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|  | **KS1** | **KS2** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| [**Understanding and Correcting Inaccuracies**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To check that a text makes sense to them as they read and to self- correctThe Train RideNot Now BernardJasper’s Beanstalk | To show understanding by drawing on what they already know or on background informationand vocabulary provided by the teacher.I wonder why stars twinkle?To check that the text makes sense to them as they read and to correct inaccurate reading.The Little Polar Bear |  |  |  |  |
| [**Comparing, Contrasting and Commenting**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.(All)To link what they have read or have read to them to their own experiences.Jaspers BeanstalkThe Train RideLet’s Go By Bus (NF)My Body (NF)MY History (NF)To retell familiar stories in increasing detail.The Train RideCinderellaOwl BabiesTo join in with discussions about a text, taking turns and listening to what others say.(All)To discuss the significance of titles and events.The Train RideA Quiet Night InWhatever nextPass the Jam JimRumplestiltskinPeace at LastSix Dinner Sid | To participate in discussion about books, poems and other works that are read to them(at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.(All)To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.The Little Polar BearJim and the BeanstalkTo discuss the sequence of events in books and how items of information are related.Rita the RescuerCan’t you sleep Little Bear?To recognise simple recurring literary language in stories and poetry.Jim and the BeanstalkTo ask and answer questions about a text.FlossTo make links between the text they are reading and other texts they have read (in texts that they can read independently).Dumpling | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction andreference books or textbooks.AllTo use appropriate terminology when discussing texts (plot, character, setting).Character: Paper bag Princess, Rapunzel and Tiger ChildGrace and familyPlot and Setting - The Owl who was afraid of the dark And The Hodgeheg | To discuss and compare texts from a wide variety of genres and writers.The Silver SwamTo read for a range of purposes.The Silver SwamTo identify themes and conventions in a wide range of books.The Silver SwamTo refer to authorial style, overall themes (e.g. triumph of good over evil) andfeatures (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).Fairy TalesTo identify how language, structure and presentation contribute to meaning.To identify main ideas drawn from more than one paragraph and summarise these.Wreck of the ZanzibarDear Greenpeace | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.Greek MythsTo read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.To participate in discussions about books that are read to them and those they can read forthemselves, building on their own and others’ ideas and challenging views courteously.To identify main ideas drawn from more than one paragraph and to summarise these.To recommend texts to peers based on personal choice. | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.Journey to Jo’BurgTo recognise more complex themes in what they read (such as loss or heroism).Journey to Jo’BurgTo explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.Journey to Jo’burgAnne FrankTo listen to guidance and feedback on the quality of their explanations and contributions to discussions and tomake improvements when participating in discussions.To draw out key information and to summarise the main ideas in a text.Room 13To distinguish independently between statements of factand opinion, providing reasoned justifications for their views.Anne FrankTo compare characters, settings and themes within a text and across more than one text. |
| [**Words in Context and Authorial Choice**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To discuss word meaning and link new meanings to those already known.CinderellaPeace at LastLet’s Go By Bus (NF)Seasons (NF)RumplestiltskinMy Body (NF) | To discuss and clarify the meanings of words, linking new meanings to known vocabulary.To discuss their favourite words and phrases.(All) | To check that the text makes sense to them, discussing theirunderstanding and explaining the meaning of words in context.Dr XargleTo discuss authors’ choice of words and phrases for effect.All | Discuss vocabulary used to capture readers’ interest and imagination.All | To discuss vocabulary used by the author to create effect including figurative language.I like this poemTo evaluate the use of authors’ language and explain how it has created an impact onthe reader. | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.Narrative poetrySpooky Poetry |
| **Inference and prediction** | To begin to make simple inferences.(All)To predict what might happen on the basis of what has been read so far.Nine Ducks NineRumplestiltskinNot Now BernardCinderellaFunnybonesJasper’s BeanstalkWhatever NextFarmer DuckPig in the Pond | To make inferences on the basis of what is being said and done.DumplingBog BabyTo predict what might happen on the basis of what has been read so far in a text.I wonder why stars twinkle? | To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives.To justify predictions using evidence from the text.Grace and family | To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.To justify predictions from details stated and implied.The Ghostly Guinea PigFlat Stanley | To draw inferences from characters’ feelings, thoughts and motives.When Jessie Came Across the SeaThe Amazing Story of Aldolphus TipsTo make predictions based on details stated and implied, justifying them in detail with evidence from the text. | To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).Journey to Jo’burgAnne FrankTo discuss how characters change and develop through texts by drawing inferences based on indirect clues.Anne Frank |
| **Poetry and Performance** | To recite simple poems by heart.Five Little Ducks (Action poetry and other nursery rhymes)School time, play timePoems from around the world | To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.What I likeSeaside poems | To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.To begin to use appropriate intonation and volume when reading aloud.Poems to be read aloud (anthology)Shape poems | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.Tasty poemsPoems about the seaThe BFG: A set of plays | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.Caribbean poetryI like this poemJohnny and the Dead | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.Spooky poemsNarrative poetry |
| **Non-Fiction** |  | To recognise that non- fiction books are often structured in different ways.ChinaI wonder why stars twinkle? | To retrieve and record information from non- fiction texts.I wonder why spiders spin websWhy can’t humans flyFantastically great womenAmazing animal journeys | To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.To use dictionaries to check the meaning of words that they have read.Deadly CreaturesFifty things you should know about the TitanicThe Greatest Warrior Knights | To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.Natural WondersThe Long Walk to Freedom | To retrieve, record and present information from non-fiction texts.The Daily Life of a WWII EvacueeTo use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |