



Shelton Junior School

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



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

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

<p>Questioning (COMMENTING & READING FOR PLEASURE)</p>	<ul style="list-style-type: none"> • Read and become familiar with a wide range of genres, identifying the characteristics of text types and differences between text types. • Recognise ways in which writers present points of view in a text, and explain the effect of this. • Present a personal point of view based on what has been read, and provide reasoned justifications for my views. • Discuss complex narrative plots. 	<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. • Respond critically to issues raised in stories, explore alternative courses of action and evaluate the author's solution.
	<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>Poetry and performance</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>