



# Shelton Junior School

## English (READING) Long-Term Progression of Skills – LKS Year A



DISCOVER – resilience and collaboration		INVESTIGATE – reflection and concentration		EXPLORE - curiosity	
Heroic Heritage – Why are beliefs important?		Nurturing Nature – How do plants and living things flourish?		Go With The Flow – How do people choose where to settle?	
<p><b>Fiction</b> <i>Text(s)</i> – Stone Age Boy, Satoshi Kitamura <b>H/</b> Poppy, Waldo and the Giant (T4W)</p> <p><b>Genre</b> – Meeting tale <b>Focus</b> – Character</p>	<p><b>Fiction</b> <i>Text(s)</i> – The Lost Happy Endings, Carol-Ann Duffy <b>PoR/</b> Lazy Jack (T4W Bumper Book p.36)</p> <p><b>Genre</b> – Losing tale <b>Focus</b> – Dialogue/setting</p>	<p><b>Fiction</b> <i>Text(s)</i> - Charlotte’s Web, E. B. White <b>A, PoR/</b> Adventure at Sandy Cove (T4W)</p> <p><b>Genre</b> – Finding tale <b>Focus</b> – Story structure</p>	<p><b>Fiction</b> <i>Text(s)</i> - Into the Forest, Anthony Browne <b>PoR/Zelda</b> Claw and the Rain Cat (T4W)</p> <p><b>Genre</b> – Suspense <b>Focus</b> - Setting</p>	<p><b>Fiction</b> <i>Text(s)</i> - Butterfly Lion, Michael Morpurgo <b>N, R/</b> Elf Road (T4W)</p> <p><b>Genre</b> – Portal story <b>Focus</b> – Varying sentences</p>	<p><b>Fiction</b> <i>Text(s)</i> The Great Kapok Tree, Lynne Cherry <b>PoR/</b> Dream Poem (Pie Corbett)</p> <p><b>Genre</b> – Dilemma <b>Focus</b> - Vocabulary</p>
<p><b>Non-Fiction</b> <i>Text(s)</i> – How to Trap a Troll (T4W Y3 p.66)</p> <p><b>Genre</b> – Instructions (How to... - link to Superpowers/Show me Shelton/Corridor Code)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> – Newspaper reports (T4W Y4 p.62-64)</p> <p><b>Genre</b> – Recount (newspaper report - murder of King Tut)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> – The Manchester Ridgeback (T4W)</p> <p><b>Genre</b> – Information (new species of dragon)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> - How a Giant Spider Traps its Prey (T4W Y4 p.73)</p> <p><b>Genre</b> - Explanation (How to grow a giant sunflower)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> – Set of letters/ adverts, incl. Plastic Pollution letter (Twkl)</p> <p><b>Genre</b> – Persuasion (letter/advert to persuade – link to Attenborough)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> - Should Children do Housework? (T4W Y4 p.82)</p> <p><b>Genre</b> – Discussion (School Uniform – good or bad?)</p>
<p><b>Short-burst</b> Whole-school writing INSPIRE day</p>	<p><b>Short-burst</b> News bulletin (following trip to Creswell Crags)</p>	<p><b>Short-burst</b> Narrative - The Lighthouse (LS)</p>	<p><b>Short-burst</b> Whole-school write for moderation</p>	<p><b>Short-burst</b> Setting description (Belonging, J Baker <b>G, PoR</b>)</p>	<p><b>Short-burst</b> Whole-school write for moderation</p>
<p><b>Poetry</b> The Owl and the Pussycat, Edward Lear <b>A, P</b> <b>Focus</b> – Nonsense verse</p>					
<p><b>Cross-curricular writing ideas</b></p> <ul style="list-style-type: none"> <li>Information – double-page spread comparing culture &amp; religion of the Ancient Egyptians &amp; Stone Age.</li> </ul>		<p><b>Cross-curricular writing ideas</b></p> <ul style="list-style-type: none"> <li>Recount/explanation/instructions – growing plants double-page spread</li> </ul>		<p><b>Cross-curricular writing ideas</b></p> <ul style="list-style-type: none"> <li>Non-chronological report about the River Derwent and Nile.</li> </ul>	
<p><b>Reading for pleasure/reading lesson texts</b></p> <ul style="list-style-type: none"> <li>Pugs of the Frozen North, Philip Reeve <b>PoR</b></li> <li>The Nowhere Emporium, Ross MacKenzie <b>C</b></li> <li>Revolt Rhymes, Roald Dahl <b>P</b></li> </ul>		<p><b>Reading for pleasure/reading lesson texts</b></p> <ul style="list-style-type: none"> <li>The Story of the Little Mole, Werner Holzwarth &amp; Wolf Erlbruch <b>S</b></li> <li>Wolves, Emily Gravett <b>S, PoR</b></li> </ul>		<p><b>Reading for pleasure/reading lesson texts</b></p> <ul style="list-style-type: none"> <li>The Time Travelling Cat and the Egyptian Goddess, Julia Jarman <b>H, G, N</b></li> <li>Leon and the Place Between, Angela McAllister <b>PoR</b></li> </ul>	

	Year 3 Skills	Year 4 Skills
<b>Monitoring</b> (including DECODING, FLUENCY & VOCABULARY)	<ul style="list-style-type: none"> <li>• <b>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</b></li> <li>• Apply their growing knowledge of root words and <u>prefixes</u>, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</li> <li>• Apply their growing knowledge of root words and <u>suffixes</u>/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</li> <li>• <b>Read all Y1/Y2 common exception words.</b></li> <li>• To begin to read Y3/Y4 exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</li> <li>• To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them, discussing their</li> <li>• Understanding and explaining the meaning of words in context.</li> <li>• Understand that narrative and non-fiction books are structured in different ways.</li> <li>• Identify the genre (fiction) or text type (non-fiction) of a text by reading it carefully.</li> <li>• Recognise some different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify features of different fiction and non-fiction genres, such as explanation, narrative and persuasion.</li> <li>• Identify how structure, language and presentation contribute to meaning.</li> </ul>
	<p>Use a dictionary to check the meaning of a word I have read. Begin to use METACOGNITIVE strategies during the reading process – <b>plan, monitor, evaluate</b></p>	
<b>Summarising</b> (+RETRIEVAL)	<ul style="list-style-type: none"> <li>• <b>Discuss the sequence of events in books and how items of information are related (Y2)</b></li> <li>• Answer retrieval questions about a fiction/non-fiction text by locating the key points needed.</li> <li>• Identify main ideas drawn from more than one paragraph and briefly summarise these (non-fiction).</li> </ul>	<ul style="list-style-type: none"> <li>• Locate information using skimming to establish the main idea AND scanning to find specific information.</li> <li>• Use a range of organisational features in non-fiction texts to retrieve and record information, e.g. charts, labels, indexes, diagrams and graphs.</li> <li>• Identify main ideas drawn from more than one paragraph and accurately summarise these in bullet points or full sentences.</li> </ul>
	<p>Use <b>graphic organisers</b> to sequence and describe events (e.g. flow map, bubble map).</p>	
<b>Visualisation</b>	<ul style="list-style-type: none"> <li>• I can recognise the use and effect of patterned language in text (e.g. alliteration, repetition).</li> <li>• Discuss authors' choice of words and phrases for effect.</li> <li>• Comment on the choice of language to create moods and build tension.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Find and comment on examples of how authors express different moods, feelings and attitudes.</li> <li>• Know how suspense is built up in a story, including the development of the plot.</li> </ul>
<b>Making predictions</b> (INFERENCE)	<ul style="list-style-type: none"> <li>• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• Predict what might happen next, justifying with evidence from the text.</li> <li>• Understand what the writer might be thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences from characters' feelings, thoughts and motives.</li> <li>• Use clues from the text (action, dialogue and description) to infer meaning.</li> <li>• Justify predictions with evidence from the text and knowledge of wider reading.</li> </ul>
	<p>Begin to use APE (Answer, Prove, Explain) to support predictions and inferences.</p>	
<b>Making connections</b> (comparing & contrasting)	<ul style="list-style-type: none"> <li>• Start to recognise some features of the text that relate it to its historical, cultural or social background (basic themes).</li> <li>• Put myself in a character's shoes (empathise).</li> <li>• Begin to identify and comment on different points of view in the text.</li> <li>• Make connections between books by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key themes in a range of texts.</li> <li>• Understand how the author wants the reader to think and respond.</li> <li>• Make connections with prior knowledge and experience.</li> <li>• Compare the openings of a particular text with the beginnings of other texts read recently.</li> </ul>

<p><b>Questioning (COMMENTING &amp; READING FOR PLEASURE)</b></p>	<ul style="list-style-type: none"> <li>• Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Explain and discuss my understanding of a range of texts that I have read both aloud and independently.</li> <li>• Ask some relevant questions to improve my understanding of a text, using Bloom's question stems.</li> <li>• Evaluate specific texts with reference to text types.</li> <li>• Use appropriate terminology when discussing texts (plot, character, setting).</li> </ul>	<ul style="list-style-type: none"> <li>• Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres and books from other cultures and traditions.</li> <li>• Explain and discuss understanding of what has been read, including through formal presentations and debates.</li> <li>• Respond critically to issues raised in stories, explore alternative courses of action and evaluate the author's solution.</li> </ul>
	<p>Recommend books that I have read, to my peers, giving reasons for my choices. Ask some relevant questions to improve my understanding of a text, using Bloom's question stems.</p>	
<p><b>Poetry and performance</b></p>	<ul style="list-style-type: none"> <li>• Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</li> <li>• Begin to use appropriate intonation and volume when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>• Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</li> </ul>
	<p>Retell some of the stories that I am familiar with orally through Talk for Writing</p>	