year 3/4

| Stone/Iron/Bronze Age | India | Seaside |
|--|---|--|
|  |  |  |
| <p>The Boy with the Bronze Axe by Kathleen Fidler - <u>Classic children's tale</u></p> <p>Stone Age Boy by Satoshi Kitamura - <u>Adventure story</u></p> <p>The Boy at the Back of the Class by Onjali Q Rauf - <u>Multi cultural and Diversity</u></p> | <p>Mr Skip by Michael Morpurgo - <u>modern fantasy/fairy tale</u></p> <p>The Girl Who Stole and Elephant by Nizrana Farook - <u>Adventure</u></p> | <p>The Lion, The Witch and The Wardrobe by CS Lewis - <u>Classic Fantasy</u></p> <p>The song of the Dolphin Boy by Elizabeth Laird - <u>Adventure which raises ecological issues</u></p> |

Long Term Plan Reading Y5/6 (Texts and Key Skills)

Vocabulary

- Can attempt to explore the meanings of new ambitious vocabulary read in context by using knowledge of etymology (origin), morphology (the root word) or the context of the word (sentence, paragraph, text themes). This is progressive via the texts chosen and vocabulary choices afforded.
- Can recognise writer intention by the words the author uses (sarcasm, mockery, irony).
- Can recognise writer intention by the words the author uses (sarcasm, mockery, irony), considering the impact on the reader

Identify and Retrieval

- Use features and structure of across a range of non-fiction text (contents, index, s-heading, captions, text boxes) effectively to find and record information.
- Use text marking effectively to organise response.
- Can locate and retrieve relevant information from different points in a text, identifying key details, in order to provide answers which, include quotes and references from the text.
- Can distinguish between fact and opinion, with evidence from the text
- Can decide on the quality and usefulness of a text when researching and justify decisions to others.
- Retrieve, record, synthesise and skilfully present relevant information from research, including leaflets, programmes, IT texts and reviews

Sequence and Summarise

- Understand the sequence of events and be able to discuss how they are related.
- Summarise a text within a given word count, linking the main ideas and points.
- Be able to identify a time sequence in a complex texts with time shifts (e.g. flashbacks, fast forward etc).

Infer

- Make an accurate inference regarding feelings, thoughts and motives and justify with evidence from more than one point in the text.
- Make inferences about authorial intent, themes, characters and aspects of plot, using appropriate evidence from the text.

Predict

- Modify predictions in light of new information, giving reasoned evidence from a point in the text to support the change.
- Use evidence from different parts of the text to justify both initial and revised predictions.

Content and Structure

- Understand that a narrative often has an underlying theme and can use evidence to suggest what this may be. Can recognise some features of fiction genres
- Can explain how the structural choices support the writer's theme or purpose
- Able to identify and discuss the effectiveness of cohesive device used across a text

Meaning Enhanced

- Knows the difference between literal and figurative language (similes, metaphor) and can discuss the effects on imagery time, place and manner).
- Discuss and evaluate how authors use language (including figurative language) considering the impact on the reader.


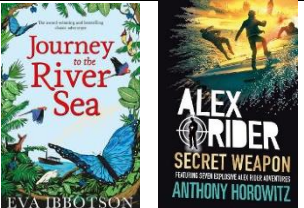

Comparison

- Using the text as evidence, give similarities and differences between given aspects.
- Using the text as evidence, give similarities and differences between given aspects - and represent the information in different ways (tables, Venn diagram, lists etc)

Cycle B Year 5/6

| Richmond | Victorians | Ancient Greeks |
|--|---|---|
|  |  |  |
| <p>The Railway Children by E Nesbit - <u>Classic Fiction</u></p> <p>War Horse by Michael Morpurgo - <u>War novel</u></p> | <p>The Street Child by Bertie Doherty - <u>Historical Fiction</u></p> <p>The Hobbit by J R R Tolkien - <u>Fantasy novel</u></p> | <p>Who Let the Gods out by Maz Evans - <u>Fantasy</u></p> <p>Myths and Legends by Anthony Horowitz - <u>myth and legends in short stories</u></p> |

Cycle A Year 5/6

| World War II | Ancient Civilisation of Maya | Explorers |
|--|---|--|
|  |  |  |
| <p>Goodnight Mr Tom by Michelle Magorian - <u>Classic historical</u></p> <p>Cosmic It's one giant leap for boy-kind by Frank Cottrell- Boyce - <u>Humorous fiction</u></p> | <p>Journey in the River Sea by Eve Ibbotson - <u>Adventure</u></p> <p>Alex Rider Secret Weapon by Anthony Horowitz - <u>Short stories with action spy adventure</u></p> | <p>Shackleton The Boss - by Michael Smith - <u>Inspiring Adventure</u></p> <p>Shackleton's Journey by William Grill - <u>Non-Fiction</u></p> <p>Letters from the Lighthouse by Emma Carroll - <u>Historical fiction</u></p> |