



Shelton Junior School

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



DISCOVER – resilience and collaboration		INVESTIGATE – reflection and concentration		EXPLORE - curiosity	
Incredible Invaders – Why do people always want more?		Magnets and Matter – Are all changes irreversible?		Active Planet – how do we control our emotions?	
<p>Fiction <i>Text(s)</i> – The Iron Man, <i>Ted Hughes C, PoR/A</i> Sorceress Comes to Camelot Genre – Defeating the monster Focus – Character</p>	<p>Fiction <i>Text(s)</i> – The Lion, the Witch & the Wardrobe, <i>C. S. Lewis A, N, PoR</i> Genre – Portal story Focus – Setting</p>	<p>Fiction <i>Text(s)</i> – Little Red Riding Hood (Bumper Book p.46/ alternative retellings) Genre – Defeating the monster Focus - Dialogue</p>	<p>Fiction <i>Text(s)</i> - The Miraculous Journey of Edward Tulane, <i>Kate DiCamillo PoR</i> Genre – Journey tale Focus – Story structure</p>	<p>Fiction <i>Text(s)</i> – The Manor House (T4W)/Red Eye - https://www.youtube.com/watch?v=07i6HgPDJn0 Genre - Suspense Focus – Varying sentences</p>	<p>Fiction <i>Text(s)</i> - The Pebble in my Pocket, <i>Meredith Hooper G, PoR</i> Genre – Narrative recount Focus - Vocabulary</p>
<p>Non-Fiction <i>Text(s)</i> – Hawkboy (T4W) Genre – Information (new superhero – link to Shelton Superpowers?)</p>	<p>Non-Fiction <i>Text(s)</i> – Teacher Pleaser (T4W) Genre - Explanation (Santa Pleaser)</p>	<p>Non-Fiction <i>Text(s)</i> – How to Make a Traditional Tale (T4W Y3 p.65) Genre – Instructions (science investigation write-up)</p>	<p>Non-Fiction <i>Text(s)</i> – Selection of diary entries Genre – Recount (diary entry to recount one of Edward’s experiences)</p>	<p>Non-Fiction <i>Text(s)</i> – Wanted: Dragon Catcher! (T4W) Genre – Persuasion (Wanted: volcanologist/ seismologist)</p>	<p>Non-Fiction <i>Text(s)</i> – Adapted from Mt Snowden clip https://www.bbc.co.uk/bitesize/clips/zm3nvcw Genre – Discussion (Should we live near volcanoes/in earthquake zones?)</p>
<p>Short-burst Whole-school writing INSPIRE day</p>	<p>Short-burst News bulletin (following Pop-Up Museum)</p>	<p>Short-burst Recount (diary from point of view of the wolf)</p>	<p>Short-burst Whole-school write for moderation</p>	<p>Short-burst Narrative - The Catch (LS)</p>	<p>Short-burst Whole-school write for moderation</p>
<p>Poetry How Doth the Little Crocodile, <i>Lewis Carroll A, P</i> Focus – Structure and rhyme</p>					
<p>Cross-curricular writing ideas</p> <ul style="list-style-type: none"> Recount - newspaper report to recount an invasion 		<p>Cross-curricular writing ideas</p> <ul style="list-style-type: none"> Explanation – double-page spread to explain the difference between solids and gases 		<p>Cross-curricular writing ideas</p> <ul style="list-style-type: none"> Recount of a volcano or earthquake survivor Non-chronological report about volcanoes/ earthquakes/mountains. 	

<p>Reading for pleasure/reading lesson texts</p> <ul style="list-style-type: none"> Defenders: Dark Arena, <i>Tom Palmer</i> H Beowulf, <i>Michael Morpurgo</i> H The Illustrated Tales of King Arthur, <i>Sarah Courtauld & Natasha Kuricheva</i> H 	<p>Reading for pleasure/reading lesson texts</p> <ul style="list-style-type: none"> The Sheep Pig, <i>Dick King-Smith</i> PoR Rhythm of the Rain, <i>Grahame Baker-Smith</i> S The Snowflake - a Water Cycle Story, <i>N Waldman</i> S Cloud Busting, <i>Malorie Blackman</i> R, P 	<p>Reading for pleasure/reading lesson texts</p> <ul style="list-style-type: none"> Earth Shattering Events, <i>Robin Jacobs and Sophie Williams</i> G The Street Beneath my Feet, <i>Charlotte Guillain</i> G Escape from Pompeii, <i>Christina Balit</i> G
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	Year 3 Skills	Year 4 Skills
<p>Monitoring (including DECODING, FLUENCY & VOCABULARY)</p>	<ul style="list-style-type: none"> 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/word endings</u>, 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. 	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify features of different fiction and non-fiction genres, such as explanation, narrative and persuasion. Identify how structure, language and presentation contribute to meaning.
<p>Summarising (+RETRIEVAL)</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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.
	<p>Use graphic organisers to sequence and describe events (e.g. flow map, bubble map).</p>	
<p>Visualisation</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<p>Making predictions (INFERENCE)</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> Understand what the writer might be thinking. 	
	Begin to use APE (Answer, Prove, Explain) to support predictions and inferences.	
Making connections (comparing & contrasting)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. <p>Respond critically to issues raised in stories, explore alternative courses of action and evaluate the author's solution.</p>
	<p>Recommend books that I have read, to my peers, giving reasons for my choices.</p> <p>Ask some relevant questions to improve my understanding of a text, using Bloom's question stems.</p>	
Poetry and performance	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	