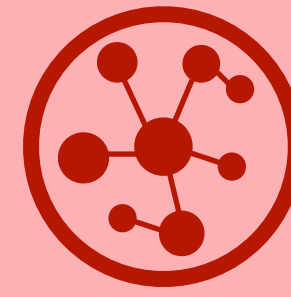




### Information

Isolated facts that can have no organisational basis or links



### Schema

Knowledge organised in a meaningful way - memories (emotional), concepts, knowledge



## Key Concepts (Big ideas)

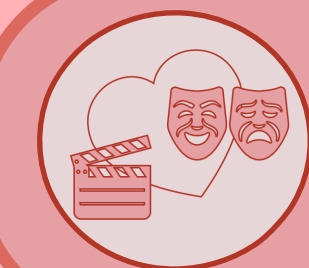


### Vocabulary

Knowledge of words including their structure, classification, meanings and relationships to other words.

### Comprehension

The ability to read text, process it and understand its meaning.



### Genre

The classification and organisation of different text types based on content and style.

### Phonics

The matching of sounds in spoken English language to individual or groups of letters.



### Fluency

The ability to read with speed, accuracy and appropriate expression.

### Oracy

The ability to listen and communicate effectively with others.



# Second Order Concepts

*'The kinds of questions a Reader asks'*

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

### Explaining

*Who is the main character?*

*Where is the text set?*

*How is this text similar to the others I have read?*

### Predicting

*What will happen to the character next?*

*How do you know?*

### Expression

*How would you adjust your tone in this part of the text?*

*How could I engage the listener?*

*Why does the pace change throughout a piece of text?*

### Inferring

*How does the character feel?*

*Why do you think the character said...?*

*Why do you think the character did...?*

*What do you think the author wanted you to feel?*

### Clarifying

*What does this word mean?*

*Which words have similar meanings?*

*What is the etymology of the word?*

### Summarising

*What is the theme of the text?*

*What is this paragraph about?*

### Decoding

*What special friends are there?*

*How many parts are there to the word?*

### Structure and presentation

*What does the layout of the text tell me?*

*What is the purpose of the text?*

*Is it fiction or non fiction?*

# Knowledge and Understanding

	EYFS	Y1	Y2
<b>Phonics</b>			
Decoding	<ul style="list-style-type: none"> <li>● Explore and experiment with sounds words and texts.</li> <li>● Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>● Link sounds to letters, naming and sounding letters of the alphabet.</li> <li>● Blend CVC words</li> </ul>	<ul style="list-style-type: none"> <li>● Apply phonic knowledge and skills as the route to decode words.</li> <li>● Recognise speedily all 44 common sounds.</li> <li>● Know some alternative sounds for graphemes</li> <li>● Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>● Read words with endings -s, -es, -ing, -ed, -er, -est</li> <li>● Read words with contractions e.g. I'm, I'll, we'll, and understand the apostrophe represents omitted letters</li> <li>● Read other words of more than one syllable that contain taught GPCs</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded.</li> <li>● Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>● Read words accurately with two or more syllables that contain GPCs taught.</li> <li>● Read words containing common suffixes.</li> <li>● Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in a word</li> <li>● Read most words quickly without overtly sounding and blending when they have been frequently encountered</li> </ul>
Possible Questions	<p>Can you say the sound? Can you Fred talk the word?            What sound can you hear at the beginning of this word?            What sound should I use for this letter?            What sound do these special friends make together?</p>	<p>What special friends can you see? Can you Fred talk the word? Which sounds are the same? Which words have been joined together? What does this punctuation mean?</p>	<p>Which special friends can you see? How many syllables in the word? Which part of the word is tricky? What is the root word? Are there any silent letters? What sound does this digraph/trigraph make?</p>
<b>Comprehension</b>			
Predicting Summarising Inferring Explaining	<ul style="list-style-type: none"> <li>● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>● Anticipate – where appropriate – key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>● Link what they read or hear to their own experiences</li> <li>● Listen to and discuss a wide range of poems, stories and non-fiction beyond a level they can read independently</li> <li>● Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● Check that the text makes sense as they read and correct inaccurate reading</li> <li>● Predict what might happen</li> <li>● Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the sequence of events in books and how items of information are related</li> <li>● Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>● Make inferences on the basis of what has been said and done</li> <li>● Predict what has happened on the basis of what has been read so far</li> <li>● Explain their understanding of books, poems and other material of those they have listened to and read for themselves</li> </ul>
Possible Questions	<p>What happened in the story? What is happening in the picture?            Which part of the story do you think the picture shows?</p>	<p>Does the story remind you of anything that has happened in your life? Can you tell me about a time when you ...? What did you like about the poem/story? What is the story / poem about? What has happened so far? Does that sound right?</p>	<p>Can you tell me what happened in order? What was the most important part of the story and why? Why did the character make this choice? What will happen next and how do you know? What do you think the characters are feeling/thinking? What do you think will happen at the end of the story? What was the message of the story?</p>

# Knowledge and Understanding

	EYFS	Y1	Y2
<b>Genre</b>			
Structure and presentation	<ul style="list-style-type: none"> <li>● Begin to know some key stories, fairy and traditional tales</li> <li>● Recognise the title</li> <li>● Join in with discussions about stories, non-fiction, rhymes and poems</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss a wide range of poems, stories and non-fiction</li> <li>● Become familiar with Key stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and discuss contemporary and classic poetry, stories and non-fiction</li> <li>● Being introduced to non-fiction books that are structured in different ways</li> <li>● Become increasingly familiar with a wider range of stories, fairy stories and traditional tales</li> <li>● Recognise recurring language in stories and poetry</li> </ul>
Possible Questions	<p><i>What is the story called? What do you think the story is about? What can we see on the front cover? Have you heard the story before?</i></p>	<p><i>What type of book is this? What do the pictures tell you about what type of story this might be? What other traditional tales /fairy stories can you think of? Where is the story set? What happens at the beginning, middle and end? How can I find out more about what the story might be about? Can you find the author/ illustrator?</i></p>	<p><i>Does the story /poem remind you of other stories /poems? How is it the same? What other traditional tales do you know? How are they the same or different? What do you think the character will say? Is this a fiction or non-fiction text-how do you know? What makes this a poem? What do you notice about how the words are written? Why does this book have a contents/ index?</i></p>
<b>Fluency / Oracy</b>			
Expression	<ul style="list-style-type: none"> <li>● Join in with rhymes</li> <li>● Begin to join in with predictable phrases</li> <li>● Retell familiar stories in their own words</li> <li>● Pause at full stops.</li> </ul>	<ul style="list-style-type: none"> <li>● Re-read books to build up fluency and confidence in word reading</li> <li>● Become familiar with key stories, fairy stories and traditional tales, retelling them</li> <li>● Recite some rhymes and poems by heart</li> <li>● Recognise and join in with predictable phrases</li> <li>● Pause at full stops, question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>● Re-read books to build up fluency and confidence in word reading</li> <li>● Recite poems with appropriate intonation to make the meaning clear</li> <li>● Respond to additional sentence punctuation (? ! ,)</li> </ul>
Possible Questions	<p><i>Can you join in with me? Which bit comes next? Can you tell me the story of...?</i></p>	<p><i>Can you tell me the story of...? Can you join in with the next line...? Can you remember the rhyme?</i></p>	<p><i>What sort of voice should we use? Which word tells me how I should read...? What do you notice about the punctuation? Is there a rhythm or beat? What feeling are we trying to show? What is the mood of the character?</i></p>

# Knowledge and Understanding

	EYFS	Y1	Y2
<b>Vocabulary</b>			
Clarifying	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify the meaning of words, linking new meanings to known vocabulary</li> <li>Discuss favourite words and phrases</li> </ul>
Possible Questions	<p><i>Can you tell me which word means...? Which word means to...?</i></p>	<p><i>What do you think the word...means..? Can you find the word that means the same as...?</i></p>	<p><i>What do you think the word might mean? Which word means the same as? Is it a verb / noun/ adverb/ adjective...how do you know? What other words would mean the same?</i></p>



# Knowledge and Understanding

	Y3/4	Y5/6
<b>Phonics</b>		
Decoding  <i>Second order concept questions</i>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud.</li> </ul>
<b>Possible Questions</b>	<p><i>How many syllables are in the word? Can you find the root word? Are there any prefixes/suffixes? Which other words belong in this word family?</i></p>	<p><i>What is the meaning of the prefix/suffix? Can you find the root word?</i></p>
<b>Comprehension</b>		
Predicting Summarising Explaining	<ul style="list-style-type: none"> <li>Discuss their understanding of the text.</li> <li>Ask questions to improve their understanding of the text.</li> <li>Draw inferences such as inferring characters' feelings and thoughts and motives from their actions.</li> <li>Justify inferences made with evidence from the text.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Identifying ideas drawn from more than one paragraph and summarising these.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Making comparisons within and across books.</li> <li>Discuss their understanding of the text.</li> <li>Ask questions to improve their understanding of the text.</li> <li>Draw inferences such as inferring characters' feelings and thoughts and motives from their actions.</li> <li>Justify inferences made with evidence from the text.</li> <li>Predicting what might happen from details stated and implied.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>Identify how language, structure and presentation contribute to meaning.</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve and record information from non-fiction</li> </ul>
<b>Possible Questions</b>	<p><i>What has happened in the text so far? How do you think the character is feeling? What evidence is there to suggest that? What do you think will happen next? What do you think the author meant at this point? What has happened throughout the text? Can you summarise this text in different ways? Did something happen that changed the outcome of the story - did you expect this?</i></p>	<p><i>How could you summarise the text? Why do you think the character feels that way? What evidence is there to suggest that? Why do you think that will happen next? What do you think the author means? What are the key details in this text and how does this support the main ideas? Is this a fact or opinion? What is the similarities and differences between these books? Do you think the characters will have to face any conflicts/?</i></p>

# Knowledge and Understanding

	Y3/4	Y5/6
<b>Genre</b>		
Structure and presentation	<ul style="list-style-type: none"> <li>• Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>• Read books that are structure in different ways and for a range of purposes.</li> <li>• Increase familiarity with a wide range of books including fairy stories, myths and legends.</li> <li>• Identify themes and conventions in a wide range of books.</li> <li>• Recognising different forms of poetry to include free verse and narrative poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>• Read books that are structure in different ways and for a range of purposes.</li> <li>• Increase familiarity with a wide range of books including fairy stories, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>• Identify themes and conventions in and across a wide range of books.</li> <li>• Learn a wider range of poetry by heart.</li> </ul>
Possible Questions	<p><i>How do you know this is a poem? What type of text is this? How does the presentation of the text tell us what type of text it is? What themes are represented in the text? Which form of poetry is this? What well-known authors do you know?</i></p>	<p><i>What poems do you know? What themes do you recognise in the text? What common themes do you recognise across these books? Are there any poems that you know well to recite? What books do you know that explore culture and traditions? How does the structure of a text impact the meaning of it? What does the presentation of this text tell us?</i></p>
<b>Fluency / Oracy</b>		
Expression	<ul style="list-style-type: none"> <li>• Retell a wide range of books including fairy stories, myths and legends orally.</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Participate in discussion about both books that are read to them and those they can read themselves, taking turns and listening to what others say.</li> <li>• Respond to additional sentence punctuation (? ! ,)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss- themes and conventions in and across a wide range of books.</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices.</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</li> <li>• Participate in discussion about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously.</li> <li>• Discuss their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Understand how the placement of punctuation can change meaning, and the way in which something should be read.</li> </ul>
Possible Questions	<p><i>Which books could you retell orally? How would you prepare a play script? Can you define the word intonation? How does your tone change when you speak ... text compared to .... text? How would you respond to your peer? What is your opinion of this book?</i></p>	<p><i>Which books would you recommend to a peer and why? How would your performance change depending on the character? How does the tone of your performance impact the audience? What do you think about...? How would you challenge your peer on their opinion? How could you present your ideas? What phrases might you use during a debate? Why do you think this?</i></p>

# Knowledge and Understanding

	Y3/4	Y5/6
Vocabulary		
Clarifying	<ul style="list-style-type: none"><li>• Use dictionaries to check the meaning of words that they have read.</li><li>• Discussing words and phrases that capture the readers interest and imagination.</li><li>• Explain the meaning of words in context</li><li>• Applying phonics skills to new for technical vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Explain the meaning of words in context</li><li>• Identify and evaluate how authors use language, including figurative language.</li><li>• Explain how the use of language impacts the reader.</li><li>• Applying phonics skills to new for technical vocabulary.</li></ul>
Possible Questions	<p><i>What does the word mean? What strategies could help if you don't understand something that you are reading? What type of word is this? How can you use the dictionary to help you find the meaning? Which word do you like and why? How has the word captured your interest? What do you think the author meant by...?</i></p>	<p><i>What is the origin of this word? How does the origin of the word link to its current meaning? What impact does this sentence have on the reader? How does the authors choice of words impact the reader? If we changed this word, what impact would that have on the text? What message do you think the author is trying to convey? How does this word make you feel?</i></p>

