



**SHOBNALL PRIMARY SCHOOL  
ENGLISH PROGRAMME OF STUDY  
READING**



## LONG TERM OVERVIEW FOR READING

### KEY **VOCABULARY** **INFERENCE** **PREDICT** **EXPLAIN** **RETRIEVE** **SUMMARISE**

Nursery	Autumn Term	Spring Term	Summer Term
Story Time	<p style="text-align: center;"><b>DAILY STORY TIME</b>  <b>Text suggestions:</b>  <i>Elmer - David McKee</i>  <i>The Enormous Turnip - Katie Daynes</i>  <i>We're Going on a Bear Hunt – Michael Rosen</i></p>	<p style="text-align: center;"><b>DAILY STORY TIME</b>  <b>Text suggestions:</b>  <i>Supertato! – Paul Linnet &amp; Sue Hendra</i>  <i>The 3 Billy Goats Gruff</i>  <i>Rosie's Walk – Pat Hutchings</i></p>	<p style="text-align: center;"><b>DAILY STORY TIME</b>  <b>Text suggestions:</b>  <i>Come on! Daisy - Jane Simmons</i>  <i>The Gingerbread Man</i>  <i>Burglar Bill – Janet &amp; Allan Ahlberg</i></p>
Vocabulary	<u>Children are introduced to new vocabulary through daily story time and within discussion.</u>	Children are introduced to new vocabulary through daily story time and within discussion.	Children are introduced to new vocabulary through daily story time and within discussion. <u>Children build up a vocabulary that reflects their experiences.</u>
Inference	<u>Children infer characters' feelings using pictures.</u>	Children infer characters' feelings using pictures <u>to talk about them.</u>	Children infer characters' feelings using pictures <u>and own experiences</u> to talk about them.
Predict	<u>Make suggestions about what might happen next or how the story might end based on pictures from the story.</u>	Makes suggestions about what might happen next or how the story might end based on pictures from the story, <u>and talks to others about this.</u>	Makes suggestions about what might happen next or how the story might end based on pictures from the story, and talks to others about this.
Explain		<u>With support, children are beginning to understand simple recall questions, using given starting words (who and how).</u>	With support, children are beginning to understand simple recall questions, using given starting words (who and how).
Retrieve		<u>Children answer simple recall questions verbally about known stories.</u>	Children answer simple recall questions verbally about known stories and <u>can retell simple past events.</u>
Sequence	<u>Children recall some key events from the text.</u>	Children recall some key events from the text.	Children recall <u>and order</u> some key events from the text.
Key Texts	Texts are matched to the pupils' phonic ability using book banded texts found in the Key Stage 1 Library. Age appropriate texts are chosen for story time from the reading corners in the classroom.		

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Reception	Autumn Term	Spring Term	Summer Term
Story Time	<p style="text-align: center;"><b>DAILY STORY TIME</b>  <b>Text suggestions:</b>  <i>Owl Babies - Martin Waddell</i>  <i>Little Red Hen</i>  <i>How to catch a star - Oliver Jeffers</i></p>	<p style="text-align: center;"><b>DAILY STORY TIME</b>  <b>Text suggestions:</b>  <i>Room on the Broom - Julia Donaldson</i>  <i>The Three Little Pigs</i>  <i>Mr Gumpy's Outing – John Burningham</i></p>	<p style="text-align: center;"><b>DAILY STORY TIME</b>  <b>Text suggestions:</b>  <i>Little Red Riding Hood</i>  <i>Shark in the Park – Nick Sharratt</i>  <i>Mog the Forgetful Cat – Judith Kerr</i></p>
<b>Vocabulary</b>	<u>Children use talking about books to clarify their thinking.</u>	Children use talking about books to clarify their thinking <u>and ideas.</u>	Children use talking about books to clarify their thinking, ideas and <u>feelings.</u>
<b>Inference</b>	<u>Children infer characters' feelings using pictures.</u>	Children infer characters' feelings using pictures <u>to talk about them.</u>	Children infer characters' feelings using pictures <u>and own experiences</u> to talk about them.
<b>Predict</b>	<u>Make suggestions about what might happen next or how the story might end based on actions so far.</u>	Makes suggestions about what might happen next or how the story might end based on actions so far, <u>and talks to others about this.</u>	Makes suggestions about what might happen next or how the story might end based on actions so far, and talks to others about this <u>and innovates stories through role play.</u>
<b>Explain</b>	With support, children are beginning to understand simple recall questions, using given starting words (who and how).	With support, children <u>can generate</u> simple recall questions using given starting words (who, <u>when</u> , how, <u>why</u> ).	With support, children can generate simple recall questions using given starting words (who, when, how, why) <u>to clarify what they are thinking about a story.</u>
<b>Retrieve</b>	Children answer simple recall questions verbally about known stories and can retell simple past events.	Children answer simple recall questions verbally about known stories and can retell simple past events.	Children answer simple recall questions verbally about stories they can follow <u>without pictures and prompts.</u>
<b>Sequence</b>	Children recall and order some key events from the text.	Children recall and order some key events from the text. <u>They also introduce a story line or narrative in their play.</u>	Children recall and order some key events from the text. They also introduce a story line or narrative in their play.
<b>Key Texts</b>	Texts are matched to the pupils' phonic ability using book banded texts found in the Key Stage 1 Library. Age appropriate texts are chosen for story time from the reading corners in the classroom.		

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### KEY **VOCABULARY** **INFERENCE** **PREDICT** **EXPLAIN** **RETRIEVE** **SUMMARISE**

Year 1	Autumn Term	Spring Term	Summer Term
Topic	<b>LAND OF HOPE AND GLORY</b>	<b>TO INFINITY AND BEYOND!</b>	<b>WHERE THE WILD THINGS ARE</b>
	<b>STORY TIME</b> <b>Suggested texts:</b> <i>Mr Wolf's Pancakes – Jan Fearnley</i> <i>The Hodgeheg – Dick King-Smith</i> <i>Dogger – Shirley Hughes</i>	<b>STORY TIME</b> <b>Suggested texts:</b> <i>Chocolate Cake – Michael Rosen</i> <i>The Knight Who Wouldn't Fight – Helen Docherty</i> <i>Winnie the Pooh – A. A. Milne</i>	<b>WHOLE CLASS READING</b>
<b>Vocabulary</b>	<u>Draw on what they already know.</u>	Discuss word meanings. <u>Draw on what they already know or on background information.</u>	Discuss word meanings, <u>linking new meanings to those already known.</u> <u>Draw on what they already know or on background information and vocabulary provided by the teacher.</u>
<b>Inference</b>	<u>Making inferences on the basis of images within a text.</u>	<u>Making inferences on the basis of images within a text and what is being said.</u>	<u>Making inferences on the basis of images within a text and what is being said and done.</u>
<b>Predict</b>	<u>Recognise predictable phrases.</u>	<u>Recognise and join in with predictable phrases. Predicting what might happen next.</u>	<u>Recognise and join in with predictable phrases. Predicting what might happen next on the basis of what has been read so far.</u>
<b>Explain</b>	<u>Becoming familiar with key stories, fairy stories and traditional tales.</u>	<u>Explain their understanding of what is read to them.</u> <u>Becoming familiar with key stories, fairy stories and traditional tales and retelling them.</u>	<u>Explain clearly their understanding of what is read to them.</u> <u>Discuss the significance of the title and events.</u> <u>Discuss the significance of the title.</u> <u>Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</u>
<b>Retrieve</b>	<u>Identify some key features from fiction texts such as characters.</u>	<u>Identify some key features from fiction and non-fiction texts such as: characters and titles.</u>	<u>Identify some key features from fiction and non-fiction texts such as: characters, titles, events and information.</u>

## LONG TERM OVERVIEW FOR READING

### KEY VOCABULARY INFERENCE PREDICT EXPLAIN RETRIEVE SUMMARISE

<b>Sequence</b>	Children recall and order some key events from the text. They also introduce a story line or narrative in their play.	<u>Order key events in a text chronologically.</u>	Order key events in a text chronologically.
<b>Key Questions</b>	<p style="text-align: center;">           What does the word ..... mean in this sentence?            Find and copy a word which means .....            What does this word or phrase tell you about .....?            Why was..... feeling.....?            Why did ..... happen?            Why did ..... say .....?            Look at the book cover/blurb – what do you think this book will be about?            What do you think will happen next? What makes you think this?            Who is your favourite character? Why?            Why do you think all the main characters are girls/boy/animals in this book?            Who did.....?            Where did.....?            When did.....?            What happened when.....?            Why did ..... happen?            Can you number these events 1-5 in the order that they happened?            What happened after .....?            What was the first thing that happened in the story?         </p>		
<b>Key Texts</b>	Texts are matched to the pupils' phonic ability using book banded texts found in the Key Stage 1 Library. Age appropriate texts are chosen for story time from the reading corners in the classroom.	Whatever Next! – Jill Murphy  CGP Non-Fiction CGP Poetry	

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Year 2	Autumn Term	Spring Term	Summer Term
Topic	<b>FIRE, FIRE!</b>	<b>I HAVE A DREAM</b>	<b>GADGETS AND GIZMOS</b>
	<b>WHOLE CLASS READING</b>	<b>WHOLE CLASS READING</b>	<b>WHOLE CLASS READING</b>
<b>Vocabulary</b>	Children discuss new word meanings. <u>Discuss favourite words and phrases.</u>	Children discuss new word meanings <u>and link them to words that they already know.</u> Discuss favourite words and phrases.	Children discuss new word meanings and link them to words that they already know, <u>including root words.</u> Discuss favourite words and phrases.
<b>Inference</b>	Children make inferences about a characters' feelings using what they say and do.	Children make inferences about a characters' feelings using what they say and do <u>to infer more obvious points.</u>	Children make inferences about a characters' feelings using what they say and do <u>to infer more obvious points and begin to pick up on some more subtle references.</u>
<b>Predict</b>	Children <u>use what has happened so far in a story, to make sensible predictions about what could happen next.</u>	Children <u>use own knowledge,</u> as well as what has happened so far in a story, to make sensible predictions about what could happen next.	Children use own knowledge, as well as what has happened so far in a story, to make sensible predictions about what could happen next <u>and give explanations of them.</u>
<b>Explain</b>	Children <u>generate literal recall questions of their own which go with the text they are reading, before, during and after reading.</u>	Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading. <u>Children use their own question words.</u>	Children generate literal recall questions of their own which go with the text they are reading, before, during and after reading. Children use their own question words <u>and begin to be able to change their questions as they progress through the text.</u>
<b>Retrieve</b>	<u>With support, children explain their understanding of what they have read themselves by answering simple questions about what has just happened.</u>	Children explain their understanding of what they have read themselves by answering simple questions about what has just happened.	Children <u>clearly</u> explain their understanding of what they have read themselves by answering questions about what has just happened.
<b>Sequence</b>	<u>Children retell and sequence events from texts and discuss how the events are related.</u>	Children retell and sequence events from texts and discuss how the events are related <u>and how they shape the story.</u>	Children retell and sequence events from texts and discuss how the events are related and how they shape the story, <u>focussing on the main content of the text.</u>

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<b>Key Questions</b>	<p>Which word in this section do you think is the most important? Why?            Which of the words best describes the character/setting/mood etc?            Can you think of any other words the author could have used to describe this?            Why do you think ..... is repeated in this section?            Can you explain why.....?            What do you think the author intended when they said.....?            How does ..... make you feel?            How does the choice of character or setting affect what will happen next?            What is happening? What do you think happened before? What do you think will happen after?            What do you think the last paragraph suggests will happen next?            Would you like to live in this setting? Why/why not?            Is there anything you would change about this story?            Do you like this text? What do you like about it?            What kind of text is this?            How did .....?            How many.....?            What happened to.....?            Can you summarise in a sentence the opening/middle/end of the story?            In what order do these chapter headings come in the story?</p>		
<b>Key Texts</b>	The Owl Who Was Afraid of the Dark - Jill Tomlinson CGP Non-Fiction CGP Poetry	The Twits - Roald Dahl CGP Non-Fiction CGP Poetry	The Worst Witch - Jill Murphy CGP Non-Fiction CGP Poetry
<b>Suggested Daily Story Time Texts</b>	Wind in the Willows - Kenneth Grahame The Queen's Nose - Dick King-Smith The Accidental Prime Minister - Tom McLaughlin		

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Year 3	Autumn Term	Spring Term	Summer Term
Topic	MEET THE FLINTSTONES	BY THE RIVERS OF BABYLON	IRON MAN
	<i>WHOLE CLASS READING</i>	<i>WHOLE CLASS READING</i>	<i>WHOLE CLASS READING</i>
<b>Vocabulary</b>	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. <u>With support, use dictionaries to check the meaning of words that they have read.</u>	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. <u>They also use the skills of looking at the picture.</u> Use dictionaries to check the meaning of words that they have read.	Children begin to find the meaning of new words by using the context of the sentence it is in to help them. They also use the skills of looking at the picture, <u>finding root words and breaking words down.</u> <u>Independently, use dictionaries to check the meaning of words that they have read.</u>
<b>Inference</b>	<u>Children infer characters' thoughts and feelings from their stated actions.</u>	<u>Children infer characters' thoughts and feelings from their stated actions, beginning to justify them with some reference to a specific point in the text.</u>	<u>Children infer characters' feelings, thoughts and motives from their stated actions, beginning to justify them with some reference to a specific point in the text.</u>
<b>Predict</b>	<u>Children use relevant prior knowledge to form predictions.</u>	<u>Children use relevant prior knowledge to form predictions and justify them.</u>	<u>Children use relevant prior knowledge to form predictions and justify them. Children are taught the skill of using as details from the text to form further predictions.</u>
<b>Explain</b>	<u>Children generate questions, including retrieval and inferential questions to help them understand a text further.</u>	<u>Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.</u>	<u>Children generate a variety of questions, including retrieval and inferential questions to help them understand a text further.</u>
<b>Retrieve</b>	<u>Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction..</u>	<u>Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.</u>	<u>Children are taught and begin to use skimming and scanning to retrieve and record details from fiction and non-fiction, using some quotations.</u>
<b>Summarise</b>	<u>Children begin to distinguish between important and unimportant information in a text.</u>	<u>Children begin to distinguish between important and unimportant information in a text and synthesise the key points.</u>	<u>Children begin to distinguish between important and unimportant information in a text and synthesise the key points to give a brief verbal summary.</u>



## LONG TERM OVERVIEW FOR READING

### **KEY VOCABULARY INFERENCE PREDICT EXPLAIN RETRIEVE SUMMARISE**

<b>Key Questions</b>	<p>Which word tells you that....?</p> <p>Find one word in the text which means.....</p> <p>How do the descriptions of ..... show that they are ..... ?</p> <p>How can you tell that..... ?</p> <p>From the cover what do you think this text is going to be about?</p> <p>What is happening now? What happened before this? What will happen after?</p> <p>Why is the text arranged in this way?</p> <p>What structures has the author used?</p> <p>What is the purpose of this text feature?</p> <p>How did...?</p> <p>How often...?</p> <p>Who had...? Who is...? Who did....?</p> <p>What are the key events from the story/which parts can we dismiss?</p>		
<b>Key Texts</b>	Charlotte's Web – E.B. White CGP Non-Fiction CGP Poetry	Charlie and the Chocolate Factory – Roald Dahl CGP Non-Fiction CGP Poetry	How to Train Your Dragon – Cressida Cowell CGP Non-Fiction CGP Poetry
<b>Suggested Daily Story Time Texts</b>	Stig of the Dump – Clive King Pippi Longstocking – Astrid Lindgren Varjak Paw – SF Said		

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Year 4	Autumn Term	Spring Term	Summer Term
Topic	<b>THE EMPIRE STRIKES BACK!</b>	<b>GAME OF THRONES</b>	<b>ANY DREAM WILL DO</b>
	<b><i>WHOLE CLASS READING</i></b>	<b><i>WHOLE CLASS READING</i></b>	<b><i>WHOLE CLASS READING</i></b>
<b>Vocabulary</b>	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know.	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know. Discuss words and phrases that capture the reader's interest and imagination.	Children find the meaning of new words by using the context of the sentence it is in to help them. They also use the skill of linking words to other words that they know. Discuss words and phrases that capture the reader's interest and imagination and explain why.
<b>Inference</b>	Children infer characters' feelings, thoughts and motives from their stated actions and through dialogue.	Children infer characters' feelings, thoughts and motives from their stated actions and through dialogue, consolidating the skill of justifying them with some reference to a specific point in the text.	Children infer characters' feelings, thoughts and motives from their stated actions and through dialogue, consolidating the skill of justifying them with some reference to a specific point in the text. Children begin to use inference skills to support predictions.
<b>Predict</b>	Children use relevant prior knowledge, as well as details from the text to form predictions and confidently justify them.	Children use relevant prior knowledge, as well as details from the text to form predictions and confidently justify them. Children monitor predictions.	Children use relevant prior knowledge, as well as details from the text to form predictions and confidently justify them. Children monitor predictions, and compare them with the text as they read on.
<b>Explain</b>	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning of a text to help them understand further.	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.	Children generate a variety of questions, including retrieval, inferential and questions about the deeper meaning or themes of a text to help them understand further.
<b>Retrieve</b>	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses	Children use skimming and scanning to retrieve and record details from fiction and non-fiction, using relevant quotations to support responses.

## LONG TERM OVERVIEW FOR READING

### KEY **VOCABULARY** **INFERENCE** **PREDICT** **EXPLAIN** **RETRIEVE** **SUMMARISE**

<b>Summarise</b>	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.	Children distinguish between important and unimportant information in a text and synthesise the key points to give a brief written summary.
<b>Key Questions</b>	<p>Find and highlight the word that is closest in meaning to.....</p> <p>What voice might these characters use?</p> <p>What was .... thinking when.....</p> <p>What does this paragraph suggest will happen next?</p> <p>Do you think the choice of setting will influence how the plot develops?</p> <p>Is the use of ..... effective?</p> <p>The mood of the character changes throughout the text. Find and copy the phrases which show this.</p> <p>What happened to...?</p> <p>What does.... do?</p> <p>How ..... is .....?</p> <p>Can you briefly summarise the story in 5 sentences?</p>		
<b>Key Texts</b>	There's a Boy in the Girls' Bathroom – Louis Sachar CGP Non-Fiction CGP Poetry	The Lion, The Witch and The Wardrobe – C. S. Lewis CGP Non-Fiction CGP Poetry	Tom's Midnight Garden – Philippa Pearce CGP Non-Fiction CGP Poetry
<b>Suggested Daily Story Time Texts</b>	<p>Skellig – David Almond</p> <p>The Amazing Story of Adolphus Tips – Michael Morpurgo</p> <p>Demon Dentist – David Walliams</p>		

## LONG TERM OVERVIEW FOR READING

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Year 5	Autumn Term	Spring Term	Summer Term
Topic	<b>OFF WITH THEIR HEADS!</b>	<b>EXPELLIARMUS!</b>	<b>THE HOUSE OF WISDOM</b>
	<b>WHOLE CLASS READING</b>	<b>WHOLE CLASS READING</b>	<b>WHOLE CLASS READING</b>
<b>Vocabulary</b>	<u>Children read around the word.</u>	<u>Children read around the word and are taught to explore its broader meaning.</u>	<u>Children read around the word and are taught to explore its broader meaning within a section or paragraph.</u>
<b>Inference</b>	<u>Children infer characters' feelings, thoughts and motives using single pieces of evidence.</u>	<u>Children infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made.</u>	<u>Children infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support each point made, beginning to draw evidence from different places across the text.</u>
<b>Predict</b>	<u>Predictions are supported by relevant evidence drawn from the text.</u>	<u>Predictions are supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.</u>	<u>Predictions are accurate and supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.</u>
<b>Explain</b>	<u>Children actively generate a variety questions to focus the reading.</u>	<u>Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text.</u>	<u>Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking questions that take the discussion deeper and beyond the text, which the children begin to use.</u>
<b>Retrieve</b>	<u>Children use skimming, scanning and reading before and after to retrieve and record information. Distinguish between statements of fact and opinion.</u>	<u>Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text. Distinguish between statements of fact and opinion.</u>	<u>Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from a larger part of the text. Distinguish between statements of fact and opinion.</u>
<b>Summarise</b>	<u>Children summarise information from across a text.</u>	<u>Children summarise information from across a text and make connections by considering the ideas within a text.</u>	<u>Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within a text.</u>

## LONG TERM OVERVIEW FOR READING

**KEY VOCABULARY INFERENCE PREDICT EXPLAIN RETRIEVE SUMMARISE**

<b>Key Questions</b>	<p style="text-align: center;">Find a word or phrase which shows/suggests that.....</p> <p style="text-align: center;">How do these words make the reader feel? How does this paragraph suggest this?</p> <p style="text-align: center;">What does this paragraph suggest will happen next? What makes you think this?</p> <p style="text-align: center;">Do you think the choice of setting will influence how the plot develops?</p> <p style="text-align: center;">Which words and phrases did ..... effectively?</p> <p style="text-align: center;">Which section was the most interesting/exciting part?</p> <p style="text-align: center;">How are these sections linked?</p> <p style="text-align: center;">How would you describe this story/text? What genre is it? How do you know?</p> <p style="text-align: center;">Give one example of.....</p> <p style="text-align: center;">Using the main ideas from the text, can you summarise the main information?</p>		
<b>Key Texts</b>	Cirque du Freak – Darren Shan CGP Non-Fiction CGP Poetry	The Lottie Project – Jacqueline Wilson CGP Non-Fiction CGP Poetry	Journey to the River Sea – Eva Ibbotson The White Horse of Zenor – Michael Morpurgo CGP Non-Fiction CGP Poetry
<b>Suggested Daily Story Time Texts</b>	Carrie's War - Nina Bawden Holes - Louis Sachar Who Let the Gods Out - Maz Evans		

## LONG TERM OVERVIEW FOR READING

### KEY **VOCABULARY** **INFERENCE** **PREDICT** **EXPLAIN** **RETRIEVE** **SUMMARISE**

Year 6	Autumn Term	Spring Term	Summer Term
Topic	<b>VICTORY IS OURS!</b>	<b>GREAT EXPECTATIONS</b>	<b>TROY STORY</b>
	<b><i>WHOLE CLASS READING</i></b>	<b><i>WHOLE CLASS READING</i></b>	<b><i>WHOLE CLASS READING</i></b>
<b>Vocabulary</b>	<p><u>Children read around the word and independently explore its broader meaning within a section or paragraph.</u>  <u>Discuss how authors use language.</u></p>	<p>Children read around the word and independently explore its broader meaning within a section or paragraph.  <u>Identify how language contributes to meaning.</u>  <u>Discuss how authors use language, including figurative language.</u></p>	<p>Children read around the word and independently explore its broader meaning within a section or paragraph.  <u>Identify how language, structure and presentation contributes to meaning.</u>  <u>Discuss how authors use language, including figurative language, considering the impact on the reader.</u></p>
<b>Inference</b>	<p><u>Children confidently infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.</u></p>	<p>Children infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.</p>	<p>Children infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text.</p>
<b>Predict</b>	<p>Predictions are accurate and supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.</p>	<p>Predictions are accurate and supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.</p>	<p>Predictions are accurate and supported by relevant evidence drawn from the text. Children confirm and modify predictions as they read on.</p>
<b>Explain</b>	<p><u>Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text.</u>  <u>Recommend books that they have read to their peers.</u>  <u>Discuss their understanding of what they have read.</u></p>	<p>Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text.  <u>Recommend books that they have read to their peers explaining their reasons.</u>  <u>Explain and discuss their understanding of what they have read.</u></p>	<p>Children actively generate a variety questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion deeper and beyond the text.  <u>Recommend carefully selected books that they have read to the different audiences, explaining their reasons.</u>  <u>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.</u></p>

## LONG TERM OVERVIEW FOR READING

### KEY **VOCABULARY** **INFERENCE** **PREDICT** **EXPLAIN** **RETRIEVE** **SUMMARISE**

<b>Retrieve</b>	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text. <u>Identifying and discussing themes and conventions in a wide range of texts.</u>	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text. Identifying and discussing themes and conventions in <u>and across</u> a wide range of texts.	Children use skimming, scanning and reading before and after to retrieve and record information, using evidence from across the text. Identifying and discussing themes and conventions in <u>and across</u> a wide range of texts.
<b>Summarise</b>	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas.	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas <u>within and between texts.</u> <u>Make comparisons within and across books based on key ideas.</u>	Children summarise information from across a text and make connections by analysing, evaluating, and synthesising ideas within and between texts. Make comparisons <u>within and across</u> books based on key ideas.
<b>Key Questions</b>	<p>What do the words ..... and ..... suggest about the character, setting and mood? Which keyword tells you about the character/setting/mood? What impression of ..... do you get from these paragraphs? Who is telling the story? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. What is the author's point of view? What affect does ..... have on the audience? How does the author engage the reader here? What can you learn from ..... from this section? The story is told from whose perspective? Using the main ideas from the text, can you summarise the information? How is this text similar to others?</p>		
<b>Key Texts</b>	Hana's Suitcase – Karen Levine CGP Non-Fiction CGP Poetry	Stormbreaker – Anthony Horowitz CGP Non-Fiction CGP Poetry	Kensuke's Kingdom – Michael Morpurgo CGP Non-Fiction CGP Poetry
<b>Suggested Daily Story Time Texts</b>	<p>Treasure Island - Robert Louis Stevenson Street Child - Berlie Doherty Wonder - RJ Palacio</p>		