



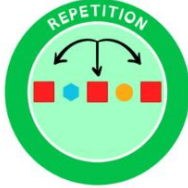
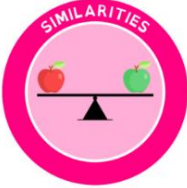
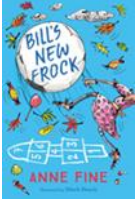




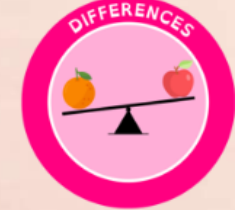
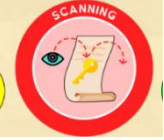





Spring 2 Reading – Medium Term Plan – Weeks 12-14 of Read Master LTP

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

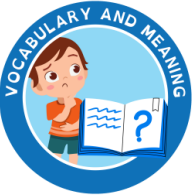

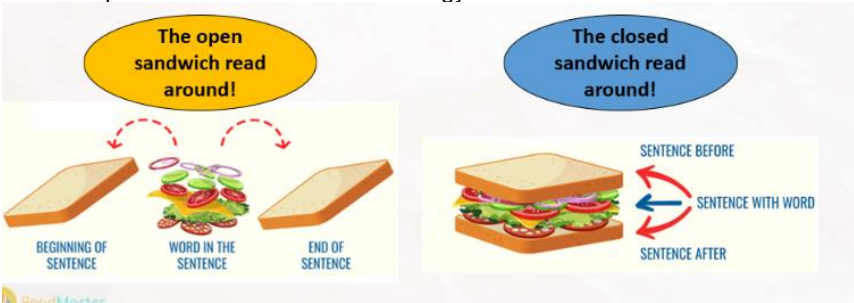


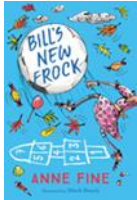

User Name = susan.gill@taw.org.uk Password = Rainbow@38 Sequence map = <https://readmaster.co.uk/resources/teachmapks2/>

Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
<p>Comparison Phase 2 2 – do not teach this 3 4 5 6</p>  <p>Question: Scale 1 Scale 2 Scale 3 Scale 4</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, 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</p>	<p>I know how to: Identify similarities and differences:</p>   <p>Use the SRS approach to help make a comparison between 2 texts</p>    <p>Use following strategies to compare differences:</p>	<p>Compare Similar Similarities Alike Detail Descriptions Significant information Repetition Differences Opposite Theme Skim Scan Strike off</p>	<p>FOR THIS OBJECTIVE TEACHERS MAY WANT TO COMPARE TEXTS READ DURING STORY TIME SESSIONS 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>or descriptions that repeat across texts</p> <p>When looking for differences I will need to look for opposite significant information</p> <p>What a locator is</p> <p>My eyes start on the left, at the top and move from left to right on each line</p> <p>I need to scan for words beginning with the same letters until I find a match</p> <p>I scan from left to right searching for matching words only.</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>That I strike off any irrelevant information to help me summarise</p>	<p>or descriptions that repeat across texts</p> <p>When looking for differences I will need to look for opposite significant information</p> <p>What a locator is</p> <p>My eyes start on the left, at the top and move from left to right on each line</p> <p>I need to scan for words beginning with the same letters until I find a match</p> <p>I scan from left to right searching for matching words only.</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>That I strike off any irrelevant information to help me summarise</p>	<div style="display: flex; justify-content: space-around;">    </div> <p>Scan to find the locator</p>  <p>Write the main similarities and differences across sections of a text using my own words.</p> <p>I can use the following strategies to help me summarise key themes within texts: Strike off to help me find the significant information:</p>  <p>Skim to find significant information</p>  <p>Questions Y3 -scale 1 questions Strand A: Where can information be found? Scale 1 questions:</p>	 <p>Holes Book by Lewis Sachar</p>  <p>Pig Heart Boy by Malorie Blackman</p>  <p>NC link 3&4 listening to and discussing a wide</p>
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		<p>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><u>Y4 – scale 2 questions with recap of scale 1</u></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</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: 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><u>Y5 -scale 3 questions with recap of scale 1 and 2</u></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>range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Identifying themes and conventions in a wide range of books</p> <p>5&6</p> <p>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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		<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><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></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>		
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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 vocabulary strategies taught with automaticity on varied style question types.</p> <p>2& 3 4 5 6</p>  <p>Question: Scale 1 Scale 2 Scale 3 Scale 4</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 the same as another word</p> <p>To replace a word I will first need to skim to find the original word.</p> <p>I will need to replace the word with another and re-read to check if it makes sense.</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>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>Replace the word to help me identify the meaning of a word.</p> 	<p>Meaning Synonym Emotive Positive Negative Strategy Antonym Root Prefix Suffix Misconception</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> 

An antonym is a word opposite in meaning

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



Use the thermometer approach to find the best synonym:



Use the above previously taught strategies to correct misconceptions and suggest alternative answers.

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.

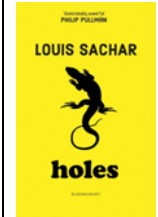
Strand B: What is the language like? information needed for answering questions is less abstract with more familiar vocabulary (fewer adjectives, verbs, nouns and adverbs).

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.

Holes
Book by Lewis
Sachar



Pig Heart Boy by
Malorie Blackman





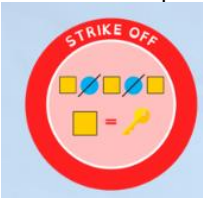


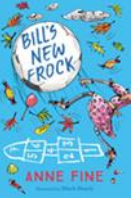

NC link

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

		<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><u>Y4 – scale 2 questions with recap of scale 1</u></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><u>Y5 -scale 3 questions with recap of scale 1 and 2</u></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>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</p> <p>3&4 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>5&6</p>
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		<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><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></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>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.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding 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>Summarising Phase 2 2 – do not teach 3 4 5 6</p>  <p>Question: Scale 1 Scale 2 Scale 3 Scale 4</p>	<p>I know: 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>That I strike off any irrelevant information to help me summarise</p> <p>Content of text includes words and punctuation which are put together to create sentences, sentences which are put together to make paragraphs or sections and</p>	<p>I know how to: 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>Replace the words to retell the main points when summarising:</p>  <p>Check what the text is telling the reader by identifying if is an event (action) or feeling.</p>	<p>Summarise Retell Own words Synonym Skim What Who Where When Why Strike off Replace Action Feeling Thesaurus Retell Order</p>	<p>LO4 best suited to a non fiction text – teachers to use books from other curriculum areas</p> <p>Y2 – do not teach</p> <p>Y3: Bill's New Frock Book by Anne Fine</p>  <p>The Abominables Book by: Eva Ibbotson and Sharon Rentta</p>  <p>Holes Book by Lewis Sachar</p>

sections which create whole text

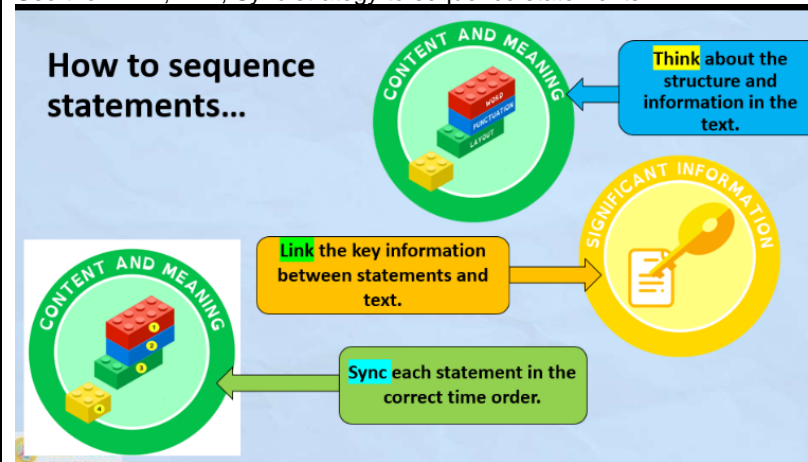
The whole text may be presented in different layouts depending on the type of text such as stories, chapters, letters, diaries, newspaper reports etc. In the layout, writers will use deliberate devices to separate different sections of a whole text.

I can use a thesaurus to find best fit synonyms

When retelling, this should be done in chronological order.



Use the Think, Link, Sync strategy to sequence statements:



Summarise to retell a story in chronological order

Use the above previously taught strategies to correct misconceptions and suggest alternative answers.

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.



Pig Heart Boy by Malorie Blackman



NC link

3&4

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

		<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><u>Y4 – scale 2 questions with recap of scale 1</u></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><u>Y5 -scale 3 questions with recap of scale 1 and 2</u></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</p>	<p>record information from non-fiction</p> <ul style="list-style-type: none"> -asking questions to improve their understanding of a text -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <p>5&6</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> - asking questions to improve their understanding - 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>Distinguish between statements of fact and opinion</p>
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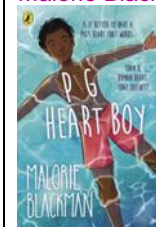
		<p>inference question and the vocabulary in the text, narrowing the section where the information needs to be found.</p> <p>Strand D: How easy is it to organise and present the answer? Scale 3: May not be an indicator of how many responses are required but the layout zone will be suggestive of answer. 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>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>retrieve, record and present information from non-fiction</p> <p>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</p> <p>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
Inference Phase 1	I know: Inferring is giving an opinion or a reasoning based on your thoughts from a text	I know how to: Use the Think It, Link It, Prove it strategy to help me infer and justify	Infer Justify Reason Proof Opinion	Y2 Summer 1 The Great Fire of London by Emma Adams

 <p>must be taught after LO4 – Retrieval so children are already aware of what opinions are and how they present emotively.</p> <p>2 & 3 4 5 6</p> <p>Question: Scale 1</p> <p>Scale 2</p> <p>Scale 3</p> <p>Scale 4</p>	<p>Justifying is giving proof for your reason or opinion using text evidence</p> <p>To infer and justify I will need to:</p> <ul style="list-style-type: none"> -Think about what the characters thoughts or feelings might be, based on what I have read in the text -Link my opinion or reason to other things happening in the text to check it makes sense - support my opinion or reason by giving the evidence from the text that proves it. <p>An opinion is a belief that can be positive or negative.</p> <p>Once I have found the information, I know I have to: record my answer by copying what I see</p>	 <p>Identify opinions by use of emotive words and that these can be positive or negative</p>  <p>Find and copy to write the answer</p>  <p>Use the above strategies to find evidence to support a given opinion</p>	<p>Evidence Think Link Prove Positive Negative</p>	 <p>Y3: Bill's New Frock Book by Anne Fine</p>  <p>The Abominables Book by: Eva Ibbotson and Sharon Rentta</p>  <p>Holes Book by Lewis Sachar</p>
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Pig Heart Boy by Malorie Blackman



NC link

2
making inferences on the basis of what is being said and done
3&4
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
Drawing inferences such as inferring

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: 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><u>Y5 -scale 3 questions with recap of scale 1 and 2</u></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><u>Y6 -scale 4 questions with recap of scale 1, 2 and 3</u></p> <p>Strand A: Where can information be found? Scale 4 questions:</p>	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>5&6</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views</p>
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