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?**	
Fiction *Text(s)* – Stone Age Boy, *Satoshi Kitamura* **H**/ Poppy, Waldo and the Giant (T4W) *Genre* – Meeting tale *Focus* – Character	**Fiction** *Text(s)* – The Lost Happy Endings, *Carol-Ann Duffy* **PoR**/Lazy Jack (T4W Bumper Book p.36) *Genre* – Losing tale *Focus* – Dialogue/setting	**Fiction** *Text(s)* - Charlotte's Web, *E. B. White* **A, PoR**/ Adventure at Sandy Cove (T4W) *Genre* – Finding tale *Focus* – Story structure	**Fiction** *Text(s)* - Into the Forest, *Anthony Browne* **PoR**/Zelda Claw and the Rain Cat (T4W) *Genre* – Suspense *Focus* - Setting	**Fiction** *Text(s)* - Butterfly Lion, *Michael Morpurgo* **N, R**/Elf Road (T4W) *Genre* – Portal story *Focus* – Varying sentences	**Fiction** *Text(s)* The Great Kapok Tree, *Lynne Cherry* **PoR**/ Dream Poem (Pie Corbett) *Genre* – Dilemma *Focus* - Vocabulary
Non-Fiction *Text(s)* – How to Trap a Troll (T4W Y3 p.66) *Genre* – Instructions (How to… - link to Superpowers/Show me Shelton/Corridor Code)	**Non-Fiction** *Text(s)* – Newspaper reports (T4W Y4 p.62-64) *Genre* – Recount (newspaper report - murder of King Tut))	**Non-Fiction** *Text(s)* – The Manchester Ridgeback (T4W) *Genre* – Information (new species of dragon)	**Non-Fiction** *Text(s)* - How a Giant Spider Traps its Prey (T4W Y4 p.73) *Genre* - Explanation (How to grow a giant sunflower)	**Non-Fiction** *Text(s)* – Set of letters/ adverts, incl. Plastic Pollution letter (Twkl) *Genre* – Persuasion (letter/advert to persuade – link to Attenborough)	**Non-Fiction** *Text(s)* - Should Children do Housework? (T4W Y4 p.82) *Genre* – Discussion (School Uniform – good or bad?)
Short-burst Whole-school writing INSPIRE day	**Short-burst** News bulletin (following trip to Creswell Crags)	**Short-burst** Narrative - The Lighthouse (LS)	**Short-burst** Whole-school write for moderation	**Short-burst** Setting description (Belonging, *J Baker* **G**, PoR)	**Short-burst** Whole-school write for moderation

Poetry
The Owl and the Pussycat, *Edward Lear* **A, P**
Focus – Nonsense verse

Cross-curricular writing ideas	**Cross-curricular writing ideas**	**Cross-curricular writing ideas**
• Information – double-page spread comparing culture & religion of the Ancient Egyptians & Stone Age.	• Recount/explanation/instructions – growing plants double-page spread	• Non-chronological report about the River Derwent and Nile.
Reading for pleasure/reading lesson texts • Pugs of the Frozen North, *Philip Reeve* **PoR** • The Nowhere Emporium, *Ross MacKenzie* **C** • Revolting Rhymes, *Roald Dahl* **P**	**Reading for pleasure/reading lesson texts** • The Story of the Little Mole, *Werner Holzwarth & Wolf Erlbruch* **S** • Wolves, *Emily Gravett* **S**, **PoR**	**Reading for pleasure/reading lesson texts** • The Time Travelling Cat and the Egyptian Goddess, *Julia Jarman* **H**, **G**, **N** • Leon and the Place Between, *Angela McAllister* **PoR**

	Year 3 Skills	**Year 4 Skills**
Monitoring (including DECODING, FLUENCY & VOCABULARY)	• **Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).** • 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. • 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. • **Read all Y1/Y2 common exception words.** • To begin to read Y3/Y4 exception words.	• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. • To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.
	• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Understand that narrative and non-fiction books are structured in different ways. • Identify the genre (fiction) or text type (non-fiction) of a text by reading it carefully. • Recognise some different forms of poetry.	• Identify features of different fiction and non-fiction genres, such as explanation, narrative and persuasion. • Identify how structure, language and presentation contribute to meaning.
	Use a dictionary to check the meaning of a word I have read. Begin to use METACOGNITIVE strategies during the reading process – **plan, monitor, evaluate**	
Summarising (+RETRIEVAL)	• **Discuss the sequence of events in books and how items of information are related (Y2)** • Answer retrieval questions about a fiction/non-fiction text by locating the key points needed. • Identify main ideas drawn from more than one paragraph and briefly summarise these (non-fiction).	• Locate information using skimming to establish the main idea AND scanning to find specific information. • Use a range of organisational features in non-fiction texts to retrieve and record information, e.g. charts, labels, indexes, diagrams and graphs. • Identify main ideas drawn from more than one paragraph and accurately summarise these in bullet points or full sentences.
	Use **graphic organisers** to sequence and describe events (e.g. flow map, bubble map).	
Visualisation	• I can recognise the use and effect of patterned language in text (e.g. alliteration, repetition). • Discuss authors' choice of words and phrases for effect. • Comment on the choice of language to create moods and build tension.	• Discuss words and phrases that capture the reader's interest and imagination. • Find and comment on examples of how authors express different moods, feelings and attitudes. • Know how suspense is built up in a story, including the development of the plot.
Making predictions (INFERENCE)	• Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Predict what might happen next, justifying with evidence from the text. • Understand what the writer might be thinking.	• Draw inferences from characters' feelings, thoughts and motives. • Use clues from the text (action, dialogue and description) to infer meaning. • Justify predictions with evidence from the text and knowledge of wider reading.
	Begin to use APE (Answer, Prove, Explain) to support predictions and inferences.	
Making connections (comparing & contrasting)	• Start to recognise some features of the text that relate it to its historical, cultural or social background (basic themes). • Put myself in a character's shoes (empathise). • Begin to identify and comment on different points of view in the text. • Make connections between books by the same author.	• Identify key themes in a range of texts. • Understand how the author wants the reader to think and respond. • Make connections with prior knowledge and experience. • Compare the openings of a particular text with the beginnings of other texts read recently.

Questioning (COMMENTING & READING FOR PLEASURE)	• Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Explain and discuss my understanding of a range of texts that I have read both aloud and independently. • Ask some relevant questions to improve my understanding of a text, using Bloom's question stems. • Evaluate specific texts with reference to text types. • Use appropriate terminology when discussing texts (plot, character, setting).	• Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres and books from other cultures and traditions. • Explain and discuss understanding of what has been read, including through formal presentations and debates. • Respond critically to issues raised in stories, explore alternative courses of action and evaluate the author's solution.
	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.	
Poetry and performance	• Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • Begin to use appropriate intonation and volume when reading aloud.	• Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
	Retell some of the stories that I am familiar with orally through Talk for Writing	