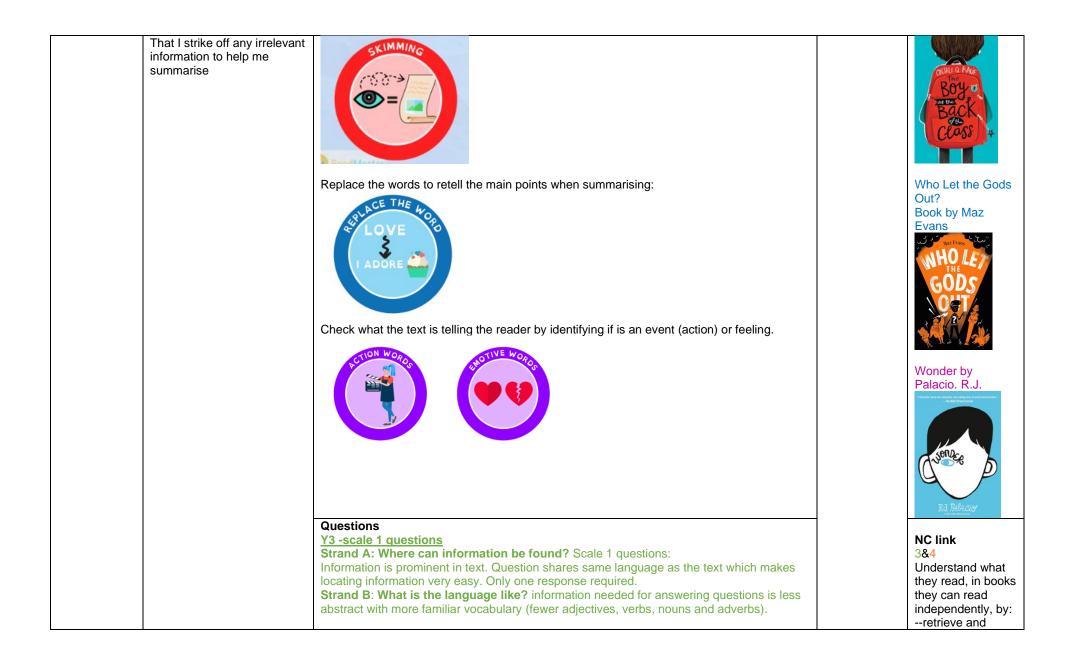
Autumn 2 Reading – Medium Term Plan – Weeks 5-8 of Read Master LTP

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

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

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



Strend C. How much work in product to prove the question Q. Cools 4 question of the	record information
Strand C: How much work is needed to answer the question? Scale 1 question – clear	from non-fiction
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	-asking questions
scale 1(easiest) response as all answers are given as part of multiple choice. There is a	to improve their
clear indication of how many answers are required. The given statements are succinct.	understanding of a
directed to the part of the text to find the answer. Only one word is required as an answer.	text
A short line is provided which further supports the pupil to only provide one answer.	-drawing
Strand E: How complex is the language of the question and/or the knowledge needed	inferences such as
to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text	inferring
and question.	characters'
	feelings, thoughts
Y4 – scale 2 questions with recap of scale 1	and motives
Strand A: Where can information be found? Scale 2 questions:	from their actions,
Language in text is not directly linked and needs to be interpreted but the subject is a clear	and justifying
link to the text which is easily located to find the response.	inferences with
Strand B: What is the language like? information needed for answering questions is less	evidence
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	5&6
cognitive work is needed in terms of the interpretation of what the words implies in the text	Understand what
The answers presented are not an exact match to the text but subtly test pupils' ability to	they read by:
make grammatical connections to meaning.	- asking questions
The response zone is quite low on the difficulty scale as pupils only have to tick one of the	to improve their
answers from the options given.	understanding
Strand D: How easy is it to organise and present the answer? Scale 2 – This question does	- drawing
indicate how many answers are required. The answer zone is deliberate.	inferences such as
The challenge is simply that pupils need to provide full statements of reasoning instead of	inferring
just one or two word answers. (indicated by a longer line)	characters'
Strand E: How complex is the language of the question and/or the knowledge needed	feelings, thoughts
to answer it The vocabulary is easy to interpret. The same vocabulary is present in the text	and motives
and question Scale 2: locator is easily understood but there is an added challenge in terms	from their actions,
of the evidence in the text. Children may need to make connections between key	and justifying
information.	inferences with
	evidence
Y5 -scale 3 questions with recap of scale 1 and 2	-identifying how
Strand A: Where can information be found? Scale 3 questions:	language,
The reader is forced to read on from linked vocabulary, search for more than one example	structure and
and give multiple answers. There is a clear locator around which information is needed for a	presentation
response.	contribute to
Strand B: What is the language like? Language not directly linked and needs to be	meaning
interpreted.	meaning
Strand C: How much work is needed to answer the question? Scale 3 question; Could	Distinguish
be a two part question where pupils have to use multiple skills of inference and simple	between
retrieval. The presence of inference creates more challenging to cognitive demand but the	Derween
remeval. The presence of interence creates more challenging to cognitive demaild but the	

inference question and information needs to be Strand D: How easy is indicator of how many r answer. Content domai Strand E: How complet to answer it ? Scale 3: the knowledge required activate prior knowledg <u>Y6 -scale 4 questions</u> Strand A: Where can in The only linking word m and sieve through the in Strand B: What is the la interpreted. Strand C: How much w requires a very abstract vocabulary of the quest There is an overlapping Strand D: How easy is always of structure but Children may need to s May require fully develd ensure flow between th Strand E: How complex answer it ? Scale 4: The question, the meaning and activate prior know	 it to organise and present the answer? Scale 3: May not be an asponses are required but the layout zone will be suggestive of information from non-fiction x is the language of the question and/or the knowledge needed to read, including through formal presentations 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 justification. to organise and present the answer? Scale 4: No clear indication nay specify the number of explanations included in the response. to organise and present the answer? Scale 4: No clear indication nay specify the number of explanations included in the response. to organise and present the answer? Scale 4: No clear indication nay specify the number of explanations included in the response. to organise and present the answer? Scale 4: No clear indication nay specify the number of explanations included in the response. to organise and present the answer? Scale 4: No clear indication nay specify the number of explanations included in the response. to organise and present the answer? Scale 4: No clear indication nay specify the number of explanations included in the response. to organise and present the answer? Scale 4: No clear indication new specify the number of explanations included in the response. their view
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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	I know:	I know how to:	Compare	FOR THIS
Year 2- not to	When comparing I am	Identify similarities and differences:	Similar	
cover this content	looking for similar key details		Similarities	TEACHERS MAY
domain	across texts		Alike	WANT TO
			Detail	COMPARE

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

		GODS OCT
		Wonder by Palacio. R.J.
	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 access the is in the surgement of the present term of the present of the presen	NC link 3&4 Liistening to and discussing a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks
	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.	Identifying themes and conventions in a wide range of books 5&6 Identifying and discussing themes
	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.	and conventions in and across a wide range of writing

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) 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 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. Y5 -scale 3 questions with recap of scale 1 and 2 Strand A: Where can information be found? 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. Strand B: What is the language like? Language not directly linked and needs to be interpreted. Strand C: How much work is needed to answer the question? 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	Making comparisons within and across books
indicator of how many responses are required but the layout zone will be suggestive of answer. Content domains may overlap.	

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. Strand B: What is the language like? Language not directly linked and needs to be interpreted. 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. 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. 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	
links and activate prior knowledge. Within the answer choices, the language is complex with further technical references.	

Year group and focus	Substantive knowledge	Disciplinary knowledge – how Reading is studied.	Vocabulary	Text
Year group and focus Content and Meaning Phase 1 Year 2& 3 4 5 6	Substantive knowledge - the stuff of Reading I know: The layout is how the text is designed and presented on the page. Writers sometimes change the size of a text for a specific purpose Text may move in different directions (for example italics) Opposite colours and styles can be use for effect	Disciplinary knowledge – how Reading is studied. I know how to: Identify changes to the layout of a text using the following strategies:	Layout Design Presented Change Text Purpose Opposite Colours Style Effect Shape Locate Information Scan Sentence	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. Y2 Spring Term: The Owl Who Was Afraid of the
	can be use for effect		Sentence length Repetition	Was Afraid of the Dark by Jill Tomlinson

Question: Scale 1 Scale 2 Scale 3	Sometimes writers change the shape of a text for a purpose When looking for key information the layout features help us to locate.	EXT SHAP	Jill Tomlinson The Owl Who was Afraid of the Dark
Scale 4	 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 	Use the scanning strategy to help me look for key information	Y3: Planet Omar: Accidental Trouble Magnet Book by Zanib Mian
	sentences to emphasise important points. Short sentences give a feeling to the text. Longer sentences give detailed information. Sometimes <i>large words</i> increase meaning or show		The Boy at the Back of the Class Book by Onjali Q. Raúf
	an important subject Sometimes and <i>small</i> <i>words</i> reduce the meaning or show extra details		Who Let the Gods Out? Book by Maz Evans

Sometimes words <i>change</i> <i>direction</i> to emphasise a feeling or action, to show extra of different information or to show it is taken from another source.			HOLET SODS
Sometimes <i>repetition</i> emphasises important feelings or actions or shoes how an action was done.			nder by acio. R.J.
Sometimes opposite styles are used to separate different sections of information Sometimes opposite images or styles are used			Server D
to show differences in times Sometimes <i>opposite</i> <i>colours</i> are used to show	Questions Y3 -scale 1 questions Strand A: Where can information be found? Scale 1 questions:		ning to,
differences in characters' personalities.	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.	expl abo rang cont clas stor fictio bey whic reac inde disc seq even	ependently ussing the uence of nts in books
	<u>Y4 – scale 2 questions with recap of scale 1</u> 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.	••.	how items of rmation are ted

 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) Strand E: How complex is the language of the question and/or the knowledge needed to answer it The vocabulary is asy 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. Y5 -scale 3 questions with recap of scale 1 and 2 Strand B: What is the language like? Language not directly linked and needs to be interpreted. Strand B: What is the language like? Language not directly linked and needs to be interpreted. Strand C: How much work is needed to answer the question? 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 information needs to be found. Strand D: Ho	being introduced to non-fiction books that are structured in different ways 3&4 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 -reading books that are structured in different ways and reading for a range of purposes Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning
Y6 -scale 4 questions with recap of scale 1, 2 and 3 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.	5&6 Continuing to read and discuss an

 Strand B: What is the language like? Language not directly linked and needs to be interpreted. 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. Strand D: How easy is it to organise and present the answer? Scale 4: No clear indication 	increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks
 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. 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 	Reading books that are structured in different ways and reading for a range of purposes
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.	Identifying how language, structure and presentation contribute to meaning

Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
Choice of language Phase 1 2- only teach LO1 3 4 5 6	I know: The mood of a text is set by the use of language writers create mood or atmosphere by using positive and negative language in a text to give readers an impression. Writers use emotive words to give the reader an impression about	I know how to: Identify emotive words by looking for positive or negative language:	Mood Atmosphere Positive Negative Language Emotive Synonym meaning	Y2 Spring Term: The Owl Who Was Afraid of the Dark by Jill Tomlinson Jill Tomlinson

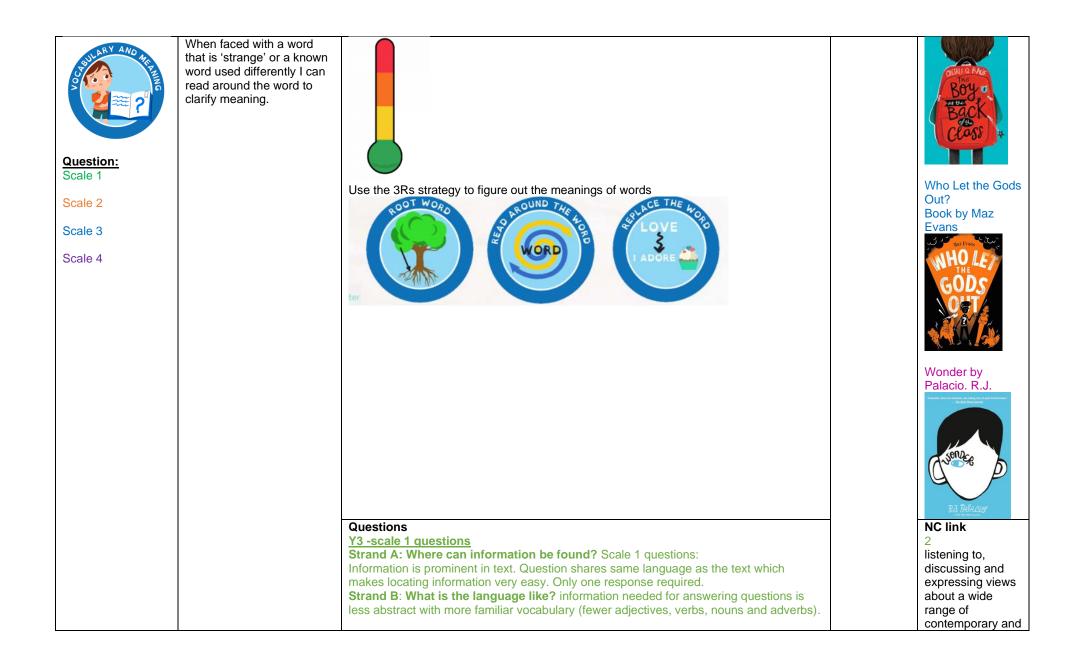
Question: Scale 1	characters and events in a text That emotive words can be portraited by positive or negative language I will need to read around to determine the context of the vocabulary and pick up on how the language is used.	Apply the previously learned 'read around the word' strategy to determine the context of the vocabulary and pick up on how the language is used and identify if it gives a positive or negative effect.	/ T E	Accidental Trouble Magnet Book by Zanib Mian
Scale 2 Scale 3 Scale 4		Identify how a character is feeling based on the mood of the text		The Boy at the Back of the Class Book by Onjali Q. Rauf Who Let the Book by Maz Vho Let the Book by Maz Vians

	Questions	NC link
	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.	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
	Y4 – scale 2 questions with recap of scale 1	in stories and
	Strand A: Where can information be found? Scale 2 questions:	poetry
	Language in text is not directly linked and needs to be interpreted but the subject is a	discussing and
	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	clarifying the meanings of
	abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)	words, linking
	Strand C: How much work is needed to answer the question? Scale 2 question –some	new meanings to
	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	known vocabulary
	make grammatical connections to meaning.	discussing their
	The response zone is quite low on the difficulty scale as pupils only have to tick one of the	favourite words
	answers from the options given.	and phrases
	Strand D: How easy is it to organise and present the answer? Scale 2 – This question	drawing on what
	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	they already know or on
	just one or two word answers. (indicated by a longer line)	background
		Dackyrounu

I		
	Strand E: How complex is the language of the question and/or the knowledge	information and
	needed to answer it The vocabulary is easy to interpret. The same vocabulary is present	vocabulary
	in the text and question Scale 2: locator is easily understood but there is an added	provided by the
	challenge in terms of the evidence in the text. Children may need to make connections	teacher
	between key information.	participate in
		discussion about
	Y5 -scale 3 questions with recap of scale 1 and 2	books, poems
	Strand A: Where can information be found? Scale 3 questions:	and other works
	The reader is forced to read on from linked vocabulary, search for more than one example	that are read to
	and give multiple answers. There is a clear locator around which information is needed for	them and those
	a response.	that they can
	Strand B: What is the language like? Language not directly linked and needs to be	read for
	interpreted.	themselves,
	Strand C: How much work is needed to answer the question? Scale 3 question;	taking turns and
	Could be a two part question where pupils have to use multiple skills of inference and	listening to what
	simple retrieval. The presence of inference creates more challenging to cognitive demand	others say
	but the response zone requires a succinct response. There is a clear connection between	explain and
	the inference question and the vocabulary in the text, narrowing the section where the	discuss their
	information needs to be found.	understanding of
	Strand D: How easy is it to organise and present the answer? Scale 3: May not be an	books, poems
	indicator of how many responses are required but the layout zone will be suggestive of	and other
	answer. Content domains may overlap.	material, both
	Strand E: How complex is the language of the question and/or the knowledge	those that they
	needed to answer it ? Scale 3: The level of challenge comes from both the choices of	listen to and
	answers and the knowledge required to link to the text evidence. Pupils will need to make	those that they
	links and activate prior knowledge.	read for
		themselves
	Y6 -scale 4 questions with recap of scale 1, 2 and 3	3&4
	Strand A: Where can information be found? Scale 4 questions:	Discussing words
	The only linking word may be the subject. Pupils will need to read a wider section of the	and phrases that
	text and sieve through the information in which there is some competing evidence.	capture the
	Strand B: What is the language like? Language not directly linked and needs to be	reader's interest
	interpreted.	and imagination
	Strand C: How much work is needed to answer the question? Scale 4 question; Question	Drawing
	requires a very abstract response. There is no direct link between the text and the key	inferences such
	focus vocabulary of the question. It demands that readers infer.	as inferring
	There is an overlapping of skills.	characters'
	Strand D: How easy is it to organise and present the answer? Scale 4: No clear indication	feelings, thoughts
	always of structure but may specify the number of explanations included in the response.	and motives from
	Children may need to structure their own answers.	their actions, and
	May require fully developed answers, which will need to be structured on their own to	justifying
	ensure flow between their own inference and justification.	inferences with
		evidence
		CVIDENCE

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.	Identifying how language, structure, and presentation contribute to meaning
	5&6 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 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

Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
Vocabulary Must be taught after LO1 – Choice of language. 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. Phase 2 2& 3 4 5 6	 I know: emotive language gives a positive and negative effect in order to plot the intensity of meaning A synonym is word that means exactly or nearly the same as another word cold words give very little effect, warm words give a little effect, hot words give a little effect, hot words give a strong effect and explosive words give the strongest effect. An antonym is a word opposite in meaning A root word is the most basic form of a word that can be changed by adding a prefix or a suffix There might be more than one word within a word (for example pathway) 	I know how to: Identify emotive words by looking for positive or negative language: Image: Comparison of the looking for positive or negative language: Image: Comparison of the looking strategies to check for the closest synonym: Image: Comparison of the looking strategies to check for the closest synonym: Image: Comparison of the looking strategies to check for the closest synonym: Image: Comparison of the looking strategies to find the best synonym:	Meaning Synonym Emotive Positive Negative Strategy Antoymn Root Prefix Suffix	Y2 Spring Term: The Owl Who Was Afraid of the Dark by Jill Tomlinson Jill Tomlinson Y3: Planet Omar: Accidental Trouble Magnet Book by Zanib Mian The Boy at the Back of the Class Book by Onjali Q. Raúf



Strand C: How much work is needed to answer the question? Scale 1 question –	classic poetry,
clear vocabulary link between vocabulary and text. Retrieval is simple.	stories and non-
Strand D: How easy is it to organise and present the answer? Scale 1 – This	fiction at a level
requires a scale 1(easiest) response as all answers are given as part of multiple choice.	beyond that at
There is a clear indication of how many answers are required. The given statements are	which they can
succinct. directed to the part of the text to find the answer. Only one word is required as	read
an answer.	independently
A short line is provided which further supports the pupil to only provide one answer.	recognising
Strand E: How complex is the language of the question and/or the knowledge	simple recurring
needed to answer it The vocabulary is easy to interpret. The same vocabulary is	literary language
present in the text and question.	in stories and
	poetry
Y4 – scale 2 questions with recap of scale 1	discussing and
Strand A: Where can information be found? Scale 2 questions:	clarifying the
Language in text is not directly linked and needs to be interpreted but the subject is a	meanings of
clear link to the text which is easily located to find the response.	words, linking
Strand B: What is the language like? information needed for answering questions is less	new meanings to
abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs)	known vocabulary
Strand C: How much work is needed to answer the question? Scale 2 question –some	discussing their
cognitive work is needed in terms of the interpretation of what the words implies in the	favourite words
text	and phrases
The answers presented are not an exact match to the text but subtly test pupils' ability to	drawing on what
make grammatical connections to meaning.	they already know
The response zone is quite low on the difficulty scale as pupils only have to tick one of	or on background
the answers from the options given.	information and
Strand D: How easy is it to organise and present the answer? Scale 2 – This question	vocabulary
does indicate how many answers are required. The answer zone is deliberate.	provided by the
The challenge is simply that pupils need to provide full statements of reasoning instead of	teacher
just one or two word answers. (indicated by a longer line)	participate in
Strand E: How complex is the language of the question and/or the knowledge	discussion about
needed to answer it The vocabulary is easy to interpret. The same vocabulary is	books, poems
present in the text and question Scale 2: locator is easily understood but there is an	and other works
added challenge in terms of the evidence in the text. Children may need to make	that are read to
connections between key information.	them and those
	that they can read
Y5 -scale 3 questions with recap of scale 1 and 2	for themselves,
Strand A: Where can information be found? Scale 3 questions:	taking turns and
The reader is forced to read on from linked vocabulary, search for more than one	listening to what
example and give multiple answers. There is a clear locator around which information is	others say
needed for a response.	explain and
Strand B: What is the language like? Language not directly linked and needs to be	discuss their
interpreted.	understanding of
	books, poems

Strand C: How much work is needed to answer the question? Scale 3 question;	and other
Could be a two part question where pupils have to use multiple skills of inference and	material, both
simple retrieval. The presence of inference creates more challenging to cognitive	those that they
demand but the response zone requires a succinct response. There is a clear connection	listen to and
between the inference question and the vocabulary in the text, narrowing the section	those that they
where the information needs to be found.	read for
Strand D: How easy is it to organise and present the answer? Scale 3: May not be	themselves
an indicator of how many responses are required but the layout zone will be suggestive	3&4
of answer. Content domains may overlap.	Checking that the
Strand E: How complex is the language of the question and/or the knowledge	text makes sense
	to them.
needed to answer it ? 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	discussing their
links and activate prior knowledge.	understanding and
Y6 -scale 4 questions with recap of scale 1, 2 and 3	explaining the
Strand A: Where can information be found? Scale 4 questions:	meaning of words
The only linking word may be the subject. Pupils will need to read a wider section of the	in context
text and sieve through the information in which there is some competing evidence.	Asking questions
Strand B: What is the language like? Language not directly linked and needs to be	to improve their
interpreted.	understanding of
Strand C: How much work is needed to answer the question? Scale 4 question; Question	a text
requires a very abstract response. There is no direct link between the text and the key	Identifying how
focus vocabulary of the question. It demands that readers infer.	language,
There is an overlapping of skills.	structure, and
Strand D: How easy is it to organise and present the answer? Scale 4: No clear	presentation
indication always of structure but may specify the number of explanations included in the	contribute to
response. Children may need to structure their own answers.	meaning
May require fully developed answers, which will need to be structured on their own to ensure flow between their own inference and justification.	
Strand E: How complex is the language of the question and/or the knowledge needed to	5&6
answer it ? Scale 4: There are several examples of subject-specific vocabulary in the	Apply their
question, the meaning of which cannot be located in the text. Pupils will need to make	
links and activate prior knowledge.	growing knowledge of root
Within the answer choices, the language is complex with further technical references.	words, prefixes and suffixes
	(morphology and
	etymology), as
	listed in English
	Appendix 1, both
	to read aloud and
	to understand the

		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
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