

# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## READING CUMULATIVE END GOALS – YEAR 1

### IF YOU CAN DREAM IT, YOU CAN DO IT!

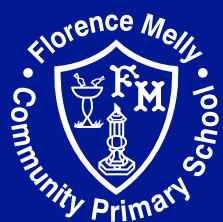


Units of Work									
Beegu by Alexis Deacon		Where the Wild Things Are by Maurice Sendak		The Storm Whale by Benji Davies		The Owl and the Pussycat by Edward Lear		Aesop's Fables - The Boy who Cried Wolf	
At the end of the unit, the children will									
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
A biography tells us about someone's life  The relationship between cause and effect	Retrieve multiple items  Connect the cause and effect in stories and real-life	The difference between an author and an illustrator  The meaning of words can be inferred from the context  The plot is made up of connected events that create a story  A theme is the topic a text is about	Retrieve information from pictures  Summarise text into an image  Link events to the different parts of the plot  Infer character traits from what characters say	Question words can suggest what answer to look for  There can be more than one correct answer to an inference question	Use the question words to help determine what type of information to retrieve  Infer characters' thoughts and feelings	Poets use imaginative words to share ideas, feelings and stories  Inferences can be supported by personal experiences	Retrieve evidence to support a statement  Make an inference based on what we know	Predictions can be made about a character's next action based on their past actions  Stories can teach the reader a lesson	Predict a character's action  Can infer actions

Units of Work									
The Tale of Peter Rabbit by Beatrix Potter		Look Up! by Nathan Bryon		Here We Are by Oliver Jeffers		Chocolate Cake by Michael Rosen			
At the end of the unit, the children will									
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
A biography tells us about someone's life  The relationship between cause and effect  Chronological order means the order in which events happened  An inference can suggest more than one possibility	Retrieve multiple items  Connect the cause and effect in stories and real-life  Sequence events in chronological order  Discuss a moral issue	The difference between true and false  Lessons can be learnt from stories	Use clue words in questions to help find the answer  Extract the lessons learnt by different characters	Sub-headings are headings given to a section of text under the main heading  Actions are performed for a reason  Colours can help create the mood  The author's purpose is what they want the reader to understand or take away from their text	Retrieve multiple items from a text  Infer the reasons for characters' actions  Extract the key message  Determine what may have happened before a given outcome	Empathy is sharing and understanding the feelings of a character  The meaning of words can be inferred from the context	Predict a character's action  Take inspiration from a poem to compose your own version		

Units of Work										
Summer	There's a Rang-Tan in My Bedroom by James Sellick		and tango makes three by Justin Richardson and Peter Parnell		The Lion Inside by Rachel Bright		Aesop's Fables - The Hare and the Tortoise		The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad	
	At the end of the unit, the children will									
	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
The difference between fiction and non-fiction	Use visual clues to retrieve information									
An advert is a persuasive text	Infer emotions a text is appealing to	The component parts of a story	Sequence events using the component parts of a story	Character traits are the behaviours and attitudes that make up the character's personality	Use the context to work out the meaning of unknown words	A fable is a story that teaches a moral lesson	Arrange events on a timeline in the order they happened	Titles are the names given to books	Use the title, pictures, text and personal experiences to make a prediction	
The meaning of different question words	Use question words to identify the type of information being asked for	A prediction is a guess about what happens next based on clues from the pictures and text	State their own point of view inspired by their reading	A fact is something that is known as true	Retrieve the main fact from a sentence	Different ways an author tells us about the characters	Infer a character's personality by what they say	An illustrator is the person who creates the pictures to accompany the text	Infer characters' feelings from pictures	
A summary is a short re-telling of the main events	Find the meaning of unknown words									

By the end of Year 1, the children will be able to...								
Language meaning	Retrieving key details	Summarising, reframing and performance	Making meaning	Thematic and structural understanding	Authorial intent	Comparison and connection	Reading behaviours	Personal response
<p>Make collections of interesting words and use them when talking about books and stories. Understand simple alphabetical order. Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text. Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics. Build a knowledge of simple root words, prefixes and suffixes. Make connections between language in a text and other vocabulary. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</p>	<p>Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. Find specific information (e.g. items, weather, clothes etc.) in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic (e.g. who, what, where, when, how, why, which questions). Identify simple structures in texts (e.g. beginning, middle, end or setting, characters).</p>	<p>Retell a story, including the main events. Orally rehearse some important information they have found out from a text. Retell stories and parts of stories, using some of the features of story language. Learn and recite simple stories, poems and rhymes, with actions. Sequence key events from the text.</p>	<p>Make simple inferences about characters from what they say and do. In simple terms, discuss what is suggested about a character from the way they speak, move or behave. Draw simple conclusions based on language used in a text. Pose simple questions about a text. Make predictions based on clues such as dialogue, pictures, illustrations, titles. Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. Make simple predictions based on what has happened so far in a narrative. Draw on previous experience or reading to inform predictions.</p>	<p>Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences. Notice how information is presented. Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</p>	<p>Identify and compare basic story elements in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Explore the effect of patterns of language and repeated words and phrases.</p>	<p>Discuss and compare events or topics they have read about or have listened to. Talk about reading experiences in relation to real life experiences. Discuss books on the same theme or by the same author in simple terms.</p>	<p>Link what they are reading to their own experiences. Build stores of familiar reading experiences such as traditional tales or a favourite book. Navigates books correctly, depending on their type. Talks about reading positively. Understand that we can read for different reasons e.g. for pleasure, to find information, to follow instructions. Can join in with the recitation of a poem from memory led by an adult and can join in with repeated refrain independently.</p>	<p>Talk about aspects of the text that they particularly enjoy, like or dislike. Discuss their favourite book. Know the names of some key authors. Can explain the impact that a book has had on them. Develop creative responses based on a reading experience.</p>



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## READING CUMULATIVE END GOALS – YEAR 2

### IF YOU CAN DREAM IT, YOU CAN DO IT!



		Units of Work									
Autumn		<b>Grandad's Island by Benji Davies</b>		<b>Aesop's Fables - The Goose that Laid the Golden Egg</b>		<b>Mrs Noah's Pockets by Jackie Morris</b>		<b>Paddington by Michael Bond</b>		<b>The Christmas Pine by Julia Donaldson</b>	
		At the end of the unit, the children will									
		<b>know</b>	<b>be able to...</b>	<b>know</b>	<b>be able to...</b>	<b>know</b>	<b>be able to...</b>	<b>know</b>	<b>be able to...</b>	<b>know</b>	<b>be able to...</b>
		Information can be retrieved from both text and illustrations  Inferences can be made from gaps in the information	Retrieve actions from a text to perform them  Make inferences from what is not said	A synonym is a word that means the same as another word  Inferences need to be supported with clues from the text	Find and copy words with a similar meaning  Select best evidence to support a given inference	Summaries can take many forms  Inferences need to be supported with evidence from the text	Draw story maps to summarise  Select specific evidence to support a given inference	Summaries can take many forms including a written summary, notes, tables and pictures  Emotions can be conveyed through facial expressions  Questions contain key words that help you understand what is being asked  Actions are usually performed for a reason	Use a sketch to summarise a section of text  Infer characters' feelings through gestures and facial expressions  Identify key words in the question to support finding the answer in the text  Infer the reasons for characters' actions	Poems are organised in verses  Solving riddles is a form of inference	Match a summary to the relevant section of text  Use what they read as stimulus for their own ideas
Spring		<b>The Quangle Wangle's Hat by Edward Lear</b>		<b>Coming to England by Floella Benjamin</b>		<b>The Street Beneath My Feet by Charlotte Guillain</b>		<b>The Rhythm of the Rain by Grahame Baker-Smith</b>		<b>Little People, Big Dreams - David Attenborough</b>	
		At the end of the unit, the children will									
		<b>know</b>	<b>be able to...</b>	<b>know</b>	<b>be able to...</b>	<b>know</b>	<b>be able to...</b>	<b>know</b>	<b>be able to...</b>	<b>know</b>	<b>be able to...</b>
		A nonsense word is a made-up word  The meaning of words can be inferred using the words around them	Retrieve multiple items  Use text features to retrieve specific details quickly	Predictions can be supported with text, titles and illustrations  The meaning of words can be inferred using the words around them	Make a reasoned prediction  Use text features to retrieve specific details quickly	Organisational devices can support locating facts easily  Inference means making a conclusion from clues given	Use sub-headings to locate information  Infer a character's feelings from their actions	Illustrations add extra detail and meaning  Mood can be inferred from the writer's language choices  Non-fiction texts can include illustrations and poetic language  Inference combines evidence from the text and personal experience to draw a conclusion	Retrieve information from illustrations  Infer the mood of a section of text Retrieve facts from descriptions  Make an inference linking evidence from the text with personal experience	Question words can suggest what sort of information you need to look for  Chronological order is the order events happened in	Retrieve specific information  Sequence events in the order they happen

Units of Work						
Fantastically Great Women Who Changed The World by Kate Pankhurst		Aesop's Fables - The Sun and the Wind		Fantastic Mr Fox by Roald Dahl		
At the end of the unit, the children will						
know	be able to...	know	be able to...	know	be able to...	
A caption is a phrase or sentence which explains the picture	Retrieve information from more than just the main body of text			Predictions must be based on clues given An event is an action that happens in the story	Annotate a drawing using evidence from the text read to them	
Sequencing is putting events in the order that they happened	Make links between events in a text and their own experiences	The meaning of a synonym	Find and retrieve synonyms from the text	A bullet point is an organisational device which uses a symbol to indicate separate items	Sequence events in the order they are revealed	
Tables can provide a structure to summarise a text	Summarise facts to complete a table	That empathy is the ability to share and understand the feelings of someone else	Identify and empathise with a character's behaviour and feelings	A strategy for answering multiple-choice questions	Retrieve items from a text	
A time conjunction tells us when the action is taking place	Determine when events have taken place in the text			A recipe is a type of instruction text	Find the meaning of unknown words using knowledge of context and synonyms	
				A location is a particular place (the setting)	Retrieve information from a text to prove statements true or false	
					Explore links between texts	

By the end of Year 2, the children will be able to...								
Language meaning	Retrieving key details	Summarising, reframing and performance	Making meaning	Thematic and structural understanding	Authorial intent	Comparison and connection	Reading behaviours	Personal response
Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read. Use terms such as definition. Discuss the definitions of words. Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time conjunctions etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding. Build a knowledge of simple root words, prefixes and suffixes. Make connections between language in a text and other vocabulary.	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text. Express and record their understanding of information orally, using simple graphics or in writing. Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text. Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Show an adult where in the text they have found this information. Find specific information in a text about an event, character or topic, including multiple items (e.g. who, what, where, when, how, why, which questions). Identify simple structures in texts (e.g. beginning, middle, end or significant changes in time or location).	Draw together information from across a number of sentences to sum up what is known about a character, event or idea. Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, orally rehearsing dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning through performance strategies. Accurately sequence the main events from a text.	Make inferences about characters from what they say and do, focusing on significant events or interactions text. Pose questions to help them understand a text better. Know the main purpose of a text. Begin to understand the concepts of audience and author and know that the author will have made deliberate choices about the text. Use what they have read already to make predictions about what is going to happen or what they will find out. Make plausible predictions showing an understanding of the ideas, events or characters they are reading about. Draw on a wider range of previous experiences or reading to inform predictions.	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative. Notice how information is presented across a range of texts. Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions and bullet points.	Identify and discuss story elements, for example, setting, plot, characters, dilemma. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem. Explore why an author might have chosen a particular word and the effect they were wanting to achieve, for example, by considering alternative synonyms that might have been used. Investigate traditional story language and how this is used to signal key parts of a story.	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts. Discuss books on the same theme or by the same author in simple terms.	Share understanding of a topic or theme before commencing reading. Re-read sections of texts carefully to find answers to questions about characters and events. Build stores of familiar reading experiences including poetry, a favourite book or a favourite author. Navigates a range of texts correctly, depending on their type. Talks about reading positively. Lists some of the different purposes for reading. Begins to read longer, more challenging texts, including simple chapter books. Can recite a simple poem from memory.	Explain why they enjoy, like or dislike a particular text. Discuss their favourite book or author. Know the names of some key authors. Can use their reading experiences to collect ideas to use in their own writing, explaining how they have been inspired. Develop creative responses based on a reading experience.



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

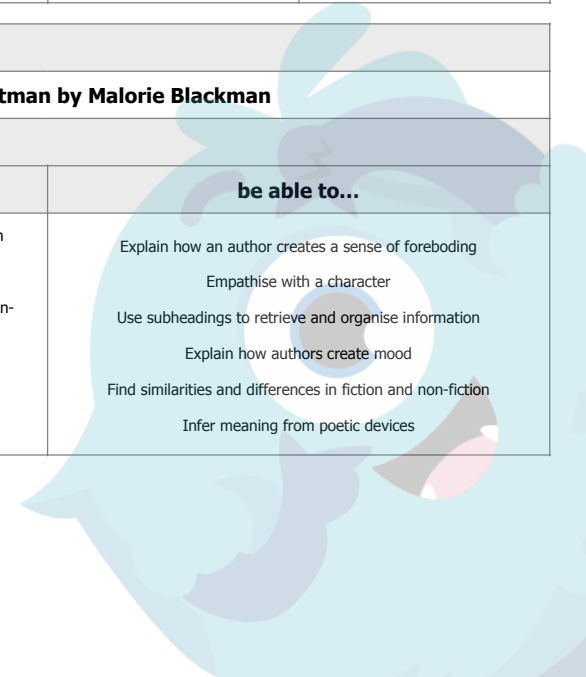
## READING CUMULATIVE END GOALS – YEAR 3

### IF YOU CAN DREAM IT, YOU CAN DO IT!



Units of Work							
Greta and the Giants by Zoe Tucker		The Pebble in my Pocket by Meredith Hooper		Leon and the Place Between by Angela McAllister		The Night Before Christmas by Clement Clarke Moore	
At the end of the unit, the children will							
know	be able to...	know	be able to...	know	be able to...	know	be able to...
A summary is a brief overview of a text	Retrieve key details by reading closely	Strategies for scanning for retrieval	Identify details from a text accurately and efficiently	The differences and similarities between picture and chapter books	Draw diagrams to exemplify some text	Poets use rhythm and language to create effects	Comment on poetic effects
How real events can be presented as a narrative	Respond to the core themes in a text	The difference between fact and opinion	Infer the view of an author from their language selection	Inference combines evidence from the text and personal experience to make a conclusion	Find evidence to support a given inference	Meaning can be inferred from description and dialogue	Use inference skills to gain meaning from a range of texts
		How different texts can be organised	Make connections between what they have read	A theme is a subject or idea that recurs throughout a text	Identify an appropriate theme for a text		
		Themes can be represented in different ways	Retrieve key details by reading closely	The difference between stated and suggested information	Use clues to interpret the intended meaning		

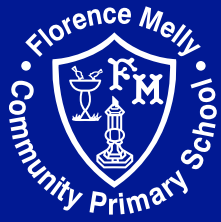
Units of Work			
Sam Wu is NOT afraid of the DARK by Katie & Kevin Tsang		Operation Gadgetman by Malorie Blackman	
At the end of the unit, the children will			
know	be able to...	know	be able to...
Authors use a range of layout techniques to appeal to the reader	Describe the effectiveness of a layout technique	Foreboding is a sense that something bad is going to happen	Explain how an author creates a sense of foreboding
An inference is a statement based on evidence and reasoning	Identify evidence to support an inference	The difference between fact and opinion	Empathise with a character
That slang is a type of informal language	Identify and discuss the effect of informal language	Subheadings guide the reader through the information in a non-fiction text	Use subheadings to retrieve and organise information
A summary of a piece of text is a condensed version that only contains the main points	Interpret notes to organise a text	Authors use descriptive language to create mood	Explain how authors create mood
		We compare texts by finding similarities and differences	Find similarities and differences in fiction and non-fiction
		Poets use word choice and structure to suggest meaning	Infer meaning from poetic devices



Units of Work			
The Dancing Bear by Michael Morpurgo		The Magician's Nephew by C.S. Lewis	
At the end of the unit, the children will			
know	be able to...	know	be able to...
<p>Words can have an emotive effect</p> <p>Literary techniques are the different ways language is used to add meaning and impact</p> <p>Reading a range of texts increases our knowledge base</p> <p>The theme is the underlying message or the big idea of a story</p> <p>A topic sentence expresses the main idea of a section of text</p> <p>Character development is the process of revealing a unique character with depth, personality and clear motivations</p>	<p>Explain how meaning is enhanced through choice of words</p> <p>Recognise how different texts use the same techniques to influence the reader</p> <p>Draw on multiple texts to expand their views on different topics</p> <p>Identify themes in a text and compare how texts explore the same themes</p> <p>Summarise a text by identifying and simplifying the topic sentence</p> <p>Infer characters' intentions</p>	<p>Retrieve means to find and get information from the text</p> <p>Texts are written for different purposes</p> <p>A genre is a particular type of literature, art, film or music</p> <p>A motive is the reason, need or desire that causes a person to act</p> <p>The difference between skimming and scanning</p> <p>Perspective is the point of view from which the story is told</p>	<p>Retrieve key details from the text</p> <p>Infer the purpose of a text</p> <p>Identify the genre of multiple texts which explore a similar theme</p> <p>Explain how a character is feeling from their actions and what they say</p> <p>Scan and highlight text to answer retrieval questions</p> <p>Draw on different texts to develop a personal view on a theme</p>

By the end of Year 3, the children will be able to...								
Language meaning	Retrieving key details	Summarising, reframing and performance	Making meaning	Thematic and structural understanding	Authorial intent	Comparison and connection	Reading behaviours	Personal response
<p>Locate words in a dictionary by the first two letters. Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage. Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and other vocabulary.</p>	<p>Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Read closely to retrieve specific details, including multiple details. Draw information from simple diagrams, flow charts and tables where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing. Practise re-reading a sentence and reading on and back in order to find key details in a text. Discuss what has been read to clarify understanding of a sentence or passage. Develop the necessary skills to skim and scan a text. Use the features of a non-fiction text to navigate it efficiently. Explain how a text has been structured or organised e.g. paragraphing, story structure, letter structure etc.</p>	<p>Retell the main points of a story in sequence. Identify key points from across a non-fiction passage. Present stories, showing awareness of the different voices by using performance strategies within readings, showing an awareness of the differences between the narrator and characters. Read, prepare and present poems, explaining the key theme or idea. Draw information from more than one text.</p>	<p>Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings and motivations in fiction. Use evidence from the text to explain a character's actions or responses. Speculate about the responses of a character based on known information. Describe the mood or atmosphere of a text in simple terms. Predict from what they have read or had read to them how incidents, events, ideas or themes will develop or be resolved. Refine predictions about the events, characters or ideas in a text on a regular basis throughout their reading.</p>	<p>Identify typical story themes, e.g. overcoming adversity, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text. Use the organisational features of non-fiction texts to navigate efficiently in their own reading and research. Recognise historical and cultural references in a text.</p>	<p>Identify where an author uses synonyms for common words and explore the shades of meaning implied. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between different types of poetry and comment on the intended impact of the poem's layout and structure. Discuss authors' choice of words and phrases that describe and create impact. Discuss how language use changes throughout a text and how an author implies meaning as well as explicitly states it.</p>	<p>Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author. Make simple comparisons between characters within a narrative.</p>	<p>Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Re-read sections of texts carefully to check their ideas about the text. Participate in rich discussions and debates about books, characters and themes. Presents own ideas about what they have read. Navigates a range of texts efficiently, depending on their type. Reads more challenging texts, including simple chapter books. Understands the concept of a series. Can recite and perform a poem from memory.</p>	<p>Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose. Discuss favourite books, authors or performances. Explain the impact of a text on their thinking and writing. Develop and refine creative responses based on a reading experience.</p>





# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## READING CUMULATIVE END GOALS – YEAR 4

### IF YOU CAN DREAM IT, YOU CAN DO IT!



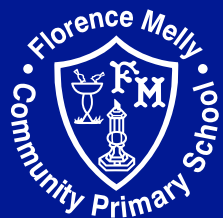
Units of Work					
The Queen’s Nose by Dick King-Smith		Young, Gifted and Black by Jamia Wilson		The girl who stole an elephant by Nizrana Farook	
At the end of the unit, the children will					
know	be able to...	know	be able to...	know	be able to...
<p>Question words can provide clues to the type of answer needed</p> <p>Key differences between narratives and poetry</p> <p>Predictions need to be supported with reference to the text</p> <p>Inference can be found both in the clues given and the information that is not given</p>	<p>Identify and discuss key themes across texts</p> <p>Distinguish between fact and opinion</p> <p>Give reasons for their predictions</p> <p>Make inferences about the past experiences of characters and the actions of others</p>	<p>To compare texts means to find similarities and differences between them</p> <p>The purpose of a text is the message an author wishes to convey</p> <p>Making comparisons means to find similarities and differences</p> <p>The difference between stated and implied information</p> <p>The opinions of a writer can be inferred from the language they use</p> <p>Texts can have a range of purposes and audiences</p>	<p>Select phrases from a text to prove or disprove a statement</p> <p>Select evidence from a range of texts to validate an inference</p> <p>Select evidence from a text to justify an inference</p> <p>Make valid predictions based on stated or implied details</p> <p>Distinguish significant information in a text from supplementary details</p> <p>Can identify and describe contrasts in language and tone</p>	<p>Authorial intent is what an author intends us to take from their description</p> <p>There is no right or wrong answer when providing a personal response to a question</p>	<p>Explain the image that an author is trying to create based on the language that they select</p> <p>Support an inference by drawing evidence from more than one text</p>

Units of Work					
The girl who stole an elephant by Nizrana Farook		The Boy at the Back of the Class by Onjali Q. Raúf		Varjak Paw by SF Said	
At the end of the unit, the children will					
know	be able to...	know	be able to...	know	be able to...
<p>The difference between skimming and scanning</p> <p>Prediction is a form of inference</p> <p>The difference between precision and concision</p> <p>A perspective is the view that someone holds</p>	<p>Skim and scan to retrieve details from a text</p> <p>Make a reasoned prediction that is rooted in evidence</p> <p>Explain the importance of concision and precision in a summary</p> <p>Use knowledge of vocabulary and retrieval to construct an inference</p>	<p>A theme is an idea that pervades a whole text or part of a text</p> <p>Inferences can be drawn from characters’ actions and behaviour and dialogue</p> <p>Shades of meaning refers to subtle differences in the meaning of words</p> <p>Authors use language to influence the reader</p> <p>Intentions and opinions can be inferred from language choices</p> <p>A range of literary devices can be used to emphasise key ideas</p>	<p>Select specific details from a text to illustrate a theme</p> <p>Infer meaning from dialogue and description</p> <p>Select relevant details to produce a summary of a text</p> <p>Use evidence from a range of sources to support responses</p> <p>Use inference skills to explain characters’ motives and opinions</p> <p>Identify and explain the impact of literary devices on the reader</p>	<p>The difference between fact and opinion</p> <p>Atmosphere is the overall feeling, emotion or mood created in a narrative</p>	<p>Use vocabulary to decide whether something is fact or opinion</p> <p>Infer the meaning of unknown words from the context</p>

		Units of Work							
		Varjak Paw by SF Said		The Wind in the Willows by Kenneth Graham		The Raven by Edgar Allan Poe			
		At the end of the unit, the children will							
		know		be able to...		know		be able to...	
<b>Summer</b>	A point of view is someone's opinion on a subject	Retrieve words and phrases that indicate the writer's point of view		Poetic devices can be used to express meaning in narrative texts		Skim and scan texts to locate specific words or phrases			
	A review is a text intended to inform the reader about a product or a service	Consider the effect of the choice of words or phrases used by the author to infer the intended meaning		Inferences can be drawn from specific details and clues in the text		Find evidence in a text to support a given statement or inference Use inference to prove or disprove a given statement		Meaning can be inferred from dialogue and descriptive detail	
	A strategy for answering multiple-choice questions	Use a process of elimination to answer multiple-choice questions		A prediction needs to be based on evidence		Identify and locate evidence of specific themes in texts		Poets use language, rhyme and rhythm to create different effects	
	A visual representation is an image, symbol or chart	Retrieve key facts to create a visual representation		The difference between explicit and implicit		Writers use language to persuade and evoke atmosphere		Retrieve specific details from multiple sources and from across a text	
				What a summary should include		Select evidence to prove or disprove a given statement		Explain the effects of language choices made by the writer  Infer meaning from dialogue and descriptive detail	

By the end of Year 4, the children will be able to...								
Language meaning	Retrieving key details	Summarising, reframing and performance	Making meaning	Thematic and structural understanding	Authorial intent	Comparison and connection	Reading behaviours	Personal response
Investigate the meaning of technical or domain specific words they meet in their reading. Locate words in a dictionary by the third and fourth letters. Identify unfamiliar vocabulary in a text and apply appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a plausible inference (e.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries). Identify where unfamiliar words are not explained in the text and where wider strategies need to be used to understand them. Investigate the language features of different sorts of texts, including fiction, non-fiction and poetry. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and wider spoken vocabulary.	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Interpret information from diagrams, flow charts and tables where it is presented graphically. Re-read surrounding sentences and paragraphs to find or explain a detail in the wider context of a text. Collect information from different sources and present it in a simple format. Read closely to retrieve specific details where there is competing or subtle information. Retrieve multiple items, details or examples from the text. Prove or disprove a statement by using the text as evidence. Skim and scan texts with confidence. Use the direction from a question to identify the appropriate section of a text.	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated. Draw information from across multiple texts.	Deduce the reasons for the way that characters behave from scenes across a narrative. Identify key themes from across a text. Explain a character's motivation in simple terms. Use knowledge of vocabulary to explore inferences. Begin to consider authorial choices and the impact on the reader. Make predictions about a text based on prior knowledge of the theme, event or type of text. Refine predictions over time as they read on through a text. Use information about characters to make plausible predictions about their actions.	Identify social, moral, ethical or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in different types of non-fiction texts. Identify the main features of non-fiction texts and explore how these appear in print and online, including headings, captions, lists, bullet points. Understand how to find and collate information efficiently.	Consider a writer's use of specific and precise words and discuss the meanings conveyed. Explore narrative sequencing and how scenes are built up and concluded through a careful balance of description, action and dialogue. Identify different patterns of rhyme and verse in poetry and read these aloud effectively. Understand how writers use figurative and expressive language to create images and atmosphere. Understand how writers use figurative and expressive language to suggest ideas and information in order to capture interest.	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes. Make simple comparisons between characters across different narratives.	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Able to read ahead to support them in reading with fluency and expression. Independently connects reading experiences with wider general knowledge and understanding of the world. Independently pieces together evidence from a text to support them in constructing meaning.	Identify aspects or features that make a text entertaining, informative or useful. Begin to discuss the suitability or credibility of a text. Draw on reading to inform writing, including vocabulary, grammatical structures, themes and ideas.





# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## READING CUMULATIVE END GOALS – YEAR 5

### IF YOU CAN DREAM IT, YOU CAN DO IT!

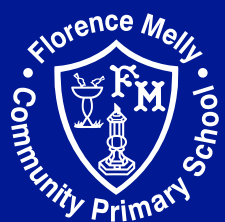


Units of Work			
Shackleton's Journey by William Grill		Secrets of a Sun King by Emma Carroll	
At the end of the unit, the children will			
know	be able to...	know	be able to...
The author's intent dictates the style of a book The language we use changes over time Predictions need to be feasible and based on evidence The difference between relevant and irrelevant information Comparing and contrasting means finding similarities and differences Quotations need to be considered in context	Use skimming and scanning to retrieve Use evidence to support an opinion Retrieve quotations to prove statements Use life experience and empathy to support inference Retrieve multiple examples of evidence Construct an extended response to explain inference	A summary is a brief account of the main points A story can have more than one narrator Interpretations may vary depending on our own experience Empathy helps to interpret characters' actions Precision is needed when quoting The technique of dropping hints to the reader is called foreshadowing	Use layout features to navigate a text Consider the relative strength of multiple pieces of evidence Use synonyms to support retrieval Explain the impact of word choices on the reader Use key question words to support retrieval Make inferences from a character's actions and spoken words

Units of Work					
A Midsummer Night's Dream by Andrew Matthews and Tony Ross		I Am Not A Label by Carrie Burnell		Boy in the Tower by Polly Ho-Yen	
At the end of the unit, the children will					
know	be able to...	know	be able to...	know	be able to...
Answers do not always need to be in full sentences The wording in questions may not match that in the text	Analyse questions carefully to understand what is required Summarise a paragraph or longer section of text	The protagonist is the main character in a story, film or play Narratives are not always written chronologically Some of the misconceptions and prejudices that exist about disability The content of a book can shape our attitudes and opinions	Orally rehearse responses before writing them Explain how a piece of evidence supports a point Use antonyms to support when proving or disproving statements Identify superfluous words when summarising	Some stock phrases to support interpreting evidence A range of techniques used to end chapters and motivate the reader to read on A theme is an idea which repeats throughout a work of art or book How to structure an oral response to questions Pictorial representations can be used to summarise key points Archaic language is outdated and rarely used vocabulary	Identify some techniques used in poetry and explain their intended effect Use inference to support summarising a paragraph Identify red-herring information when answering multiple-choice questions Distinguish between facts and opinions Copy the minimum number of words to make a point when quoting Explain an author's intention in varying a narrative structure

Units of Work				
The Explorer by Katherine Rundell		Five Children and IT by E. Nesbit		
At the end of the unit, the children will				
Summer	know	be able to...	know	be able to...
	<p>Key words can be used to support inference</p> <p>Rhetorical questions can be used as a persuasive device</p> <p>Information within non- narrative texts is not always factual</p> <p>Language in a debate is chosen to have impact</p> <p>Information in news reports is not always reliable</p> <p>Imagery is a literary device to create pictures with words</p>	<p>Identify whether a statement is true or false</p> <p>Identify key information to use in a summary</p> <p>Use evidence to support a prediction</p> <p>Draw on text evidence to reach a conclusion</p> <p>Scan a text to retrieve specific information</p> <p>Distinguish between implicit and explicit information</p>	<p>Humour can be created using vocabulary outside its usual context</p> <p>Authors manipulate our response to characters</p> <p>Dialogue can convey information about a character</p> <p>A theme is an idea that reappears in a work of art or literature</p> <p>The spelling and use of language changes over time</p> <p>Authors may use stereotypes to portray characters</p>	<p>Use text evidence to make a comparison</p> <p>Make inferences about a character based on their actions</p> <p>Sequence retrieved information</p> <p>Infer the meaning of unfamiliar words using contextual clues</p> <p>Distinguish between facts and opinions</p> <p>Demonstrate empathy towards fictional or real characters</p>

By the end of Year 5, the children will be able to...								
Language meaning	Retrieving key details	Summarising, reframing and performance	Making meaning	Thematic and structural understanding	Authorial intent	Comparison and connection	Reading behaviours	Personal response
<p>Distinguish between multiple word meanings and their domain specific use, e.g. the specific meaning of equal in mathematical texts. Use dictionaries and glossaries efficiently to locate word meanings and wider knowledge about words, e.g. by using alphabetical order, understanding abbreviations, determining the most appropriate definition. Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or deduction of the word meaning. Investigate the use of language in different types of texts, including a wide range of fiction, non-fiction and poetry. Compare the explanations or definitions given for technical or domain specific words and phrases in different texts. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and wider spoken vocabulary. Analyse words and parts of words in depth.</p>	<p>Establish what is known about characters, events and ideas in narrative, poetry and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use a range of strategies to make sense of the words used in a text. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, tables, matrices and summary notes.</p>	<p>Make regular, brief summaries of what they have read, identifying the key points. Precise a complete short text or substantial section of a text, for example a chapter of a narrative. Summarise what is known about a character, event or topic, explain any inferences and opinions with reference to the text. When reading aloud, distinguish between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion</p>	<p>Explore how language is used to present opinion across a range of texts. Distinguish between fact, opinion and fiction in a range of texts. Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. Make frequent and increasingly plausible predictions as they read, refining their ideas as they read on through the text. Discuss the plausibility of their predictions and the evidence that supports them. Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.</p>	<p>Begin to distinguish between main themes and finer details in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening often links to the resolution or ending, or how characters change over the course of a narrative. Explain how readers can build a detailed picture of a concept from a non-fiction text by examining different aspects of the topic. Use knowledge of different organisational features of texts to find information efficiently and accurately. Comment on how information is presented on the page and the impact that this has on the reader. Identify the features of a wide range of different non-fiction texts including content, structure, vocabulary, style, layout and purpose. Discuss authorial intent in text structure in a range of text types.</p>	<p>Compare the structure of different stories to discover how they differ in pace, structure and complexity. Read a wide range of poetry and identify what is distinctive about the style or presentation of different poems. Discuss the intended meaning of figurative language and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect and begin to identify specific authors' styles, including in heritage texts. Consider the language used in a text and how a writer uses this to create implications and associations.</p>	<p>Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. plays, film) of the same text.</p>	<p>Link what they read to their wider knowledge, their literary knowledge and to what they have read in previous sections of a text, to make high-quality inferences. Know how to identify the key themes of a text quickly and efficiently. Know how and when to read slowly and carefully to build a more detailed and precise understanding. Takes time to ask and answer questions of what they are reading. Summarise and discuss their current understanding at regular intervals when reading an extended text.</p>	<p>Analyse the features of engaging or useful texts, including fiction, non-fiction and poetry. Use published texts as a model to inform their own writing. Develop opinions about writing styles, key concepts or characters in narratives.</p>



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## READING CUMULATIVE END GOALS – YEAR 6

### IF YOU CAN DREAM IT, YOU CAN DO IT!



Units of Work							
Rooftoppers by Katherine Rundell		Rooftoppers by Katherine Rundell/The Listeners by Walter de la Mare		Pig Heart Boy by Malorie Blackman		How to Live Forever by Colin Thompson	
At the end of the unit, the children will							
know	be able to...	know	be able to...	know	be able to...	know	be able to...
Motivation for a character's actions or feelings can be inferred	Use organisational devices to navigate a text efficiently	Context can be used to work out the meaning of archaic language	Paraphrase a question to clarify what is required	Fiction can be used as a context to explore controversial issues	Retrieve multiple examples from a text	Wry humour is a form of dry humour, intended to mock	Analyse questions to clarify their intention
Some of the techniques used by authors to convey a character's mood	Make inferences to draw overarching meaning from a text	Synonyms can be used as a checking device when explaining the meaning of unfamiliar words	Justify inference using evidence from the text	A supposition is a belief without proof	Justify opinions using evidence from the text	It is helpful to read a poem twice: once for an overall impression and twice for meaning	Structure a response to a text verbally
Contrast means to find differences	Record responses concisely			Words within questions may differ to those in the text	Substitute words with synonyms to support understanding		
How to use inference to explore the meaning of figurative language	Reason about how an author intends the reader to respond to a character			In a nonlinear narrative, events are told out of order	Annotate a text to explain implied meaning		

Units of Work							
All Aboard the Empire Windrush by Jillian Powell		The Island by Armin Greder		Skellig by David Almond		A Carol From Flanders by Frederick Niven	
At the end of the unit, the children will							
know	be able to...	know	be able to...	know	be able to...	know	be able to...
Language used by an author is influenced by its intended impact	Consider the relative strengths of multiple pieces of evidence	Prediction is a form of inference	Make feasible predictions based on given information	Synonyms can be used to support retrieval	Write a summary and review its accuracy	Contrast means to find differences	Retrieve key information about how characters feel
Empathising with characters helps to understand them	Make comparisons	Images can be used to both retrieve information and infer meaning	Use evidence to prove or disprove statements	Predictions should be based on evidence	Infer an author's opinion using text evidence	Authors can infer meaning through figurative language	Use evidence to prove or disprove statements
Paraphrasing is a way of summarising	Recognise and discuss key themes across texts			Information can be implicit or explicit	Retrieve a quotation to support a point		
Evidence needs to be interpreted to show how it supports a viewpoint	Use life experiences to support inference			Identifying more than one piece of evidence helps to support a point	Explain the impact of word choices on the reader		

Units of Work			
Oliver Twist by Charles Dickens		You are Awesome and Dare to be You by Matthew Syed	
At the end of the unit, the children will			
know	be able to...	know	be able to...
<p>The language we use changes over time</p> <p>Actions and dialogue can provide information about a character</p> <p>Many children were exploited during Victorian times</p> <p>Dickens used imagery and great detail in his writing</p> <p>Antonyms and synonyms can be used to support retrieval</p> <p>Dickens championed the poor</p>	<p>Find and copy specified information</p> <p>Use evidence from the text to justify inference</p> <p>Use question words as a guide to the type of information to be retrieved</p> <p>Use life experiences to support inference</p> <p>Can prove or disprove statements using evidence</p> <p>Can infer meaning from a whole text</p>	<p>Subheadings help the reader to navigate a text</p> <p>Quotations should be interpreted to demonstrate how they support a point</p> <p>Opinions need to be supported by evidence</p> <p>Bullet points are a method of summarising</p> <p>Elaboration of a point makes the argument more convincing</p> <p>Personality traits can be conveyed through actions and dialogue</p>	<p>Find and copy specific words or phrases accurately</p> <p>Identify themes across multiple texts</p> <p>Comment on authorial intentions</p> <p>Use personal experience to support inference</p> <p>Decide on the relative strength of multiple pieces of evidence</p> <p>Compare and contrast characters</p>

By the end of Year 6, the children will be able to...								
Language meaning	Retrieving key details	Summarising, reframing and performance	Making meaning	Thematic and structural understanding	Authorial intent	Comparison and connection	Reading behaviours	Personal response
<p>Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define domain-specific vocabulary met in other subjects, e.g. developing subject or topic glossaries. Use dictionaries, glossaries and other texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary or alternative sources. Check the plausibility and accuracy of their explanation of a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re-reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning. Discuss the way that writers of different types of texts match language and text structure to their intentions. Explain and use accurately the domain specific vocabulary used in different types of texts. Build a knowledge of key root words, prefixes and suffixes. Make connections between language in a text and wider spoken vocabulary. Analyse words and parts of words in depth, drawing on language knowledge from across the curriculum.</p>	<p>Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness. Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions. Record important details retrieved from a text using an appropriate format.</p>	<p>Make regular, brief summaries of what they have read, linking their summary to previous predictions about the text. Refine ideas about the text in the light of what has been subsequently read. Summarise details from across a text to explain events or ideas. Read aloud a wide range of different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience. Rehearse and repeatedly read texts to refine a performance or deepen understanding of key events, concepts or language.</p>	<p>In an increasingly complex range of texts, distinguish between fact, opinion and fiction. In non-fiction texts, distinguish between explicit and implicit points of view. Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Make plausible predictions and explore the evidence that supports them. Discuss how and why they need to refine their predictions as they read on. Drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text, build a picture of how the narrative has and will develop. Compare their ideas with the narrative as they read on and consider how the author keeps the reader engaged.</p>	<p>Understand how a writer develops themes, ideas or points of view over the course of a complex or extended text. Note how similar themes can be explored across different texts. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts, distinguish between explicit and implicit points of view. Confidently distinguish between fact and opinion in different types of text. Use knowledge of different organisational features of texts to find information efficiently and with precision. Identify and explain how complicated information is presented on the page to make reading easier. Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts and identify differences in the way that they are structured.</p>	<p>Understand aspects of narrative structure and how an author can use these to develop the story. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes. Identify and discuss devices for characterisation and contextualisation, including idioms, colloquialisms and dialect. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view. Explore the effectiveness of language used to create implications and associations.</p>	<p>Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.</p>	<p>Link what they read to their wider knowledge, their extensive literary knowledge and to what they have read in previous sections of a text, to make high-quality inferences that are well supported by evidence. Plan how to approach a range of reading tasks and self-regulate to ensure that their chosen approach is successful. Takes time to ask and answer questions of what they are reading, including those that explore metaphorical or ethical provocations. Summarise, discuss and present their current understanding at regular intervals when reading an extended text.</p>	<p>Identify the features that make some texts more effective than others. Begin to explore the concept of authorial bias. Draw inspiration from published texts inform their own writing and explain how this is evident in their own work. Build stores of literary knowledge that allows pupils to engage in debate about ideas, concepts and themes that are relevant to life in modern Britain.</p>