

“A journey of a lifetime starts with a turning of a page.” – Rachel Anders





Curriculum Intent

At Fieldhead Carr Primary School, the teaching of reading is a key driver and at the very core of our curriculum. It is our intention to ensure that by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

It is our intention that over their 8 year journey at Fieldhead Carr, children are read to, enjoy, discuss and work with a selection of core books.

Each year group are immersed in a wide range of text types and diverse themes. They are inspired by a range of authors and poets and exposed to a balance of new and classic literature, creating a living library inside the child's minds which will give them a good grounding for independent reading in the future. Books which create mirrors and windows that reflect the realities of the children in our classrooms and beyond. This is the Fieldhead Carr Canon of Literature.

Purpose of Study

<p>Understanding the world we live in</p> 	<p>We know how powerful books are for opening children's eyes to the world around them. The right books can help children to build their imagination, to explore their sense of self and compassion for others. Our curriculum is planned to expose children to wide variety of texts that support a life-long enjoyment of reading. It allows opportunities for our children to explore the world in ways that develop emotional intellect and secure the cultural capital they need to succeed, and overcome potential barriers. Our canon of literature targets a range of texts in every year group that we feel will support our children's understanding. It allows them to explore concepts and experiences that they may never have and, more importantly, helps them to understand that there is a whole world out there full of interest and difference and that is there to explore.</p>
<p>Linked to my life</p> 	<p>Evidence shows that a child's ability to read, process and understand text, underpins their ability to access the entire curriculum. It is recognised that our children are at risk of not reading widely and often. Our curriculum has therefore been mapped to ensure that every class has a progressive program of high quality and varied texts that are appealing to our learners and we ensure that these texts are adapted to meet the needs of our children.</p>
<p>Practical Skills</p> 	<p>Children will have opportunities within reading lessons to retell the story with actions through our Talk for Writing, hot seating and interviewing of characters and being in the author's chair. The reading curriculum allows all children to engage and be involved in bringing the books they read to life, hooking children in through puppets and story bags. This will enable children at FHC to be able to understand and engage in literature that may be familiar and unfamiliar.</p>
<p>Knowledge</p> 	<p>Our reading curriculum is clearly set out to progress our children's knowledge from EYFS to Year 6. By the end of Year 6, our curriculum aims to support all pupils to be able to read with accuracy, speed, confidence, fluency and understanding, ready to access the secondary school curriculum. Our approach to Literacy promotes reading for enjoyment that ignites a curiosity in children, yet also ensures children acquire a wide body of knowledge. Children are</p>



		exposed to a text rich environment in order to encourage a positive culture of reading throughout the school and reading for pleasure.						
		<p>Assessment and recording for long term knowledge retention: In reading, children are assessed using the Early Years Foundation Stage Profile and the National Curriculum.</p> <p>Statutory reading assessments include: Year 1: Children take part in the Phonics Screening check. Year 2: Children are assessed in Reading as part of the end of Key Stage 1 SATs. Year 6: Children are formally assessed in Reading as part of the end of Key Stage 2 SATs.</p> <p>Using a formative assessment approach, teachers continuously evaluate children's attainment and progress during individual, group and whole class reading and phonics sessions. Tracking of achievement during these sessions is kept on an observation record. For children requiring additional phonics support a same day rapid catch-up style intervention lesson will take place.</p> <p>Each term, children in KS1 and KS2 will also complete a PIRA reading assessment which provides standardised and age-standardised scores so teachers are very well informed to monitor attainment and progress. In addition to this, children will also partake in a half-termly reading fluency check in order to obtain a words-per-minute score. These assessments are crucial for informing interventions, planning and the future of our curriculum design.</p> <p>Each half term children in Reception and year one are assessed individually on the sounds they have learnt and interventions are put in place immediately to plug any gaps in sound recognition, oral blending or blending for reading. This is also used for children in year 2 or key stage 2 who are not at age-related expectations for reading.</p>						
Summary of Progression (Skills) - Chronological knowledge and understanding								
VIPERS	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS reading skills	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying 	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text 						

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	<p>sounds, rhythms, tunes and tempo.</p> <ul style="list-style-type: none"> • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently , for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, 	<p>from left to right and from top to bottom</p> <ul style="list-style-type: none"> - the names of the different parts of a book - page sequencing <p>• Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary 						
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	<p>to share with an adult, with another child, or to look at alone.</p> <ul style="list-style-type: none"> • 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. • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes 	<ul style="list-style-type: none"> • 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. 						
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	<ul style="list-style-type: none"> - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about 	<ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic 						
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	stories, learning new vocabulary	knowledge by sound- blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • 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.						
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		<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 						
Vocabulary Skills			<ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known • draw upon knowledge of vocabulary in order to understand the text • join in with predictable phrases • use vocabulary given by the teacher • discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> • discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these 	<ul style="list-style-type: none"> • explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms 	<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood. • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently

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						<ul style="list-style-type: none"> • find the meaning of new words using the context of the sentence. 	for a larger variety of words <ul style="list-style-type: none"> • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph. 	explore its meaning in the broader context of a section or paragraph.
Vocabulary question stems			<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story? 	<ul style="list-style-type: none"> • Can you find a noun/adjective /verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...? 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? 	<ul style="list-style-type: none"> • Can you quickly find...in the dictionary and thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? 	What does this word/phrase/sentence tell you about the character/setting/mood? <ul style="list-style-type: none"> • By writing... what effect has the author created? Do you think they intended to? • Can you find examples of simile, metaphor, hyperbole or personification in the text? • Why has the text been organised in this way? Would you have done it differently? • What other words/phrases could the

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					closest in meaning to...?	<ul style="list-style-type: none"> • Which word is closest in meaning to...? 	<ul style="list-style-type: none"> • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text? 	<p>author have used here? Why? How has the author made you/this character feel by writing...? Why?</p>
Inference Skills			<ul style="list-style-type: none"> • children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text • discuss the significance of the title and events • demonstrate simple inference from the text based 	<ul style="list-style-type: none"> • make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses 	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, 	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues.

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			<p>on what is said and done</p> <ul style="list-style-type: none"> • use pictures or words to make inferences 	<p>thoughts and motives.</p> <ul style="list-style-type: none"> • make inferences about actions or events 	<ul style="list-style-type: none"> • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<p>evidence to support the point they are making.</p> <ul style="list-style-type: none"> • begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text
Inference question stems			<ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • When do you think...? • Where do you think...? • How has the author made us think that...? 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How 	<ul style="list-style-type: none"> What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....? • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them?

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			<p>think is the most important?</p> <ul style="list-style-type: none"> • Why do you think they repeat this word in the story? 		<p>does the description of ... show that they are...?</p> <ul style="list-style-type: none"> • Who is telling the story? • Why has the character done this at this time? 	<p>mean and why do you think that the author chose them?</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph? 	<ul style="list-style-type: none"> • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs? 	<ul style="list-style-type: none"> • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
Prediction Skills			<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.
Prediction question stems			<ul style="list-style-type: none"> • Looking at the cover and the title, what do you think this book is about? 	<ul style="list-style-type: none"> • Where do you think.... will go next? • What do you think... will say/do next? 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? 	<ul style="list-style-type: none"> • Can you think of another text with a similar theme? How do their plots differ? 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ? 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ?



			<ul style="list-style-type: none"> • Where do you think.....will go next? • What do you think... will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might.....say about that? • Can you draw what might happen next? 	<ul style="list-style-type: none"> • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might.... say about that? • How does the choice of character affect what will happen next? 	<ul style="list-style-type: none"> • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward? 	<ul style="list-style-type: none"> • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think ... will happen? Explain your answers with evidence from the text. 	<ul style="list-style-type: none"> • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? 	<ul style="list-style-type: none"> • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Explanation Skills			<ul style="list-style-type: none"> • give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters 	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books 	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the 	<ul style="list-style-type: none"> •discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion



				<ul style="list-style-type: none"> • listen to the opinion of others 	purpose of these		<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this.
Explanation question stems			<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different

			<p>character? Why?</p> <ul style="list-style-type: none"> • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why? 	<p>reactions to the same event.</p> <ul style="list-style-type: none"> • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? 	<p>characters' reactions to the same event.</p> <ul style="list-style-type: none"> • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why? 	<p>characters' reactions to the same event.</p> <ul style="list-style-type: none"> • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience? 	<p>characters' reactions to the same event.</p> <ul style="list-style-type: none"> • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way? 	
Retrieval Skills			<ul style="list-style-type: none"> • answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles 	<ul style="list-style-type: none"> • independently read and answer simple questions about what they have just read. • asking and answering retrieval questions 	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. 	<ul style="list-style-type: none"> • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information 	<ul style="list-style-type: none"> • confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text 	<ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole

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			<p>and information.</p> <ul style="list-style-type: none"> • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<p>from a fiction or non-fiction text.</p>	<ul style="list-style-type: none"> • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry. 	<p>chapters or texts</p> <ul style="list-style-type: none"> • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.
Retrieval question stems			<ul style="list-style-type: none"> • Who is your favourite character? • Why do you think all the main characters are ... in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your 	<ul style="list-style-type: none"> • Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/scariest part of the story? Why? • Tell me three facts you have learned from the text. 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is

Reading Curriculum FHC



			<p>favourite/worst/funniest/scariest part of the story?</p> <ul style="list-style-type: none"> • Is this a fiction or a non-fiction book? How do you know? 	<ul style="list-style-type: none"> • Find the part where... • What type of text is this? • What happened to ... in the end of the story? 	<p>How might I find the information quickly?</p> <ul style="list-style-type: none"> • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from? 	<p>Whose perspective is the story told by and how do you know?</p> <ul style="list-style-type: none"> • How can you use the subheading to help you here? 	<ul style="list-style-type: none"> • Can you skim/scan quickly to find the answer? 	<p>happening here? Why?</p> <ul style="list-style-type: none"> • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?
Sequence/summarise Skills			<ul style="list-style-type: none"> • retell familiar stories orally e.g fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked 	<ul style="list-style-type: none"> • discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books 	<ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, 	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing 	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.



					• make simple notes from one source of writing	diagrams, maps etc		
Sequence/summarise Question stems			<ul style="list-style-type: none"> • What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the....? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story? 	<ul style="list-style-type: none"> • What happens in the story's opening? • How/where does the story start? • What happened at the end of the...? • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome? 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme? 	<ul style="list-style-type: none"> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in... words/seconds or less. • Can you read the text and summarise what has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

Content Overview for Reading – refer to canon of literature