


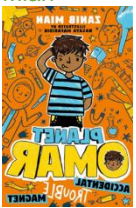


**Autumn 2 Reading – Medium Term Plan – Weeks 5-8 of Read Master LTP**

In addition to the Read Master lessons there will be a vocabulary lesson delivered weekly and where needed a Book Talk lesson

Read Master [https://readmaster.co.uk/login/?redirect\\_to=https%3A%2F%2Freadmaster.co.uk%2Fresources%2Fteachmapks2%2F](https://readmaster.co.uk/login/?redirect_to=https%3A%2F%2Freadmaster.co.uk%2Fresources%2Fteachmapks2%2F)

User Name = susan.gill@taw.org.uk Password = Rainbow@38 Sequence map = <https://readmaster.co.uk/resources/teachmapks2/>

Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
<p>Summarising <b>Phase 1</b> Year 2- not to cover this content domain</p> <p>3 4 5 6</p>  <p><b>Question:</b> Scale 1 Scale 2 Scale 3 Scale 4</p>	<p><b>I know:</b> That summarising is a short retell of a text giving the key information or main idea</p> <p>That to summarise I will need to spot information in each sentence or paragraph</p> <p>I will need to use my own words to help the key details make sense</p> <p>I will retell the main points in the shortest answer possible using synonyms.</p> <p>That to skim we do a light quick read (from top left to right) skipping over extra details to pick up main points.</p> <p>That key information is what, who, where, when and why</p>	<p><b>I know how to:</b> Use the SOS strategy to help me summarise</p>  <p>Strike off to help me find the significant information:</p>  <p>Skim to find significant information</p>	<p>Summarise Retell Own words Synonym Skim What Who Where When Why Strike off Replace Action Feeling</p>	<p>Y2 not to cover this content domain</p> <p>Y3: Planet Omar: Accidental Trouble Magnet Book by Zanib Mian</p>  <p>The Boy at the Back of the Class Book by Onjali Q. Raúf</p>

That I strike off any irrelevant information to help me summarise



Replace the words to retell the main points when summarising:



Check what the text is telling the reader by identifying if is an event (action) or feeling.



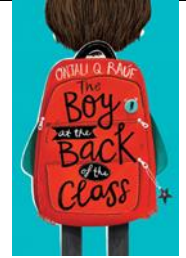
### Questions

#### Y3 -scale 1 questions

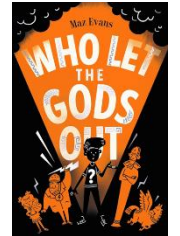
**Strand A: Where can information be found?** Scale 1 questions:

Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.

**Strand B: What is the language like?** information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).



Who Let the Gods Out?  
Book by Maz Evans



Wonder by  
Palacio. R.J.



### NC link



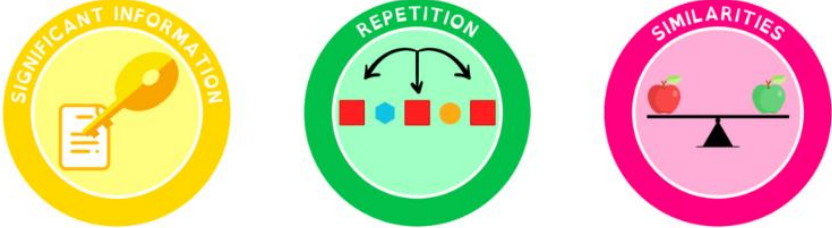
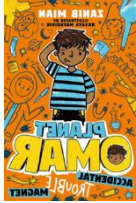
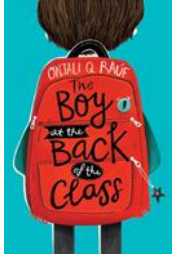
3&4

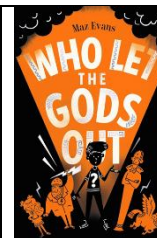
Understand what they read, in books they can read independently, by:  
--retrieve and

		<p><b>Strand C: How much work is needed to answer the question?</b> Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 1 – This requires a scale 1 (easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct. directed to the part of the text to find the answer. Only one word is required as an answer. A short line is provided which further supports the pupil to only provide one answer.</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it</b> The vocabulary is easy to interpret. The same vocabulary is present in the text and question.</p> <p><b>Y4 – scale 2 questions with recap of scale 1</b></p> <p><b>Strand A: Where can information be found?</b> Scale 2 questions: Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response.</p> <p><b>Strand B: What is the language like?</b> information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)</p> <p><b>Strand C: How much work is needed to answer the question?</b> Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text The answers presented are not an exact match to the text but subtly test pupils’ ability to make grammatical connections to meaning. The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 2 – This question does indicate how many answers are required. The answer zone is deliberate. The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line)</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it</b> The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p><b>Y5 -scale 3 questions with recap of scale 1 and 2</b></p> <p><b>Strand A: Where can information be found?</b> Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response.</p> <p><b>Strand B: What is the language like?</b> Language not directly linked and needs to be interpreted.</p> <p><b>Strand C: How much work is needed to answer the question?</b> Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and simple retrieval. The presence of inference creates more challenging to cognitive demand but the</p>	<p>record information from non-fiction</p> <ul style="list-style-type: none"> <li>-asking questions to improve their understanding of a text</li> <li>-drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p><b>5&amp;6</b></p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Distinguish between</p>
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		<p>response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ?</b> Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p> <p><b>Y6 -scale 4 questions with recap of scale 1, 2 and 3</b></p> <p>Strand A: Where can information be found? Scale 4 questions: The only linking word may be the subject. Pupils will need to read a wider section of the text and sieve through the information in which there is some competing evidence.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 4 question; Question requires a very abstract response. There is no direct link between the text and the key focus vocabulary of the question. It demands that readers infer. There is an overlapping of skills.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 4: No clear indication always of structure but may specify the number of explanations included in the response. Children may need to structure their own answers. May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 4: There are several examples of subject-specific vocabulary in the question, the meaning of which cannot be located in the text. Pupils will need to make links and activate prior knowledge. Within the answer choices, the language is complex with further technical references.</p>		<p>statements of fact and opinion retrieve, record and present information from non-fiction 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 Provide reasoned justifications for their view</p>
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Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
Comparison Year 2- not to cover this content domain	<b>I know:</b> When comparing I am looking for similar key details across texts	<b>I know how to:</b> Identify similarities and differences:	Compare Similar Similarities Alike Detail	<b>FOR THIS OBJECTIVE TEACHERS MAY WANT TO COMPARE</b>

<p><b>Phase 1</b> <b>Comparison</b> <b>Phase 2 –</b> <b>summarising</b> <b>(here you start</b> <b>to cross</b> <b>domains)</b></p> <p>3 4 5 6</p>  <p><b>Question:</b> Scale 1  Scale 2  Scale 3  Scale 4</p>	<p>Similar means alike but not necessarily the same. There may be a few differences</p> <p>Significant information is key details in the texts, like characters, events and settings</p> <p>Key information is what, who, where, when and why</p> <p>When looking for similarities I will need to look for events or descriptions that repeat across texts</p>	 <p>Use the SRS approach to help make a comparison between 2 texts</p>  <p>Write the main similarities using my own words.</p>	<p>Descriptions Significant information Repetition</p>	<p><b>TEXTS READ DURING STORY TIME SESSIONS</b></p> <p>Y2 not to cover this content domain</p> <p>Y3: Planet Omar: Accidental Trouble Magnet Book by Zanib Mian</p>  <p>The Boy at the Back of the Class Book by Onjali Q. Raúf</p>  <p>Who Let the Gods Out? Book by Maz Evans</p>
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Wonder by  
Palacio. R.J.



**NC link**

**3&4**

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Identifying themes and conventions in a wide range of books

**5&6**

Identifying and discussing themes and conventions in and across a wide range of writing

**Questions**

**Y3 -scale 1 questions**

**Strand A: Where can information be found?** Scale 1 questions:  
Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.

**Strand B: What is the language like?** information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).

**Strand C: How much work is needed to answer the question?** Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.

**Strand D: How easy is it to organise and present the answer?** Scale 1 – This requires a scale 1 (easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct, directed to the part of the text to find the answer. Only one word is required as an answer. A short line is provided which further supports the pupil to only provide one answer.



**Strand E: How complex is the language of the question and/or the knowledge needed to answer it** The vocabulary is easy to interpret. The same vocabulary is present in the text and question.

**Y4 – scale 2 questions with recap of scale 1**

**Strand A: Where can information be found?** Scale 2 questions:  
Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response.

		<p>Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)</p> <p>Strand C: How much work is needed to answer the question? Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text</p> <p>The answers presented are not an exact match to the text but subtly test pupils' ability to make grammatical connections to meaning.</p> <p>The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 2 – This question does indicate how many answers are required.The answer zone is deliberate.</p> <p>The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line)</p> <p>Strand E: <b>How complex is the language of the question and/or the knowledge needed to answer it</b> The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p><b><u>Y5 -scale 3 questions with recap of scale 1 and 2</u></b></p> <p><b>Strand A: Where can information be found?</b> Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response.</p> <p><b>Strand B: What is the language like?</b> Language not directly linked and needs to be interpreted.</p> <p><b>Strand C: How much work is needed to answer the question?</b> Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and simple retrieval. The presence of inference creates more challenging to cognitive demand but the response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ?</b> Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p> <p><b><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></b></p> <p><b>Strand A: Where can information be found?</b> Scale 4 questions:</p>	<p>Making comparisons within and across books</p>
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		<p>The only linking word may be the subject. Pupils will need to read a wider section of the text and sieve through the information in which there is some competing evidence.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 4 question; Question requires a very abstract response. There is no direct link between the text and the key focus vocabulary of the question. It demands that readers infer.</p> <p>There is an overlapping of skills.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 4: No clear indication always of structure but may specify the number of explanations included in the response. Children may need to structure their own answers.</p> <p>May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 4: There are several examples of subject-specific vocabulary in the question, the meaning of which cannot be located in the text. Pupils will need to make links and activate prior knowledge.</p> <p>Within the answer choices, the language is complex with further technical references.</p>		
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Year group and focus	Substantive knowledge – the stuff of Reading	Disciplinary knowledge – how Reading is studied.	Vocabulary	Text
<p><b>Content and Meaning Phase 1</b> Year 2 &amp; 3 4 5 6</p> 	<p><b>I know:</b> The layout is how the text is designed and presented on the page.</p> <p>Writers sometimes change the size of a text for a specific purpose</p> <p>Text may move in different directions (for example italics)</p> <p>Opposite colours and styles can be use for effect</p>	<p><b>I know how to:</b> Identify changes to the layout of a text using the following strategies:</p> 	<p>Layout Design Presented Change Text Purpose Opposite Colours Style Effect Shape Locate Information Scan Sentence length Repetition</p>	<p>With this content domain using non-fiction texts may be more appropriate. Teachers can use a text from other areas of the curriculum to deliver parts of this content.</p> <p>Y2 Spring Term: The Owl Who Was Afraid of the Dark by Jill Tomlinson</p>



**Question:**  
Scale 1

Scale 2

Scale 3

Scale 4

Sometimes writers change the shape of a text for a purpose

When looking for key information the layout features help us to locate.

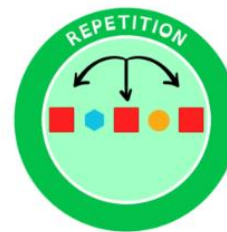
When scanning:  
My eyes start on the left, at the top and move from left to right on each line  
Look for words beginning with the same letters until I find a match  
Search for matching words only.

The layout can change by the length of the sentence.

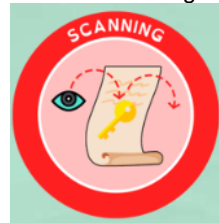
Writers vary the length of sentences to emphasise important points.  
Short sentences give a feeling to the text. Longer sentences give detailed information.

Sometimes *large words* increase meaning or show an important subject

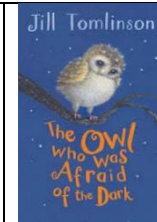
Sometimes and *small words* reduce the meaning or show extra details



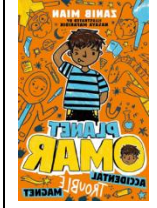
Use the scanning strategy to help me look for key information



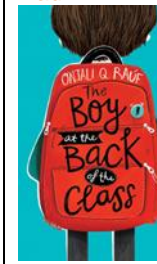
Match each purpose given to the content using the lenses above as guides



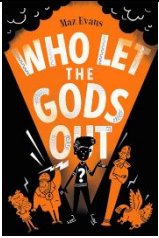

Y3: Planet Omar:  
Accidental  
Trouble Magnet  
Book by Zanib  
Mian



The Boy at the  
Back of the Class  
Book by Onjali Q.  
Raúf







Who Let the Gods  
Out?  
Book by Maz  
Evans

<p>Sometimes words <i>change direction</i> to emphasise a feeling or action, to show extra of different information or to show it is taken from another source.</p> <p>Sometimes <i>repetition</i> emphasises important feelings or actions or shows how an action was done.</p> <p>Sometimes <i>opposite styles</i> are used to separate different sections of information</p> <p>Sometimes <i>opposite images or styles</i> are used to show differences in times</p> <p>Sometimes <i>opposite colours</i> are used to show differences in characters' personalities.</p>				 <p>Who Let the Gods Out? Mar Evans</p>  <p>Wonder by Palacio. R.J.</p>
		<p><b>Questions</b></p> <p><b>Y3 -scale 1 questions</b></p> <p><b>Strand A: Where can information be found?</b> Scale 1 questions: Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.</p> <p><b>Strand B: What is the language like?</b> information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).</p> <p><b>Strand C: How much work is needed to answer the question?</b> Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 1 – This requires a scale 1 (easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct. directed to the part of the text to find the answer. Only one word is required as an answer. A short line is provided which further supports the pupil to only provide one answer.</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it</b> The vocabulary is easy to interpret. The same vocabulary is present in the text and question.</p> <p><b>Y4 – scale 2 questions with recap of scale 1</b></p> <p><b>Strand A: Where can information be found?</b> Scale 2 questions: Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response.</p>		<p><b>NC link</b></p> <p><b>2</b></p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related</p>

		<p>Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)</p> <p>Strand C: How much work is needed to answer the question? Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text The answers presented are not an exact match to the text but subtly test pupils’ ability to make grammatical connections to meaning. The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 2 – This question does indicate how many answers are required.The answer zone is deliberate. The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line)</p> <p>Strand E: <b>How complex is the language of the question and/or the knowledge needed to answer it</b> The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p><b>Y5 -scale 3 questions with recap of scale 1 and 2</b></p> <p><b>Strand A: Where can information be found?</b> Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response.</p> <p><b>Strand B: What is the language like?</b> Language not directly linked and needs to be interpreted.</p> <p><b>Strand C: How much work is needed to answer the question?</b> Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and simple retrieval. The presence of inference creates more challenging to cognitive demand but the response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ?</b> Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p> <p><b>Y6 -scale 4 questions with recap of scale 1, 2 and 3</b></p> <p>Strand A: Where can information be found? Scale 4 questions: The only linking word may be the subject. Pupils will need to read a wider section of the text and sieve through the information in which there is some competing evidence.</p>	<p>being introduced to non-fiction books that are structured in different ways</p> <p><b>3&amp;4</b> Develop positive attitudes to reading, and an understanding of what they read, by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>-reading books that are structured in different ways and reading for a range of purposes</p> <p>Discussing words and phrases that capture the reader’s interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p> <p><b>5&amp;6</b> Continuing to read and discuss an</p>
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		<p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p> <p>Strand C: How much work is needed to answer the question? Scale 4 question; Question requires a very abstract response. There is no direct link between the text and the key focus vocabulary of the question. It demands that readers infer.</p> <p>There is an overlapping of skills.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 4: No clear indication always of structure but may specify the number of explanations included in the response. Children may need to structure their own answers.</p> <p>May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.</p> <p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it? Scale 4: There are several examples of subject-specific vocabulary in the question, the meaning of which cannot be located in the text. Pupils will need to make links and activate prior knowledge.</p> <p>Within the answer choices, the language is complex with further technical references.</p>		<p>increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Identifying how language, structure and presentation contribute to meaning</p>
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Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
<p>Choice of language</p> <p><b>Phase 1</b></p> <p>2- only teach LO1</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p><b>I know:</b></p> <p>The mood of a text is set by the use of language</p> <p>writers create mood or atmosphere by using positive and negative language in a text to give readers an impression.</p> <p>Writers use emotive words to give the reader an impression about</p>	<p><b>I know how to:</b></p> <p>Identify emotive words by looking for positive or negative language:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p>Mood</p> <p>Atmosphere</p> <p>Positive</p> <p>Negative</p> <p>Language</p> <p>Emotive</p> <p>Synonym</p> <p>meaning</p>	<p><b>Y2 Spring Term:</b></p> <p>The Owl Who Was Afraid of the Dark by Jill Tomlinson</p> 



**Question:**

Scale 1

Scale 2

Scale 3

Scale 4

characters and events in a text

That emotive words can be portrayed by positive or negative language

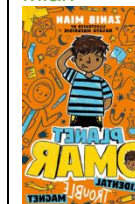
I will need to read around to determine the context of the vocabulary and pick up on how the language is used.

Apply the previously learned 'read around the word' strategy to determine the context of the vocabulary and pick up on how the language is used and identify if it gives a positive or negative effect.

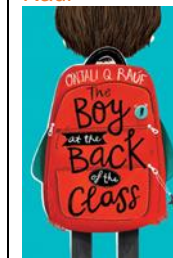


Identify how a character is feeling based on the mood of the text

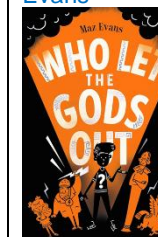
Y3: Planet Omar:  
Accidental  
Trouble Magnet  
Book by Zanib  
Mian



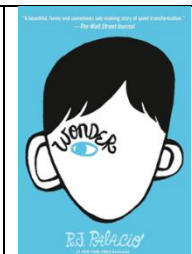
The Boy at the  
Back of the Class  
Book by Onjali Q.  
Raúf



Who Let the  
Gods Out?  
Book by Maz  
Evans



Wonder by  
Palacio. R.J.



**NC link**

**2**  
listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background

**Questions**

**Y3 -scale 1 questions**

**Strand A: Where can information be found?** Scale 1 questions:  
Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.

**Strand B: What is the language like?** information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).

**Strand C: How much work is needed to answer the question?** Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.

**Strand D: How easy is it to organise and present the answer?** Scale 1 – This requires a scale 1 (easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct, directed to the part of the text to find the answer. Only one word is required as an answer. A short line is provided which further supports the pupil to only provide one answer.

**Strand E: How complex is the language of the question and/or the knowledge needed to answer it** The vocabulary is easy to interpret. The same vocabulary is present in the text and question.

**Y4 – scale 2 questions with recap of scale 1**

**Strand A: Where can information be found?** Scale 2 questions:  
Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response.

**Strand B: What is the language like?** information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)

**Strand C: How much work is needed to answer the question?** Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text  
The answers presented are not an exact match to the text but subtly test pupils' ability to make grammatical connections to meaning.

The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given.








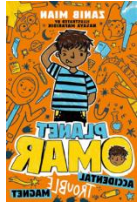
**Strand D: How easy is it to organise and present the answer?** Scale 2 – This question does indicate how many answers are required. The answer zone is deliberate.

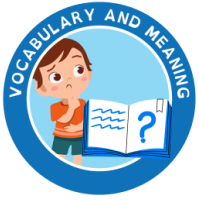
The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line)

		<p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it</b> The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p><b><u>Y5 -scale 3 questions with recap of scale 1 and 2</u></b></p> <p><b>Strand A: Where can information be found?</b> Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response.</p> <p><b>Strand B: What is the language like?</b> Language not directly linked and needs to be interpreted.</p> <p><b>Strand C: How much work is needed to answer the question?</b> Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and simple retrieval. The presence of inference creates more challenging to cognitive demand but the response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ?</b> Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p> <p><b><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></b></p> <p><b>Strand A: Where can information be found?</b> Scale 4 questions: The only linking word may be the subject. Pupils will need to read a wider section of the text and sieve through the information in which there is some competing evidence.</p> <p><b>Strand B: What is the language like?</b> Language not directly linked and needs to be interpreted.</p> <p><b>Strand C: How much work is needed to answer the question?</b> Scale 4 question; Question requires a very abstract response. There is no direct link between the text and the key focus vocabulary of the question. It demands that readers infer. There is an overlapping of skills.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 4: No clear indication always of structure but may specify the number of explanations included in the response. Children may need to structure their own answers. May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.</p>	<p>information and vocabulary provided by the teacher participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>3&amp;4 Discussing words and phrases that capture the reader's interest and imagination Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
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		<p>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ? Scale 4: There are several examples of subject-specific vocabulary in the question, the meaning of which cannot be located in the text. Pupils will need to make links and activate prior knowledge.</p> <p>Within the answer choices, the language is complex with further technical references.</p>	<p>Identifying how language, structure, and presentation contribute to meaning</p> <p>5&amp;6</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
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Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
<p>Vocabulary Must be taught after LO1 – Choice of language.</p> <p>Children must already be aware of emotive language giving a positive and negative effect in order to plot the intensity of meanings using the strategy cold words, warm words, hot words and explosive words strategy.</p> <p><b>Phase 2</b> 2&amp; 3 4 5 6</p>	<p><b>I know:</b></p> <p>emotive language gives a positive and negative effect in order to plot the intensity of meaning</p> <p>A synonym is word that means exactly or nearly the same as another word</p> <p>cold words give very little effect, warm words give a little effect, hot words give a strong effect and explosive words give the strongest effect.</p> <p>An antonym is a word opposite in meaning</p> <p>A root word is the most basic form of a word that can be changed by adding a prefix or a suffix</p> <p>There might be more than one word within a word (for example pathway)</p>	<p><b>I know how to:</b></p> <p>Identify emotive words by looking for positive or negative language:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>To use the following strategies to check for the closest synonym:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Use the thermometer approach to find the best synonym:</p>	<p>Meaning Synonym Emotive Positive Negative Strategy Antonym Root Prefix Suffix</p>	<p><b>Y2 Spring Term:</b> The Owl Who Was Afraid of the Dark by Jill Tomlinson</p>  <p><b>Y3: Planet Omar: Accidental Trouble Magnet Book</b> by Zanib Mian</p>  <p>The Boy at the Back of the Class Book by Onjali Q. Raúf</p>



When faced with a word that is 'strange' or a known word used differently I can read around the word to clarify meaning.

**Question:**

Scale 1

Scale 2

Scale 3

Scale 4



Use the 3Rs strategy to figure out the meanings of words



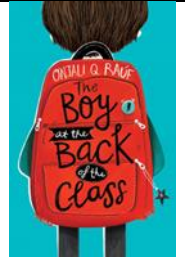
**Questions**

**Y3 -scale 1 questions**

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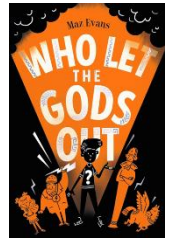
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Who Let the Gods Out?

Book by Maz Evans



Wonder by Palacio. R.J.



**NC link**

2

listening to, discussing and expressing views about a wide range of contemporary and

		<p><b>Strand C: How much work is needed to answer the question?</b> Scale 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 1 – This requires a scale 1(easiest) response as all answers are given as part of multiple choice. There is a clear indication of how many answers are required. The given statements are succinct. directed to the part of the text to find the answer. Only one word is required as an answer. A short line is provided which further supports the pupil to only provide one answer.</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it</b> The vocabulary is easy to interpret. The same vocabulary is present in the text and question.</p> <p><b><u>Y4 – scale 2 questions with recap of scale 1</u></b></p> <p><b>Strand A: Where can information be found?</b> Scale 2 questions: Language in text is not directly linked and needs to be interpreted but the subject is a clear link to the text which is easily located to find the response.</p> <p><b>Strand B: What is the language like?</b> information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)</p> <p><b>Strand C: How much work is needed to answer the question?</b> Scale 2 question –some cognitive work is needed in terms of the interpretation of what the words implies in the text The answers presented are not an exact match to the text but subtly test pupils' ability to make grammatical connections to meaning. The response zone is quite low on the difficulty scale as pupils only have to tick one of the answers from the options given.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 2 – This question does indicate how many answers are required.The answer zone is deliberate. The challenge is simply that pupils need to provide full statements of reasoning instead of just one or two word answers. (indicated by a longer line)</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it</b> The vocabulary is easy to interpret. The same vocabulary is present in the text and question Scale 2: locator is easily understood but there is an added challenge in terms of the evidence in the text. Children may need to make connections between key information.</p> <p><b><u>Y5 -scale 3 questions with recap of scale 1 and 2</u></b></p> <p><b>Strand A: Where can information be found?</b> Scale 3 questions: The reader is forced to read on from linked vocabulary, search for more than one example and give multiple answers. There is a clear locator around which information is needed for a response.</p> <p><b>Strand B: What is the language like?</b> Language not directly linked and needs to be interpreted.</p>	<p>classic poetry, stories and non-fiction at a level beyond that at which they can read independently recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems</p>
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		<p><b>Strand C: How much work is needed to answer the question?</b> Scale 3 question; Could be a two part question where pupils have to use multiple skills of inference and simple retrieval. The presence of inference creates more challenging to cognitive demand but the response zone requires a succinct response. There is a clear connection between the inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p><b>Strand D: How easy is it to organise and present the answer?</b> Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.</p> <p><b>Strand E: How complex is the language of the question and/or the knowledge needed to answer it ?</b> Scale 3: The level of challenge comes from both the choices of answers and the knowledge required to link to the text evidence. Pupils will need to make links and activate prior knowledge.</p> <p><b><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></b></p> <p><b>Strand A:</b> Where can information be found? Scale 4 questions: The only linking word may be the subject. Pupils will need to read a wider section of the text and sieve through the information in which there is some competing evidence.</p> <p><b>Strand B:</b> What is the language like? Language not directly linked and needs to be interpreted.</p> <p><b>Strand C:</b> How much work is needed to answer the question? Scale 4 question; Question requires a very abstract response. There is no direct link between the text and the key focus vocabulary of the question. It demands that readers infer. There is an overlapping of skills.</p> <p><b>Strand D:</b> How easy is it to organise and present the answer? Scale 4: No clear indication always of structure but may specify the number of explanations included in the response. Children may need to structure their own answers. May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.</p> <p><b>Strand E:</b> How complex is the language of the question and/or the knowledge needed to answer it ? Scale 4: There are several examples of subject-specific vocabulary in the question, the meaning of which cannot be located in the text. Pupils will need to make links and activate prior knowledge. Within the answer choices, the language is complex with further technical references.</p>	<p>and other material, both those that they listen to and those that they read for themselves</p> <p><b>3&amp;4</b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Identifying how language, structure, and presentation contribute to meaning</p> <p><b>5&amp;6</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the</p>
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				<p>meaning of new words that they meet. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their understanding identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
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