



# Shelton Junior School

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



<b>DISCOVER – resilience and collaboration</b>		<b>INVESTIGATE – reflection and concentration</b>		<b>EXPLORE - curiosity</b>	
<b>Seeking Safety – Does adversity always make you stronger?</b>		<b>Stayin’ Alive – Are all living things equal?</b>		<b>The Amazing Americas – Do we always appreciate what we’ve got?</b>	
<p><b>Fiction</b> <i>Text(s)</i> – Room 13/The Tibicena (T4W)/Fagin</p> <p><b>Genre</b> – Defeating the Monster</p> <p><b>Focus</b> – Dialogue</p>	<p><b>Fiction</b> <i>Text(s)</i> – Pax (PoR)/ Thog’s Journey (T4W)</p> <p><b>Genre</b> – Journey narrative</p> <p><b>Focus</b> – Action</p>	<p><b>Fiction</b> <i>Text(s)</i> - Boy in the Tower/Little Vixen Street (T4W)</p> <p><b>Genre</b> – Meeting tale</p> <p><b>Focus</b> – Building suspense</p>	<p><b>Fiction</b> <i>Text(s)</i> – Holes (PoR)/ Francis Brandywine (LS)</p> <p><b>Genre</b> – Dangerous setting</p> <p><b>Focus</b> – Action</p>	<p><b>Fiction</b> <i>Text(s)</i> – Alma (LS)</p> <p><b>Genre</b> - A tale of fear</p> <p><b>Focus</b> – Building suspense</p>	
<p><b>Non-Fiction</b> <i>Text(s)</i> – Battling for the Skies/range of WWII information texts</p> <p><b>Genre</b> – Non-chronological report biography (Nicholas Winton)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> – Letters home during wartime (including T4W Y5 p.78)</p> <p><b>Genre</b> – Emotive recount letter (following evacuee day experience)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> - Boy in the Tower/teacher’s own</p> <p><b>Genre</b> - Persuasion (email/letter to leave)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> - Should Homework be banned?/Pig Heart Boy (PoR/S)</p> <p><b>Genre</b> – Discussion (Should animals be used for human medicine and beauty?)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> – Selection of letters</p> <p><b>Genre</b> – Informal letter to recount (Stanley writes home)</p>	<p><b>Non-Fiction</b> <i>Text(s)</i> – The Sneaglegator/Yellow Spotted Lizard (Holes)</p> <p><b>Genre</b> - Non-chronological report/ explanation (new species)</p>
<p><b>Short-burst</b> Whole-school writing INSPIRE day</p>	<p><b>Short-burst</b> Recount (Eyam visit - Trip Advisor review)</p>	<p><b>Short-burst</b> Emotive diary entry (Boy in the Tower)</p>	<p><b>Short-burst</b> Whole-school write for moderation</p>	<p><b>Short-burst</b> Suspense narrative (Road’s End - LS)</p>	<p><b>Short-burst</b> Whole-school write for moderation</p>
<p><b>Poetry</b> The Lost Words <b>Focus</b> – Imagery - kennings, metaphor</p>					
<p><b>Cross-curricular writing ideas</b></p> <ul style="list-style-type: none"> <li>Information – Derbyshire double-page spread</li> <li>Non-chronological report/biography - Nicholas Winton</li> </ul>		<p><b>Cross-curricular writing ideas</b></p> <ul style="list-style-type: none"> <li>Recount/explanation/instructions – ‘Blood’ double-page spread</li> </ul>		<p><b>Cross-curricular writing ideas</b></p> <ul style="list-style-type: none"> <li>Non-chronological report/explanation – biomes double-page spread</li> <li>Recount – Trip Advisor review</li> </ul>	
<p><b>Reading for pleasure/reading lesson texts</b></p> <ul style="list-style-type: none"> <li>Kiss of Death (H)</li> <li>Letters from the Lighthouse (H)</li> <li>Rose Blanche (PoR/H)</li> </ul>		<p><b>Reading for pleasure/reading lesson texts</b></p> <ul style="list-style-type: none"> <li>Street Child, <i>Berlie Doherty C, PoR</i></li> <li>The Journey, <i>Francesca Sanna PoR</i></li> </ul>		<p><b>Reading for pleasure/reading lesson texts</b></p> <ul style="list-style-type: none"> <li>The Boy Who Biked the World – Part 2 (G)</li> <li>Wonder, <i>R. J. Palacio C, PoR</i></li> </ul>	

	Year 5 Skills	Year 6 Skills
<b>Monitoring</b> (including DECODING, FLUENCY & VOCABULARY)	<ul style="list-style-type: none"> <li>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, to read aloud fluently.</li> <li>To read <u>most</u> Y5/ Y6 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>To read fluently with full knowledge of <u>all</u> Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>Adapt to different features of language and specialist vocabulary.</li> <li>Use knowledge of morphology (how words are formed) and etymology (where a word is derived from) to pronounce words correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>Explore the meaning of words in context.</li> <li>Identify and comment on writers' use of language for effect.</li> <li>Identify grammatical features of a range of text types</li> </ul>	<ul style="list-style-type: none"> <li>Use meaning-seeking strategies to explore the meaning of words, idiomatic and figurative language.</li> <li>Recognise texts that contain features of more than one text type</li> <li>Identify and evaluate writers' choice of vocabulary giving examples and explanation</li> <li>Identify and explain how writers use grammatical features for effect.</li> <li>Know how style and vocabulary are linked to the purpose of the text.</li> </ul>
	<p>Confidently use a dictionary and thesaurus to explore vocabulary – when needed. Confidently apply METACOGNITIVE strategies to the reading process.</p>	
<b>Summarising</b> (+RETRIEVAL)	<ul style="list-style-type: none"> <li>Locate information using skimming and scanning</li> <li>Make notes from text marking.</li> <li>Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</li> <li>Identify the purpose of specific parts of non-fiction texts and their layout and evaluate how effective they are.</li> <li>Summarise main ideas, including key findings.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve, record and present information from fiction and non-fiction texts.</li> <li>Prepare for factual research, considering what is known already and what needs finding out</li> <li>Text mark to make research efficient and fast.</li> <li>Draw out key information and summarise the main ideas in a text.</li> </ul>
<b>Visualisation</b>	<ul style="list-style-type: none"> <li>Discuss vocabulary used by the author to create effect including figurative language.</li> <li>Evaluate the use of authors' language and explain how it has created an impact on the reader.</li> <li>Talk about the author's techniques for describing characters, settings and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology.</li> <li>Evaluate how effectively texts are structured and laid out.</li> </ul>
<b>Making predictions</b> (INFERENCE)	<ul style="list-style-type: none"> <li>Make predictions based on details that are stated and implied, justifying them in detail with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Consider different accounts of the same event and to discuss viewpoints.</li> <li>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>Use detailed knowledge of text types to make reasoned predictions.</li> </ul>
	<p>Independently use APE to support predictions and inferences.</p>	
<b>Making connections</b> (comparing & contrasting)	<ul style="list-style-type: none"> <li>Talk about themes in a story and recognise links with other texts.</li> <li>Recognise different points of view within and across texts.</li> <li>Tell the difference between fact and opinion in a text.</li> <li>Compare, contrast and evaluate different texts, and parts of texts.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise more complex themes in what is read.</li> <li>Identify and comment on explicit and implicit points of view.</li> <li>Understand that texts reflect the time and culture in which they were written.</li> <li>Distinguish independently between statements of fact and opinion, providing reasoned justifications for my views.</li> <li>Make connections between other similar texts, prior knowledge and experience and explain the links.</li> <li>Make comparisons within and across texts.</li> </ul>
	<p>Use graphic organisers for different purposes, such as cause/effect (multi-flow map), links between characters and themes (double bubble).</p>	

<p><b>Questioning (COMMENTING &amp; READING FOR PLEASURE)</b></p>	<ul style="list-style-type: none"> <li>• Read and become familiar with a wide range of genres, identifying the characteristics of text types and differences between text types.</li> <li>• Recognise ways in which writers present points of view in a text, and explain the effect of this.</li> <li>• Present a personal point of view based on what has been read, and provide reasoned justifications for my views.</li> <li>• Discuss complex narrative plots.</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, creating visual aids to support my presentation. Ask a range of relevant questions, using Bloom's question stems, to deepen my understanding of a text.</p>	
<p><b>Poetry and performance</b></p>	<p>Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>Confidently perform texts using a wide range of devices to engage the audience and for effect.</p>