

## English Curriculum skills coverage whole school

### **The Specific Areas of learning and Development: All Year**

#### **Literacy Reading**

##### **Comprehension 3-4 year olds**

- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Engage in extended conversations about stories, learning new vocabulary.

##### **Comprehension 4-5 year olds**

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

#### **Comprehension ELG**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  
Anticipate – where appropriate – key events in stories;  
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

##### **Word Reading 3-4 year olds**

- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing

#### **Literacy Writing**

##### **Writing 3-4 year olds**

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

##### **Writing 4-5 year olds**

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

#### **Writing ELG**

Write recognisable letters, most of which are correctly formed;  
Spell words by identifying sounds in them and representing the sounds with a letter or letters;  
Write simple phrases and sentences that can be read by others.

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### **Word Reading 4-5 year olds**

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

### **Word Reading ELG**

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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### AUTUMN TERM YEAR 1 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To choose and find favourite part of a book.</p> <p><i>Example: Child can show teacher a picture they find funny.</i></p>	<p>With some help, I am beginning to show more understanding of some familiar and less familiar words and phrases in a story being read to me.</p> <p><i>Example: When asked the meaning of a word that is fairly common but not in child's spoken vocabulary, e.g. 'tub', the child can sometimes work it out from the context.</i></p>	<p>I understand some books are stories and other books contain facts about the world (non-fiction).</p> <p><i>Example: Child can say whether a book is a story or a non-fiction book of facts.</i></p> <p>To answer questions using words relating to book structure, such as title, page, line, word, letter, beginning, end, cover.</p> <p><i>Example: When prompted, child can point to a line, a word and a letter.</i></p>	<p>To answer 'how' and 'why' questions about one point in a text I have read, where answer is clear in my book.</p> <p><i>Example: Child can answer the question: 'Why did Tom let the spider out of the jar?'</i></p> <p>To retell, with some help, some key points of a simple story in the correct order.</p> <p><i>Example: When prompted by an adult as necessary, child can retell some of the most important points of a story they have read.</i></p>	<p>To understand why a character is doing something in a story or make simple inferences in a non-fiction text I have listened to.</p> <p><i>Example: Child realises that the wolf pretended to be Mother Goat because he wanted to eat the kids.</i></p> <p>To use the title to make a sensible prediction about a book I am going to read.</p> <p><i>Example: The book is called Bug Boy and child says: 'I think the book is about a boy who likes bugs.'</i></p>

## English Curriculum skills coverage whole school

### SPRING TERM YEAR 1 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To choose my favourite book and talk about it is my favourite, giving clear reasons.</p> <p><i>Example: Child identifies a book as their favourite and gives a reason, e.g. 'This book is about dogs, and I like dogs,' or 'This book is funny.'</i></p> <p>To recite a very familiar rhyme I have learnt by heart.</p> <p><i>Example: Child can recite 'Humpty Dumpty' or another familiar rhyme.</i></p>	<p>With some help, To sometimes recall interesting and effective words in books I have listened to or read.</p> <p><i>Example: With prompting, child may recall a phrase such as: 'What a soggy moggy!'</i></p> <p>To sometimes reuse interesting words and phrases from books I have listened to or read, in my own speech or writing.</p> <p><i>Example: Child may reuse a phrase, e.g. 'soggy moggy,' in their own stories or conversations.</i></p>		<p>To find a specific piece of information to answer to a literal question when looking at a double page.</p> <p><i>Example: Child can answer the question: 'What does Sam say on page 5?'</i></p> <p>To identify and link two important events in a story I have listened to or read.</p> <p><i>Example: In The Frog Prince, child can answer the question: 'What did the princess have to do to the frog to get her ball back?'</i></p> <p>To point to author's name on a book cover when it is easy to find, and to explain what an author does.</p> <p><i>Example: Child can point to the author's name on the front cover and, when prompted, can say that the author wrote the book.</i></p> <p>To recognise when I have mis-read a word and with some help, can recognise the sentence doesn't make sense and can correct myself.</p> <p><i>Example: Child mis-reads 'The cat saw a bat' as 'The cat was a bat' and, when asked whether it makes sense, recognises it doesn't. When mistake is pointed out, child corrects the word and, with support, can re-read the sentence correctly.</i></p>	<p>To link events in a book to answer questions about why or how events have happened.</p> <p><i>Example: Teacher asks: 'Why did the alien call the sheep a thing?' and child answers: 'Because it didn't know what a sheep was, because it had come from space.'</i></p> <p>To explain a prediction about what might happen next in a book based on what I think and my experiences.</p> <p><i>Example: In a book where children are going to a park, teacher asks: 'What might the children do in the park?' and child replies: 'They might go on the slides, swings and see-saw.'</i></p>

## English Curriculum skills coverage whole school

### SUMMER TERM YEAR 1 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To select my favourite part of a book and talk about why it is my favourite, sometimes giving reasons using my own experiences.</p> <p><i>Example: Child says: 'I liked the bit when the man slipped on the banana skin. It was funny.'</i></p>	<p>To talk about word meanings, linking new meanings to words I already know.</p> <p><i>Example: When child comes across the word 'gleaming' they can guess at the meaning (supported by a picture) and, when prompted, can suggest an alternative word that could be used, e.g. 'shiny.'</i></p>	<p>I know some key stories, fairy stories and traditional tales, and To identify key features of these stories.</p> <p><i>Example: Child can link characteristics of fairy stories, e.g. when asked 'How do traditional tales often end?' child answers: 'With them all living happily ever after.'</i></p>	<p>To find a specific piece of information in answer to a literal question on a double page that includes more text or different types of information.</p> <p><i>Example: Child can answer the question 'Where do parrots live,' when the text also gives lots of other information about parrots or when it mentions the habitats of several different types of birds.</i></p> <p>To retell familiar stories which have been read to me and discussed with me.</p> <p><i>Example: Child can retell several key events from a familiar story in the correct order.</i></p> <p>With some help, I am beginning to check a text makes sense when I am reading, and correct any mistakes.</p> <p><i>Example: Child mis-reads a particular word in a sentence, e.g. mistaking 'then' for 'the,' and realises they have got the word wrong (with prompting from teacher if necessary). Child can correct the error after prompting and, with support, can re-read sentence correctly.</i></p>	<p>With some help, to answer questions about books I have listened to, using what they already know, or information from my teacher.</p> <p><i>Example: In a story where the character Silly Jack puts a cat in his pocket, child can say this is a silly thing to do in response to the question: 'What silly thing did Jack do with the cat?'</i></p> <p>To predict what might happen on based on what I have read so far.</p> <p>To recognise and join in with predictable phrases in a book I have listened to or read.</p> <p><i>Example: In a story where a dragon eats the first and second knights, child can predict that the third knight is cleverer than the others so he will defeat the dragon.</i></p>
<p>To a simple rhyme or poem I have learnt by heart.</p> <p><i>Example: Child can recite a short rhyme or simple nursery rhyme from memory, e.g. 'Jack and Jill' or 'Inky Pinky Ponky'.</i></p>	<p>To talk about the significance of a book title and how it relates to events in a book.</p> <p><i>Example: When asked why a book is called 'Jack's Journey,' child says: 'Jack is the main character and the book is about what happened to him on his way to the seaside.'</i></p>			

## English Curriculum skills coverage whole school

### YEAR 1 BOOK BANDS AND CORE TEXTS

BOOK BANDS	CORE TEXTS
Expected book band level: Orange (Phase 5)	The Gruffalo Aliens Love Underpants Bad Tempered Ladybird

## English Curriculum skills coverage whole school

### AUTUMN TERM YEAR 2 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To give a personal opinion about an event or character and justify this.</p> <p><i>Example: Child can answer questions such as: 'Do you think Emma is nice?' Child answers: 'Yes' and, when asked why, adds: 'Because she helps the kitten find its mum.'</i></p> <p>To accurately recite three familiar short poems by heart.</p> <p><i>Example: Child is able to recite a favourite poem from a choice of three that they know, remembering all of the words with very few or no prompts.</i></p>	<p>To recognise repetition of words or phrases in a short passage of text, even if this is repetition is subtle.</p> <p><i>Example: Child can recognise the repetition in passages such as: 'Monday was a bad day. Wednesday was a worse day. Saturday was the worst day of all.'</i></p> <p>To find a word in a page of text that has the same meaning as a given word.</p> <p><i>Example: When asked to find a word that means 'jumped' in a page of text, child can point out the word 'leaped.'</i></p>	<p>I know what some common non-fiction features are called and what they do.</p> <p><i>Example: When asked to point to a caption, child can point to a caption on a page and, when asked, can explain that it tells you about the picture.</i></p>	<p>To retell, without visual prompts, stories I have recently read. These are in the correct sequence and include approximately four events.</p> <p><i>Example: Child can answer questions such as: 'What happened in the beginning?', 'What did Jack do next?', 'What happened after that?' and 'What happened in the end?'</i></p> <p>With some help, check the text makes sense as I read, and can correct my mistakes.</p> <p><i>Example: Child mis-reads 'The dog stared at the moon' as 'The dog starred at the moon,' and, when asked to look again at the sentence, recognises it doesn't make sense and then re-reads it correctly</i></p> <p>To show an understanding of simple cause and effect in fiction and non-fiction texts I have read, where the link between cause and effect is stated in the text and supported by a picture.</p> <p><i>Example: Child can explain why polar bears are suited to living in a cold climate, when the text says: 'Polar bears have thick fur which helps to keep them warm.'</i></p>	<p>To join in with discussions about books I have listened to or read, making inferences about reasons for events.</p> <p><i>Example: In Little Red Riding Hood, why did the wolf put on Grandma's clothes? Child answers: 'So Little Red Riding Hood would think he was Grandma.'</i></p> <p>To make a sensible prediction of what might happen in a text they haven't heard of or read. With some help, to justify my prediction on using what has happened so far in the story.</p> <p><i>Example: In The Boy Who Cried Wolf, child can respond to a detailed and supportive question, e.g. 'Do you think the villagers will believe him this third time?' Child says: 'No' and, when prompted, justifies response, e.g. 'Because they will think he is making it up again.'</i></p>

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### SPRING TERM YEAR 2 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>With support, to think of a simple question to ask character about what has happened in the story.</p> <p><i>Example: After hearing some modelled questions to ask Little Red Riding Hood, child can ask: 'Why did you think the wolf was your Grandma?'</i></p> <p>To recite about four poems by heart, and I am starting to use appropriate intonation when doing this.</p> <p><i>Example: When reciting a poem, child uses appropriate intonation for some questions or exclamations, but may not do this consistently.</i></p>	<p>To recognise rhymes or alliteration in poems I have listened to or read.</p> <p><i>Example: After listening to a poem, teacher asks: 'Which word has the poet used to rhyme with "rain"?' and then re-reads the relevant lines. Child is able to answer 'drain.'</i></p> <p>To identify my favourite words and phrases.</p> <p><i>Example: When looking at or listening to a short poem, child is able to point out words and phrases that appeal to them</i></p>	<p>To join in with discussions about a wide range of different texts I have listened to or read, including stories, traditional tales, poems and non-fiction.</p> <p><i>Example: Child can add an appropriate comment to a discussion about a non-fiction text by picking up on an aspect of the text that relates to their own experience or by relating something interesting they learned from the text.</i></p> <p>To read non-fiction texts that include one or more common non-fiction features and explain what some features are called.</p> <p><i>Example: Child can read aloud a page of an unfamiliar non-fiction text that includes a caption or label and can name these features.</i></p>	<p>To join in with discussions about books I have listened to or read, answering literal questions and talking about events and characters.</p> <p><i>Example: As part of a group discussion, child can name a significant event and explain how one event leads to or affects another, e.g. explaining that the three bears went out, so Goldilocks was able to get into their house.</i></p> <p>To retell recently read stories, including main characters and most key events, in correct order with not much help.</p> <p><i>Example: In Jack and the Beanstalk, child can say that Jack went up a beanstalk, ran back down the beanstalk and then chopped it down. Teacher asks: 'What was at the top of the beanstalk?' and child can answer.</i></p> <p>I usually check independently that the text makes sense as I read, and correct any mistakes.</p> <p><i>Example: Child mis-reads 'The lion wouldn't stop roaring' as 'The lion would stop roaring,' recognises it doesn't make sense and self-corrects, and usually does this unprompted.</i></p>	<p>To show I understand simple cause and effect in fiction and non-fiction texts where the link between cause and effect is strongly implied.</p> <p><i>Example: In The Fox and the Crow, what did the fox do that was clever? Child answers: 'It was clever of the fox to ask the crow to sing, because he knew that the crow would have to open her mouth and drop the cheese and he could eat it.'</i></p>

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### SUMMER TERM YEAR 2 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>With support, to use empathy to understand characters and their motivation.</p> <p><i>Example: Following a spoken example, child can ask a question such as: 'Why did you choose the dragon as a pet?' When in the hot seat, child can give a simple, appropriate answer, e.g. 'Because it was friendly.'</i></p> <p>To recite at least five poems by heart, adding appropriate intonation to make the meaning clear.</p> <p><i>Example: When reciting a poem, child quickens their pace or uses an excited tone of voice for an exciting part of the poem.</i></p>	<p>To recognise interesting vocabulary in a text I have listened to or read.</p> <p><i>Example: When asked: 'Which word has the author used to help us imagine how loudly the baby was crying?' child can respond with the word 'wailed.'</i></p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p><i>Example: When child comes across a new word such as 'shattered,' they are able to make a sensible guess at the meaning using the context and can suggest an alternative word that could be used, e.g. 'broken.'</i></p>	<p>To discuss and express views about a wide range of texts I have listened to.</p> <p><i>Example: Child is able to discuss how they would feel in a character's place in stories; how poems make them feel and what they think of topics discussed in non-fiction texts.</i></p> <p>With support, to sometimes comment on the appropriateness of the author's choice of title for a poem or story.</p> <p><i>Example: When asked why a title might be a good choice for a story or poem, child can make some link between the title and the content of the writing.</i></p>	<p>To ask and answer questions about books I have listened to or read, making links between events and drawing on background information.</p> <p><i>Example: When reading a story about two friends having an argument, child can ask and answer questions that help them make the connection between one of the character's behaviour towards the other, and what happens next.</i></p> <p>I am increasingly familiar with wider range of stories, fairy stories and traditional tales and to retell these.</p> <p><i>Example: Child can retell a range of familiar stories, including main characters and key events in the correct order, e.g. child can summarise Cinderella, briefly describing Cinderella's life, how she got to the ball, what happened at the ball and what happened after that.</i></p> <p>With support, to find specific information on a page of non-fiction text, often using features such as key</p>	<p>To discuss why some events in a story are important and make simple links between items of information.</p> <p><i>Example: When discussing a non-fiction book about how rice is grown, child can answer questions such as: 'Why do you think we don't grow much rice in the UK?' (Because our climate isn't ideal for growing rice, and it would take up a lot of land that we could better use for other things.)</i></p> <p>To make a sensible prediction of what might happen and, when asked, justify my prediction using what has happened so far in the story.</p> <p><i>Example: In The Boy Who Cried Wolf (when this is unfamiliar to child), when the boy sees the wolf, child can answer more open and less supportive questions, e.g. 'What will the villagers say?' (They will say he is lying) and 'Why do you think that?' (Because he had lied about it before).</i></p>

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			<p>words, headings, captions, etc. appropriately.</p> <p><i>Example: With support, child can answer question such as: 'Can you explain where swallows go in the winter?'</i></p> <p>To independently check a text makes sense as I read, and correct inaccurate reading.</p> <p><i>Example: Child mis-reads 'The knight ran into the palace' as 'The knight ran into the place,' realises it doesn't make sense, and self-corrects without being prompted.</i></p>	
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Expected book band level:	<p>The Story Machine</p> <p>Toby and the Great Fire of London</p> <p>Traction Man</p>
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### YEAR 2 BOOK BANDS AND CORE TEXTS

## English Curriculum skills coverage whole school

### AUTUMN TERM YEAR 3 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To copy a modelled reading of a poem with predictable expression or, after rehearsal, follow simple stage directions to read lines of a play.</p> <p><i>Example: After hearing an adult read a simple poem with a whispered final line, child can read the poem whispering the final line.</i></p>	<p>With some help, identify an interesting word or phrase in a passage and explain which words I like.</p> <p><i>Example: With some support, child can think of an alternative word for a word in the text, and say which word they think is the better one to use in that case.</i></p>	<p>I have read or heard a variety of myths and legends and can explain some of the key features of these.</p> <p><i>Example: Child can identify that myths are often about gods and other supernatural beings.</i></p> <p>To identify some ways that structure and presentation help to explain things to the reader.</p> <p><i>Example: Child can identify written instructions by commenting on presentational devices such as numbered lists</i></p>	<p>With support, explain the main idea of a paragraph or page they have just read.</p> <p><i>Example: In a non-fiction text about different environments, child can explain that deserts have become hotter because of global warming in response to the question: 'What does this page tell you about how deserts have changed?'</i></p> <p>To, with support, retell stories in correct sequence with some detail.</p> <p><i>Example: When prompted and guided by teacher, child is able to sum up key points of a story briefly and without much unnecessary detail, or to give a more detailed summary including details as well as main points.</i></p> <p>I know a dictionary is arranged in alphabetical order and that it can be used to find out meaning of words.</p> <p><i>Example: When asked to find the word 'creak,' child finds the letter C in the dictionary and finds the correct word, and reads the definition aloud.</i></p> <p>To read the first 200 high frequency words</p>	<p>To distinguish between facts and opinions (where opinions begin with 'I think').</p> <p><i>Example: In a story, child can identify that 'I think my village is the best place in the world to live' is an opinion</i></p> <p>To make a sensible prediction of what might happen and can justify this using what has happened so far in the story.</p> <p><i>Example: In a story in which a very scruffy pirate goes to sea on a very tidy ship, child can predict that the pirate might become tidier and give a reason for this prediction.</i></p>

## English Curriculum skills coverage whole school

### SPRING TERM YEAR 3 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>Give an opinion on a moral dilemma presented in a story.</p> <p><i>Example: After reading The Boy Who Cried Wolf, child can answer questions such as: 'Do you think the villagers did the right thing to ignore the boy?' Child answers: 'No, they should have listened to him.'</i></p> <p>To copy a modelled reading of a poem with varying expression and volume or follow stage directions for how to read lines of a play.</p> <p><i>Example: When reading a play script aloud, child automatically follows stage directions such as [whispers].</i></p>	<p>To discuss interesting vocabulary on a page of text and, with support, can explain in simple terms the effect the word has on the reader.</p> <p><i>Example: Child can discuss interesting word, e.g. 'terrifying' and, in answer to the question: 'Why is this a better choice than "scary"?' can explain that 'terrifying' sounds scarier.</i></p>	<p>I am beginning to use familiar non-fiction features independently to navigate a text.</p> <p><i>Example: When asked to locate a specific piece of information, child uses headings and sub-headings to help them locate it.</i></p>	<p>To independently explain the main idea of a paragraph or page they have just read.</p> <p><i>Example: In a fiction text, child can answer the question: 'What has happened on this page?' giving the main idea or event.</i></p> <p>I know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and can use these features to answer questions.</p> <p><i>Example: When asked to explain where bananas grow, child uses a map, photo and caption as well as text to find relevant information</i></p> <p>To follow the meaning of text when I am reading, self-correcting where necessary. With some support or prompting, to explain meaning of what has been read, in response to a question.</p> <p><i>Example: In the context of a story, child can work out what pronouns 'they' and 'their' refer to in the sentence: 'Before supper, they gave the horses their food.'</i></p>	<p>With support, to make inferences, such as inferring characters' feelings and motives from their actions.</p> <p><i>Example: Child can answer questions such as: 'Why did Caroline slam the door? How was she feeling?' when answer is not stated in the text.</i></p> <p>To predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts.</p> <p><i>Example: In a story in which a character did not listen properly to an instruction, child can predict that something will go wrong and can give a simple reason for this.</i></p>

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### SUMMER TERM YEAR 3 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To give an opinion on a moral dilemma presented in a story and give a simple reason for this.</p> <p><i>Example: After reading The Boy Who Cried Wolf, child can answer questions such as: 'Do you think the villagers did the right thing to ignore the boy? Why?' Child can give a reason for their opinion, e.g. 'No, the villagers were wrong to ignore him, because it wasn't fair. They shouldn't have assumed he was lying.'</i></p>	<p>To point out interesting vocabulary on a page and can explain the effect the word has on the reader.</p> <p><i>Example: Child can point out an interesting word, e.g. 'delighted' and can explain that this is a good choice because it sounds even happier than just saying 'happy.'</i></p> <p>To use my knowledge of how a dictionary is structured to find out the meaning of words.</p> <p><i>Example: When asked to find the word 'mast' in a dictionary, child turns to the middle section of the book, finds the letter M, locates the correct word and reads the definition.</i></p>	<p>I have read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts.</p> <p><i>Example: Child regularly gives appropriate answers to questions, showing their understanding of a range of texts.</i></p> <p>With support, to identify some of the ways in which language and structure contribute to meaning in different types of texts.</p> <p><i>Example: Child can identify a set of classroom rules by commenting on the language used, e.g. commands/imperative verbs.</i></p>	<p>To answer literal or deductive questions about a range of books and texts, using clues and information from different parts of the text.</p> <p><i>Example: With support if necessary, child can put together evidence from two different pages in a story, to build up evidence about a character.</i></p> <p>To retell longer familiar stories I have read, e.g. myths and legends.</p> <p><i>Example: After reading the story of Daedalus and Icarus, child can retell main points of story in order, including all main elements.</i></p> <p>To retrieve specified information from a range of fiction and non-fiction texts.</p> <p><i>Example: When asked to find a particular topic in a non-fiction book, child uses the contents page to find the topic and scans the page for relevant information. When asked 'How old is the main character of this story?', and guided to the appropriate part of the text, the child can find the answer.</i></p>	<p>When prompted, To draw inferences such as characters' feelings, thoughts and motives from their actions.</p> <p><i>Example: In a story where a character has misunderstood a situation, child can answer the question: 'What did Max think was happening?'</i></p>

## English Curriculum skills coverage whole school

Free Readers	Iron Man Escape from Pompeii There's a Pharaoh in Our Bath Charlie and the Chocolate Factory
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### YEAR 3 BOOK BANDS AND CORE TEXTS

## English Curriculum skills coverage whole school

### AUTUMN TERM YEAR 4 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To participate in discussion about books by giving a personal response to questions, taking turns and listening to what others say.</p> <p><i>Example: Child can give a personal response to questions, e.g. 'Would you have told the truth in this situation? Why?'</i></p>	<p>To discuss words and phrases from a page I have read and, with prompts if necessary, To explain how they help to capture the reader's interest and imagination.</p> <p><i>Example: Child can discuss the phrase 'fearsome fighters' in a book about the Romans and explain when prompted that this is an effective choice because it makes you think that the Roman soldiers were powerful and dangerous.</i></p>	<p>I am beginning to recognise some themes and conventions in fairy stories and traditional tales.</p> <p><i>Example: In answer to the question: 'How can we tell this is a traditional tale,' child can identify specific text and language features.</i></p>	<p>To following the meaning of a text I am reading, self-correcting when necessary. With occasional support, To have a good guess about the meaning of an unfamiliar word in context.</p> <p><i>Example: In the sentence: 'The broken statue would soon be lost in the creeping foliage,' child can guess that 'foliage' might mean plants or leaves.</i></p>	<p>To predict what might happen in a story and, when directed to a page, To find stated and clearly implied evidence to justify my prediction.</p> <p><i>Example: In response to the question: 'Will the boy get picked for the football team?' child can make a prediction and justify it, e.g. 'It says that he is training hard, so I think he will improve and be picked for the team.'</i></p>
<p>To use appropriate actions and gestures to convey the meaning of a poem or play script.</p> <p><i>Example: When reading a line of play script, child yawns and stretches to help</i></p>	<p>To usually recognise an unfamiliar word, and To use a dictionary to find the meaning of the word.</p> <p><i>Example: When child comes across an unfamiliar word, e.g. 'slumped,' they can find the word in a dictionary and use the definition to explain what the word means.</i></p>	<p>To recognise some different forms of poetry.</p> <p><i>Example: Child can recognise a</i></p>	<p>To retrieve information from fiction or non-fiction and, with support, record this information.</p> <p><i>Example: When asked to find a piece of information from a book, child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. They can use tabs and hyperlinks to navigate an online text to find information. In fiction, the child can locate relevant information to add to a character profile about a main character,</i></p>	<p>To draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.</p> <p><i>Example: Child can answer inferential questions, e.g. 'How do you think Oliver felt when he walked into his new school?' and</i></p>

## English Curriculum skills coverage whole school

<p><i>convey that the character is tired.</i></p>		<p><i>haiku or a ballad.</i></p>	<p><i>and record the information briefly in note form.</i></p> <p>With support, To identify the main ideas from more than one paragraph.</p> <p><i>Example: With support in finding the relevant sections of the text, child can answer the question: 'What have we learned about Egyptian burial practices in this section?'</i></p>	<p><i>with support in finding the relevant section of the text, child can justify their answer, e.g. 'It says he was shaking, so he must be scared.'</i></p>
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## English Curriculum skills coverage whole school

### SPRING TERM YEAR 4 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To ask a question I would like to find the answer to in a fiction or non-fiction book.</p> <p><i>Example: Before reading a non-fiction book about planes, child asks a relevant question they hope to answer, e.g. 'How do planes refuel in the sky?' While reading a story, child asks a question about plot or character, e.g. 'I wonder why Mr Martin crept out of the house during the night?' Child then notices the answer when it appears in the story.</i></p>	<p>To read books that are structured in different ways and for a range of purposes.</p> <p><i>Example: Child can choose appropriate books to read for pleasure and uses non-fiction, reference books and websites to find out information about a topic that interests them.</i></p> <p>With prompting if necessary, To use a dictionary to quickly check the meaning of a word that is unfamiliar to them.</p> <p><i>Example: When child comes across an unknown word, they can find the word in a dictionary with minimal or no support, and use the definition to explain what the word means.</i></p>	<p>To identify key themes and conventions in a range of books.</p> <p><i>Example: Child can explain that good overcomes evil in most traditional tales, e.g. provides this response in answer to the question: 'What makes us think that Cinderella will be OK in the end?'</i></p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p><i>Example: Child can identify a range of different types of writing by recognising features such as greetings in letters and the use of the first person in diaries.</i></p>	<p>With support, To concisely sum up the main ideas from more than one paragraph.</p> <p><i>Example: When asked to explain what a page from a non-fiction text is mostly about, child is able to sum this up in a couple of sentences, without getting bogged down in detail.</i></p> <p>To retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence.</p> <p><i>Example: Having read a non-fiction text describing the steps involved in making bread, child can sum up main steps concisely in order.</i></p> <p>To use a range of different non-fiction text features to help retrieve information from a text, and choose a simple way to record the information.</p> <p><i>Example: Child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart.</i></p>	<p>To make a plausible prediction about what might happen next in a story, and when prompted can explain my reasons for this.</p> <p><i>Example: When asked to explain why they think a particular event will happen in a story, child can find at least one piece of evidence that backs up their idea.</i></p>

## English Curriculum skills coverage whole school

### SUMMER TERM YEAR 4 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To participate in discussions about books, taking turns and listening to what others say.</p> <p><i>Example: Child can give a personal response to questions, e.g. 'Do you think Max made the right choice? What would you have done?'</i></p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p><i>Example: Child adapts their voice appropriately and uses gestures to convey the feelings and actions of a character, e.g. speaking in an excited voice to show delight.</i></p>	<p>To discuss words and phrases from a book I have read and explain how they capture the reader's interest and imagination.</p> <p><i>Example: Child can pick out the word 'lickety-split' from a passage of text and explain that it's a good word because it makes it sound as if the characters were going very fast.</i></p> <p>To use a dictionary to check the meaning of words I have read.</p> <p><i>Example: When child comes across an unknown word, they know how to find the word in the dictionary and use the definition to help them understand the word.</i></p>	<p>I have an increasing familiarity with a wide range of books, including fairy stories, myths, legends, fiction, poetry, plays, non-fiction and reference books and is able to retell stories and discuss texts.</p> <p><i>Example: Child regularly contributes to discussions about a wide range of different types of books, showing good understanding of the similarities and differences between books.</i></p> <p>To identify some of the ways in which fiction texts are structured, e.g. through use of chapters.</p> <p><i>Example: Child can find examples of how some chapters open dramatically and other chapters end on a cliff-hanger.</i></p>	<p>When discussing a book with others, To ask questions to improve understanding of the text.</p> <p><i>Example: When thinking about a non-fiction text on an unfamiliar topic, child might ask: 'I wonder why rice farmers often grow their rice on terraces?' By thinking about this and discussing with others, child can arrive at a better understanding.</i></p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p><i>Example: Child can answer the question: 'What has happened in this chapter?' giving main ideas and events.</i></p> <p>To retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose.</p> <p><i>Example: Having retold a story in some detail, child can then say what the three main events are, usually making sensible choices about which events to include.</i></p>	<p>To draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.</p> <p><i>Example: Child can answer questions such as: 'How did Oliver feel when he walked into his new school, and how do we know?' with 'He was scared. It says he was shaking.'</i></p> <p>To predict what might happen from what is stated and implied in a text.</p> <p><i>Example: In response to the question: 'Do you think Poppy will follow the rules?' child can predict using evidence, e.g. 'No, because it says she crosses her fingers behind her back when she says she will stick to the rules.'</i></p>

## English Curriculum skills coverage whole school

			<p>To retrieve and record information from fiction and non-fiction.</p> <p><i>Example: When asked to find a piece of information, child can select an appropriate non-fiction book and use contents pages, indexes and headings to help find the information, and can record this information by filling in a chart or making notes. When looking for information in fiction, to answer a comprehension question or complete a character profile, the child can locate some relevant information and record it in an appropriate format (e.g. notes, full sentences or mind map).</i></p> <p>To check that text makes sense, discussing my understanding and explaining meaning of words in context.</p> <p><i>Example: With minimal prompting, child spots errors and miscues as they read, and goes back to make corrections. When asked, child can usually explain meaning of a word in a sentence they have just read.</i></p>	
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Free Readers	Broccoli Boy Shackleton's Journey
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YEAR 4 CORE TEXTS

## English Curriculum skills coverage whole school

### AUTUMN TERM YEAR 5 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>With support, To review a book I have read, explaining why they would or would not recommend the book to others. Provide reasoned justifications for their views.</p> <p><i>Example: Child can write a book review using a writing frame, and explain who would like the book and why, making links to other books they have read and using evidence from the text to support their views</i></p> <p>To work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> <p><i>Example: With some prompting, child can contribute to discussions about how best to read each part of the poem or play, suggesting appropriate changes of voice to convey the meaning.</i></p>	<p>With support, To discuss how authors use language, including similes, considering the impact on the reader.</p> <p><i>Example: When prompted, child can identify that 'The dragon's breath was as hot as lava' is a good simile because it helps the reader imagine how hot the dragon's breath was.</i></p> <p>Independently use a dictionary to quickly check the meaning of a word that is unfamiliar to them, and can then explain the word's meaning to someone else.</p> <p><i>Example: When child comes across an unknown word, they can find the word in a dictionary, and use the definition to explain what the word means.</i></p>	<p>I am familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions.</p> <p><i>Example: When asked to talk about how different text types convey information, child's answers show some understanding of the purpose and form of the text types.</i></p> <p>With minimal support, To identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure.</p> <p><i>Example: In a short non-fiction text, child can pick up that the last paragraph links back to the beginning, and can say that this makes the ending more satisfying.</i></p>	<p>To retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose.</p> <p><i>Example: Child can retell a story or a sequence of events in non-fiction in some detail, and can then retell it again more concisely, leaving out less important details.</i></p> <p>To retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.</p> <p><i>Example: When given a page of text, child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can present this information to others.</i></p> <p>To accurately track meaning of the text when reading, self-correcting automatically where necessary. I understand and can explain the meaning of an unfamiliar word in context.</p> <p><i>Example: In the sentence: 'The hound bayed as he caught the scent of the fox,' using wider context of the text, child can explain that 'bayed' must mean something like 'barked' or 'howled'.</i></p>	<p>To draw inferences such as characters' feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less clearly suggested by the text.</p> <p><i>Example: Child can infer what a character is like from stated details, e.g. when the book states that a character has missed school and stolen some sweets, child can infer that character is a trouble-maker and can use the examples in the text to justify this answer.</i></p> <p>To make more detailed predictions drawing on details from the text, with some prompting if necessary.</p> <p><i>Example: Child can independently notice some important clues in a story that help to predict what a character will do next, and is usually able to articulate a quite detailed prediction with limited prompting.</i></p>

## English Curriculum skills coverage whole school

### SPRING TERM YEAR 5 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To recommend books to my peers, giving clear reasons for my choices. To justify my recommendations.</p> <p><i>Example: Child can suggest why others would find the book enjoyable, e.g. 'Even if you don't like football, you will still enjoy this book because it's so much more than just a story about the game.'</i></p> <p>To work in a group to prepare poems and play scripts to read aloud, usually planning appropriate intonation, tone and volume so that the meaning is clear to an audience.</p> <p><i>Example: Child can make a good contribution to discussions about how best to read each part of the poem or play, suggesting appropriate changes of voice to convey the meaning.</i></p>	<p>With support, To discuss how the author's style affects the reader's understanding of the text, in cases where this is signalled straightforwardly in the text.</p> <p><i>Example: Child can explain that the short sentences in a paragraph help to build up tension by drawing the reader's attention to those sentences, suggesting that something is about to happen.</i></p>	<p>With support, To identify and discuss themes and conventions in and across selected texts.</p> <p><i>Example: In response to the question: 'What do the main characters of these two books have in common?' child can identify a common theme, e.g. 'They have both lost something important to them, but they react differently.'</i></p>	<p>To summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas.</p> <p><i>Example: Child can summarise main events in a chapter and can answer questions about the detail, e.g. 'How do we know that the ghost was scary?' Child quotes a relevant bit of text: 'The ghost jumped out and Jack screamed.'</i></p> <p>To select and sort information from a range of sources and, with minimal support, record this information.</p> <p><i>Example: Child can quickly find information on a geography topic in library books, websites, maps and information leaflets, and with support can make notes of key points.</i></p>	<p>To distinguish between facts and opinions when both are included in a sentence.</p> <p><i>Example: In the statement: 'Medicines need to be tested, therefore we must test them on animals,' child can recognise that first part of sentence is a fact and second part an opinion.</i></p> <p>To predict what might happen to a character using evidence implied by other characters' reactions and viewpoints.</p> <p><i>Example: Child recognises when a character is only pretending to be kind to another character and can predict what might happen next. Child can find details in the text to support their idea.</i></p>

## English Curriculum skills coverage whole school

### SUMMER TERM YEAR 5 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To participate in discussions about books, and with support can build on my own and others' ideas.</p> <p><i>Example: In a group discussion about a character's motives, child contributes ideas and responds to prompt questions about others' ideas, e.g. 'Do you agree with what she said? Why?'</i></p> <p>To discuss my understanding of what I have read, including through formal presentations, maintaining a focus on the topic, and with support can use simple notes.</p> <p><i>Example: After reading about a specific topic, e.g. what knights wore, child can make notes in response to questions and can briefly explain to a group or class what they have found out.</i></p>	<p>To participate in discussion about an author's choice of language and show understanding of how some language choices affect the reader's understanding.</p> <p><i>Example: Child can notice that a particular character uses a lot of dialect words, and explain how that affects reactions to that character; or note that use of technical language in a non-fiction text helps to give a formal feel to the text.</i></p>	<p>With support, to identify how language, structure and presentation contribute to meaning in a range of straightforward texts. To read for a range of purposes.</p> <p><i>Example: Child can identify how the school website uses language, structure and presentation to let parents and pupils know what is happening in school.</i></p> <p>To identify some of the ways in which fiction texts are structured, e.g. through use of chapters, and can say why this is effective.</p> <p><i>Example: Child can identify that the use of very short chapters in a particular book helps to build a feeling of excitement and keeps the reader reading.</i></p>	<p>To pay close attention to the meanings of words when reading.</p> <p><i>Example: When child finds a familiar word with an alternative meaning, such as children writing on a 'tablet' in Ancient Greece, they realise the word does not refer to an electronic tablet and makes a sensible guess at the alternative meaning.</i></p> <p>To summarise main ideas drawn from more than one paragraph, and with minimal support identify one or more key details that support the main ideas.</p> <p><i>Example: In a non-fiction section about sheep farming, child can explain what the most common breed of sheep is and give one reason why it is common.</i></p> <p>To answer questions about similarities and differences between two chapters of a book.</p> <p><i>Example: In a non-fiction text about places people live, child can identify what is similar and what is different about life in the Sahara and life in the Arctic. In a fiction book, child can explain that two chapters are each told from the viewpoint of a different character.</i></p>	<p>To use information from a text to draw straightforward inferences about how ideas are related.</p> <p><i>Example: In non-fiction book about spiders, child can explain why some spiders might make a good pet whereas others would not, when explanation is not expressly stated in text.</i></p> <p>To predict what might happen next in a story, sometimes using complex clues drawing on more than one aspect of the plot or of character.</p> <p><i>Example: Child can work out that two characters who are each unaware that the other one has the same goal are likely to find this out, and this will cause problems.</i></p>

## English Curriculum skills coverage whole school

Free Readers	Floodlands Cosmic Kensuke's Kingdom
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### YEAR 5 CORE TEXTS

## English Curriculum skills coverage whole school

### AUTUMN TERM YEAR 6 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>I am beginning to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why.</p> <p><i>Example: When child has used several different books to research a history project, they can explain which book was most useful and why.</i></p> <p>With support, explain and discuss their understanding of what they have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary.</p> <p><i>Example: After reading about a topical subject, child can put forward one point of view in a debate, referring to their notes to support their argument.</i></p>	<p>Discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader.</p> <p><i>Example: Child can identify imagery, e.g. they know that 'At night, the cat is a prowling shadow' is a metaphor. With support they can understand that it creates a sinister effect to help the reader see the cat as a dangerous hunter. In a non-fiction text, child can identify whether the text uses a formal or informal style.</i></p>	<p>To identify and discuss themes and conventions in and across two related books I have read.</p> <p><i>Example: Child can identify the theme of heroism in two books they have read and can compare the two heroes.</i></p> <p>To identify how structure and presentation contribute to meaning in an increasing range of text types.</p> <p><i>Example: Child can explain that diaries and autobiographies are written in the first person and that this helps the reader to understand that it is the narrator's point of view.</i></p>	<p>To summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas.</p> <p><i>Example: In a non-fiction chapter about global warming, child can explain what global warming is and how it affects us, and can find some examples from the text of ways it affects us.</i></p> <p>To retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support.</p> <p><i>Example: When researching a history topic, child can locate information quickly, e.g. by skimming and scanning and can record or present information. When looking for specific information in fiction texts, child can use skimming and scanning skills to find relevant details quickly and accurately.</i></p>	<p>To draw inferences such as characters' feelings, thoughts and motives from their actions, and with minimal support can justify these (sometimes using implied details).</p> <p><i>Example: In discussing a story, child might point out that Janna helped the old man to his feet after his fall but that was only so that people would think she was a nice, helpful girl.</i></p> <p>To predict what might happen from details based on character and/or setting, identifying the evidence in the text.</p> <p><i>Example: Child can identify relevant details in the text and predict that if other characters seem afraid of a character the author presents as nice, the character is probably not trustworthy and will do something bad.</i></p>

## English Curriculum skills coverage whole school

### SPRING TERM YEAR 6 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To participate in discussions about books, asking and answering questions, building on my own and others' ideas and challenging views.</p> <p><i>Example: In a group discussion about a dilemma in a book, child contributes and develops their own ideas in response to others' views and new information. In role-play based on the dilemma, they are able to ask and answer appropriate questions in character.</i></p> <p>To learn a variety of poems by heart and perform them in a way that conveys the meaning to the audience.</p> <p><i>Example: Child can select a favourite poem to perform, and choose how to perform it in order to enhance the meaning.</i></p>	<p>When prompted, to identify uses of language in a non-fiction text that are intended to cause a response in the reader.</p> <p><i>Example: Child can point out examples of emotive language in a persuasive text, or detailed and sequential instructions in a procedural text.</i></p> <p>To independently use a dictionary to quickly check the meaning of an unfamiliar word, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary).</p> <p><i>Example: Child can use the dictionary to work out the meaning of the word 'inscription' when they find it in a text, and they can use the phrase 'words carved into stone' as a synonym.</i></p>	<p>To read for a range of purposes, including some more sophisticated or formal texts.</p> <p><i>Example: Child can use guidebooks and websites to find out information about a place they are visiting, showing good understanding of the text structure and layout, and using dictionaries or asking questions to help them understand unfamiliar language.</i></p> <p>To read books that are structured in different ways, and read for a range of purposes. Example: Child is familiar with the structure and features of a wide range of fiction and non-fiction texts, and can confidently use text structures to navigate around a text. They can read for different purposes, including for enjoyment and in order to find and present specific information.</p>	<p>To ask questions to improve my understanding of a text.</p> <p><i>Example: When reading about a non-fiction topic, child is able to ask appropriate questions to further knowledge of the topic, e.g. about why something happens or what might happen in the future. When reading fiction, child can formulate questions to help understand reasons why a particular event happens.</i></p> <p>I am beginning to select information independently from more than one source and can summarise this (in speech or note form).</p> <p><i>Example: When researching a project on the Second World War, child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it. When writing a review or answering detailed questions about a story, child can draw on details from across the story.</i></p>	<p>To answer questions about similarities and differences between two books on a similar topic.</p> <p><i>Example: Having read two stories set in Ancient Egypt, child can answer questions such as: 'How was each slave treated by his master?'</i></p> <p>To make comparisons within and across books.</p> <p>Example: comparing key characters' actions when confronted by similar events, and using inference to explain why their reactions might be different.</p>

## English Curriculum skills coverage whole school

### SUMMER TERM YEAR 6 Reading SKILLS

Responding to the text	Language for effect	Themes and conventions	Literal comprehension	Inference
<p>To recommend books to my peers, giving reasons for my choices and comparing it to other books on the same theme or by the same author.</p> <p><i>Example: Child can explain why someone would like the book and compare it to other books by the same author, or film versions, discussing similarities and differences, e.g. 'If you liked The Secret Garden you will love The Little Princess because...'</i></p> <p>To explain and discuss my understanding of what I have read through formal presentations and debates, maintaining a focus on the topic, using notes appropriately and answering some questions about it.</p> <p><i>Example: After reading about forms of transport, child can argue for or against banning</i></p>	<p>To discuss and evaluate how authors use figurative language, considering the impact on the reader.</p> <p><i>Example: In response to directed questions, child can identify that a poem about the sun and the moon could be an analogy for two people with very different personalities.</i></p> <p>To take part in discussion to explore words with different or similar meanings, based on their reading.</p> <p><i>Example: Child is able to find interesting or unusual words in a passage of text, and define them from context or using a dictionary. They can usually find or think of a synonym or alternative word.</i></p>	<p>I am familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p><i>Example: Child regularly contributes to discussions about the features and language of a wide range of books, including classic fiction.</i></p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p><i>Example: Child can compare language, structure and presentation of two texts on a similar theme, e.g. a history text and a diary from the same time, explaining how these</i></p>	<p>To summarise main ideas drawn from across a chapter or section, identifying key details that support main ideas.</p> <p><i>Example: In a section of a non-fiction book, child can sum up that the main idea is to convey that life in the Second World War was difficult for people in the UK, and supporting details include information about shortages and rationing.</i></p> <p>To track and retell sequence of events in a longer and more complex novel or sequentially organised non-fiction text.</p> <p><i>Example: After reading a novel, child is able to describe main sequence of events, maybe in the form of a flow chart or numbered list.</i></p> <p>To retrieve, record and present information from fiction and non-fiction.</p> <p><i>Example: When researching a topic, child can use more than one source to locate relevant information, and can record the information in an appropriate format which will help them develop it into a</i></p>	<p>To infer characters' feelings, thoughts and motives from their actions, and justify my inferences with evidence.</p> <p><i>Example: Child can use context of what they know about characters to recognise when a character means something different from what they say, e.g. being sarcastic or patronising</i></p> <p>To predict what might happen next in a range of texts, including those that are less predictably structured, based on stated and implied details from the text and my wider reading.</p> <p><i>Example: In a story about a character facing a particular challenge, child can predict how the</i></p>

## English Curriculum skills coverage whole school

<p><i>cars, referring to their notes to support their argument, and can answer some questions from the audience.</i></p>		<p><i>contribute to the impact on the reader in each text.</i></p>	<p><i>written or oral presentation. When retrieving information from fiction, the child can choose an appropriate format for recording their findings (e.g. notes or margin annotations) and then use these to present their conclusion in an appropriate written or oral format.</i></p> <p>To check that text makes sense, discussing my understanding and explaining the meaning of words in context.</p> <p><i>Example: Child spots errors and miscues during reading, even when subject matter of book is relatively unfamiliar, and goes back to make corrections. When asked, child can explain meanings of words from the context, or can use dictionary to find out meanings.</i></p>	<p><i>character might overcome this challenge, drawing on evidence from the text and comparisons with other texts on a similar theme.</i></p>
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### YEAR 6 CORE TEXTS

<p>Free Readers</p>	<p>Goodnight Mr Tom The Boy in the Striped Pyjamas Northern Lights Tsunami Kids (linked to aspirations) Running Wild</p>
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