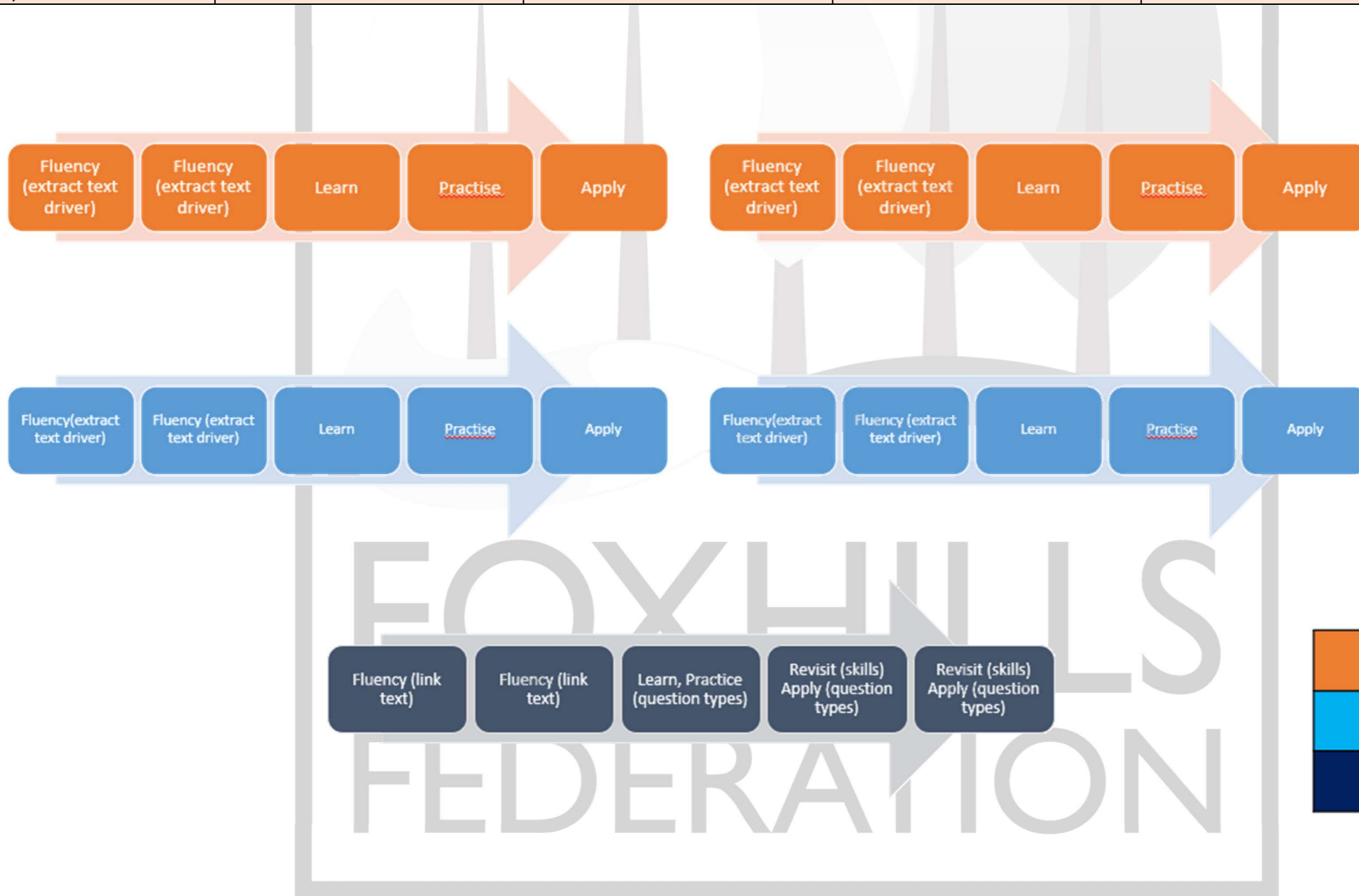


Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Twisted Fairy Tales	The Secret Wild (Alex Evelyn) The Great Kapok Tree (Lynne Cherry)	When the Mountains Roared (Jess Butterworth)	The Miraculous Journey of Edward Tulane (Kate Di Camillo)	The Boy at the Back of the Class (Onjali Rauf)	The Land of Roar (Jenny McLachlan)
	Information Texts (different forms of recount)	Persuasive texts (written adverts)	Explanation text	Information Texts (non-chronological)	Persuasive Texts (speeches)	Information texts (newspaper reports)
	Narrative Little Red Riding Hood and the Wolf (Roald Dahl)	Rhyming The Heart of the Jungle (Maria Santiago)	Free Verse Instructions for growing poetry (Tony Mitton)	Free Verse Fog (Carl Sandburg)	Rhyming poem Autumn Gilt (Valerie Bloom)	Playscript A Midsummer Night's Dream (one scene) Shakespeare



Autumn 1

National Curriculum Milestones:

Develop positive attitudes to reading and understanding of what they read by:










- listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- identifying themes and conventions in a wide range of books
- using dictionaries to check the meaning of words that they have read
- discussing words and phrases that capture the reader's interest and imagination

Understand what they read, in books they can read independently, by:

- identifying main ideas drawn from more than one paragraph

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Embedded throughout every text studied across the term.

<u>Domain</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>								
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;"></td> <td style="padding: 5px;">I am not sure what this word means.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="padding: 5px;">These words are important.</td> </tr> <tr> <td style="text-align: center;"></td> <td style="padding: 5px;">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td style="text-align: center;">! (in the margin)</td> <td style="padding: 5px;">This is a key idea in the text.</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i>
	I am not sure what this word means.									
	These words are important.									
	A doodle/sentence to remind me of a key idea.									
! (in the margin)	This is a key idea in the text.									
<p>Fiction</p> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to explain why a specific word or phrase might capture the reader's interest and imagination.</p> <p>LPA 2: I am learning to identify the key (important) and non-key (less important) details in a fictional text (more than one paragraph).</p> <p style="text-align: center;"><u>Text:</u> Twisted Fairy Tales</p>										
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<p>Children need to know how...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>To make links between the themes of the text they are currently reading and the texts they have already read – identifying similarities and differences. (Year 3)</i> • <i>To independently identify a range of themes within the texts they read.</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>To make links between the conventions of the text they are currently reading and the texts they have already read – identifying similarities and differences. (Year 3)</i> • <i>To independently identify a range of conventions within the texts they read.</i> 								
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>We often lose sense of the meaning of a text when we do not know the vocabulary words the author is using. (Year 3 Autumn 1)</i> • <i>There are three tiers of vocabulary (Year 3 Autumn 1)</i> <ul style="list-style-type: none"> ○ Tier 1: <i>words that are part of our everyday vocabulary – we use them every day in normal conversation.</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify when they have lost the meaning of the text due to insufficient vocabulary knowledge. (Year 3 Autumn 1)</i> • <i>To use strategies to identify the meaning of unknown words: asking questions, using a glossary, using a dictionary, identifying the word class and making sensible substitutions (Year 3 Spring 2)</i> • <i>To identify words and phrases which capture their imagination (Year 3 Spring 2)</i> • <i>To explain why a specific word or phrase caught their attention.</i> 								

	<ul style="list-style-type: none"> ○ Tier 2: words which are used in a range of different contexts, but which are slightly more complex. They communicate precise meanings and are essential for us to understand texts. We often lose sense of the meaning of text when we do not have the knowledge of the Tier 2 words used. ○ Tier 3: low-frequency, highly technical vocabulary which are specific to the context. Tier 3 words are often defined within a glossary when they are used in non-fiction texts. • Writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2) 	
Summarise	<p>Children need to know that...</p> <ul style="list-style-type: none"> • Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2) • To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2) • A key event/detail is one which the reader cannot make sense of the text without. • A non-key event/detail is one which is not essential for the reader to make sense of the text. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • To identify the key (important) and non-key (less important) details in a text. • To accurately sequence key events.
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am revisiting using a dictionary to check the meaning of unknown words (with increasing independence).</p> <p>LPA 2: I am learning to identify the key (important) and non-key (less important) points in a non-fiction text (more than one paragraph).</p> <p><u>Text:</u> Information texts (recounts)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • Conventions are key features of particular types of text. (Year 3 Autumn 1) • Non-fiction is writing that is factual. (Year 3 Autumn 1) • The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade. • The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) • Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) • Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • To make links between the conventions of the text they are currently reading and the texts they have already read – identifying similarities and differences. (Year 3) • To independently identify a range of conventions within the texts they read.
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • The letters of the alphabet, in order. (Key Stage 1) • A dictionary is a book or electronic resource that lists the words of a language and gives their meaning. (Year 3 Spring 2) • Dictionaries are usually organised in alphabetical order. (Year 3 Spring 2) <ul style="list-style-type: none"> ○ We begin by looking at the first letter of the word and finding the correct section of the dictionary. ○ We then look at the next letter (and so on). 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • To independently use a dictionary to check the meaning of unknown words.
Summarise	<p>Children need to know that...</p> <ul style="list-style-type: none"> • Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2) • To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2) • A key event/detail is one which the reader cannot make sense of the text without. • A non-key event/detail is one which is not essential for the reader to make sense of the text. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • To identify the key (important) and non-key (less important) details in a text. • To accurately sequence key events.
<h2>Poetry</h2> <p><u>Text:</u> Narrative poem – Little Red Riding Hood and the Wolf (Roald Dahl)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1) • There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2). • Not all poems rhyme. (Year 3 Spring 1) • A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2) <p>Narrative poems</p> <ul style="list-style-type: none"> • Narrative poems are often slightly longer than other poems. • They tell a full story and share many features with ordinary narratives (e.g. developed characters, plot). • Like many narratives, narrative poems often have a moral. • Often, narrative poems will share features of other poems (for example, Little Red Riding Hood and the Wolf is an example of a short narrative poem which has an AABCC rhyme scheme). 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • To make links between the conventions of the text they are currently reading and the texts they have already read – identifying similarities and differences. (Year 3) • To independently identify a range of conventions within the texts they read.

Vocabulary
or
Summarise

Based on children's learning over the other texts this half term, teachers can choose to consolidate vocabulary or summarisation within their teaching of poetry.



Autumn 2

National Curriculum Milestones:

Develop positive attitudes to reading and understanding of what they read by:

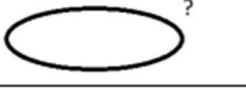



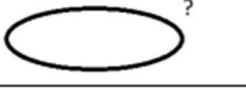



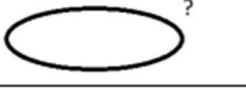



- identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently, by:

- asking questions to improve their understanding of a text
- drawing inferences

Retrieve and record information from non-fiction.

Embedded throughout every text studied across the term.

Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1) We can use consistent symbols to help us do this efficiently. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;"></td> <td>I am not sure what this word means.</td> </tr> <tr> <td style="text-align: center;"></td> <td>These words are important.</td> </tr> <tr> <td style="text-align: center;"></td> <td>A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td style="text-align: center;">! (in the margin)</td> <td>This is a key idea in the text.</td> </tr> <tr> <td style="text-align: center;"></td> <td>I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> To use recognised conventions to make notes on a text when reading to support comprehension: <ul style="list-style-type: none"> identifying words I do not know by circling them (Year 3 Autumn 1) Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2) To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2) To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2) To use an ∞ to make a note of a connection of link between/within a text(s)
	I am not sure what this word means.											
	These words are important.											
	A doodle/sentence to remind me of a key idea.											
! (in the margin)	This is a key idea in the text.											
	I've noticed a connection to/link between...											
<h3 style="margin: 0;">Fiction</h3> <p style="margin: 0;">Revisit: I am revisiting identifying themes and conventions in a text.</p> <p style="margin: 0;">LPA1: I am learning to find information in a text efficiently by skimming and scanning for synonyms, and record this accurately.</p> <p style="margin: 0;">LPA 2: I am learning to create a detailed mental model of a text, including the mood and atmosphere created.</p> <p style="margin: 0; font-size: small;">Text: The Secret Wild – Alex Evelyn The Great Kapok Tree – Lynne Cherry</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> The theme of a story is the main idea/message woven throughout the narrative. (Year 3) Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3) <p>Conventions</p> <ul style="list-style-type: none"> Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3) Conventions are key features of particular types of text. (Year 3) 	<p>Children need to know how...</p> <p>Themes</p> <ul style="list-style-type: none"> To independently identify a range of themes within the texts they read (Year 4 Autumn 1) To independently identify similarities and differences between themes included in different texts. <p>Conventions</p> <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts. 										
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> Retrieval is when you find and extract information from a text. (Year 3 Autumn 2) Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2) Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) Sometimes, when we skim and scan, we may not find the exact key word; instead, the writer may use a synonym. Synonyms are words with the same meaning. We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". 	<p>Children need to know how...</p> <ul style="list-style-type: none"> to locate information efficiently by scanning a text for key words (Year 3 Autumn 2) to check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers (Year 3 Summer 1) to locate information efficiently by scanning texts for synonyms of key words. To record accurate quotations from the text when providing evidence, including spelling and capitalisation. 										

<p>Infer</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1) We can use our own life experiences to help us make inferences (Year 3 Spring 1) We should always use evidence from the text to justify our inferences. (Year 3 Spring 1) To make sense of texts, we use information from the text to make predictions; to identify which nouns are being referred to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 3 Spring 1) In non-fiction writing, 'character' refers to the real people being described. (Year 3 Spring 1) An author's use of description (including adjectives and figurative language) helps us to create a detailed mental model of the text, which includes mood/atmosphere. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> to create a mental model of a setting by making inferences about the positional relationships between nouns (Year 3) To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1) To create a more elaborate mental model of a text which includes mood/atmosphere by integrating information about the position of nouns relative to each other and how they are described.
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Non-Fiction

Non-Fiction Learning Journey:

Revisit: I am revisiting identifying themes and conventions in a text.

LPA1: I am learning to find information in a text efficiently by skimming and scanning for synonyms, and record this accurately.

LPA 2: I am learning to make sense of a text by identifying which noun a pronoun is describing.

Text: Persuasive texts (written adverts – e.g. job adverts, pamphlets)

<p>Themes and Conventions</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> Conventions are key features of particular types of text. (Year 3 Autumn 1) Non-fiction is writing that is factual. (Year 3 Autumn 1) The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade. The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) 	<p>Children need to know how...</p> <p>Conventions</p> <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts.
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<p>Retrieve</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> Retrieval is when you find and extract information from a text. (Year 3 Autumn 2) Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2) Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) Sometimes, when we skim and scan, we may not find the exact key word; instead, the writer may use a synonym. Synonyms are words with the same meaning. We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". 	<p>Children need to know how...</p> <ul style="list-style-type: none"> to locate information efficiently by scanning a text for key words (Year 3 Autumn 2) to check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers (Year 3 Summer 1) to locate information efficiently by scanning texts for synonyms of key words. To record accurate quotations from the text when providing evidence, including spelling and capitalisation.
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<p>Infer</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1) We can use our own life experiences to help us make inferences (Year 3 Spring 1) We should always use evidence from the text to justify our inferences. (Year 3 Spring 1) To make sense of texts, we use information from the text to make predictions; to identify which nouns are being referred to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 3 Spring 1) In non-fiction writing, 'character' refers to the real people being described. (Year 3 Spring 1) An author's use of description (including adjectives and figurative language) helps us to create a detailed mental model of the text, which includes mood/atmosphere. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To identify which noun a pronoun is referring to. (Year 3 Spring 1) To identify which noun a pronoun is referring to when this is less obvious (e.g. there are two nouns which the pronoun 'he' could refer to.)
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Poetry

Text: Rhyming poem – The heart of the jungle (Maria Santiago)

<p>Themes and Conventions</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1) There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2). Not all poems rhyme. (Year 3 Spring 1) A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts.
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	<p>Rhyming poems</p> <ul style="list-style-type: none"> • Rhyming poems are written in such a way that their lines have a regular sound pattern, which makes them feel musical. • The most common type of rhyming poem is an end-rhyme, where the sounds at the end of the line are the same. • The rhyme scheme of poems can be defined using letters (the same letter indicates lines which rhyme). For example, in an AABCC pattern, line 1 and 2 rhyme; line 3 and 4 rhyme; line 5 and 6 rhyme; and so on. • Some rhyme schemes will include some groups of lines which rhyme and some groups of lines which do not rhyme. For example, in an ABCB rhyme scheme, the 2nd and 4th line rhyme, but the 1st and 3rd do not. The Heart of the Jungle is an example of a poem with a ABCB rhyme scheme. 	
<p>Retrieve or Infer</p>	<p>Based on children’s learning over the other texts this half term, teachers can choose to consolidate retrieval or inference within their teaching of poetry.</p>	



National Curriculum Milestones:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently, by:

- identifying main ideas drawn from more than one paragraph and summarising these

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Embedded throughout every text studied across the term.

Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1"> <tr> <td data-bbox="468 751 730 856"></td> <td data-bbox="730 751 1590 856">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 856 730 909"></td> <td data-bbox="730 856 1590 909">These words are important.</td> </tr> <tr> <td data-bbox="468 909 730 1003"></td> <td data-bbox="730 909 1590 1003">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1003 730 1098">! (in the margin)</td> <td data-bbox="730 1003 1590 1098">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1098 730 1192"></td> <td data-bbox="730 1098 1590 1192">I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i> ○ <i>To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)</i>
	I am not sure what this word means.											
	These words are important.											
	A doodle/sentence to remind me of a key idea.											
! (in the margin)	This is a key idea in the text.											
	I've noticed a connection to/link between...											

Fiction

Revisit: I am revisiting identifying themes and conventions in a text.

LPA 1: I am learning to improve my understanding of what I read by making sensible predictions for the meaning of unknown words.

LPA 2: I am learning to summarise the key events of a fictional text in my own words.

Text:

When the Mountains Roared – Jess Butterworth

Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<p>Children need to know how...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>To independently identify a range of themes within the texts they read (Year 4 Autumn 1)</i> • <i>To independently identify similarities and differences between themes included in different texts.</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1)</i> • <i>To independently identify similarities and differences between conventions followed in different texts.</i>
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Word class refers to categories of words, depending on what function they have in a sentence. (Writing curriculum)</i> • <i>When we do not have access to a dictionary, we may need to make a sensible guess about the meaning of a word using its context. (Year 3 Spring 2)</i> <ul style="list-style-type: none"> • One way to do this is identifying the word class of a word, then identify words of the same word class which would work in place of the unknown word and not change the gist of the sentence. • This is not a perfect strategy, but it can help us to tackle tricky texts when we don't have access to a dictionary or glossary. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To independently use a dictionary to check the meaning of unknown words. (Year 4 Autumn 1)</i> • <i>To work out the function (word class) of an unknown word based on its position in the sentence. (Year 3 Spring 2)</i> • <i>To make sensible suggestions for the meaning of unknown words within a sentence by substituting them with a word of the same word class and checking to see if the gist of the sentence has changed.</i>

Summarise	Children need to know that... <ul style="list-style-type: none"> Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2) To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2) A key event/detail is one which the reader cannot make sense of the text without. (Year 4 Autumn 1) A non-key event/detail is one which is not essential for the reader to make sense of the text. (Year 4 Autumn 1) 	Children need to know how... <ul style="list-style-type: none"> To identify the key (important) and non-key (less important) details in a text. (Year 4 Autumn 1) To sequence events accurately (Year 4 Autumn 1) To summarise the key events of a fictional text in their own words.
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Non-Fiction

Non-Fiction Learning Journey:

Revisit: I am revisiting identifying themes and conventions in a text.

LPA 1: I am learning to improve my understanding of what I read by making sensible predictions for the meaning of unknown words.

LPA 2: I am learning to summarise the key points of a non-fiction text in my own words.

Text: Explanation texts

Themes and Conventions	Children need to know that... <ul style="list-style-type: none"> Conventions are key features of particular types of text. (Year 3 Autumn 1) Non-fiction is writing that is factual. (Year 3 Autumn 1) The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade. The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) 	Children need to know how... Conventions <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts.
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Vocabulary	Children need to know that... <ul style="list-style-type: none"> Word class refers to categories of words, depending on what function they have in a sentence. (Writing curriculum) When we do not have access to a dictionary, we may need to make a sensible guess about the meaning of a word using its context. (Year 3 Spring 2) One way to do this is identifying the word class of a word, then identify words of the same word class which would work in place of the unknown word and not change the gist of the sentence. This is not a perfect strategy, but it can help us to tackle tricky texts when we don't have access to a dictionary or glossary. 	Children need to know how... <ul style="list-style-type: none"> To independently use a dictionary to check the meaning of unknown words. (Year 4 Autumn 1) To work out the function (word class) of an unknown word based on its position in the sentence. (Year 3 Spring 2) To make sensible suggestions for the meaning of unknown words within a sentence by substituting them with a word of the same word class and checking to see if the gist of the sentence has changed.
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Summarise	Children need to know that... <ul style="list-style-type: none"> Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2) To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2) A key event/detail is one which the reader cannot make sense of the text without. (Year 4 Autumn 1) A non-key event/detail is one which is not essential for the reader to make sense of the text. (Year 4 Autumn 1) 	Children need to know how... <ul style="list-style-type: none"> To identify the key (important) and non-key (less important) details in a text. (Year 4 Autumn 1) To sequence events accurately (Year 4 Autumn 1) To summarise the key points of a non-fiction text in their own words.
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Poetry

Text: Free Verse – Instructions for Growing Poetry (Tony Mitton)

Themes and Conventions	Children need to know that... <ul style="list-style-type: none"> A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1) There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2). Not all poems rhyme. (Year 3 Spring 1) A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2) Free Verse poems <ul style="list-style-type: none"> Does not follow a formal, consistent rhyme scheme. Does not have a formally recognised metre (beat). Some free verse poems are more structured than others (for example, Instructions for growing poetry has a repetitive structure, but this serves to create the impression of the narrator talking directly to you as the reader). Allow poets the freedom to express their thoughts without being limited to a specific structure. 	Children need to know how... <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts.
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Vocabulary
or
Summarise

Based on children's learning over the other texts this half term, teachers can choose to consolidate vocabulary or summarisation within their teaching of poetry.



National Curriculum Milestones:

Develop positive attitudes to reading and understanding of what they read by:

- identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently, by:

- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Retrieve and record information from non-fiction.

Embedded throughout every text studied across the term.

Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1) We can use consistent symbols to help us do this efficiently. <table border="1"> <tr> <td data-bbox="468 659 730 762"></td> <td data-bbox="730 659 1596 762">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 762 730 814"></td> <td data-bbox="730 762 1596 814">These words are important.</td> </tr> <tr> <td data-bbox="468 814 730 909"></td> <td data-bbox="730 814 1596 909">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 909 730 1010">! (in the margin)</td> <td data-bbox="730 909 1596 1010">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1010 730 1100"></td> <td data-bbox="730 1010 1596 1100">I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> To use recognised conventions to make notes on a text when reading to support comprehension: <ul style="list-style-type: none"> identifying words I do not know by circling them (Year 3 Autumn 1) Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2) To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2) To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2) To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)
	I am not sure what this word means.											
	These words are important.											
	A doodle/sentence to remind me of a key idea.											
! (in the margin)	This is a key idea in the text.											
	I've noticed a connection to/link between...											
<p>Fiction</p> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to use evidence to check the accuracy of my retrieval from fictional texts.</p> <p>LPA 2: I am learning to make inferences about a character's feelings and thoughts, justifying my inferences with evidence from the text.</p> <p><u>Text:</u> The Miraculous Journey of Edward Tulane – Kate DiCamillo</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> The theme of a story is the main idea/message woven throughout the narrative. (Year 3) Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3) <p>Conventions</p> <ul style="list-style-type: none"> Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3) Conventions are key features of particular types of text. (Year 3) 	<p>Children need to know how...</p> <p>Themes</p> <ul style="list-style-type: none"> To independently identify a range of themes within the texts they read (Year 4 Autumn 1) To independently identify similarities and differences between themes included in different texts. <p>Conventions</p> <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts. 										
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> Retrieval is when you find and extract information from a text. (Year 3 Autumn 2) Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2) Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) Sometimes, when we skim and scan, we may not find the exact key word; instead, the writer may use a synonym. (Year 4 Autumn 2) We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> to locate information efficiently by scanning a text for key words (e.g. names and dates) and their synonyms (Year 4 Autumn 2) to accurately copy words from the text when providing evidence, including spelling and capitalisation. (Year 4 Autumn 2) To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [from across the entire text]. 										
Infer	<p>Children need to know that...</p> <ul style="list-style-type: none"> Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1) 										

	<ul style="list-style-type: none"> ○ <i>'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1)</i> • <i>We can use our own life experiences to help us make inferences about a text (Year 3 Spring 1)</i> • <i>We should always use evidence from the text to justify our inferences. (Year 3 Spring 1)</i> • <i>To make sense of texts, we use information from the text to make predictions; to work out which noun is being referred to; to visualise; and to infer what characters/people are thinking, how they are feeling and why they might act in certain ways. (Year 3 Spring 1)</i> 	<ul style="list-style-type: none"> • <i>To identify which noun is being referred to by pronouns in the text (where this is less obvious – for example because there are two 'he's') (Year 4 Spring 1)</i> • To make inferences about a character's feelings and thoughts, justifying these with explicit evidence from the text.
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Non-Fiction

Revisit: I am revisiting identifying themes and conventions.

LPA1: I am learning to use evidence to check the accuracy of my retrieval from non-fiction texts.

LPA2: I am learning to make inferences about a person's motives, justifying my inferences with evidence from the text.

Text: Information texts (non-chronological report form)

Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Conventions are key features of particular types of text. (Year 3 Autumn 1)</i> • <i>Non-fiction is writing that is factual. (Year 3 Autumn 1)</i> • <i>The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade.</i> • <i>The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2)</i> • <i>Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2)</i> • <i>Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1)</i> 	<p>Children need to know how...</p> <p>Conventions</p> <ul style="list-style-type: none"> • <i>To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1)</i> • To independently identify similarities and differences between conventions followed in different texts.
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Retrieval is when you find and extract information from a text. (Year 3 Autumn 2)</i> • <i>Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2)</i> • <i>Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2)</i> • <i>Sometimes, when we skim and scan, we may not find the exact key word; instead, the writer may use a synonym. (Year 4 Autumn 2)</i> • <i>We can support our answers with evidence from the text. (Year 3 Summer 1)</i> • <i>Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1)</i> • <i>When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>to locate information efficiently by scanning a text for key words (e.g. names and dates) and their synonyms (Year 4 Autumn 2)</i> • <i>to accurately copy words from the text when providing evidence, including spelling and capitalisation. (Year 4 Autumn 2)</i> • To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [from across the entire text].
Infer	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1)</i> <ul style="list-style-type: none"> ○ <i>'Stated' means details that are clearly written in the text. (Year 3 Spring 1)</i> ○ <i>'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1)</i> • <i>We can use our own life experiences to help us make inferences about a text (Year 3 Spring 1)</i> • <i>We should always use evidence from the text to justify our inferences. (Year 3 Spring 1)</i> • <i>To make sense of texts, we use information from the text to make predictions; to work out which noun is being referred to; to visualise; and to infer what characters/people are thinking, how they are feeling and why they might act in certain ways. (Year 3 Spring 1)</i> • <i>In non-fiction text, 'character' can refer to the 'real people' being described.</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1)</i> • <i>To identify which noun is being referred to by pronouns in the text (where this is less obvious – for example because there are two 'he's') (Year 4 Spring 1)</i> • To make inferences about a character's feelings and thoughts, justifying these with explicit evidence from the text.

Poetry

Text: Free Verse – Fog (Carl Sanburg)

Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</i> • <i>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2).</i> • <i>Not all poems rhyme. (Year 3 Spring 1)</i> • <i>A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2)</i> <p>Free Verse poems</p> <ul style="list-style-type: none"> • Does not follow a formal, consistent rhyme scheme. • Does not have a formally recognised metre (beat). Some free verse poems are more structured than others (for example, Fog is a moderately unstructured free verse poem, which has short lines, but inconsistent length stanzas.) • Allow poets the freedom to express their thoughts without being limited to a specific structure. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1)</i> • To independently identify similarities and differences between conventions followed in different texts.
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Retrieve or
Infer

Based on children's learning over the other texts this half term, teachers can choose to consolidate retrieval or inference within their teaching of poetry.



Summer 1

National Curriculum Milestones:

Develop positive attitudes to reading and understanding of what they read by:













- listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books
- increasing their familiarity with a wide range of books, and retelling some of these orally

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language contributes to meaning

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Embedded throughout every text studied across the term.

<u>Domain</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"></td> <td>I am not sure what this word means.</td> </tr> <tr> <td style="text-align: center;"></td> <td>These words are important.</td> </tr> <tr> <td style="text-align: center;"></td> <td>A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td style="text-align: center;">! (in the margin)</td> <td>This is a key idea in the text.</td> </tr> <tr> <td style="text-align: center;"></td> <td>I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i> ○ <i>To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)</i>
	I am not sure what this word means.											
	These words are important.											
	A doodle/sentence to remind me of a key idea.											
! (in the margin)	This is a key idea in the text.											
	I've noticed a connection to/link between...											
<h3 style="margin: 0;">Fiction</h3> <p style="margin: 0;">Revisit: I am revisiting identifying themes and conventions in a text. LPA 1: I am learning to identify how language choices contribute to meaning. LPA 2: I am learning to retell a fictional narrative in my own words.</p> <p style="margin: 0; text-align: center;">Text: The Boy at the Back of the Class – Onjala Rauf</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<p>Children need to know how...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>To independently identify a range of themes within the texts they read (Year 4 Autumn 1)</i> • <i>To independently identify similarities and differences between themes included in different texts.</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1)</i> • <i>To independently identify similarities and differences between conventions followed in different texts.</i> 										
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Authors/writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2)</i> • <i>Synonyms have subtly different meanings therefore changing the language used (e.g. adjectives/figurative language) changes the impact on the reader.</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify words and phrases which capture their imagination (Year 3 Spring 2)</i> • <i>To explain why a specific word or phrase caught their attention. (Year 4 Autumn 1)</i> • <i>To explain how an author's language choices influence meaning.</i> 										

Summarise	Children need to know that... <ul style="list-style-type: none"> Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2) To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2) A key event/detail is one which the reader cannot make sense of the text without. (Year 4 Autumn 1) A non-key event/detail is one which is not essential for the reader to make sense of the text. (Year 4 Autumn 1) Writers always have a purpose, and that is often to change the thoughts, feelings and behaviours of a reader. 	Children need to know how... <ul style="list-style-type: none"> To identify the key (important) and non-key (less important) details in a text. (Year 4 Autumn 1) To summarise the key events/points of a text in their own words. (Year 4 Spring 1) To identify the key moral/message of a text.
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions. LPA1: I am learning to check that the text makes sense to me, discussing my understanding. LPA 2: I am learning to explain the meaning of words in contexts.</p> <p><u>Text:</u> Persuasive texts (speeches)</p>		
Themes and Conventions	Children need to know that... <ul style="list-style-type: none"> Conventions are key features of particular types of text. (Year 3 Autumn 1) Non-fiction is writing that is factual. (Year 3 Autumn 1) The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade. The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) 	Children need to know how... <p>Conventions</p> <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts.
Vocabulary	Children need to know that... <ul style="list-style-type: none"> We often lose sense of the meaning of a text when we do not know the vocabulary words the author is using. (Year 3 Autumn 1) There are three tiers of vocabulary (Year 3 Autumn 1) Authors/writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2) Synonyms have subtly different meanings therefore changing the language used (e.g. adjectives/figurative language) changes the impact on the reader. 	Children need to know how... <ul style="list-style-type: none"> To identify when they have lost the meaning of the text due to insufficient vocabulary knowledge. (Year 3 Autumn 1) To use strategies to identify the meaning of unknown words: asking questions, using a glossary, using a dictionary, identifying the word class and making sensible substitutions, checking that it does not alter the 'gist' (Year 4 Spring 1) To explain how an author's language choices influence meaning. (Year 4 Summer 1) To explore the specific meaning of the words selected by an author in context.
Summarise	Children need to know that... <ul style="list-style-type: none"> Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2) To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2) A key event/detail is one which the reader cannot make sense of the text without. (Year 4 Autumn 1) A non-key event/detail is one which is not essential for the reader to make sense of the text. (Year 4 Autumn 1) Writers always have a purpose, and that is often to change the thoughts, feelings and behaviours of a reader. 	Children need to know how... <ul style="list-style-type: none"> To identify the key (important) and non-key (less important) details in a text. (Year 4 Autumn 1) To summarise the key events/points of a text in their own words. (Year 4 Spring 1) To identify whether a text is aiming to persuade, inform or explain.
<h2>Poetry</h2> <p><u>Text:</u> Rhyming Poem – Autumn Gilt (Valerie Bloom)</p>		
Themes and Conventions	Children need to know that... <ul style="list-style-type: none"> A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1) There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2). Not all poems rhyme. (Year 3 Spring 1) A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2) <p>Rhyming poems</p> <ul style="list-style-type: none"> Rhyming poems are written in such a way that their lines have a regular sound pattern, which makes them feel musical. The most common type of rhyming poem is an end-rhyme, where the sounds at the end of the line are the same. The rhyme scheme of poems can be defined using letters (the same letter indicates lines which rhyme). For example, in an AABCC pattern, line 1 and 2 rhyme; line 3 and 4 rhyme; line 5 and 6 rhyme; and so on. Some rhyme schemes will include some groups of lines which rhyme and some groups of lines which do not rhyme. For example, in an ABCB rhyme scheme, the 2nd and 4th line rhyme, but the 1st and 3rd do not. Autumn Gilt is another example of a poem with a ABCB rhyme scheme. 	Children need to know how... <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts.

Vocabulary
or
Summarise

Based on children's learning over the other texts this half term, teachers can choose to consolidate vocabulary or summarisation within their teaching of poetry.



Summer 2

National Curriculum Milestones:

Develop positive attitudes to reading and understanding of what they read by:




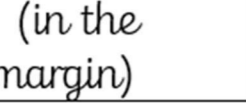




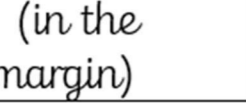




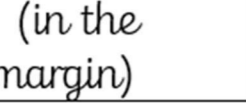

- identifying themes and conventions in a wide range of books

Understand what they read, in books they can read independently, by:

- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied

Retrieve and record information from non-fiction.

Embedded throughout every text studied across the term.

<u>Domain</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1) We can use consistent symbols to help us do this efficiently. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;"></td> <td>I am not sure what this word means.</td> </tr> <tr> <td style="text-align: center;"></td> <td>These words are important.</td> </tr> <tr> <td style="text-align: center;"></td> <td>A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td style="text-align: center;"></td> <td>This is a key idea in the text.</td> </tr> <tr> <td style="text-align: center;"></td> <td>I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.		This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> To use recognised conventions to make notes on a text when reading to support comprehension: <ul style="list-style-type: none"> identifying words I do not know by circling them (Year 3 Autumn 1) Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2) To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2) To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2) To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)
	I am not sure what this word means.											
	These words are important.											
	A doodle/sentence to remind me of a key idea.											
	This is a key idea in the text.											
	I've noticed a connection to/link between...											
<h3 style="margin: 0;">Fiction</h3> <p style="margin: 0;">Revisit: I am revisiting identifying themes and conventions in a text. LPA 1: I am revisiting answering retrieval questions about a fictional text. LPA 2: I am learning to make plausible predictions, based on details stated and implied.</p> <p style="margin: 0; font-size: small;">Text: The Land of Roar – Jenny McLachlan</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> The theme of a story is the main idea/message woven throughout the narrative. (Year 3) Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3) <p>Conventions</p> <ul style="list-style-type: none"> Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3) Conventions are key features of particular types of text. (Year 3) 	<p>Children need to know how...</p> <p>Children need to know how...</p> <p>Themes</p> <ul style="list-style-type: none"> To independently identify a range of themes within the texts they read (Year 4 Autumn 1) To independently identify similarities and differences between themes included in different texts. <p>Conventions</p> <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts. 										
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> Retrieval is when you find and extract information from a text. (Year 3 Autumn 2) Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2) Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) Sometimes, when we skim and scan, we may not find the exact key word; instead, the writer may use a synonym. (Year 4 Autumn 2) We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> to locate information efficiently by scanning a text for key words (e.g. names and dates) and their synonyms (Year 4 Autumn 2) to accurately copy words from the text when providing evidence, including spelling and capitalisation. (Year 4 Autumn 2) To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [from across the entire text]. (Year 4 Spring 2) 										

<p>Infer</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1) We can use our own life experiences to help us make inferences about a text (Year 3 Spring 1) We should always use evidence from the text to justify our inferences. (Year 3 Spring 1) To make sense of texts, we use information from the text to make predictions; to work out which noun is being referred to; to visualise; and to infer what characters/people are thinking, how they are feeling and why they might act in certain ways. (Year 3 Spring 1) A prediction is what someone thinks will happen. Readers make predictions all the time to help them understand text. (Year 3 Autumn 1) <ul style="list-style-type: none"> One type of prediction is a 'forwards prediction' where we predict what will happen next based on what we have read so far. Another type of prediction is a 'backwards prediction', where we make predictions about possible preceding events, which may have contributed to the current situation within a text. Predictions need to be plausible (you need to have reasons why you think it is logical for that to happen next in the story, based on evidence from the text). (Year 3 Spring 1) Sometimes we make predictions based on information that is stated; other times we make predictions based on information that is implied (we have inferred). (Year 3 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1) To make inferences about a character's feelings and thoughts, justifying these with explicit evidence from the text. (Year 4 Spring 2) To make sound forwards and backwards predictions about potential preceding and subsequent events, based on details stated and implied within the text.
<p>Non-Fiction</p> <p>Non-Fiction Learning Journey:</p> <p>Revisit: I am revisiting identifying themes and conventions.</p> <p>LPA1: I am revisiting answering retrieval questions.</p> <p>LPA2: I am revisiting making inferences and justifying these with evidence.</p> <p><u>Text:</u> Information texts (newspaper reports)</p>		
<p>Themes and Conventions</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> Conventions are key features of particular types of text. (Year 3 Autumn 1) Non-fiction is writing that is factual. (Year 3 Autumn 1) The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade. The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) 	<p>Children need to know how...</p> <p>Conventions</p> <ul style="list-style-type: none"> To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1) To independently identify similarities and differences between conventions followed in different texts.
<p>Retrieve</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> Retrieval is when you find and extract information from a text. (Year 3 Autumn 2) Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2) Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) Sometimes, when we skim and scan, we may not find the exact key word; instead, the writer may use a synonym. (Year 4 Autumn 2) We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> to locate information efficiently by scanning a text for key words (e.g. names and dates) and their synonyms (Year 4 Autumn 2) to accurately copy words from the text when providing evidence, including spelling and capitalisation. (Year 4 Autumn 2) To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [from across the entire text]. (Year 4 Spring 2)
<p>Infer</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1) We can use our own life experiences to help us make inferences about a text (Year 3 Spring 1) We should always use evidence from the text to justify our inferences. (Year 3 Spring 1) To make sense of texts, we use information from the text to make predictions; to work out which noun is being referred to; to visualise; and to infer what characters/people are thinking, how they are feeling and why they might act in certain ways. (Year 3 Spring 1) A prediction is what someone thinks will happen. Readers make predictions all the time to help them understand text. (Year 3 Autumn 1) <ul style="list-style-type: none"> One type of prediction is a 'forwards prediction' where we predict what will happen next based on what we have read so far. Another type of prediction is a 'backwards prediction', where we make predictions about possible preceding events, which may have contributed to the current situation within a text. Predictions need to be plausible (you need to have reasons why you think it is logical for that to happen next in the story, based on evidence from the text). (Year 3 Spring 1) Sometimes we make predictions based on information that is stated; other times we make predictions based on information that is implied (we have inferred). (Year 3 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1) To make inferences about a character's feelings and thoughts, justifying these with explicit evidence from the text. (Year 4 Spring 2) To make sound forwards and backwards predictions about potential preceding and subsequent events, based on details stated and implied within the text.

Playscript

Text: A Midsummer Night's Dream (Shakespeare)

Themes and Conventions

Children need to know that...

- *A playscript is a type of writing which helps to turn a writer's ideas into a performance on stage. (Year 3 Spring 2)*
- *There are some very specific conventions of playscripts, which help the actors translate the writing into a performance. (Year 3 Spring 2)*
 - *Characters will be explicitly identified and briefly summarised.*
 - *Split into 'scenes' – which are almost like chapters.*
 - *Each scene begins with a description of the time and setting.*
 - *Stage directions (or what an actor should do) are often shown in () or italics.*
 - *The person speaking is often shown in CAPITAL LETTERS and bold.*
 - *The words said by the character are often included after their name in normal typeface.*
- *When a playscript is performed, actors will only say the words 'said' by the characters. They would act out the stage directions and use the character's name to guide them to what they need to say. (Year 3 Spring 2)*
- William Shakespeare is likely England's most famous playwright. Because of how old they are, Shakespeare's plays have archaic (old) language which can make them difficult to understand.
- Shakespeare's plays fit into three broad categories: histories, tragedies and comedies. A Midsummer Night's Dream is an example of one of the comedies, intended to make an audience laugh as a result of silly, amusing and strange events.

Children need to know how...

- *To independently identify a range of conventions within the texts they read. (Year 4 Autumn 1)*
- To independently identify similarities and differences between conventions followed in different texts.

Retrieve or Infer

Based on children's learning over the other texts this half term, teachers can choose to consolidate retrieval or inference within their teaching of playscripts.

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