

Summer Reading – Medium Term Plan – Weeks 15 onwards of Read Master LTP



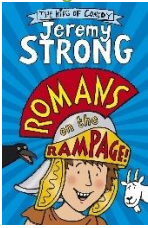
In addition to the Read Master lessons there will be a vocabulary lesson delivered weekly and where needed a Book Talk lesson

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 6: Pre Sats Mastery Teaching Sequence (12 weeks) - <https://readmaster.co.uk/wp-content/uploads/2022/01/PRE-SATS-MTP-Reading-Mastery-KS2.pdf>

SATS Quiz Hub = <https://readmaster.co.uk/resources/sats-quiz-hub/>

Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
<p>Inference Phase 2</p>  <p>must be taught after LO4 – Retrieval so children are already aware of what opinions</p>	<p>I know: Inferring is giving an opinion or a reasoning based on your thoughts from a text</p> <p>An opinion is a belief that can be positive or negative.</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>I know how to:</p> <p>Use the Your Answer strategy to help me infer from given text evidence</p>  <p>Use the previously taught choice of language strategy to identify if the vocabulary is positive or negative</p>	<p>Infer Justify Reason Proof Opinion Evidence Think Link Prove Positive Negative Impression Mood</p>	<p>Y3: Romans on the Rampage by Jeremy Strong.</p>  <p>How to Train Your Dragon by: Cressida Cowell</p>

are and how they present emotively.

- 3
- 4
- 5
- 6

Question:
Scale 1

Scale 2

Scale 3

Scale 4

Writers use emotive words to give the reader an impression about characters and events in a text

That emotive words can be portrayed by positive or negative language

A synonym is word that means exactly or nearly 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.

Justifying is using evidence from the text to prove our understanding.

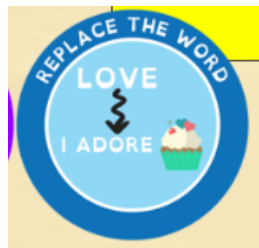
To infer and justify I will need to:
-**Think** about what the characters thoughts or feelings might be, based on what I have read in the text
-**Link** my opinion or reason to other things happening in the text to check it makes sense



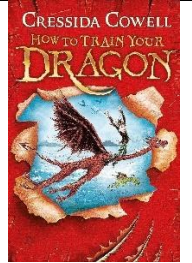
Identify emotive words:



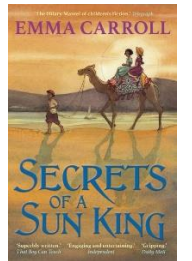
Use the replace the word strategy to help show my understanding:



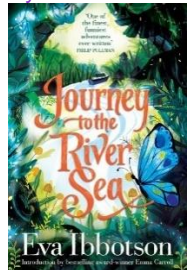
Give evidence for my opinion using text:



Secrets of a sun king
Emma Carroll



Journey to the River Sea
By Eva Ibbotson



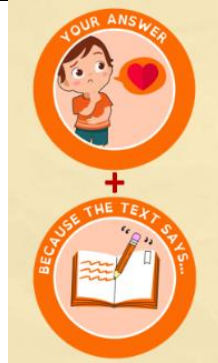
- support my opinion or reason by giving the evidence from the text that **proves** it.

To reason about an opinion I will need to:

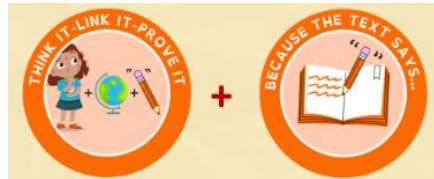
Think about the opinion in the question to see if the understanding makes sense
Link It to the text to see if it's true or false
Give evidence to prove it to be true or **prove it** to be false.

When writing a fully developed answer with justification, I may need to:

- Give a short opinion.
- Find evidence in the text to help prove
- Provide a further explanation of the evidence




Use the Think It, Link It, Prove It strategy to give my impression and find evidence in the text to justify my impression:









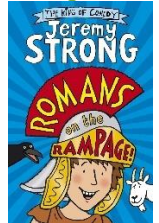
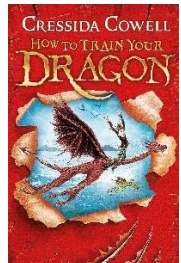
Use the Think It, Link It, Prove it strategy to reason about an


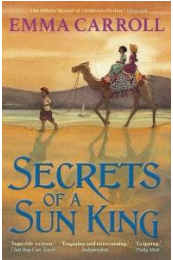
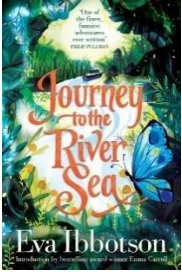


		<p>Use the following strategies to give a fully developed answer with a justification:</p>  <p>Use the above strategies to correct misconceptions.</p>		<p>NC link 3&4 Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>5&6 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</p>
		<p>Questions <u>Y3 -scale 1 questions</u> 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><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. 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.</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>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>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.</p>
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		<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>Choice of language Phase 1&2 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>When scanning:</p> <ul style="list-style-type: none"> My eyes start on the left, at the top and move from left to right on each line I need to scan for words beginning with the same letters until I find a match 	<p>I know how to:</p> <p>Scan for the writers choice of language</p>  <p>Identify emotive words by looking for positive, negative or neutral language:</p>     <p>Use the above strategies to identify when the mood of a text changes</p>	<p>Mood Atmosphere Positive Negative Language Emotive Synonym meaning tone figurative language simile metaphor personification</p>	<p>Y3: Romans on the Rampage by Jeremy Strong.</p>  <p>How to Train Your Dragon by: Cressida Cowell</p> 

	<ul style="list-style-type: none"> I scan from left to right searching for matching words only. <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>Mood and tone have different meanings Mood = feelings of the character and the effect on the reader Tone = a writer choosing to use language that shows the reader what the author feels about what is happening in a text</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>Figurative language is when writers or speakers use words in a non-literal way to create vivid mental images, add depth, and make writing more interesting and engaging.</p>	<p>Use the above strategies to explain how language affects the tone of a text</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 figurative language in a text</p>		<p>Secrets of a sun king Emma Carroll</p>  <p>Journey to the River Sea By Eva Ibbotson</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.</p> <p>A short line is provided which further supports the pupil to only provide one answer.</p>		<p>NC link 3&4</p> <p>Discussing words and phrases that capture the reader's interest and imagination Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identifying how language, structure,</p>

	<p>Similes, metaphors and personification are types of figurative language</p> <p>A simile is a comparison between two unlike things using "like" or "as." Example: "Her eyes sparkled like diamonds."</p> <p>A metaphor is a comparison between two unlike things without using "like" or "as." Example: "The rain was a blanket of tears."</p> <p>Personification is giving human qualities or characteristics to non-human things. Example: "The wind whispered through the trees."</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</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>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>and presentation contribute to meaning</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 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 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>		
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Year group and focus	Substantive/semantic knowledge – the stuff of Reading	Disciplinary/procedural knowledge – how Reading is studied.	Vocabulary	Text
Prediction Phase 1 & 2 Children will apply their	I know: A prediction is the reader's own ideas about what may happen next after reading a section of the text.	I know how to: Use key evidence to help me find significant information	Prediction Next Significant information Action	Y2 Summer 1 The Great Fire of London by Emma Adams

inference skills to help them predict



2&3
4
5
6

Question:
Scale 1

Scale 2

Scale 3

Scale 4

prediction from a text needs to be the most likely thing that might happen next.

The writer will use vocabulary (**significant information**) that will describe events and character behaviour including words describing what the character does (action words), hears (sound words), feels by touch (touch words), smells (smell words) and sees (sight words).

When predicting the reader needs to be able to prove that their thoughts make sense based on what has happened in the text

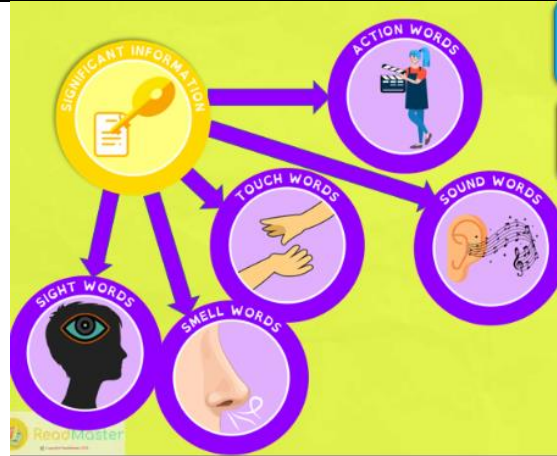
predictions must show probability – this means that it is evidence based.

Implied details are about inferring based on what the writer shows the children through a character's mood or actions.

To justify I will need to find evidence from the text.

A fully justified explanation is:

- Usually brief and positive or negative
- Copied or closely copied as proof



Use the TLP strategy to prove that my thoughts make sense:

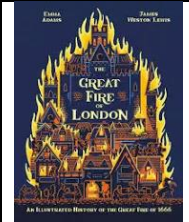


Use the above strategies to can make a prediction that is likely to occur based on the evidence I have read.

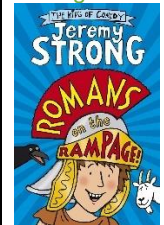
Use the following strategies to fully explain my prediction using evidence from the text.



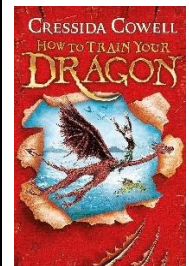
Touch
Sound
Smell
Sight
Character
Behaviour
Prove
Negative
Positive
Implied
Justify



Y3: Romans on the Rampage by Jeremy Strong.



How to Train Your Dragon by: Cressida Cowell



Secrets of a sun king Emma Carroll

- Use it to give examples or more detail to support proof.

pick up on the character's mood through language:



Use the TLP strategy to justify if a given prediction is likely



Use the answering questions strategy to fully explain a prediction and justify it.



Questions

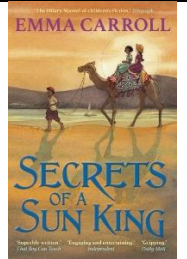
Y3 -scale 1 questions

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

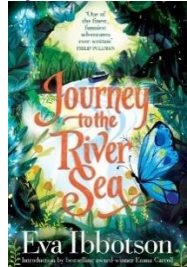
Information is prominent in text. Question shares same language as the text which makes locating information very easy. Only one response required.

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.



Journey to the River Sea
By Eva Ibbotson



NC link

2

predicting what might happen on the basis of what has been read so far

3&4

discussing words and phrases that capture

		<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. 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</p>	<p>the reader's interest and imagination drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying how language, structure, and presentation contribute to meaning 5&6 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied discuss and evaluate how authors use language, including figurative language, considering the impact on the reader participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>
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		<p>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>	<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 provide reasoned justifications for their views</p>
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Move onto overlapping skills (see sequence map)