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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- correct  The Train Ride  Not Now Bernard  Jasper’s Beanstalk | To show understanding by drawing on what they already know or on background information  and 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 Beanstalk  The Train Ride  Let’s Go By Bus (NF)  My Body (NF)  MY History (NF)  To retell familiar stories in increasing detail.  The Train Ride  Cinderella  Owl Babies  To 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 Ride  A Quiet Night In  Whatever next  Pass the Jam Jim  Rumplestiltskin  Peace at Last  Six 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 Bear  Jim and the Beanstalk  To discuss the sequence of events in books and how items of information are related.  Rita the Rescuer  Can’t you sleep Little Bear?  To recognise simple recurring literary language in stories and poetry.  Jim and the Beanstalk  To ask and answer questions about a text.  Floss  To 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 and  reference books or textbooks.  All  To use appropriate terminology when discussing texts (plot, character, setting).  Character: Paper bag Princess, Rapunzel and Tiger Child  Grace and family  Plot 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 Swam  To read for a range of purposes.  The Silver Swam  To identify themes and conventions in a wide range of books.  The Silver Swam  To refer to authorial style, overall themes (e.g. triumph of good over evil) and  features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).  Fairy Tales  To 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 Zanzibar  Dear Greenpeace | To 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 for  themselves, 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.  Greek Myths  To recognise more complex themes in what they read (such as loss or heroism).  Journey to Jo’Burg  To 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.  Natural Wonders  To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to  make improvements when participating in discussions.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact  and opinion, providing reasoned justifications for their views.  To 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.  Cinderella  Peace at Last  Let’s Go By Bus (NF)  Seasons (NF)  Rumplestiltskin  My 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 their  understanding and explaining the meaning of words in context.  Dr Xargle  To 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 poem  To evaluate the use of authors’ language and explain how it has created an impact on  the 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 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 Nine  Rumplestiltskin  Not Now Bernard  Cinderella  Funnybones  Jasper’s Beanstalk  Whatever Next  Farmer Duck  Pig in the Pond | To make inferences on the basis of what is being said and done.  Dumpling  Bog Baby  To 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 Pig  Flat Stanley | To draw inferences from characters’ feelings, thoughts and motives.  When Jessie Came Across the Sea  The Amazing Story of Aldolphus Tips  To 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’burg  Anne Frank  To discuss how characters change and develop through texts by drawing inferences based on indirect clues.  Darwin and Wallace  Anne Frank |
| **Poetry and Performance** | To recite simple poems by heart.  Five Little Ducks (Action poetry and other nursery rhymes)  School time, play time  Poems 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 like  Seaside 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 poems  Poems about the sea  The BFG: A set of plays | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.  Caribbean poetry  I like this poem  Johnny 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 poems  Narrative poetry |
| **Non-Fiction** |  | To recognise that non- fiction books are often structured in different ways.  China  I wonder why stars twinkle? | To retrieve and record information from non- fiction texts.  I wonder why spiders spin webs  Why can’t humans fly  Fantastically great women  Amazing 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 Creatures  Fifty things you should know about the Titanic  The Greatest Warrior Knights | To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.  Natural Wonders  The Long Walk to Freedom | To retrieve, record and present information from non-fiction texts.  The Daily Life of a WWII Evacuee  To 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). |