

Our KS2 Guided Reading Curriculum



In Key Stage 2, guided reading is taught daily for 30 minutes. In this time, children will be spending an equal amount of time on fiction, non-fiction and poetry. The order of these genres across the half-term does not matter, but their place within the curriculum is important as objectives are sequential and build upon prior learning between each half term.

At the top of the guided reading planning, there is a small table which shows the range of activities children should be accessing throughout the teaching of these objectives. These are the standard questions that children will be asked during formal assessments; therefore practise applying their knowledge to these types of questions is vital. There are also definitions of the key reading skills which have been taken from the national curriculum and show which skills the children will be developing over each year.

For each objective shown in bold, smaller steps have been designed in order to support teachers with their planning and ensuring the objective is fully covered. Based on the needs of individual classes, these steps may be further broken down when the teacher is planning at a daily level.

When skimming and scanning is referred to in the document, it is expected that all teachers are using the same vocabulary and strategies so that there is a consistent approach. This will enable children to become effective in this highly vital skill and also to ensure consistency for the children across different year groups.

Children may not record in their books during every lesson, and photographs are not required as evidence, but children should be given adequate opportunity to record their ideas and discussions during guided reading lessons. Examples in books may be annotations of texts, drawings to represent what has been read, or examples of the activities mentioned at the top of the document. Numerous comprehension questions are not required as these assess children rather than teach them reading skills.

Skimming and scanning is as follows:

1. Remembering roughly where in the text that information was read (beginning, middle or end)
2. Skimming the topic sentences of the paragraphs in that section and choosing the most appropriate*
3. Scanning the paragraph chosen for a key word or phrase linked to the question
4. Re-reading the sentence containing the key word or phrase in closer detail, and reading the sentence before if required.

* In Non-fiction, this stage is replaced by skimming the sub-headings and choosing the most appropriate section

Year 3							
Define Give / explain the meaning of words in context.	Retrieve Retrieve and record information / identify key detail from fiction and non-fiction.	Summarise Summarise main ideas from more than one paragraph.	Infer Make inferences from the text / explain and justify inferences with evidence from the text.	Predict Predict what might happen from detail stated or implied.	Relate Identify/Explain how information / narrative content is related and contributes to meaning as a whole.	Explore Identify / explain how meaning is enhanced through choice of words and phrases.	Compare Make comparisons within the text.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
Knowledge and Skills							
Autumn Half Term 1							
Fiction		Non Fiction			Poetry		
<p>Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.</p> <ul style="list-style-type: none"> • Create questions based upon what has been read • Make plausible predictions which are based upon evidence from what has been read • Show an understanding of character’s feeling throughout an event or dialogue, explaining how the author portrays this to the reader. <p>Discuss (i) characters’ feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements.</p> <ul style="list-style-type: none"> • Compare two characters within the same text • Compare the language the author has used in reference to both characters • Make statements based upon retrieval and inference. • Make statements about the themes and patterns identified through reading. 		<p>Locate information, using contents, index, headings, sub-headings, page nos., bibliographies.</p> <ul style="list-style-type: none"> • Understand that non-fiction texts use additional layout features and locate in different examples of texts. • Explain the purpose of contents, index and headings and their effect on the reader • Gather information from directed reading, using the layout features to locate. <p>Retrieve and record information from non-fiction, discussing main ideas, taking and organising notes.</p> <ul style="list-style-type: none"> • Use gathered information to summarise what has been read • Use skimming and scanning to locate key information • Identify the key word or words within a sentence that carries meaning. 			<p>Describe the effect a poem has and suggest possible interpretations.</p> <ul style="list-style-type: none"> • Identify any figurative language the poet has used (repetition of words and phrases, similes, alliteration) • Identify the descriptive language (adjectives and adverbs) the poet has used and how this might make the reader feel • Use visual representations to show interpretations of poems <p>Explore <i>Clerihews</i> noting structure, rhyme pattern and mood.</p> <ul style="list-style-type: none"> • Identify the rhyming pattern • Identify the ways in which a poet makes the poem humorous • Compare language used in different clerihews <p>Read aloud and recite poems, comparing different views of the same subject.</p> <ul style="list-style-type: none"> • Read poems aloud individually and as part of a 		

	<ul style="list-style-type: none"> gather information from a specific paragraph, using layout features which guide the reader. <p>Read flow charts and cyclical diagrams that explain a process.</p> <ul style="list-style-type: none"> Identify the purposes of diagrams Evaluate how effective the diagrams are in terms of their effect on the reader. 	<p>group, following the rhythm of each verse</p> <ul style="list-style-type: none"> Identify any similarities and differences in language used by poets discussing the same theme Identify any similarities or differences in the layout and structure of poems covering the same subject.
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Autumn Half Term 2		
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Fiction	Non Fiction	Poetry
<p>Identify the purpose of dialogue and how it is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue.</p> <ul style="list-style-type: none"> Identify what the characters say and what can be learnt from what they say Identify what the characters do not say and what can be inferred from this. Identify the layout conventions of dialogue within a narrative e.g. new line for a new speaker and the punctuation required. Compare how questions and exclamations in dialogue create different effects. <p>Recognise and discuss key themes and conventions.</p> <ul style="list-style-type: none"> Identify similarities in vocabulary used between two texts e.g. through the choice of adjectives and adverbs for description, and adverbs to show time and place or link ideas. Identify the themes of different short stories Compare how authors represent the same themes in different ways. 	<p>To read information passages, and identify main points or gist of text, e.g. by noting or underlying key words or phrases, listing the 4 or 5 key points covered.</p> <ul style="list-style-type: none"> Identify the difference between fact and opinion Read texts on the same subject and identify whether the key information is the same Make concise notes based on more than one paragraph of writing <p>Summarise a paragraph, generating appropriate sub-headings.</p> <ul style="list-style-type: none"> Justify choices and relate answers back to what has been read in the paragraph Compare different subheadings, identifying that some use humour, some use questions and others are statements. Create a summary which is based upon factual information from one paragraph <p>Identify and discuss causal language.</p> <ul style="list-style-type: none"> Identify examples of causal language across a range of non-fiction texts (conjunctions) Gather a bank of words which show cause and effect Explain why, in relation to the text's purpose, 	<p>Distinguish between rhyming and non-rhyming poetry and comment on the impact of layout.</p> <ul style="list-style-type: none"> Identify words which rhyme and words which are near rhymes Compare rhyming poems to non-rhyming poems when performing aloud Identify the rhyming structure of different poems <p>Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme.</p> <ul style="list-style-type: none"> Locate examples of alliteration and rhyme Read poems aloud and reflect upon their rhythm Explain why the poet has created sound effects and which examples they like/dislike

	causal language is used.	
Spring Half Term 1		
Fiction	Non Fiction	Poetry
<p>Re-tell main points of a story in sequence;</p> <ul style="list-style-type: none"> Summarise each paragraph of a text, identifying the main points Use summaries to retell the main points of a story Compare the structure to other stories. Are any of the main points similar? <p>Compare different stories; evaluate and justify preferences.</p> <ul style="list-style-type: none"> Plot the structure of a narrative and compare any similarities. Identify how an author makes the reader feel with their choice of language Generate questions based on what has been read Give opinions on stories, using evidence to justify opinions <p>Understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and note how the writer has evoked it through detail.</p> <ul style="list-style-type: none"> represent authors choice in language through pictorial interpretation Identify the ways in which the author uses different senses to describe a setting Compare two settings and identify any similarities in authors techniques through the use of vocabulary choices such as adverbs, adjectives, conjunctions and similes. 	<p>Compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources.</p> <ul style="list-style-type: none"> Identify the different structural features (paragraphs, sub-headings, images, diagrams, glossaries) of non-fiction texts Compare different versions of the same genre Compare an online source to a paper based source. <p>Know and use efficient skimming and scanning techniques to purposeful retrieve key information.</p> <ul style="list-style-type: none"> Identify how layout features such as sub-headings can support with skimming and scanning Show efficient skimming and scanning by remembering, reading the topical sentence, scanning for a key word, and then closer reading the sentence containing the key words. 	<p>Explain use of figurative language e.g. simile and how this is used to create pictures.</p> <ul style="list-style-type: none"> Identify similes across a range of poems Compare the effect similes have e.g. positive or negative imagery Compare similes in terms of their effectiveness Use visual representation to show an understanding of the similes chosen by poets <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <ul style="list-style-type: none"> Read poems aloud independently or in a group, choosing different ways to add action to the poem Read poems aloud independently or in a group, showing how intonation changes based on the meaning.

Spring Half Term 2

Fiction	Non Fiction	Poetry
<p>Refer to significant aspects of the text, e.g. opening, build-up atmosphere, and identify how language is used to create these, e.g. use of adjectives for description.</p> <ul style="list-style-type: none"> • Compare the use of adjectives in the opening to the closing of a narrative • Compare the vocabulary choices in the build-up and the resolution • Identify how adjectives carry different shades of meaning and identify why the author may have made their choice, linking responses to what the author is hoping the reader will feel. • Compare sentence lengths from the opening to the build-up. 	<p>Follow a line of enquiry, knowing what information to look for.</p> <ul style="list-style-type: none"> • Be able to identify a question which could be answered from the text • Make note of key information which links to the question <p>Understand how to use contents pages and indexes to locate information.</p> <ul style="list-style-type: none"> • Use contents and indexes to find the information required to answer questions <p>Summarise in one sentence the content of a passage, and the main point it is making.</p> <ul style="list-style-type: none"> • Be able to make concise summaries and justify summaries <p>Explain features of different forms of non-chronological reports.</p> <ul style="list-style-type: none"> • Compare leaflets, informative posters, websites and documentaries, identifying the similarities and differences in language and layout. • Compare different forms of non-chronological report which cover the same subject • Identify a list of language and grammar features which are evident in most non-chronological texts e.g. third person pronouns, questions for sub-headings, factual adjectives and conjunctions. 	<p>Compare forms or types of humour in poetry, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, limericks.</p> <ul style="list-style-type: none"> • Read a range of different humorous poems and identify the techniques the poet uses • Compare the similarities and differences in terms of creating humour • Identify how words can be chosen for a specific effect (word play). <p>Discuss how word play is used for extra impact.</p> <ul style="list-style-type: none"> • Identify examples of word play and describe the impact on the reader • Evaluate different examples of word play and identify the most effective examples.

Summer Half Term 1		
Fiction	Non Fiction	Poetry
<p>Explore narrative order: identify and map out the main stages of the story: introductions – build ups – climaxes or conflicts – resolutions.</p> <ul style="list-style-type: none"> Identify each of the key structures in a range of fiction texts Identify a narrative which uses a different structure and give preferences. <p>Understand how writers use figurative and expressive language to create images atmosphere, describing the effect on the reader.</p> <ul style="list-style-type: none"> Identify examples of figurative language (similes, repetition, alliteration and personification) Create a visual representation based upon the language chosen and justify each part of the visual representation Compare the language used to create a tense atmosphere and a positive atmosphere (adjectives, adverbs, use of pronouns, use of minor sentences) 	<p>Develop library skills to independently research a topic.</p> <ul style="list-style-type: none"> Compare the titles and front covers of library books to establish whether they will hold the required information Compare blurbs of non-fiction texts and establish which are age or reading level appropriate Evaluate the information provided by the blurb <p>Use scanning to locate information quickly and accurately.</p> <ul style="list-style-type: none"> Show efficient skimming and scanning by remembering, reading the topical sentence, scanning for a key word, and then closer reading the sentence containing the key words. <p>Identify different purposes of instructional texts. Discuss merits and limitations of particular instructional texts and compare with others to give an overall evaluation.</p> <ul style="list-style-type: none"> Identify the features used within different instructional texts (imperative verbs, adverbs for clarify, prepositions for clarity) Compare and contrast instructional texts Give opinions on different instructional texts and justify opinions. 	<p>Explain the pattern and structure of different simple forms of poetry e.g. haiku, cinquain, kennings.</p> <ul style="list-style-type: none"> Identify the differences between haiku and cinquain poems Identify the rhyming patterns of different poems and give preferences with justification. <p>Rehearsing poems for performance. Discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p> <ul style="list-style-type: none"> Identify interesting language and begin to identify the origin of the words they've identified Rehearse being able to recite poem aloud, without having to read directly from the text.
Summer Half Term 2		
Fiction	Non Fiction	Poetry
<p>Investigate and compare the styles and voices of traditional story language – collect examples, e.g. story openings and endings; scene openers, e.g.</p>	<p>Research a topic using online sources, identifying useful content and discuss bias.</p> <ul style="list-style-type: none"> Compare two versions of a text covering the 	<p>Explore poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms.</p>

<p>'Now When...', 'A long time ago...', list,</p> <ul style="list-style-type: none"> • Gather examples of traditional story language • Compare where in the story the traditional language is used <p>Identify and explain how dialogue is used to create characterisation and move the story on.</p> <ul style="list-style-type: none"> • Identify what can be learnt about a character from what they say • Identify the action that takes place around the dialogue • Gather vocabulary used in reporting clauses and identify what the reader can learn from inferring based on these word choices. 	<p>same subject</p> <ul style="list-style-type: none"> • Identify the language chosen by the author and make comparisons between the language chosen • Give examples of facts and opinions which are presented as facts. <p>Read a range of persuasive texts. Compare considering, e.g. -the deliberate use of ambiguity, half-truth, bias; -how opinion can be disguised to seem like fact.</p> <ul style="list-style-type: none"> • Identify the difference between fact and opinion • Identify words or phrases which cause ambiguity 	<ul style="list-style-type: none"> • Read aloud poems which have distinctive rhythms • Identify alliteration and onomatopoeia across a range of poems • Describe the effect that alliteration and onomatopoeia has on the reader. <p>Recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects.</p>
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Year 4							
Define	Retrieve	Summarise	Infer	Predict	Relate	Explore	Compare
Give / explain the meaning of words in context.	Retrieve and record information / identify key detail from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from detail stated or implied.	Identify/ explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
Knowledge and Skills							
Autumn Half Term 1							
Fiction	Non Fiction				Poetry		
Explore chronology in narrative, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail.	<p>Explain the techniques the author has used to organise a non-fiction text.</p> <ul style="list-style-type: none"> • Identify the structural and layout features used to organise a non-fiction texts (explanations, 				<p>Compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences.</p> <ul style="list-style-type: none"> • Identify how poems are written from different 		

<ul style="list-style-type: none"> • Compare and contrast two sections of text, one where details are skimmed and one written in depth • Identify the language used by authors to move the timing of the story forward (commenting upon adverbs, conjunctions and prepositions) • Identify the grammatical features which show jumps in time (e.g. conjunctions and adverbs) <p>Explore and discuss how sentence structure and powerful language create different effects on the reader.</p> <ul style="list-style-type: none"> • Identify different sentence structures used within narratives and their intended effect on the reader • Identify whether the same sentence structures are used in a range of narratives • Compare language that has been chosen with a text that was written for a different purpose 	<p>non-chronological reports and persuasive texts)</p> <ul style="list-style-type: none"> • Compare the structural and layout features used in different non-fiction texts (explanations, non-chronological reports and persuasive texts) • Identify how the use of topical sentences organise a text • Identify how adverbs, prepositions and conjunctions can organise a non-fiction text • Identify how the use of pronouns and nouns organise a non-fiction text <p>Identify how and why paragraphs are used to organise and sequence information.</p> <ul style="list-style-type: none"> • Identify the purpose of different paragraphs • Identify the ways in which the author has group information together. <p>Identify the features of recounted texts such as sports reports, diaries, police reports:</p> <ul style="list-style-type: none"> • Understand that the author uses an introduction to orientate reader and the information they include in order to do this • Compare the use of a chronological sequence in recounts. • Explain why an author may choose to use an illustration • Reflect upon the degree of formality chosen by the author and the impact this has on the reader, discussing the use of personal pronouns. 	<p>perspectives and give reasons as to why the poet may do this</p> <ul style="list-style-type: none"> • Compare and contrast poems with different narrative voices, giving preferences to each. • Identify similarities and differences in language choices between different poems on the same theme. • Identify poems which use similar structural features such as rhyme and rhythm <p>Recognise some different forms of poetry e.g free verse, explaining features and purposes.</p> <ul style="list-style-type: none"> • Understand that free verse poems have no regular meter or rhythm • Compare the features of a free verse poem to that of a highly structured poem covering the same theme. • Explain why poets may choose free verse poetry, by exploring the language choices they have made <p>Understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration.</p> <ul style="list-style-type: none"> • Have a clear understanding of the difference between a verse and a stanza • Identify examples of verses and explain why they may have been chosen • Understand how the rhythm and rhyme within a stanza follows a structure
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Autumn Half Term 2

Fiction	Non Fiction	Poetry
<p>Compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution.</p> <ul style="list-style-type: none"> • Read a range of short stories to identify their 	<p>Identify different types of non-fiction text, e.g. their content, structure, vocabulary, style, layout and purpose.</p> <ul style="list-style-type: none"> • Identify the purpose of different non-fiction 	<p>Describe a poem's impact and explain own interpretation by referring to the poem.</p> <ul style="list-style-type: none"> • Explain the meaning of different poems and give reasons for responses

<p>purpose and audience using language from the text as evidence.</p> <ul style="list-style-type: none"> • Compare the build up of fairy tale to an adventure story, identifying the different language and grammar features used. • Compare the use of dialogue between an adventure story and fairy tale to identify how dialogue affects pace. • Identify what is learnt about a character or events based on the dialogue chosen in adventure stories and fairy tales. <p>Identify the main characteristics of the key characters, drawing on the text to justify views, use the information to predict actions.</p> <ul style="list-style-type: none"> • Make inferences based on a character through the use of dialogue • Identify the main events in a story and make inferences about a character based on their actions within the story • Make plausible predictions which are based on a good understanding of the character, using the text to justify predictions. 	<p>texts (explanations, non-chronological reports, newspapers and instructions)</p> <ul style="list-style-type: none"> • Compare the layout of two different non-fiction texts • Identify the changes in vocabulary between explanations and instructions (imperative verbs, personal pronouns and tenses) • Identify the purposes of each paragraph in different non-fiction texts and identify any similarities or differences <p>Investigate how style and vocabulary are used to convince the intended reader in persuasive texts and evaluate advertisements for their impact and honesty.</p> <ul style="list-style-type: none"> • Identify examples of exaggerated claims and relate this to the desired impact on the reader • Gather examples of the rule of 3 and explain why it is used within persuasive writing • Comment upon the use of alliteration and its effectiveness. • Reflect upon the use of puns by identifying their meaning and why they were chosen. 	<ul style="list-style-type: none"> • Identify poems which are intended to be humorous and those which are intended to show emotion <p>Identify and discuss the powerful words that are linked to the senses.</p> <ul style="list-style-type: none"> • Read a selection of different poems and identify the words that are used to describe different senses • Compare the effectiveness of different words <p>Explore <i>Kenning</i> Poems noting structure and the use of metaphor and description.</p> <ul style="list-style-type: none"> • Identify the link between verbs and nouns within the kenning structure • Explain the metaphors used within kennings and compare to metaphors used within free verse poetry. • Give opinions on kenning poetry and evaluate their effectiveness.
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Spring Half Term 1

Fiction	Non Fiction	Poetry
<p>Understand how paragraphs or chapters are used to collect, order and build up ideas.</p> <ul style="list-style-type: none"> • Identify how pronouns are used to create cohesion by avoiding the repetition of nouns. • Begin to identify the use of a topic sentence and how they are used across a range of paragraphs • Compare paragraphs which are chronological and those which are not. • Summarise paragraphs and identify that they only discuss on topic or time period. 	<p>Investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images etc.</p> <ul style="list-style-type: none"> • Identify the layout features used in a range of different non fiction IT texts • Evaluate the effectiveness of these features based on the reader e.g. how do sub-headings help focus the reader? How do hyperlinks allow the reader to understand something more fully? 	<p>Explore, discuss and describe a specific rhyming form, e.g. a rap</p> <ul style="list-style-type: none"> • Identify the rhythm of two different rap poems and identify any similarities between them • Gather information on the syllables of words chosen and how this relates to the rhythm • Identify places where the poet had to change order to fit the structure. Compare whether this affects meaning or understanding. • Evaluate and give preferences on the two

<p>Explore different cohesive devices.</p> <ul style="list-style-type: none"> • Identify the use of the unmarked ellipsis and how the reader is still able to understand meaning • Understand that repetition of key words or ideas creates cohesion within paragraphs • Identify how conjunctions allow the author to make links between ideas within and across paragraphs. 	<ul style="list-style-type: none"> • Evaluate the information presented in terms of its importance. Then establish where this is located within the IT text. <p>Identify key features of explanatory texts:</p> <ul style="list-style-type: none"> • Purpose: to explain a process or to answer a question • structure: introduction, followed by sequential explanation, organised into paragraphs; • language features: usually present tense; use of conjunctions and cause and effect; use of passive • voice; • presentation: use of diagrams, other illustrations 	<p>different rap poems (<i>retelling of 3 little pigs and King of the dinosaurs- CLPE</i>)</p> <p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these out effectively.</p> <ul style="list-style-type: none"> • Identify the use of different rhyming patterns in poems on the same theme • Identify poems which use choruses • Reflect upon which rhyming patterns are easier to perform and give reasons as to why this may be. <p>Use actions, sound effects, musical patterns and images to enhance a poem's meaning.</p> <ul style="list-style-type: none"> • Identify the meaning of a poem • Identify where a poet has used sound effects or rhyming patterns to support with understanding the meaning.
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Spring Half Term 2

Fiction	Non Fiction	Poetry
<p>Understand how the use of expressive and descriptive language can create moods, arouse expectations, build tension, and describe attitudes or emotions.</p> <ul style="list-style-type: none"> • Identify the use of similes, metaphors and personification within a text, and compare their effectiveness • Establish that some adjectives and nouns have different connotations • Identify the use of short sentences to create a tense atmosphere. • Identify the different words or phrases which are used to open sentences and the effect they have on the atmosphere. • Compare the adjectives used to create a tense, 	<p>Appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list.</p> <ul style="list-style-type: none"> • Make predictions about the information contained in a paragraph based on the subheading • Compare the subheadings of a text to identify whether it will hold required information • Make judgements about reading level by scanning the first sentence for understanding <p>Prepare for factual research by reviewing what is known, what is needed, what is available and where to search.</p> <ul style="list-style-type: none"> • Make plans on which research to gather • Make concise notes to show information already known and information needed 	<p>Study narrative poetry. Compare and contrast to stories.</p> <ul style="list-style-type: none"> • Identify how similes or metaphors can be extended and continued throughout the poem • Compare the similarities and differences between narrative poetry and narrative stories, focusing on the use of dialogue and tenses. • Give opinions on a range of different narrative poems. <p>Use drama approaches to understand how to perform poems to support their understanding of the meaning. Use appropriate expression to support comprehension.</p> <ul style="list-style-type: none"> • Use role on the wall to show how a character/narrator may be feeling at different

sad or busy atmosphere.	<p>Summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words.</p> <ul style="list-style-type: none"> Summarise sentences in a few words and reflect upon how accurate the summary is Summarise a paragraph by highlighting the key information and consolidating into one sentence. 	<p>points within a poem</p> <ul style="list-style-type: none"> Represent different parts of the poem using freeze framing techniques
Summer Half Term 1		
Fiction	Non Fiction	Poetry
<p>Understand the use of figurative language in stories; compare poetic phrasing with narrative/descriptive examples.</p> <ul style="list-style-type: none"> Identify which senses have been used to create imagery and evaluate their effectiveness. Compare a poem to a narrative on the same theme. Identify how the language is similar or different. Understand how similes and metaphors within poems may be different to those in narratives, making comparisons between them. <p>Understand and explain the difference between what is written and what is implied.</p> <ul style="list-style-type: none"> Show what they know for certain from a text Show what they think they know, and what this is based upon. Make inferences about a setting based on what is implied Make inferences about a character based on what is implied. 	<p>Mark extracts by annotating and by selecting key headings, words or sentences.</p> <ul style="list-style-type: none"> Identify key words or phrases within a non-fiction text Add annotations which summarise main ideas from a sentence or paragraph Compare the key information in different texts on the same theme <p>Identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines;</p> <ul style="list-style-type: none"> Identify the use of the passive voice within a newspaper report Compare layout features of newspapers from two different sources Compare the level of formality between a newspaper and a familiar version of the same event (e.g. three little pigs, goldilocks) <p>Predict newspaper stories from the evidence of headlines, making notes and then checking against the original.</p> <ul style="list-style-type: none"> Make predictions based on the headline and justify these predictions based on word 	<p>Recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous.</p> <ul style="list-style-type: none"> Read a range of poems of different structures which cover the same theme Compare the language features of free verse, rhyming and shape poems and identify any similarities Reflect upon any limitations of shape or rhyming poetry <p>Refine performance of poetry by varying volume, pace and use appropriate expression when performing</p> <ul style="list-style-type: none"> Independently or within a group, perform a range of poems using appropriate volume and expression Annotate poems to show where words or phrases should be emphasised to enhance meaning when performing.

	<p>meaning.</p> <ul style="list-style-type: none"> • Gather notes from the newspaper, showing the ability to summarise key ideas. 	
Summer Half Term 2		
Fiction	Non Fiction	Poetry
<p>Identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story and discuss how the characters deal with them.</p> <ul style="list-style-type: none"> • Summarise the dilemmas of different stories • Identify how the dilemma links to the moral of a story • Make inferences about character’s emotions during different stages of the story. • Reflect upon the social, moral or cultural issues within different stories. <p>Explore “show not tell” techniques.</p> <ul style="list-style-type: none"> • Respond to a description by creating a pictorial representation • Identify the ways in which the author helps the reader build up an image and critically evaluate. • Compare the description which is told and the description which is implied • Compare different texts and the strategies they use to ‘show’ the reader 	<p>Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatical form.</p> <ul style="list-style-type: none"> • Use notes which are gathered from a text • Understand that some words are more important than others when note taking <p>Collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram.</p> <ul style="list-style-type: none"> • Gather notes from a range of different texts, both paper based and online • Choose texts which will suit the purpose or answer the question posed. <p>Investigate language used for comparison and contrast.</p> <ul style="list-style-type: none"> • Identify how conjunctions can be used to show contrasting ideas • Reflect upon why an author would choose to compare and contrast ideas. 	<p>Identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words;</p> <ul style="list-style-type: none"> • Identify any archaic words used within a poem and establish their meaning • Compare poems on the same theme from different time periods and reflect upon the language choices <p>Comment on the use of similes and expressive language to create images, sound effects and atmosphere.</p> <ul style="list-style-type: none"> • Identify similes used within a range of poetry • Compare and contrast the adjectives used to create images in poems for different purposes e.g. humour compared to a ballad.

Year 5							
Define	Retrieve	Summarise	Infer	Predict	Relate	Explore	Compare
Give / explain the meaning of words in context.	Retrieve and record information / identify key detail from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from detail stated or implied.	Identify/ explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
Knowledge and Skills							
Autumn Half Term 1							
Fiction	Non Fiction			Poetry			
<p>Understand aspects of narrative structure,</p> <ul style="list-style-type: none"> Identify the grammatical ways in which an author links paragraphs together e.g. through conjunctions, repeated ideas or words, pronouns or adverbs. Compare the adverbs used to show movement through time in narrative with flashbacks Identify the layout features which are used by authors to show shifts in time <p>Identify language the writer has chosen for impact and discuss and evaluate the impact on the reader.</p> <ul style="list-style-type: none"> Compare the use of similes, personification metaphors across narratives Identify the language which has been used for a specific impact across a range of narrative paragraphs and make comparisons between the language Identify the adjectives and verbs chosen by the reader whilst reflecting on their connotations and the impact this has on the reader 	<p>Discuss the purpose of note-taking and how this influences the nature of notes made.</p> <ul style="list-style-type: none"> Identify the ways in which note taking for an individual would be different for note taking for someone else Compare note taking for information and note taking to re-write based on a text <p>Use simple abbreviations in note taking.</p> <ul style="list-style-type: none"> Make notes from a range of non-fiction texts, including recounts and newspaper reports <p>Identify techniques, sentence structure and language techniques that support precise and concise presentation of information.</p> <ul style="list-style-type: none"> Read and compare different non-fiction texts and evaluate how important the information is in each text Reflect upon the way authors use relative or embedded clauses to drop in information Compare sentence structures between non-chronological reports, reflecting on how an 			<p>Read a number of poems by significant poets and identify what is distinctive about the style or content of their poems.</p> <ul style="list-style-type: none"> Read poems by William Shakespeare, John Donne and John Milton Reflect upon their use of iambic pentameter and compare them to poets such as Rosen or Coehlo. Identify any similarities in themes or language choices across examples of their work. <p>Explore <i>iambic Pentameter</i> noting how different lines are constructed, pattern of stressed and unstressed syllables. Explain the effect of lines being constructed in this style.</p> <ul style="list-style-type: none"> Be able to explain the difference between a stressed and unstressed syllable Explain that iambic pentameter consists of five sets of unstressed and stressed syllables. Identify the use of iambic pentameter within poems. 			

	author is able to make the information more concise.	<ul style="list-style-type: none"> Relate the use of iambic pentameter to the spoken word <p>Prepare readings of poetry, with appropriate intonation to show their understanding.</p>
Autumn Half Term 2		
Fiction	Non Fiction	Poetry
<p>Identify the key features of different types of literary text. E.g. stock characters, plot structure, and how particular texts conform, develop or undermine the story.</p> <ul style="list-style-type: none"> Identify the traditional structure of adventure stories, good vs bad and warning stories Compare the ways in which the 'bad' character is represented in traditional stories Make comparisons between similar characters in different stories. <p>Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create specific effects.</p> <ul style="list-style-type: none"> Identify examples of onomatopoeia and why the author may have chosen to use it Identify words or ideas which have been repeated and explain how this supports cohesion across a paragraph Compare the use of repetition for cohesion and repetition for impact Identify the use of alliteration and the reasons why it has been used Compare different narratives and identify which techniques are used in both. 	<p>Secure the skills of skimming, scanning and efficient reading so that research is fast and effective.</p> <ul style="list-style-type: none"> Choose an appropriate strategy for skimming and scanning. E.g. Read the subheadings first, then skim the topic sentences at the beginning of each paragraph, scan the chosen paragraph for a key word and then read the sentence its in with more precision. Show skimming and scanning techniques by explaining why they'd look in specific paragraphs for specific information or to answer given questions. <p>Locate information confidently and efficiently</p> <ul style="list-style-type: none"> Choose which paragraphs to locate information in through the use of subheadings or topical sentences Skim and scan, using an appropriate strategy, in order to locate information Retrieve information to answer questions based on a text 	<p>Discuss a poet's possible viewpoint, explain and justify own response and interpretation.</p> <ul style="list-style-type: none"> Gather language which suggests view point from a range of poems by different poets Justify own interpretation of the poem based upon evidence and quotation from the poem. <p>Discuss how poets draw upon observation, memory and imagination.</p> <ul style="list-style-type: none"> Identify examples where the poet has related their poem to a real life experience Identify examples of poetry where the author has based the poem on their childhood and identify the language which has been chosen to convey the emotions linked to this. Compare a realistic view of a memory or observation to that of an imaginary memory/observation

Spring Half Term 1		
Fiction	Non Fiction	Poetry
<p>Explore and understand the differences between literal and figurative language, e.g. through discussing the effects of imagery.</p> <ul style="list-style-type: none"> Identify examples of metaphors, similes, personification, alliteration and onomatopoeia across a range of narratives Identify and compare the literal and figurative language used within narratives and reflect upon the impact they have on the reader. Reflect upon the imagery created through the author's use of language. Compare the effects of literal and figurative language on the reader. <p>Analyse how individual paragraphs are structured in writing</p> <ul style="list-style-type: none"> Identify the function of the opening sentence of a paragraph Analyse different narrative paragraphs in relation to chronological order Explore the language (adverbs, conjunctions and repetition) which is used to make connections within the paragraph. Evaluate the effectiveness of different paragraphs and give reasons for the evaluative statements. 	<p>Evaluate texts critically by comparing how different sources treat the same information.</p> <ul style="list-style-type: none"> Read non-fiction texts which cover the same subject and identify the key information presented in each Evaluate the effectiveness of the texts based on the information they provide to the reader Evaluate the effectiveness of a text based on the audience and the language features used to present the information. <p>Read and evaluate letters in terms of how they are set out and the language chosen.</p> <ul style="list-style-type: none"> Identify the ways in which letters are presented and whether this varies depending upon the intended audience or purpose. Compare letters which are for different audiences, regarding the same subject. Identify any similarities and differences in the grammar or language choices made. Compare and contrast a letter to inform and one to persuade. 	<p>Recognise themes in the poems they read, such as love, loss or heroism.</p> <ul style="list-style-type: none"> Read different poems by the same poet and identify any similarities between ideas/themes Compare poems different poets, on the same theme, and identify any similarities in the language choices made. Critically reflect on poems of the same theme and give opinions as to preference, using quotations from poems. <p>Explore and explain imagery including metaphor and personification.</p> <ul style="list-style-type: none"> Identify examples of metaphor and personification used within a poem Identify examples of an extended metaphor and explain the ways in which the author continues the metaphor Explain what is meant by the identified metaphors and personification and the impact this has on the reader's understanding.
Spring Half Term 2		
Fiction	Non Fiction	Poetry
<p>Articulate personal responses to literature, identifying why and how a text affects the reader</p> <ul style="list-style-type: none"> Give opinions on a range of fiction texts, basing their answers on evidence and quotations from the texts 	<p>Comment critically on the language, style, success of examples of non-fiction such as, reviews, reports and leaflets.</p> <ul style="list-style-type: none"> Read a range of non-fiction texts including reviews, reports and leaflets and give 	<p>Explore emotive poems noting techniques poets use to impact on the reader.</p> <ul style="list-style-type: none"> Retrieve the words which have been carefully chosen and identify their intended effect Evaluate the effectiveness of author's choice in

<ul style="list-style-type: none"> • Give comparative opinions between two narrative texts, drawing on ideas from both texts. <p>Identify writer techniques for creating an impact on the reader.</p> <ul style="list-style-type: none"> • Identify the ways in which the author creates an impact on the reader through their choice of grammar and vocabulary • Compare the techniques used by two authors attempting to create the same impact <p>Analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built.</p> <ul style="list-style-type: none"> • Identify the language features used to create tension, focussing on the use of marked and unmarked ellipsis, questions, the use of pronouns to create mystery and adjectives • Relate the language choices to the reader and evaluate how effective they are. • Compare different texts with the same purpose and evaluate which is most effective to the reader. 	<p>preferences.</p> <ul style="list-style-type: none"> • Compare and contrast the language used between the three forms. • Summarise each of the non-fiction text types and give opinions as to which met the purpose most effectively. <p>Read and evaluate a range of procedural texts in terms of their:-purposes; -organisation and layout; clarity and usefulness.</p> <ul style="list-style-type: none"> • Read explanation texts and identify the strategies used by the author to ensure procedural or chronological order. • Reflect upon the level of detail provided by the author, through the use of parenthesis or embedded clauses and relate this to the effectiveness of the text. • Compare and contrast multiple explanation texts in terms of language and layout, identifying which is the most effective. 	<p>similes and explain the ways in which the reader may interpret them.</p> <ul style="list-style-type: none"> • Compare the use of abstract and concrete nouns within the poem • Reflect upon the connotations of the words chosen by the author. <p>Explore how precise word choice evokes more than is described.</p> <ul style="list-style-type: none"> • Reflect upon poets meaning, and the words which could have been used to convey the meaning. • Identify why the precise word choice was made and the desired impact on the reader. • Explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns. <p>Comment critically on the overall impact of a poem, showing how language and themes have been developed.</p> <ul style="list-style-type: none"> • Identify the themes of different poems and the key language which is related to the theme • Comment upon the themes that have been developed through the poem and the techniques the poet has used to do this. • Evaluate poems based on their overall impact on the reader.
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Summer Half Term 1

Fiction	Non Fiction	Poetry
<p>Investigate how characters are presented, referring to the text:</p> <ul style="list-style-type: none"> • Use dialogue to establish what they know about a character and what they can infer about a character • Identify the actions a character takes and 	<p>Read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare;</p> <ul style="list-style-type: none"> • Identify the use of emotive language within a non-fiction text. 	<p>Explain the use of unusual or surprising language choices and effects, such as onomatopoeia; comment on how these influence meaning.</p> <ul style="list-style-type: none"> • Identify where a poet has chosen language to complete a rhyme or fit a rhythm • Reflect upon whether these language choices

<p>explain what can be learnt about them from these actions</p> <ul style="list-style-type: none"> • Gather words and phrases which are used to describe contrasting characters and relate these to how the reader perceives them. e.g. are they good or bad? a victim or a hero? • Identify what can be learnt about a character from the way in which they interact with other characters 	<ul style="list-style-type: none"> • Compare how authors write opinions so they are presented as factual information • Explore the use of rhetorical questions within an argument or discussion and explain the impact these are intended to have upon the reader • Identify the language used by the author which is factual and that which is emotive and reflect upon why both may be used. • Identify the use of compare and contrast conjunctions and explain how these are used to signpost the reader. <p>Note how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments.</p> <ul style="list-style-type: none"> • Identify the structure of paragraphs within an argument • Compare the structure of paragraphs between different examples which cover the same topic. • Identify the use of adverbs, conjunctions or repetition of ideas or pronouns to link sentences within a paragraph. 	<p>affect meaning</p> <ul style="list-style-type: none"> • Read nonsense poems and identify how the meaning is altered. <p>Prepare poems 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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Summer Half Term 2

Fiction	Non Fiction	Poetry
<p>Distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters.</p> <ul style="list-style-type: none"> • Show how the narrator’s viewpoint changes throughout different parts of a narrative across a range of narrative texts. • Identify the narrator’s view point and reflect on why this may be different to the author’s. 	<p>Retrieve, record and present information from non-fiction following own lines of enquiry.</p> <ul style="list-style-type: none"> • Choose appropriate books to follow a line of enquiry and justify why the choices were made • Gather notes which can be used to expand upon and support skimming and scanning for information • Use the language and layout features of other 	<p>Discuss and evaluate how poets use language, including figurative language, considering the impact on the reader.</p> <ul style="list-style-type: none"> • Identify the range of similes, metaphors and personification used by poets • Compare multiple poems on the same theme and compare the figurative language used by them

<ul style="list-style-type: none"> • Compare the ways in which the main character is portrayed in comparison to a minor character, looking at what is known or can be inferred about each character. • Explore the reasons why an author may give more detail about one character in comparison to others, with reference to the reader. 	<p>non-fiction texts to present gathered information.</p> <p>Read a range of explanatory texts, investigating and noting features of impersonal style,</p> <ul style="list-style-type: none"> • Identify the use of causal conjunctions within explanation texts and explain their impact on the purpose of the text. • Compare the use of sequential language, using conjunctions or adverbs to make links between ideas. • Identify the use of technical vocabulary and evaluate their appropriateness for the purpose and audience. • Read explanation texts and identify the use of the passive voice for formality 	<ul style="list-style-type: none"> • Explain the figurative language in terms of what the reader will infer from them. <p>Discuss how linked poems relate to one another</p> <ul style="list-style-type: none"> • identify poems which link together by themes • Identify poems which are similar in terms of repetition of structures or vocabulary • Identify poems which are cyclical. e.g. seasons poems.
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Year 6							
Define	Retrieve	Summarise	Infer	Predict	Relate	Explore	Compare
Give / explain the meaning of words in context.	Retrieve and record information / identify key detail from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text / explain and justify inferences with evidence from the text.	Predict what might happen from detail stated or implied.	Identify/ explain how information / narrative content is related and contributes to meaning as a whole.	Identify / explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.
Discussion	Multiple choice	Ranking / ordering	Matching / labelling	Find and copy	Short response	Investigate	Open-ended response
Knowledge and Skills							
Autumn Half Term 1							
Fiction:			Non Fiction:			Poetry:	
Compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in			Review a range of non-fiction text types and characteristics, discussing when a writer might choose to write in a given style and form.			Read a range of narrative poems. <ul style="list-style-type: none"> • Read narrative poems by Tennyson, Carroll and Coehlo 	

<p>seeing the setting, in losing the narrator.</p> <ul style="list-style-type: none"> • Identify the ways in which a novel sets the scene • Identify the ways in which a TV/Film version sets the scene • Compare the way in which a book and TV version sets the scene • Explore the narrative voice and how the narrator is lost within the TV version. Explain the ways in which the narrator moves the story forward. <p>Evaluate the effectiveness of dialogue and its purpose.</p> <ul style="list-style-type: none"> • Identify what can be learnt about a character through the dialogue • Make inferences about characters and plot based on dialogue • Compare different examples of dialogue and critically reflect on the dialogue. <p>Identify techniques and explain how writers create specific atmospheres.</p> <ul style="list-style-type: none"> • Identify the language choices the author has made to create tension. e.g. the use of pronouns for ambiguity, rhetorical questions, words with negative connotations, effective similes and metaphors. • Compare different texts which aim to create tension and identify the features used by different authors • Critically reflect on the author's ability to create tension and give preferences based on responses. 	<ul style="list-style-type: none"> • Read non-fiction texts on the same subject but in different forms and identify the purpose of the different texts • Explain the differences between the two genres • Explore how the author's choice of form allows them to suit their purpose. <p>Identify intended audiences and purposes for writing and how a writer meets the intentions.</p> <ul style="list-style-type: none"> • Read a range of non-fiction texts and identify the intended audiences and purposes • Identify the language and layout features which suit the intended audience • Evaluate which texts meet the needs of the audience <p>Describe layout and presentational devices.</p> <ul style="list-style-type: none"> • Identify the layout and presentational devices used in a range of non-fiction texts • Make comparisons between non-fiction texts and the layout features used. • Reflect upon how the layout features may change based on the target audience. 	<ul style="list-style-type: none"> • Identify the features of narrative poems and how they compare to narrative stories. • Compare narrative poems which were written historically and those which are more modern, identifying any differences in language choice. • Give opinions on narrative poems and reflect upon personal preferences. <p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes.</p> <ul style="list-style-type: none"> • Show an understanding of poems by summarising the meaning and key themes • Describe, in depth, the poet's choice of vocabulary, simile or metaphor and how this impacts the reader. <p>Understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, narrative and identify typical features.</p> <ul style="list-style-type: none"> • Explain the differences between a narrative poem and a ballad • Explain the differences between a sonnet and a rap • Identify the typical features of ballads, sonnets and raps.
Autumn Half Term 2		
Fiction	Non Fiction	Poetry
<p>Take account of viewpoint in a novel through, e.g.:</p> <ul style="list-style-type: none"> • Identify the narrator based on language choices 	<p>Explore how writers control impersonal writing, particularly the sustained use of the present tense</p>	<p>Explain the impact of figurative and expressive language, including metaphor.</p>

<p>made in the text.</p> <ul style="list-style-type: none"> • Explain how the author’s viewpoint influences the reader’s view point of a character and then contrast with a different character. • Reason how events may look from a different point of view and how the language chosen would be different. <p>Evaluate how effectively the writer has met the purpose of the writing.</p> <ul style="list-style-type: none"> • Identify the purpose of a range of different narrative texts. • Identify the features the author has used to reflect the purpose • Evaluate how the author has met the purpose of the writing, in relation to their language and layout choices made. 	<p>and the passive voice.</p> <ul style="list-style-type: none"> • Identify examples of the passive voice in a range of non-fiction texts • Identify examples of the present tense in a range of non-fiction texts • Compare an impersonal writing to a personal writing style and reflect upon the impact this has on the reader. <p>Note how writers demonstrate an assured and conscious control over levels of formality.</p> <ul style="list-style-type: none"> • Read a range of non-fiction texts and order in terms of formality • Identify the intended audiences of non-fiction texts based on the level of formality used by the author. • Identify the language strategies used to create a level of formality. e.g. use of standard English, passive voice, lack of contractions and embedded clauses. 	<ul style="list-style-type: none"> • Identify examples of figurative language (similes, metaphors, alliteration, personification, onomatopoeic and idioms) across a range of poems • Evaluate the use of metaphors throughout the poem and show an understanding of what the poet is intending to convey. <p>Comment on poems’ structures and how these influence meaning.</p> <p>Analyse how messages, moods, feelings and attitudes are conveyed in poetry.</p> <ul style="list-style-type: none"> • Read a range of poems and identify the poet’s feelings, justifying responses with evidence from the poems. • Reflect upon the strategies chosen by the poet to convey a message • Identify similarities between different poets who are conveying similar messages or feelings.
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Spring Half Term 1

Fiction	Non Fiction	Poetry
<p>Be familiar with the work of some established authors, articulate what is special about their work, and explain their preferences in terms of authors, styles and themes.</p> <ul style="list-style-type: none"> • Identify the similarities and differences between the work of different authors • Comment upon the work of authors such as David Almond, Katherine Rundell and Elizabeth Laird. • Read or re-visit work by the same author and give preferences in terms of author’s style, giving reasons to justify. 	<p>Collect and investigate use of persuasive devices:</p> <ul style="list-style-type: none"> • Gather a bank of words or phrases which lead the reader to believe a certain way • Identify the use of persuasive definition e.g. ‘Only a fool would...’ • Identify the ways in which author’s use rhetorical questions and reflect upon their effectiveness. • Read a range of persuasive texts and identify the features which the author uses in order to suit the purpose 	<p>Explore how poets use language imaginatively to create surreal, surprising, amusing and inventive poetry.</p> <ul style="list-style-type: none"> • Read a range of poems and identify the poet’s purpose and give reasons to justify the answer. • Make predictions based on the title or the opening line, and identify the ways in which poets create surprise. e.g. The book by Rosen • Explore how alliteration can be used to amuse the reader and identify effective examples of this technique • Read Please do not feed the animals and identify how the rhyme or near rhyme is used to create

<p>Describe and evaluate the style of an individual writer.</p> <ul style="list-style-type: none"> • Make comparisons between different pieces of work by the same author • Make evaluative comments based on evidence from different texts. 	<p>Read a range of texts showing well-structured arguments:</p> <ul style="list-style-type: none"> • Identify how the author pre-empts potential objections and the impact this has on the reader • Comment upon the structure of paragraphs and the language the author uses to sequence and link points together • Evaluate the effectiveness of argument texts based on the features they use to provide persuasive examples, appeal to known views and provide evidence (or opinion as evidence) 	<p>humour</p> <p>Perform poems varying pitch, pace volume, rhythm and expression in relation to the poem's meaning and form.</p>
<p>Spring Half Term 2</p>		
<p>Fiction</p>	<p>Non Fiction</p>	<p>Poetry</p>
<p>Use implied and multi-layered meaning to predict what might happen.</p> <ul style="list-style-type: none"> • Make plausible predictions based on implied clues and justify predictions • Establish the difference between what is known and what is suspected, drawing upon evidence from the text. <p>Identify and discuss the tone (register) in what is read with reference to the text to justify opinions.</p> <ul style="list-style-type: none"> • Understand that tone or register refers to the way grammar, vocabulary and expressions are chosen to make it appropriate for its intended contexts • Identify the level of formality or informality and identify the ways in which the author has created this. • Establish whether the writing is abstract or concrete and give examples from the text to justify. • Compare two texts for their tone and identify examples which lead to this conclusion. 	<p>Identify the features of balanced written arguments:</p> <ul style="list-style-type: none"> • Identify that balanced arguments summarise different sides • Gather and identify the language used to make links or contrast ideas. • Evaluate how effectively texts clarify the strengths and weaknesses of both sides. • Identify how authors show personal opinion through their balanced argument 	<p>Recognise how poets manipulate words:</p> <ul style="list-style-type: none"> • Gather words which have been selected or adapted for their quality of sound, e.g. rhythm, rhyme or assonance • Gather words which are selected for their connotations and identify the effect this has on the reader • Identify words which have been chosen for their multiple layers of meaning, e.g. through figurative language ambiguity.

Summer Half Term 1		
Fiction	Non Fiction	Poetry
<p>Justify views about texts, offering coherent evidence to support it.</p> <ul style="list-style-type: none"> • Read two different texts on the same subject or theme and identify the literary techniques the author has chosen to use • Reflect upon the intended audience and which features are suited to the audience. • Compare two texts on the same subject and give views about the texts. <p>Summarise main ideas, identifying key details and using quotations for illustration.</p> <ul style="list-style-type: none"> • Summarise an idea from more than one paragraph, choosing the most important information from the paragraphs. • Consolidate the information into a concise and accurate quotation. <p>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</p> <ul style="list-style-type: none"> • Read a selection of short narrative passages and identify the intended effect on the reader • Compare and contrast the language features used by the author to create the effect on the reader. 	<p>Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from text.</p> <ul style="list-style-type: none"> • Compare the structural features of explanation texts, instructions and non-chronological reports • Explain the ways in which the structural features of explanation texts, instructions and non-chronological reports support the reader • Compare the language features of explanation texts, instructions and non-chronological reports • Explain the ways in which the language features of explanation texts, instructions and non-chronological reports support the reader • Compare different examples of the same genre and evaluate them based on their structural and language features. 	<p>Read and interpret poems in which meanings are implied or multi-layered; discuss, interpret challenging poems with others.</p> <ul style="list-style-type: none"> • Identify the meaning of stanzas or verses in isolation and reflect upon the author's language choices • Give impressions of the poem overall and make interpretations about meaning. • Discuss poems which may have more than one meaning and use quotes from the poem to justify interpretation
Summer Half Term 2		
Fiction	Non Fiction	Poetry
<p>Use active reading strategies to summarise, annotate a text, and identify key information and note-take.</p> <ul style="list-style-type: none"> • Whilst reading, be able to make plausible predictions about what may happen next, or later in the narrative, based on inferences about 	<p>Independently research a topic that interests them, choosing what information they need, how best to record and present the information.</p> <ul style="list-style-type: none"> • Choose a line of enquiry and use titles, blurbs and contents pages to select appropriate sources of information 	<p>Investigate humorous verse;</p> <ul style="list-style-type: none"> • Explain how poets play with meanings of words • Investigate nonsense words and explain how the reader is able to make meaning of them • Explain the desired impact on the reader and comment on why readers may enjoy them

<p>character and plot</p> <ul style="list-style-type: none">• Generate questions which link ideas and themes together, and show a greater understanding of the text• Summarise ideas from more than one paragraph in order to annotate a text.• Choose which notes to take and how best to organise the notes.	<ul style="list-style-type: none">• Design an effective method of note taking• Skim and scan effectively for information and record information in an efficient manner• Summarise what has been read.• Relate what is known about reader and structure/language choices in order to present information in an effective manner.	<p>Use actions, sound effects, musical patterns, images and dramatic interpretation when performing poems.</p>
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