

Reading overview in our school	Every class carries out a Reading lesson four times a week. Each class is exposed to a variety of texts including fiction, non-fiction and poetry. One lesson will focus on the child reading a text at their level independently and answering questions from it (CGP books), another will be the class working from an age-related text - answering questions from it after being supported by the teacher. The teacher will then model how to answer the questions that have been set where the child will mark their own work.	
Reading	<p>Word Reading</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books or learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>- understand what they read by:</p> <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning <p>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>- distinguish between statements of fact and opinion</p> <p>- retrieve, record and present information from non-fiction</p> <p>- 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.</p> <p>- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>- provide reasoned justifications for their views</p>	
	Key Reading Skills	Possible question stems

Question stems and skills in reading	Vocabulary: <ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • Can you find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • How has been used here to create tension in the text? What synonyms could be used for in the text? Using a dictionary, write the meaning of the words. How does the context of the underlined word help you to understand its meaning? Copy the two words in the text that mean the same as
	Inference: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. 	<p>What do you think... means? Why do you think that? Could it be anything else?</p> <ul style="list-style-type: none"> • I think... ; do you agree? Why/why not? • Why do you think ... Give evidence from the text. • Can you explain why ..? • What do these words mean and why do you think that the author chose them? <p>What evidence is there to suggest</p> <p>How did feel? How do you know?</p>
	Prediction: <ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. 	<p>Can you think of another story with a similar theme? How do their plots differ?</p> <ul style="list-style-type: none"> • Which stories have openings like this? Do you think that this story will develop the same way? <p>Read the following passages. Determine what event is likely to occur next and why?</p>
	Explaining: <ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • begin to challenge points of view • begin to distinguish between fact and opinion 	<p>What is similar/different about two characters? Did the author intend that?</p> <ul style="list-style-type: none"> • Explain why... did that. • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way?

	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through 			<ul style="list-style-type: none"> How can you tell whether it is fact and opinion? How is this text similar to the writing we have been doing? How does the author engage the audience? 		
	Retrieval: <ul style="list-style-type: none"> confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. retrieve, record and present information from non-fiction texts. ask my own questions 			<p>Find the... in this text. Is it anywhere else?</p> <ul style="list-style-type: none"> When/where is this story set? Find evidence in the text. Find the part of the story that best describes the setting. What do you think is happening here? Why? Who is telling this story? <p>Why can't?</p> <p>How does ... feel? What word does it use in the text?</p> <p>Explain how happened.</p>		
	Summarising: <ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. make connections between information across the text and include this is an answer. discuss the themes or conventions from a chapter or text identify themes across a wide range of writing 			<p>What is the main point in this paragraph?</p> <ul style="list-style-type: none"> Sum up what has happened so far. Can you find a text with a similar theme? 		
Writing overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	Mystery Stories	Shakespeare Playscript	Myths and Legends	Viking Recount	Persuasive Text	Poetry: The Magic Box
	<ul style="list-style-type: none"> ● Adverbs of time, place and manner ● Short, simple sentences for effect ● Used vivid description and adventurous word choices ● Written in correct tense consistently throughout ● Expanded noun phrases ● Ellipsis for tension ● Similes for tension ● Subordinate clauses at beginning and end of sentences ● Speech ● Modal verbs ● Adverbs of possibility ● Embedded relative clauses 	<ul style="list-style-type: none"> ● Relative clauses ● Commas ● Subordinate clause ● Co-ordinating conjunctions to join clauses ● Simple sentences for impact ● Expanded noun phrases ● Adverbial phrases ● Parenthesis ● Relative clauses (at the end) 	<ul style="list-style-type: none"> ● Parenthesis ● Speech ● Expanded noun phrases ● Variety of sentence types ● Relative clauses ● Modal verbs ● Adverbs of possibility ● Apostrophes (singular and plural possession) ● Verb suffixes (-ate, -ise, -ify) ● Verb prefixes (dis-, de-, mis-, over- and re-) 	<ul style="list-style-type: none"> ● Parenthesis ● Modal verbs ● Adverbs of possibility ● To use expanded noun phrases. ● Subordinate clause at the beginning and at the end of a sentence ● Variety of sentence starters ● To use a relative clause ● To use parenthesis ● Include factual information ● To use formal/Standard English ● To use cohesion ● Reported speech for quotations 	<ul style="list-style-type: none"> ● Introduction (to introduce point). ● Cohesive devices ● Imperative verbs ● Repetition of subject. ● Rhetorical questions ● Multi clausal sentences ● Parenthesis ● Ambitious vocabulary. ● Relative clause ● Conclusion ● Modal verbs ● Expanded noun phrases ● A variety of sentence starters. ● Fronted adverbs with comma (Y4). ● Adverbs of possibility 	<ul style="list-style-type: none"> ● Relative clause ● Thesaurus use ● Descriptive vocabulary ● Alliteration ● Repetition of repeated words, sentences or phras ● Expanded Noun Phrase ● Magical elements ● Onomatopoeia –
Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>- draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 					

	<ul style="list-style-type: none"> - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task
Vocabulary, Grammar and punctuation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - recognise vocabulary and structures that are appropriate for formal speech and writing - use expanded noun phrases to convey complicated information concisely - use modal verbs or adverbs to indicate degrees of possibility - use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - use brackets, dashes or commas to indicate parenthesis - punctuate bullet points consistently
Transcription	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 - use dictionaries to check the spelling and meaning of words - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus