



# Shelton Junior School

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



DISCOVER – resilience and collaboration		INVESTIGATE – reflection and concentration		EXPLORE - curiosity	
<b>Incredible Invaders – Why do people always want more?</b>		<b>The Air We Breathe – Are the most important things invisible to us?</b>		<b>Active Planet – how do we control our emotions?</b>	
<p><b>Fiction</b>  <i>Text(s)</i> – The Iron Man, <i>Ted Hughes C, PoR/A Sorceress Comes to Camelot</i>  <b>Genre</b> – Defeating the monster  <b>Focus</b> – Character</p>	<p><b>Fiction</b>  <i>Text(s)</i> – The Lion, the Witch &amp; the Wardrobe, <i>C. S. Lewis A, N, PoR</i>  <b>Genre</b> – Portal story  <b>Focus</b> – Setting</p>	<p><b>Fiction</b>  <i>Text(s)</i> – Little Red Riding Hood (Bumper Book p.46/ alternative retellings)  <b>Genre</b> – Defeating the monster  <b>Focus</b> - Dialogue</p>	<p><b>Fiction</b>  <i>Text(s)</i> - The Miraculous Journey of Edward Tulane, <i>Kate DiCamillo PoR</i>  <b>Genre</b> – Journey tale  <b>Focus</b> – Story structure</p>	<p><b>Fiction</b>  <i>Text(s)</i> – The Manor House (T4W)/Red Eye - <a href="https://www.youtube.com/watch?v=07i6HgPDJn0">https://www.youtube.com/watch?v=07i6HgPDJn0</a>  <b>Genre</b> - Suspense  <b>Focus</b> – Varying sentences</p>	<p><b>Fiction</b>  <i>Text(s)</i> - The Pebble in my Pocket, <i>Meredith Hooper G, PoR</i>  <b>Genre</b> – Narrative recount  <b>Focus</b> - Vocabulary</p>
<p><b>Non-Fiction</b>  <i>Text(s)</i> – Hawkboy (T4W)  <b>Genre</b> – Information (new superhero – link to Shelton Superpowers?)</p>	<p><b>Non-Fiction</b>  <i>Text(s)</i> – Teacher Pleaser (T4W)  <b>Genre</b> - Explanation (Santa Pleaser)</p>	<p><b>Non-Fiction</b>  <i>Text(s)</i> – How to Make a Traditional Tale (T4W Y3 p.65)  <b>Genre</b> – Instructions (science investigation write-up)</p>	<p><b>Non-Fiction</b>  <i>Text(s)</i> – Selection of diary entries  <b>Genre</b> – Recount (diary entry to recount one of Edward’s experiences)</p>	<p><b>Non-Fiction</b>  <i>Text(s)</i> – Wanted: Dragon Catcher! (T4W)  <b>Genre</b> – Persuasion (Wanted: volcanologist/ seismologist)</p>	<p><b>Non-Fiction</b>  <i>Text(s)</i> – Adapted from Mt Snowden clip <a href="https://www.bbc.co.uk/bitesize/clips/zm3nvcw">https://www.bbc.co.uk/bitesize/clips/zm3nvcw</a>  <b>Genre</b> – Discussion (Should we live near volcanoes/in earthquake zones?)</p>
<p><b>Short-burst</b>            Whole-school writing INSPIRE day</p>	<p><b>Short-burst</b>            News bulletin (following Pop-Up Museum)</p>	<p><b>Short-burst</b>            Recount (diary from point of view of the wolf)</p>	<p><b>Short-burst</b>            Whole-school write for moderation</p>	<p><b>Short-burst</b>            Narrative - The Catch (LS)</p>	<p><b>Short-burst</b>            Whole-school write for moderation</p>
<p><b>Poetry</b>            How Doth the Little Crocodile, <i>Lewis Carroll A, P</i>  <b>Focus</b> – Structure and rhyme</p>					
<p><b>Cross-curricular writing ideas</b>            • Recount - newspaper report to recount an invasion</p>		<p><b>Cross-curricular writing ideas</b>            • Explanation – double-page spread to explain the difference between solids and gases</p>		<p><b>Cross-curricular writing ideas</b>            • Recount of a volcano or earthquake survivor            • Non-chronological report about volcanoes/ earthquakes/mountains.</p>	

<b>Reading for pleasure/reading lesson texts</b> <ul style="list-style-type: none"> <li>Defenders: Dark Arena, <i>Tom Palmer</i> <b>H</b></li> <li>Beowulf, <i>Michael Morpurgo</i> <b>H</b></li> <li>The Illustrated Tales of King Arthur, <i>Sarah Courtauld &amp; Natasha Kuricheva</i> <b>H</b></li> </ul>	<b>Reading for pleasure/reading lesson texts</b> <ul style="list-style-type: none"> <li>The Sheep Pig, <i>Dick King-Smith</i> <b>PoR</b></li> <li>Rhythm of the Rain, <i>Grahame Baker-Smith</i> <b>S</b></li> <li>The Snowflake - a Water Cycle Story, <i>N Waldman</i> <b>S</b></li> <li>Cloud Busting, <i>Malorie Blackman</i> <b>R, P</b></li> </ul>	<b>Reading for pleasure/reading lesson texts</b> <ul style="list-style-type: none"> <li>Earth Shattering Events, <i>Robin Jacobs and Sophie Williams</i> <b>G</b></li> <li>The Street Beneath my Feet, <i>Charlotte Guillain</i> <b>G</b></li> <li>Escape from Pompeii, <i>Christina Balit</i> <b>G</b></li> </ul>	
	<b>Year 3 Skills</b>		<b>Year 4 Skills</b>
<b>Monitoring</b> (including <b>DECODING, FLUENCY &amp; VOCABULARY</b> )	<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>	
<b>Summarising</b> (+RETRIEVAL)	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>		<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>
	Use <b>graphic organisers</b> to sequence and describe events (e.g. flow map, bubble map).		<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>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> </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> </ul>	

	<ul style="list-style-type: none"> <li>Understand what the writer might be thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Justify predictions with evidence from the text and knowledge of wider reading.</li> </ul>
	Begin to use APE (Answer, Prove, Explain) to support predictions and inferences.	
<b>Making connections (comparing &amp; contrasting)</b>	<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>
<b>Questioning (COMMENTING &amp; READING FOR PLEASURE)</b>	<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>
	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.	
<b>Poetry and performance</b>	<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>
	Retell some of the stories that I am familiar with orally through Talk for Writing	