

**ST ANDREW'S CE JUNIOR SCHOOL READING PROGRESSION**  
**YEAR 3**

Word Reading

| Y3      | Phonics & Decoding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Common Exception Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| NC 2014 | <ul style="list-style-type: none"> <li>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet:<br/><i>un-, dis-, mis-, sub-, tele-, super-, auto-</i></li> <li>Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet:<br/><i>-ness, -ful, -less, -ly, -ing, -er, -ed</i></li> </ul> | <ul style="list-style-type: none"> <li>Accurately read the words on the NC Y3/4 word list:<br/><i>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</i></li> </ul> | <ul style="list-style-type: none"> <li>Read age-appropriate texts at 90+ words per minute (Target 145 WPM on Reading Plus)</li> <li>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</li> <li>Begin to use appropriate intonation and volume when reading aloud</li> <li>Reading Level(s):<br/>Book Bands – Purple, Gold, White</li> </ul> <p>Fluency is developed by choral reading and echo reading</p> |

Comprehension

| Y3      | Pleasure ~ Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Retrieval ~ Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Words: Meaning ~ Choices                                                                                                                                                                                                                                                                                                                       | Infer ~ Interpret ~ Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sequence ~ Summarise                                                                                                                                                                                                                                                                                                                                 | Respond ~ Explain                                                                                                                                                                                                                                                                          |
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| NC 2014 | <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with a wide range of books and retell some of these orally</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognise different forms of poetry</li> </ul> | <ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding</li> <li>Ask questions to improve their understanding of a text</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</li> <li>Use appropriate terminology when discussing texts <i>e.g. plot, character, setting</i></li> <li>Learn the skill of 'skim and scan' to retrieve details</li> <li>Generate a variety of literal and inferential questions to help them understand the text further</li> </ul> | <ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of word they have not read</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Explain the meaning of words in context</li> <li>Begin to find the meaning of new words using substitution within a sentence</li> </ul> | <ul style="list-style-type: none"> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied in the text</li> <li>Use relevant prior knowledge to make predictions</li> <li>Use details from the text to form further predictions</li> <li>Begin to use quotations from the text to support opinions and ideas</li> </ul> | <ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Begin to distinguish between the important and less important information in a text</li> <li>Give a brief verbal summary of what they have read</li> <li>Teachers begin to model how to record summary writing</li> </ul> | <ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Introduce the idea of story 'themes' <i>e.g. Learning a lesson, friendship, trust</i></li> </ul> |

**ST ANDREW'S CE JUNIOR SCHOOL READING PROGRESSION**  
**YEAR 3**

Year 3 Responses to Reading

| Y3                    | Pleasure ~ Performance                                                                                                                                                                                                                                                                                                                                                                                                                       | Retrieval ~ Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Words: Meaning ~ Choices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Infer ~ Interpret ~ Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sequence ~ Summarise                                                                                                                                                                                                                                                                                                                                                                                           | Respond ~ Explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>QUESTION STEMS</b> | <ul style="list-style-type: none"> <li>What is your favourite book?</li> <li>Who is your favourite author?</li> <li>Which character would you most like to meet? Why?</li> <li>What would you say to ... if you met them?</li> <li>How does the structure of this book differ to the other books you've read?</li> <li>Why has the author chosen these chapter headings?</li> <li>Which words do you like best in this book? Why?</li> </ul> | <ul style="list-style-type: none"> <li>Who is ...?</li> <li>What did ...?</li> <li>When did ...?</li> <li>Where does ...?</li> <li>How did ...?</li> <li>How would you describe this story / text?</li> <li>What genre is this text? How do you know?</li> <li>Where does the story take place?</li> <li>What does the main character look like?</li> <li>Where does the main character live?</li> <li>How does the main character behave?</li> <li>When is the story set?</li> <li>What can you learn about ... from this section?</li> </ul> | <ul style="list-style-type: none"> <li>Can you find one word in the text which means ...?</li> <li>Which word most closely matches the meaning of the word ...</li> <li>Which of these words is a synonym for ...?</li> <li>What does the word ... tell you about ...?</li> <li>Can you find and copy one word meaning ...?</li> <li>Can you find and highlight the word that is closest in meaning to ...?</li> <li>Can you find a word or phrase which shows / suggests that ...?</li> <li>Can you circle the correct option to complete this sentence ...?</li> <li>Which words do you think are the most important? Why?</li> </ul> | <ul style="list-style-type: none"> <li>What makes you think ...? Give evidence.</li> <li>What impression do you get of ...? Why?</li> <li>Why did ... behave like this?</li> <li>How can you tell that ...?</li> <li>What was ... thinking when ...?</li> <li>How was ... different after ...?</li> <li>What do you think the text is going to be about?</li> <li>Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> <li>How do you think the story will develop next?</li> <li>Do you think the character will change their behaviour in the future? Why?</li> </ul> | <ul style="list-style-type: none"> <li>What's the main point in this paragraph?</li> <li>Can you summarise in a sentence the opening / middle / end of the story?</li> <li>Can you number these events 1-5 in the order that they happened?</li> <li>What was the first thing that happened in the story?</li> <li>What happened after ...?</li> <li>In what order do these chapter headings occur?</li> </ul> | <ul style="list-style-type: none"> <li>Whose point of view is the story told from?</li> <li>In what way is ... like ...?</li> <li>What are the clues that a character is liked / disliked / feared etc?</li> <li>What is similar / different about the characters ... and ...?</li> <li>How has the character changed during the story?</li> <li>Who has the author written this text for?</li> <li>When might someone choose to read this book?</li> <li>Why has the author used chapter headings?</li> <li>How does the title or chapter heading make you want to read on?</li> <li>Which section was the most interesting / exciting part?</li> </ul> |
| <b>ANSWER STEMS</b>   | <ul style="list-style-type: none"> <li>I would say ...</li> <li>My favourite ... is ... due to the fact that ...</li> <li>In my opinion ...</li> <li>This is my preferred choice as ....</li> <li>I would recommend ... to ... because ...</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>The answer is ...</li> <li>This tells me ...</li> <li>It is important because ...</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>This word suggests that ..</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that ...</li> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves ...</li> </ul>                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that ...</li> <li>It would appear that ...</li> <li>The impression I get is ... because ....</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>POSSIBLE TASKS</b> | <ul style="list-style-type: none"> <li>Book Review</li> <li>Writing answers in thought bubbles</li> <li>Amazon book reviews</li> <li>Write a letter to the author</li> <li>Drawing favourite book cover</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Draw a picture of a character / setting and label it with words from the text.</li> <li>Show me, tell me</li> <li>Write down three things you are told about the character / setting.</li> <li>Multiple choice questions.</li> <li>Circle the right answer.</li> <li>Tick the box with the correct word / phrase in it.</li> <li>Write down 5 facts you've learnt</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>Make a list of words and phrases the author uses to describe the setting.</li> <li>Substitute the highlighted words from the text with synonyms.</li> <li>Draw and label a picture of a setting from the story.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Write a diary entry about an event from the book as one of the characters.</li> <li>Write a character's thoughts in a thought bubble.</li> <li>Make a list of things the character would like / dislike.</li> <li>Draw a picture to show the next setting / event of the story</li> <li>Using the clues to infer meaning - chart</li> </ul>                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Write a blurb for the book.</li> <li>Draw a story mountain or story map to show the events in the story.</li> <li>Draw a cartoon strip of the main events in the story.</li> <li>Summarise the story in 5 bullet points.</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Draw and label a picture of the main character at the start, middle and end of the story.</li> <li>Label the different parts of the text.</li> <li>Write an author 'thought bubble' stating who they wrote for and why.</li> <li>List 5 people who should read this book, with reasons.</li> </ul>                                                                                                                                                                                                                                                                                                                |

## READING PROGRESSION – Y3

## YEAR 4

### Word Reading

| Y4      | Phonics & Decoding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Common Exception Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Fluency                                                                                                                                                                                                                                                                                                |
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| NC 2014 | <ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</li> <li>Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet:<br/><i>in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-</i></li> <li>Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet:<br/><i>-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian</i></li> </ul> | <ul style="list-style-type: none"> <li>Accurately read the words on the NC Y3/4 word list:<br/><i>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</i></li> </ul> | <ul style="list-style-type: none"> <li>Begin to use appropriate intonation and volume when reading aloud</li> <li>Reading Level(s):<br/>Book Bands – Lime, Brown<br/>Reading Plus target 160 WPM</li> </ul> <p>Fluency is developed using echo reading, cloze reading, paired reading, jumping in.</p> |

### Comprehension

| Y4      | Pleasure ~ Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Retrieval ~ Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Words: Meaning ~ Choices                                                                                                                                                                                                                                                                                                                                                                       | Infer ~ Interpret ~ Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Sequence ~ Summarise                                                                                                                                                                                                         | Respond ~ Explain                                                                                                                                                                                                                                                                                                                                                |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NC 2014 | <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with a wide range of books and retell some of these orally</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Recognise different forms of poetry</li> </ul> | <ul style="list-style-type: none"> <li>Check that the text makes sense to them, discussing their understanding</li> <li>Ask questions to improve their understanding of a text</li> <li>Retrieve and record information from non-fiction</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say</li> <li>Confidently skim and scan texts to locate key words and phrases.</li> <li>Generate a variety of literal questions.</li> </ul> | <ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of word they have not read</li> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Explain the meaning of words in context</li> <li>Find the meaning of new words using the context of new sentences.</li> <li>Link new words to other words they already know.</li> </ul> | <ul style="list-style-type: none"> <li>Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied in the text</li> <li>Use relevant prior knowledge/details from the text to form inferences and predictions and justify them.</li> <li>Consolidate the skill of justifying predictions using a specific reference point in the text.</li> <li>Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.</li> </ul> | <ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Write a brief summary of the main points, identifying and using important information.</li> </ul> | <ul style="list-style-type: none"> <li>Identify themes and conventions in a wide range of books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Refer to authorial style, overall themes and features</li> <li>Further develop the idea of story 'themes' e.g. <i>loneliness, friendship, family, fear,</i></li> </ul> |

## YEAR 4

### Responses to Reading

| Y4             | Pleasure ~ Performance                                                                                                                                                                                                                                                                                                                                                                                                                       | Retrieval ~ Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Words: Meaning ~ Choices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Infer ~ Interpret ~ Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Sequence ~ Summarise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Respond ~ Explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| QUESTION STEMS | <ul style="list-style-type: none"> <li>What is your favourite book?</li> <li>Who is your favourite author?</li> <li>Which character would you most like to meet? Why?</li> <li>What would you say to ... if you met them?</li> <li>How does the structure of this book differ to the other books you've read?</li> <li>Why has the author chosen these chapter headings?</li> <li>Which words do you like best in this book? Why?</li> </ul> | <ul style="list-style-type: none"> <li>Who had ...?</li> <li>Who did ...?</li> <li>What happened to ...?</li> <li>What does ... do?</li> <li>When was ...?</li> <li>When ... happened, what did ...?</li> <li>Where was ... when ...?</li> <li>How often ...?</li> <li>How ... is ...?</li> <li>Who are the key characters in the story?</li> <li>What is happening at this point in the story?</li> <li>Through whose eyes is the story told?</li> <li>Where in the book would you find ...?</li> <li>Where does the story take place?</li> </ul> | <ul style="list-style-type: none"> <li>Can you find and highlight the word that is closest in meaning to ...?</li> <li>What is the meaning of the word ... in this sentence?</li> <li>Can you circle a word that means the same as ...?</li> <li>What other words could the author have used?</li> <li>Which word is a synonym / antonym of ...?</li> <li>What does this phrase ... mean?</li> <li>Which words give us the impression that the main character is ...?</li> <li>Which words give us the impression that the setting is ...?</li> <li>Which words give us the impression that the mood is ...?</li> <li>Why did the author use the word ... to describe ...?</li> <li>How do these words make the reader feel ...?</li> </ul> | <ul style="list-style-type: none"> <li>Which words give you the impression that ...?</li> <li>How does this paragraph suggest ...?</li> <li>How do the descriptions of ... show ...?</li> <li>How can you tell that ...? How do you think ... feels about ...?</li> <li>What can you tell about ... from their appearance?</li> <li>Why do you think the author chose this setting?</li> <li>How does the front cover give us clues about the text?</li> <li>What does this paragraph suggest will happen next? What makes you think this?</li> <li>How do you think ... will react to this situation?</li> <li>What do we need to know in order to ...?</li> <li>What do you think is likely to happen when ...?</li> </ul> | <ul style="list-style-type: none"> <li>What is the main point in this paragraph?</li> <li>Can you describe what has happened in this chapter?</li> <li>Can you describe what happened in three sentences?</li> <li>Is there anything you know now that you didn't know before?</li> <li>What moment do you remember most from ...?</li> <li>Which of the following would be the most suitable summary of the whole text?</li> <li>Based on what you have read, what does the last paragraph suggest might happen next?</li> </ul> | <ul style="list-style-type: none"> <li>The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>What is the theme underneath the story? Does this story have a moral / message?</li> <li>Which is the most important part of the story? Justify your choice.</li> <li>Compare how the characters are reacting to this problem. Who deals best with the situation?</li> <li>What does the author want you to feel after reading this story?</li> <li>What is the author's point of view?</li> <li>How does the author engage the reader?</li> <li>How has the author organised the text? Why?</li> <li>How does the structure of this text help us?</li> <li>In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text</li> </ul> |
| ANSWER STEMS   | <ul style="list-style-type: none"> <li>I would say ...</li> <li>My favourite ... is ... due to the fact that ...</li> <li>In my opinion ...</li> <li>This is my preferred choice as ....</li> <li>I would recommend ... to ... because ...</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>The answer is ...</li> <li>This tells me ...</li> <li>It is important because ...</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>This word suggests that ..</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that ...</li> <li>It would appear that ...</li> <li>The impression I get is ... because ....</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| POSSIBLE TASKS | <ul style="list-style-type: none"> <li>Book Review</li> <li>Writing answers in thought bubbles</li> <li>Amazon book reviews</li> <li>Write a letter to the author</li> <li>Drawing favourite book cover</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Write 3 facts about a character / setting.</li> <li>Complete the table of facts / events</li> <li>Create / answer a 'True or False' grid about the book</li> <li>Write 5 quiz questions to ask someone about the book.</li> <li>Match the picture to the description</li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Order the synonyms based on the strength of the emotion that the word evokes</li> <li>Substitute the highlighted words from the text with synonyms/antonyms</li> <li>Copy an adverb from the text and list actions that can be done in this way.</li> <li>Annotate a drawing from the story with words and phrases it depicts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Reader thought bubble showing how an event makes the reader feel</li> <li>Tick the choice of words to finish a character's sentence</li> <li>Write three alternative titles for the story - explain why you have chosen them.</li> <li>Complete a 'show not tell' grid for a character.</li> <li>Character feelings wheel.</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Multiple choice questions to select the main topic / theme / point of a paragraph.</li> <li>Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words)</li> <li>Photograph template to record the moment remembered the most with reasons why</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>List events of the story in pyramid from top to bottom (first choice to last choice)</li> <li>Scroll template to record what the moral or message of the story is</li> <li>Organisational features matching game.</li> <li>Annotate an example of the text type to show the organisational features.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Y4

**Additional Reading Provision**

| Name of additional reading resources / strategies | Children's names |
|---------------------------------------------------|------------------|
| Precision teaching                                |                  |

YEAR 5

**WORD READING:**

| Y5      | Phonics & Decoding                                                                                                                                                                                                                                                                                                                                                                                     | Common Exception Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| NC 2014 | <ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</li> <li>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet:<br/>-ate, -ise, -ify, -able, -ible, -ably, -ibly</li> </ul> | <ul style="list-style-type: none"> <li>Accurately read the words on the NC Y5/6 word list:<br/><i>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, criticise, curiosity, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, forty, frequently, identity, immediate, immediately, individual, interrupt, lightning, occupy, occur, opportunity, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, soldier, stomach, suggest, symbol, system, variety, vegetable</i></li> </ul> | <ul style="list-style-type: none"> <li>Reading target on Reading Plus 175 words per minute</li> <li>Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read</li> <li>Read aloud effortlessly and with expression</li> <li>Reading sounds natural – as if they are speaking</li> <li>Reading Level(s):</li> <li>Book Bands – Brown, Black</li> </ul> <p>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</p> |

## READING PROGRESSION – Y5

### Comprehension

| Y5      | Pleasure ~ Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Retrieval ~ Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Words: Meaning ~ Choices                                                                                                                                                                                                                                                                                                                                                                                                      | Infer ~ Interpret ~ Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sequence ~ Summarise                                                                                                                                                                                                                                                                              | Respond ~ Explain                                                                                                                                                                                                                                                                                                                                                                |
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| NC 2014 | <ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of text types</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures</li> <li>Recommend books to peers, giving reasons for their choices</li> <li>Learning a wider range of poetry by heart</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Check that the book makes sense to them, discuss their understanding</li> <li>Ask questions to improve their understanding</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>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</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>Confidently skim and scan and read before and after to retrieve information</li> </ul> | <ul style="list-style-type: none"> <li>Explore the meaning of words in context</li> <li>Discuss vocabulary used by the author to create effect, including figurative language</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Read 'around the word' and explore its meaning in the broader context of a section or paragraph</li> </ul> | <ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> <li>Provide reasoned justifications for their views</li> <li>Predictions supported by relevant evidence from the text</li> <li>Confirm and modify predictions as they read on</li> <li>Give one or two pieces of evidence to support the point they are making</li> <li>Begin to draw evidence from more than one place across a text</li> <li>Use evidence from across larger sections of text</li> <li>Actively generate a variety of questions and adjust questions in light of evidence from the text.</li> </ul> | <ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Begin to make connections between information across the text and include this information in their written summaries</li> </ul> | <ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Adults model use of critical thinking skills that take the discussion deeper and beyond the text</li> </ul> |

## READING PROGRESSION – Y5

| Y5             | Pleasure ~ Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Retrieval ~ Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Words: Meaning ~ Choices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Infer ~ Interpret ~ Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Sequence ~ Summarise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Respond ~ Explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| QUESTION STEMS | <ul style="list-style-type: none"> <li>Which book do you prefer out of ...?</li> <li>Put these books in order of preference ...</li> <li>Which book would you recommend to your friend? Why?</li> <li>Which character would you least like to meet? Why?</li> <li>Who is the most interesting character you have ever come across?</li> <li>How has the author set this book out differently to other books you have read?</li> <li>Why do you think the author has chosen this layout?</li> <li>Why is the poem easy / hard to remember?</li> </ul> | <ul style="list-style-type: none"> <li>Who ...?</li> <li>What ...?</li> <li>When ...?</li> <li>Where ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Write down three things you are told about ...?</li> <li>What was revealed at the beginning / middle / end of the text?</li> <li>Which paragraph tells us about ...?</li> <li>Can you give two different reasons why ...?</li> <li>Which part of the story best describes the setting?</li> <li>Where in your local area is similar to the setting of this story?</li> </ul> | <ul style="list-style-type: none"> <li>What do the words ... and ... imply about the character / setting / mood?</li> <li>Which word tells you ...?</li> <li>Which key word tells you the most about the character / setting / mood?</li> <li>Why did the author use ... instead of ...?</li> <li>The author describes the main character as ... What other word could have been used instead?</li> <li>What words does the author use to make the reader feel ... in this part of the story?</li> <li>What do phrases such as ... tell you about ...?</li> <li>How has the writer made you feel happy / sad / angry / frustrated etc?</li> <li>Which words in this paragraph do you think are the most important? Why?</li> <li>What was the effect of the simile in this section of the story?</li> </ul> | <ul style="list-style-type: none"> <li>Who is telling the story?</li> <li>Explain what ... suggests about ...</li> <li>How can you tell that ...?</li> <li>Why did ... happen?</li> <li>What evidence is there that ...?</li> <li>Find and copy a group of words which show that ...</li> <li>Why do you think that ... felt the way they did?</li> <li>What does the description tell you about the object?</li> <li>Why did ... choose to ...?</li> <li>What conclusions did ... come to?</li> <li>How do these words make the reader feel ...?</li> <li>How does this paragraph suggest ...?</li> <li>How do the descriptions of ... show that they are ...?</li> <li>What voice might these characters use?</li> <li>How is ... like someone you know? Do you think they will react in the same way?</li> </ul> | <ul style="list-style-type: none"> <li>Can you number these events 1-6 in the order that they happened?</li> <li>Sort the information in these paragraphs. Do any of them deal with the same information?</li> <li>Which section of the text is written to inform readers that ...</li> <li>Which is the most important part in these paragraphs? How many times is it mentioned?</li> <li>What sticks most in your mind about ...?</li> <li>Can you write a sub-heading for each paragraph?</li> </ul> | <ul style="list-style-type: none"> <li>Find and copy a phrase that implies that the character / setting / atmosphere is ...</li> <li>How can you tell that this character would / wouldn't be a character in the story ...?</li> <li>Find and copy and example of a simile used in the text.</li> <li>How does the simile ... add meaning?</li> <li>Do you think the author chose the best chapter headings? What could they have chosen instead?</li> <li>What alternative sub-headings could you use in this text?</li> <li>Why has the writer organised the text in this way?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of ... effective?</li> <li>What effect does ... have on the audience?</li> <li>How are these sections linked?</li> </ul> |
| ANSWER STEMS   | <ul style="list-style-type: none"> <li>I would say ...</li> <li>My favourite ... is ... due to the fact that ...</li> <li>In my opinion ...</li> <li>This is my preferred choice as ....</li> <li>I would recommend ... to ... because ...</li> </ul>                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>The answer is ...</li> <li>This tells me ...</li> <li>It is important because ...</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>This word suggests that ..</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves ...</li> </ul>                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that ...</li> <li>It would appear that ...</li> <li>The impression I get is ... because ....</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| POSSIBLE TASKS | <ul style="list-style-type: none"> <li>Book Review</li> <li>Writing answers in thought bubbles</li> <li>Amazon book reviews</li> <li>Write a letter to the author</li> <li>Recommendations to a friend</li> <li>Drawing favourite book cover</li> <li>Postcard to a teacher</li> <li>Poster for the Library</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Draw a timeline of the events in the character's life. Did the events take place in the order in which we're told them?</li> <li>Create a list of key words from the story to make a glossary for the book</li> <li>Write instructions for how to do an activity.</li> <li>Tick each row to say if it is fact or opinion.</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Create a calligram of the mood of the paragraph using synonyms of the words written</li> <li>Use a thesaurus to find alternative words to the ones used by the author to create atmosphere</li> <li>Explain what the specific choice of adverb tells us about a character</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Write a telephone conversation between two characters from the story.</li> <li>Write a letter from one character in the story to another</li> <li>Draw a bar chart to show the character's emotion in each chapter</li> <li>Draw a picture to show the turning point in the main character's life</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Make a table / chart to show the information in these paragraphs.</li> <li>Write a fact file containing the main ideas from the book.</li> <li>Re-write the story in your own words.</li> <li>Summarise the whole book in 100 words or less</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Label each part of a non-fiction text. What would happen if ... was missing?</li> <li>Draw the photo / diagram to go with a non-fiction text.</li> <li>Rank the text features in order of importance – diamond nine.</li> <li>Create a quiz about the book using different organisational features.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            |

Y5

## ENGLISH SPINE – YEAR 6

### WORD READING:

| Y6      | Phonics & Decoding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Common Exception Words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| NC 2014 | <ul style="list-style-type: none"> <li>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</li> <li>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet:               <ul style="list-style-type: none"> <li>-cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Accurately read the words on the NC Y5/6 word list: <i>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</i></li> </ul> | <ul style="list-style-type: none"> <li>Read age-appropriate (Black) texts at 90+ words per minute</li> <li>Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read</li> <li>Read aloud effortlessly and with expression</li> <li>Reading sounds natural – as if they are speaking</li> <li>Reading Level(s):</li> <li>Book Bands – Black</li> </ul> <p>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</p> |

### Comprehension

| Y6      | Pleasure ~ Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Retrieval ~ Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Words: Meaning ~ Choices                                                                                                                                                                                                                                                                                                                                                                                                                    | Infer ~ Interpret ~ Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sequence ~ Summarise                                                                                                                                                                                                                                                                                     | Respond ~ Explain                                                                                                                                                                                                                                                                                                                                                  |
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| NC 2014 | <ul style="list-style-type: none"> <li>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying characteristics of text types</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures</li> <li>Recommend books to peers, giving reasons for their choices</li> <li>Learning a wider range of poetry by heart</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Check that the book makes sense to them, discuss their understanding</li> <li>Ask questions to improve their understanding</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> <li>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</li> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>Explore the meaning of words in context</li> <li>Discuss vocabulary used by the author to create effect, including figurative language</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph</li> </ul> | <ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> <li>Provide reasoned justifications for their views</li> <li>Confirm and modify predictions in light of new information</li> <li>Give more than one piece of evidence to support each point they make</li> <li>Draw evidence from different places across the text</li> <li>Draw inferences based on indirect clues</li> </ul> | <ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</li> </ul> | <ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Ask their own critical thinking questions that take the discussion beyond the text</li> </ul> |

# ENGLISH SPINE – YEAR 6

## Y6 RESPONSES TO READING

| Y6             | Pleasure ~ Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Retrieval ~ Fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Words: Meaning ~ Choices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Infer ~ Interpret ~ Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sequence ~ Summarise                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Respond ~ Explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| QUESTION STEMS | <ul style="list-style-type: none"> <li>Which book do you prefer out of ...?</li> <li>Put these books in order of preference ...</li> <li>Which book would you recommend to your friend? Why?</li> <li>Which character would you least like to meet? Why?</li> <li>Who is the most interesting character you have ever come across?</li> <li>How has the author set this book out differently to other books you have read?</li> <li>Why do you think the author has chosen this layout?</li> <li>Why is the poem easy / hard to remember?</li> </ul> | <ul style="list-style-type: none"> <li>Who ...?</li> <li>What ...?</li> <li>When ...?</li> <li>Where ...?</li> <li>Why ...?</li> <li>How ...?</li> <li>Whose perspective is the story told from?</li> <li>What was revealed at ... in the story?</li> <li>Why did ... feel they had to ...?</li> <li>Which of these drawings best represents the ...?</li> <li>What did ... have to do in order to ...?</li> <li>What helped ... to ...?</li> <li>Look at the paragraph beginning ... What conclusion does ... draw from this?</li> <li>Where in the book would you find?</li> <li>What can you learn about ... from this section?</li> <li>Give one example of ...</li> </ul> | <ul style="list-style-type: none"> <li>Find and copy a word that suggests ...</li> <li>Can you suggest and adverb to show how the main character did ...?</li> <li>How has the author's choice of words created the feeling ...?</li> <li>What do you think the writer is saying when they ...?</li> <li>What does that imply / suggest / indicate about ...?</li> <li>Find two or three ways that the writer tells you the ... is ...</li> <li>By writing a line in this way, what effect has the author created?</li> <li>In the story, why does the author mention ... a lot?</li> <li>What do you think the writer meant by ...?</li> <li>Why do you think the author chose the words ...?</li> <li>"Quote". Give two impressions this gives you of ...</li> <li>Has the writer been successful in their purpose or use of language?</li> </ul> | <ul style="list-style-type: none"> <li>Would the story be different if it was told from ... point of view? How?</li> <li>According to the evidence in text, how did ... happen?</li> <li>What are three ways that ... shows ...?</li> <li>How is ... portrayed ...?</li> <li>What does this paragraph tell you about the character of ...?</li> <li>The character did not seem to be ... How can you tell this from their actions?</li> <li>"Quote" This tells us that at the end / beginning of the story, ... felt that ...</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Can you think of another story that has a similar theme / issue? Do you think this story will go the same way?</li> <li>Which stories have openings like this? Do you think this one will develop in the same way?</li> </ul> | <ul style="list-style-type: none"> <li>Number the paragraph summaries 1-6 to show the order in which they appear in the text.</li> <li>Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.</li> <li>Summarise the main things you have learned from this book.</li> <li>Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website.</li> <li>Re-write a section of the book as a play script or a text for younger children.</li> </ul> | <ul style="list-style-type: none"> <li>Is the author trying to get you to agree with their point of view? How do you know?</li> <li>Why is ... a crucial character in the story?</li> <li>Compare two settings in the story. Why are they both significant?</li> <li>Find and copy and example of a metaphor / personification used in the text.</li> <li>How does the metaphor ... add meaning to the text?</li> <li>How does the personification ... add meaning?</li> <li>Why did the author choose to use a question / bullet point / sub heading / table etc to present the information?</li> <li>In what ways do the illustrations support the instructions?</li> <li>How could this text be improved?</li> <li>Who do you think this information is for?</li> <li>In which text type would you normally find a ...?</li> </ul> |
| ANSWER STEMS   | <ul style="list-style-type: none"> <li>I would say ...</li> <li>My favourite ... is ... due to the fact that ...</li> <li>In my opinion ...</li> <li>This is my preferred choice as ....</li> <li>I would recommend ... to ... because ...</li> </ul>                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>The answer is ...</li> <li>This tells me ...</li> <li>It is important because ...</li> <li>The story is ...</li> <li>He/she is ...</li> <li>It was ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>This word suggests that ..</li> <li>This word tells you that ...</li> <li>This sentence means ...</li> <li>This phrase means ...</li> <li>This description shows me that ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>I think ... because ...</li> <li>This suggests ...</li> <li>I know this because ...</li> <li>I can tell that ... due to ...</li> <li>The impression I get is ... as it says ...</li> <li>In the text it says ... which makes me think ...</li> <li>The evidence suggests that ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>In this text ...</li> <li>This text is about ...</li> <li>The main event is ...</li> <li>This story involves ...</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>I believe that ...</li> <li>In my opinion ...</li> <li>Using evidence from the text, I would suggest that ...</li> <li>It would appear that ...</li> <li>The impression I get is ... because ....</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### **ENGLISH SPINE – YEAR 6**

|                       |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                                                                                              |                                                                                                                                                                                                                                        |                                                    |                                                                                                                                                         |
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| <b>POSSIBLE TASKS</b> | <ul style="list-style-type: none"><li>▪ Book Review</li><li>▪ Writing answers in thought bubbles</li><li>▪ Amazon book reviews</li><li>▪ Write a letter to the author</li><li>▪ Recommendations to a friend</li><li>▪ Drawing favourite book cover</li><li>▪ Postcard to a teacher</li><li>▪ Poster for the Library</li></ul> | <ul style="list-style-type: none"><li>▪ Speedometer summary.</li><li>▪ Complete the chart matching the details / events.</li></ul> | <ul style="list-style-type: none"><li>▪ Compare two texts and explain which one is best.</li><li>▪ Continue the description in the style of the author.</li><li>▪ </li></ul> | <ul style="list-style-type: none"><li>▪ Write an internal monologue from the perspective of the main character.</li><li>▪ Create an emotions mind map for the main character</li><li>▪ Create some character Top Trump cards</li></ul> | <ul style="list-style-type: none"><li>▪ </li></ul> | <ul style="list-style-type: none"><li>▪ Text analysis and annotation.</li><li>▪ Tick the box to show what it is being compared to.</li><li>▪ </li></ul> |
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| Year group | Whole class books                                                                                                |
|------------|------------------------------------------------------------------------------------------------------------------|
| Year 3     | The Wild Way Home<br>The Wild Robot<br>Edward Tulane                                                             |
| Year 4     | Why the Wales Came<br>The Boy Who Made the World Disappear<br>Windrush Child<br>The Boy At The Back of the Class |
| Year 5     | How To Train Your Dragon<br>Viking Boy<br>The London Eye Mystery                                                 |
| Year 6     | The Explorer<br>Friend or Foe<br>Darwin's Dragon<br>Kensuke's Kingdom                                            |

#### Vocabulary progression

| YEAR 2                                                                                                                                                                                                                                                                                                                                  | YEAR 3                                                                                                                                                                                                                                                                                                                      | YEAR 4                                                                                                            | Year 5                                                                                                                                                                                                                   | Year 6                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ noun</li> <li>▪ noun phrase</li> <li>▪ statement</li> <li>▪ question</li> <li>▪ exclamation</li> <li>▪ command</li> <li>▪ compound</li> <li>▪ adjective</li> <li>▪ verb</li> <li>▪ suffix</li> <li>▪ adverb</li> <li>▪ tense (past, present)</li> <li>▪ apostrophe</li> <li>▪ comma</li> </ul> | <ul style="list-style-type: none"> <li>- adverb</li> <li>- preposition</li> <li>- conjunction</li> <li>- word family</li> <li>- prefix</li> <li>- clause</li> <li>- subordinate clause</li> <li>- direct speech</li> <li>- consonant</li> <li>- vowel</li> <li>- inverted commas</li> <li>- expanded noun phrase</li> </ul> | <ul style="list-style-type: none"> <li>- determiner</li> <li>- possessive pronoun</li> <li>- adverbial</li> </ul> | <ul style="list-style-type: none"> <li>▪ modal verb</li> <li>▪ relative pronoun</li> <li>▪ relative clause</li> <li>▪ parenthesis</li> <li>▪ bracket</li> <li>▪ dash</li> <li>▪ cohesion</li> <li>▪ ambiguity</li> </ul> | <ul style="list-style-type: none"> <li>▪ subject</li> <li>▪ object</li> <li>▪ active</li> <li>▪ passive</li> <li>▪ synonym</li> <li>▪ antonym</li> <li>▪ ellipsis</li> <li>▪ hyphen</li> <li>▪ colon</li> <li>▪ semi-colon</li> <li>▪ bullet points</li> </ul> |



