



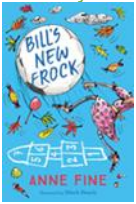


Spring 1 Reading – Medium Term Plan – Weeks 9-11 of Read Master LTP

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 = <https://readmaster.co.uk/resources/teachmapks2/>

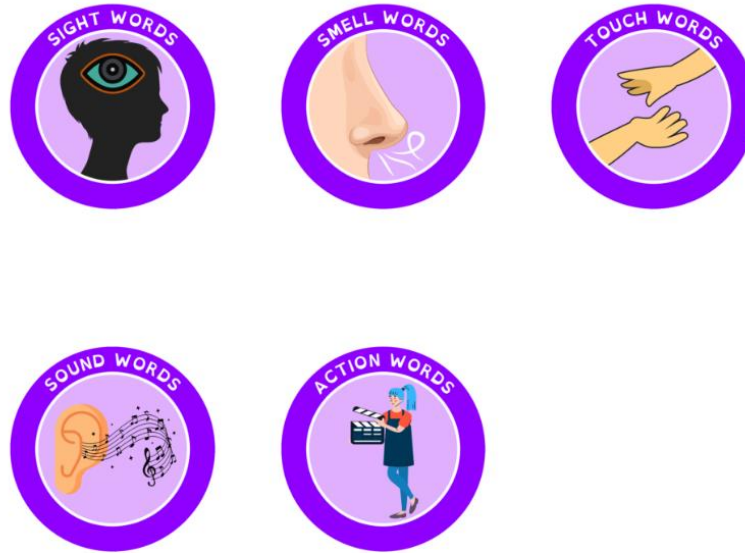
Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
<p>Choice of language Phase 1 2&3 4 5 6</p>  <p>Question: Scale 1 Scale 2 Scale 3 Scale 4</p>	<p>I know:</p> <p>The mood of a text is set by the use of 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 characters and events in a text</p> <p>That emotive words can be portrayed by positive or negative language</p> <p>I will need to read around to determine the context of the vocabulary and pick up on how the language is used.</p>	<p>I know how to:</p> <p>Identify emotive words by looking for positive or negative language:</p>  <p>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.</p>  <p>Identify how a character is feeling based on the mood of the text</p>	<p>Mood Atmosphere Positive Negative Language Emotive Synonym meaning</p>	<p>Y2 Summer 1 The Great Fire of London by Emma Adams</p>  <p>Y3: Bill's New Frock Book by Anne Fine</p>  <p>The Abominables Book by: Eva Ibbotson and Sharon Rentta</p>

Writers use different types of words for effect:
Action words tell the teacher what a character or thing is doing or not doing
Emotive words tell the reader what emotion the character is feeling
Touch words tell the reader what something in the setting feels like
Sight words tell the reader what something in the setting looks like
Smell words tell the reader what something in the setting smells like
Sound words tell the reader what something in the setting sounds like.

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 strong effect and explosive

Pull out the writer's choice of language that gives an impression of the character's feelings by identifying different types of words for effect:



Replace the words in the text with the meanings to check which one makes sense:



Use the thermometer approach to identify the closest meaning:




Holes
 Book by Lewis Sachar





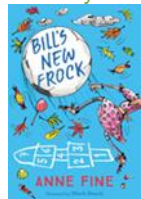
Pig Heart Boy by Malorie Blackman

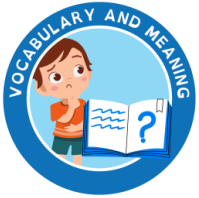


	<p>words give the strongest effect.</p>			
		<p>Questions Y3 -scale 1 questions Strand A: Where can information be found? Scale 1 questions: Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required. Strand B: What 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.</p> <p>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</p>		<p>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.</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>3&4 Discussing words and phrases that capture the</p>

		<p>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.</p> <p>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 vocabulary in the text, narrowing the section where the information needs to be found. Strand D: How easy is it to organise and present the answer? 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. Strand E: How complex is the language of the question and/or the knowledge 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 links and activate prior knowledge.</p> <p>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. Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p>		<p>reader's interest and imagination 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</p> <p>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</p>
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		<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.</p> <p>Within the answer choices, the language is complex with further technical references.</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 Phase 2 children will be taught to apply all the 3 R's with greater automaticity but focused on linking groups of words to synonym phrases.</p> <p>2&3 4 5 6</p>	<p>I know: 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>When faced with a word that is 'strange' or a known word used differently I can read around the word to clarify meaning.</p> <p>A synonym is word that means exactly or nearly</p>	<p>I know how to:</p> <p>Use the 3Rs strategy to figure out the meanings of words</p>  <p>Use the open and closed sandwich strategy to read around the word:</p>	<p>Meaning Synonym Emotive Positive Negative Strategy Antonym Root Prefix Suffix</p>	<p>Y2 Summer 1 The Great Fire of London by Emma Adams</p>  <p>Y3: Bill's New Frock Book by Anne Fine</p> 



Question:

Scale 1

Scale 2

Scale 3

Scale 4

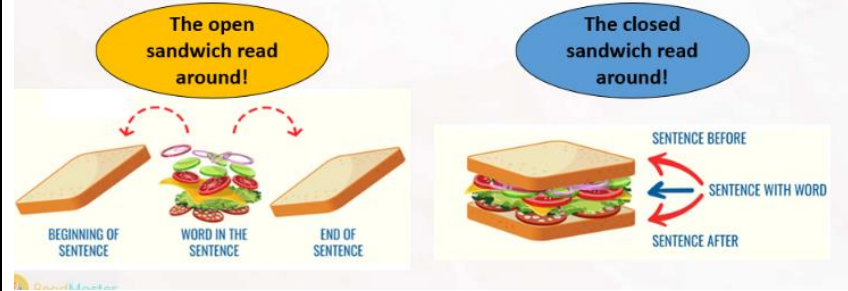
the same as another word

To replace a word I will first need to skim to find the original word.

I will need to replace the word with another and re-read to check if it makes sense.

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.

An antonym is a word opposite in meaning



Replace the word to help me identify the meaning of a word.



To use the following strategies to check for the closest synonym:



Use the thermometer approach to find the best synonym:

The Abominables
Book by: Eva Ibbotson and Sharon Rentta



Holes
Book by Lewis Sachar



Pig Heart Boy by Malorie Blackman





Use the above strategies to enable me to link groups of words to a similar phrase

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

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.


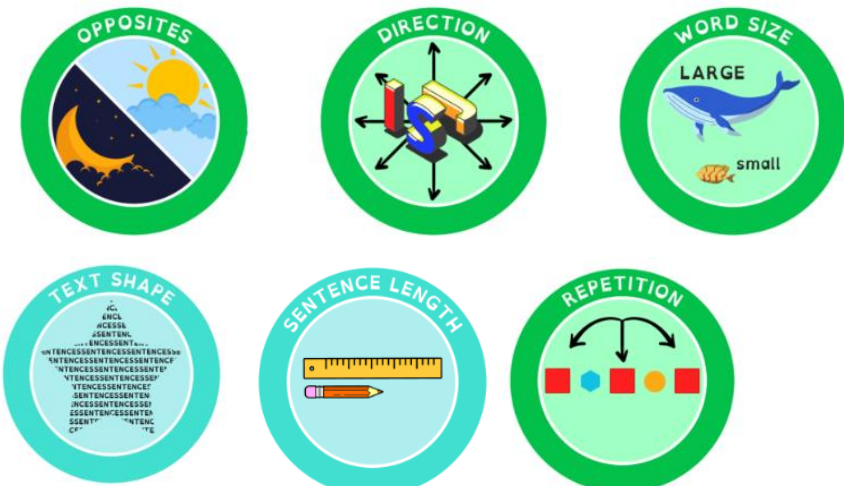

recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher

3&4

Checking that the text makes sense to them, discussing their understanding and

		<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: 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.</p> <p>Y5 -scale 3 questions with recap of scale 1 and 2</p> <p>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.</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 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>Strand D: How easy is it to organise and present the answer? 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>Strand E: How complex is the language of the question and/or the knowledge 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 links and activate prior knowledge.</p> <p>Y6 -scale 4 questions with recap of scale 1, 2 and 3</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>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>5&6 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 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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		<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>		
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Year group and focus	Substantive knowledge – the stuff of Reading	Disciplinary knowledge – how Reading is studied.	Vocabulary	Text
<p>Content and Meaning Phase 2 2& 3 4 5 6</p>  <p>Question: Scale 1 Scale 2</p>	<p>I know: 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>Sometimes writers change the shape of a text for a purpose</p>	<p>I know how to: 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>Genre for example: a diary entry, a letter, a non-</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 Summer 1The Great Fire of London by Emma Adams</p>  <p>Y3: Bill's New Frock Book by Anne Fine</p>

Scale 3

Scale 4

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.

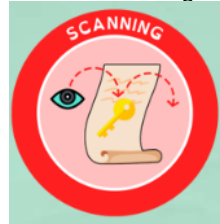
Writers vary the length of sentences to emphasise important points.
Short sentences give a feeling to the text.
Longer sentences give detailed information.

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

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

Sometimes words *change direction* to

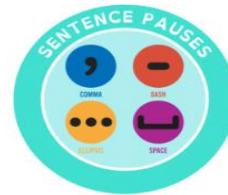
Use the scanning strategy to help me look for key information



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

Use the above strategies to sort conventions of a genre

Use the strategies below to help me describe the effect of the writer's techniques using emotive language.



Use the following strategies to explain the effect of a writer's technique:

chronological report, a short story, a fable, a poem, (include free verse, versed or shape for depth) and a newspaper article.

Conventions

Writer
Technique
Effect
Ellipsis



The Abominables
Book by: Eva Ibbotson and Sharon Rentta

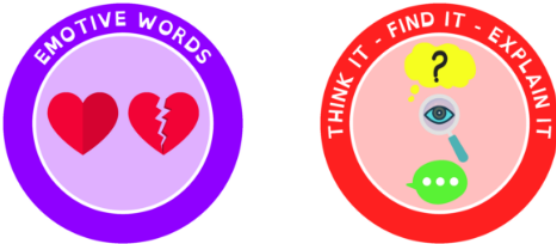


Holes
Book by Lewis Sachar




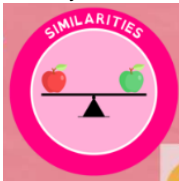
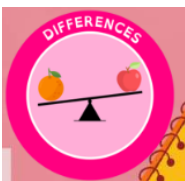



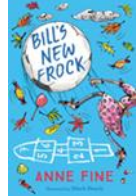
Pig Heart Boy by Malorie Blackman






	<p>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>Ellipses can be used to give suspense</p> <p>Writers can use different techniques to convey emotions</p> <p>That difference text genres have specific features.</p> <p>That convention means the way something is usually done</p>			
		<p>Questions</p> <p>Y3 -scale 1 questions</p> <p>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.</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 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.</p> <p>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.</p> <p>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.</p> <p>Y4 – scale 2 questions with recap of scale 1</p> <p>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> <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.</p>		<p>NC link</p> <p>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 discussing the sequence of events in books and how items of information are related</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>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</p>

	<p>Writers use the following techniques to add deliberate affects to the content to create atmosphere:</p> <ul style="list-style-type: none"> - Punctuation and layout - Change in direction - Short and long sentences <p>I can use feelings or what I imagine happening in a text to explain my impression of a writer's technique</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: 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.</p> <p>Y5 -scale 3 questions with recap of scale 1 and 2</p> <p>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.</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 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>Strand D: How easy is it to organise and present the answer? 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>Strand E: How complex is the language of the question and/or the knowledge 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 links and activate prior knowledge.</p> <p>Y6 -scale 4 questions with recap of scale 1, 2 and 3</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>and reading for a range of purposes</p> <ul style="list-style-type: none"> -discussing words and phrases that capture the reader's interest and imagination -identifying how language, structure, and presentation contribute to meaning <p>5&6</p> <p>Continuing to read and discuss an 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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		<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>		
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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>Comparison Phase 2 2 – do not teach this 3 4 5 6</p>  <p>Question: Scale 1 Scale 2</p>	<p>I know: When comparing I am looking for similarities or differences between key details across texts</p> <p>Similar means alike but not necessarily the same</p> <p>Difference means dissimilar or not the same</p> <p>Differences do not always have to be opposites, there can be different events characters or settings.</p> <p>Significant information is key details in the texts,</p>	<p>I know how to: Identify similarities and differences:</p>   <p>Use following strategies to compare differences:</p>   	<p>Compare Similar Similarities Alike Detail Descriptions Significant information Repetition Differences Opposite</p>	<p>FOR THIS OBJECTIVE TEACHERS MAY WANT TO COMPARE TEXTS READ DURING STORY TIME SESSIONS</p> <p>Y2 do not teach this</p> <p>Y3: Bill's New Frock Book by Anne Fine</p>  <p>The Abominables Book by: Eva Ibbotson and Sharon Rentta</p>

<p>Scale 3</p> <p>Scale 4</p>	<p>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>When looking for differences I will need to look for opposite significant information</p>	<p>Write the main similarities and differences using my own words.</p>		 <p>Holes Book by Lewis Sachar</p>  <p>Pig Heart Boy by Malorie Blackman</p> 
		<p>Questions</p> <p><u>Y3 -scale 1 questions</u></p> <p>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.</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 1 question – clear vocabulary link between vocabulary and text. Retrieval is simple.</p>		<p>NC link</p> <p>3&4</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>

		<p>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.</p> <p>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.</p> <p>Y4 – scale 2 questions with recap of scale 1</p> <p>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> <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: 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.</p> <p>Y5 -scale 3 questions with recap of scale 1 and 2</p> <p>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.</p> <p>Strand B: What is the language like? Language not directly linked and needs to be interpreted.</p>		<p>Identifying themes and conventions in a wide range of books</p> <p>5&6 Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p>
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