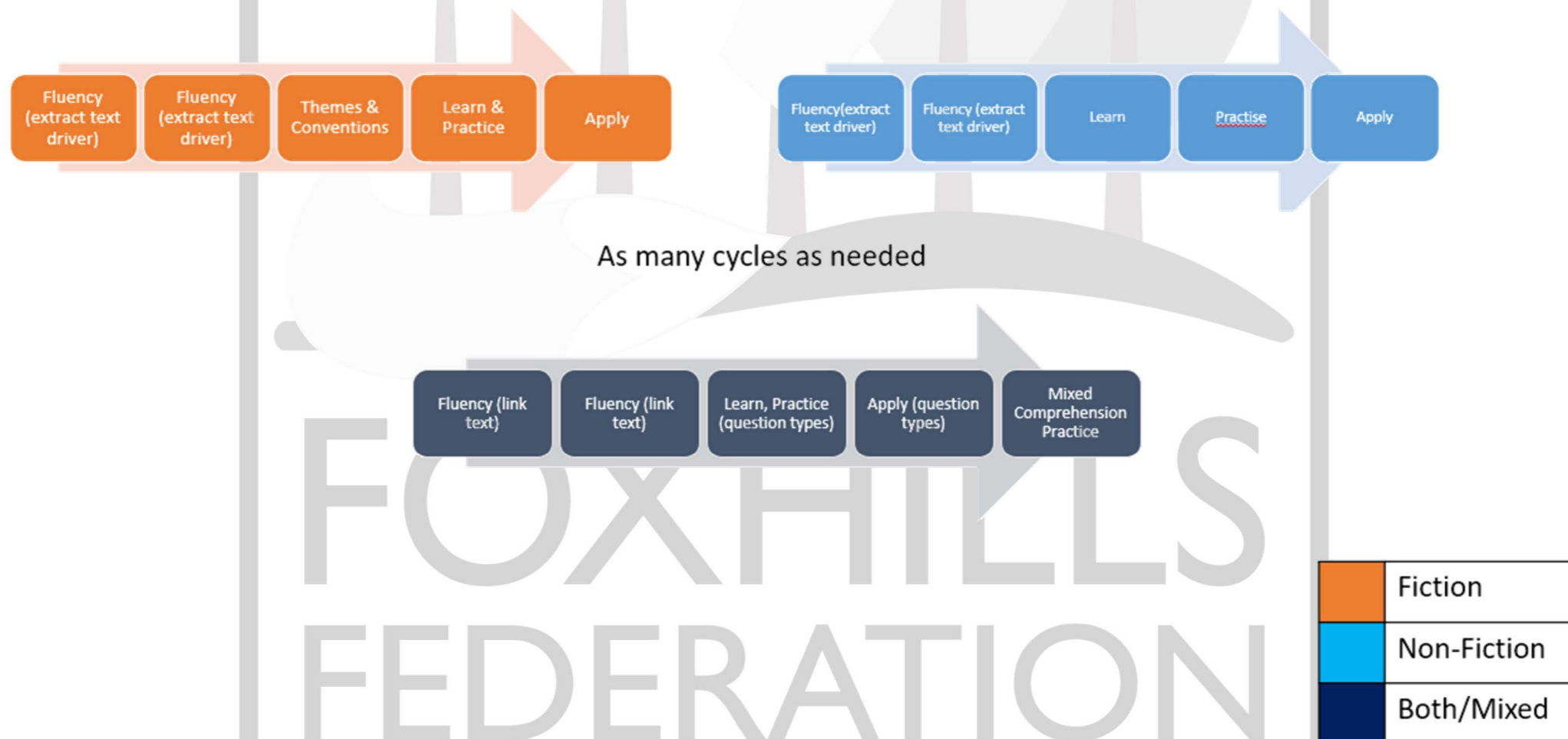


Year 5

Year 5	Lead text: The Light in Everything – Katya Balen	Lead text: Treasure Island – Robert Louis Stephenson	Lead text: Journey to the River Sea – Eva Ibbotsen	Lead text: Aquila – Andrew Norris	Lead text: Who let the Gods out? Maz Evans -	Lead text: The Tempest - Shakespeare
	Information Text (blog post)	Persuasive Text (persuasive letter)	Explanation	Information Text (interview)	Persuasive Text (speeches)	Discussion Text (balanced argument)
	Free verse Caged Bird (Maya Angelou)	Rhyming Frost (Valerie Bloom)	Haiku The West Wind (R.M. Hansard), The Old Pond (Matsuo Basho), A Poppy Blooms (Katsushika Hokusai), Spring Ocean (Yosa Buson), In the Moonlight (Yosa Buson), Everything I Touch (Kobayashi Issa)	Narrative Poetry The Highwayman (Alfred Noyes)	Sonnet Sonnet 18 (William Shakespeare)	Playscript The Tempest William Shakespeare

Year 5 & 6



FOXHILLS
FEDERATION

National Curriculum Milestones:

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books

Understand what they read by:

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

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

Embedded throughout every text studied across the term.

Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1"> <tr> <td data-bbox="468 850 730 953"></td> <td data-bbox="730 850 1596 953">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 953 730 1003"></td> <td data-bbox="730 953 1596 1003">These words are important.</td> </tr> <tr> <td data-bbox="468 1003 730 1100"></td> <td data-bbox="730 1003 1596 1100">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1100 730 1199">! (in the margin)</td> <td data-bbox="730 1100 1596 1199">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1199 730 1293"></td> <td data-bbox="730 1199 1596 1293">I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i> ○ <i>To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)</i>
	I am not sure what this word means.											
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<p>Fiction</p> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to make a sensible suggestion for the meaning of an unknown word, based on my knowledge of the word class and the general tone of the writing.</p> <p>LPA 2: I am revisiting text marking effectively to support my ability to retrieve information and summarise.</p> <p>Text: The Light in Everything (Katya Balen)</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<ul style="list-style-type: none"> • <i>To identify a range of themes and conventions. (Year 4 Autumn 1)</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1)</i> • <i>To describe how a themes/convention is used in novel texts.</i> 										
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>We often lose sense of the meaning of a text when we do not know the vocabulary words the author is using. (Year 3 Autumn 1)</i> • <i>There are three tiers of vocabulary (Year 3 Autumn 1)</i> • <i>Authors/writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify when they have lost the meaning of the text due to insufficient vocabulary knowledge. (Year 3 Autumn 1)</i> • <i>To use strategies to identify the meaning of unknown words: asking questions, using a glossary, using a dictionary, identifying the word class and making sensible substitutions, checking that it does not alter the 'gist' (Year 4 Spring 1)</i> • <i>To explore the specific meaning of the words selected by an author in context. (Year 4 Summer 1)</i> 										

	<ul style="list-style-type: none"> • <i>Synonyms have subtly different meanings therefore changing the language used (e.g. adjectives/figurative language) changes the impact on the reader. (Year 4 Summer 1)</i> • Texts have distinctive 'tones' based on the purpose of the writer and the vocabulary they have chosen. 	<ul style="list-style-type: none"> • To identify whether their suggestion for the word meaning matches the general tone of the writing, providing reasoned justifications for their views.
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to make a sensible suggestion for the meaning of an unknown word, based on my knowledge of the word class and the general tone of the writing.</p> <p>LPA 2: I am revisiting text marking effectively to support my ability to retrieve information and summarise</p> <p><u>Text:</u> Information Texts (blog posts)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Conventions are key features of particular types of text. (Year 3)</i> • <i>The purpose of many non-fiction texts is to inform. Other purposes include explain and persuade. (Year 3)</i> • <i>The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3)</i> • <i>Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3)</i> • <i>Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3)</i> <p>Blog Posts</p> <ul style="list-style-type: none"> • Often (but not always) have an informative purpose. • The language, tone, structure and form is determined by the purpose of the writer and the audience they are writing for. • Graphical organisation is key – they often include animations, graphic fonts and images. 	<ul style="list-style-type: none"> • <i>To identify a range of themes and conventions. (Year 4 Autumn 1)</i> • To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1) • To describe how a themes/convention is used in novel texts.
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>We often lose sense of the meaning of a text when we do not know the vocabulary words the author is using. (Year 3 Autumn 1)</i> • <i>There are three tiers of vocabulary (Year 3 Autumn 1)</i> • <i>Authors/writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2)</i> • <i>Synonyms have subtly different meanings therefore changing the language used (e.g. adjectives/figurative language) changes the impact on the reader. (Year 4 Summer 1)</i> • Texts have distinctive 'tones' based on the purpose of the writer and the vocabulary they have chosen. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify when they have lost the meaning of the text due to insufficient vocabulary knowledge. (Year 3 Autumn 1)</i> • <i>To use strategies to identify the meaning of unknown words: asking questions, using a glossary, using a dictionary, identifying the word class and making sensible substitutions, checking that it does not alter the 'gist' (Year 4 Spring 1)</i> • <i>To explore the specific meaning of the words selected by an author in context. (Year 4 Summer 1)</i> • To identify whether their suggestion for the word meaning matches the general tone of the writing, providing reasoned justifications for their views.
<h2>Poetry</h2> <p><u>Text:</u> Free Verse - Caged Bird (Maya Angelou)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>A poem is a type of writing which is usually short and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</i> • <i>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2).</i> • <i>Not all poems rhyme. (Year 3 Spring 1)</i> • <i>A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2)</i> <p>Free Verse poems</p> <ul style="list-style-type: none"> • Does not follow a formal, consistent rhyme scheme. • Does not have a formally recognised metre (beat). • Some free verse poems are more structured than others (for example, Caged Bird has a structure where each stanza contrasts a 'caged' and 'free' bird to create a moral message. Each line has a similar metre, but this is not formally recognised (i.e. not iambic pentameter). • Allow poets the freedom to express their thoughts without being limited to a specific structure. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify themes/conventions independently (Year 4) in a range of texts studied with the teacher.</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts.</i> • To describe how themes are used in novel texts. • To describe how conventions are used in novel texts.
Vocabulary	<p>Based on children's learning over the other texts this half term, teachers can consolidate an aspect of vocabulary instruction within their teaching of poetry. Due to the nature of the poem, teachers are also likely to want to link this to inference and the poet's use of structure and language to contribute to allegorical meaning.</p>	

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- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books

Understand what they read by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Retrieve, record and present information from non-fiction

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

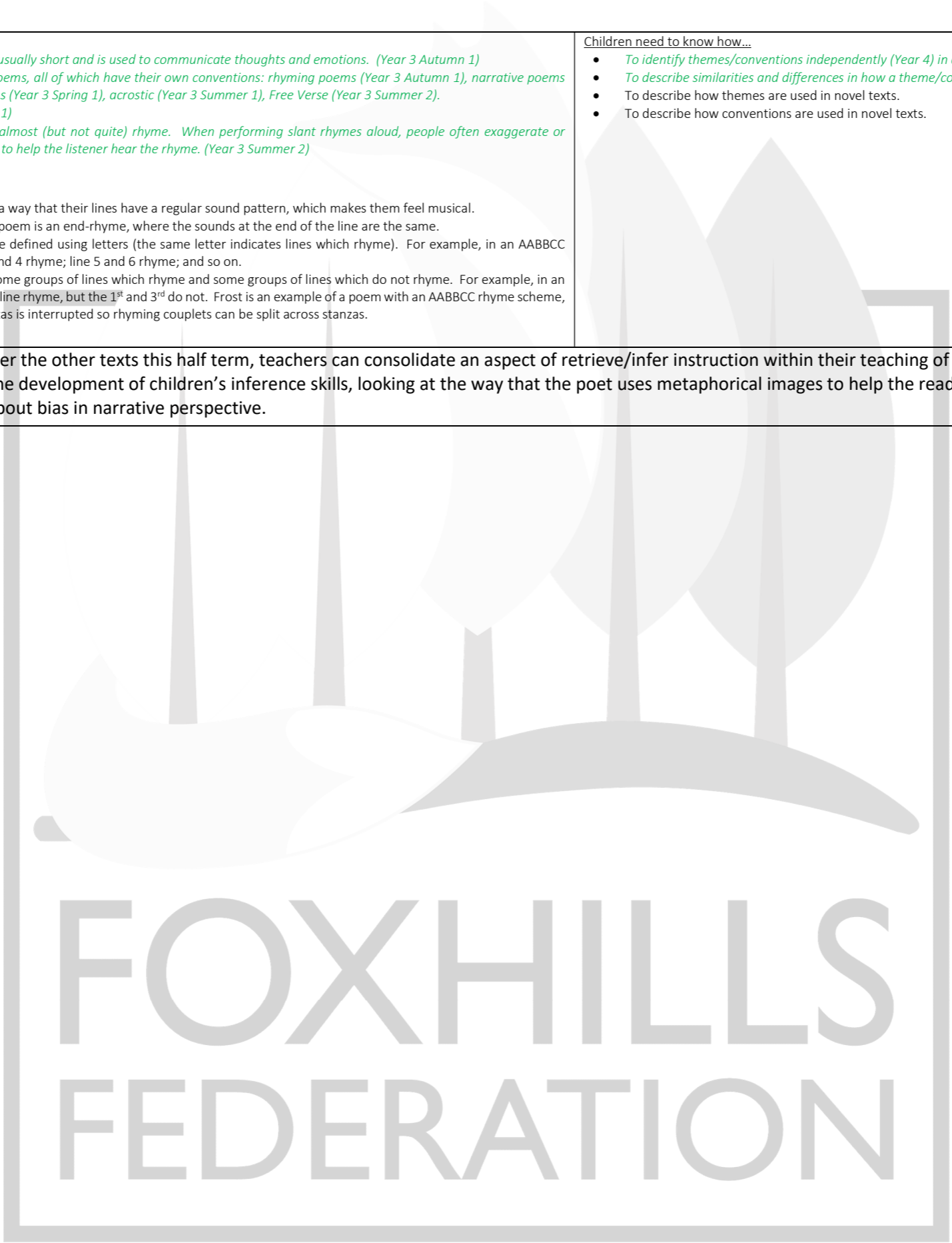
Embedded throughout every text studied across the term.

Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1"> <tr> <td data-bbox="468 877 730 978"></td> <td data-bbox="730 877 1590 978">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 978 730 1031"></td> <td data-bbox="730 978 1590 1031">These words are important.</td> </tr> <tr> <td data-bbox="468 1031 730 1125"></td> <td data-bbox="730 1031 1590 1125">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1125 730 1220">! (in the margin)</td> <td data-bbox="730 1125 1590 1220">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1220 730 1314"></td> <td data-bbox="730 1220 1590 1314">I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i> ○ <i>To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)</i>
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<p>Fiction</p> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to locate information efficiently in a text by identifying the part of the text where the information is most likely to be located, based on my initial reading.</p> <p>LPA 2: I am learning to describe the complex relationships between characters within a text.</p> <p>Text: Treasure Island (Robert Louis Stephenson)</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<ul style="list-style-type: none"> • <i>To identify a range of themes and conventions. (Year 4 Autumn 1)</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1)</i> • <i>To describe how a themes/convention is used in novel texts.</i> 										
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Retrieval is when you find and extract information from a text. (Year 3 Autumn 2)</i> • <i>Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2)</i> • <i>Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>to locate information efficiently by scanning a text for key words (e.g. names and dates) and their synonyms (Year 4 Autumn 2)</i> • <i>to answer questions about a text accurately, including selecting the correct number of words and copying evidence precisely when providing quotations, including spelling and capitalisation. (Year 4 Autumn 2)</i> 										

	<ul style="list-style-type: none"> • Sometimes, when we skim and scan, we may not find the exact key word; instead the writer may use a synonym. (Year 4 Autumn 2) • We can support our answers with evidence from the text. (Year 3 Summer 1) • Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) • When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) 	<ul style="list-style-type: none"> • To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their responses. (Year 4 Spring 2) • To identify the paragraph/section of the text which is most likely to contain the information they are looking for (based on pre-reading and text marking). • To selectively skim and scan the most appropriate sections of the text.
Infer	<p>Children need to know that...</p> <ul style="list-style-type: none"> • Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> ◦ 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) ◦ 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1) • We can use our own life experiences to help us make inferences about a text (Year 3 Spring 1) • We should always use evidence from the text to justify our inferences. (Year 3 Spring 1) • To make sense of texts, we use information from the text to make predictions; to identify which nouns are being referred to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 3 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1) • To make a range of inferences to help them make meaning from the text (predicting, inferring feelings, thoughts and motives, pronoun tracing and visualising) based on details stated and implied. • To identify the relationships and connections between characters and events in more complex texts to develop a more coherent mental model.
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to locate information efficiently in a text by identifying the part of the text where the information is most likely to be located, based on my initial reading.</p> <p>LPA 2: I am learning to describe the complex relationships between characters within a text.</p> <p><u>Text:</u> Persuasive texts (letters)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • Conventions are key features of particular types of text. (Year 3 Autumn 1) • The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade. • The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) • Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) • Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) <p>Persuasive letters</p> <ul style="list-style-type: none"> • Follow most conventions for persuasive writing. • Have specific structural conventions, including a greeting and sign off. 	<ul style="list-style-type: none"> • To identify a range of themes and conventions. (Year 4 Autumn 1) • To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1) • To describe how a themes/convention is used in novel texts.
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> • Retrieval is when you find and extract information from a text. (Year 3 Autumn 2) • Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2) • Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) • Sometimes, when we skim and scan, we may not find the exact key word; instead the writer may use a synonym. (Year 4 Autumn 2) • We can support our answers with evidence from the text. (Year 3 Summer 1) • Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) • When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • to locate information efficiently by scanning a text for key words (e.g. names and dates) and their synonyms (Year 4 Autumn 2) • to answer questions about a text accurately, including selecting the correct number of words and copying evidence precisely when providing quotations, including spelling and capitalisation. (Year 4 Autumn 2) • To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their responses. (Year 4 Spring 2) • To identify the paragraph/section of the text which is most likely to contain the information they are looking for (based on pre-reading and text marking). • To selectively skim and scan the most appropriate sections of the text.
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<h2>Poetry</h2> <p><u>Text:</u> Rhyming poems – Frost (Valerie Bloom)</p>		



Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>A poem is a type of writing which is usually short and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</i> • <i>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2).</i> • <i>Not all poems rhyme. (Year 3 Spring 1)</i> • <i>A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2)</i> <p>Rhyming poems</p> <ul style="list-style-type: none"> • Rhyming poems are written in such a way that their lines have a regular sound pattern, which makes them feel musical. • The most common type of rhyming poem is an end-rhyme, where the sounds at the end of the line are the same. • The rhyme scheme of poems can be defined using letters (the same letter indicates lines which rhyme). For example, in an AABCC pattern, line 1 and 2 rhyme; line 3 and 4 rhyme; line 5 and 6 rhyme; and so on. • Some rhyme schemes will include some groups of lines which rhyme and some groups of lines which do not rhyme. For example, in an ABCB rhyme scheme, the 2nd and 4th line rhyme, but the 1st and 3rd do not. Frost is an example of a poem with an AABCC rhyme scheme, but where the arrangement of stanzas is interrupted so rhyming couplets can be split across stanzas. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify themes/conventions independently (Year 4) in a range of texts studied with the teacher.</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts.</i> • To describe how themes are used in novel texts. • To describe how conventions are used in novel texts.
Retrieve or Infer	<p>Based on children’s learning over the other texts this half term, teachers can consolidate an aspect of retrieve/infer instruction within their teaching of poetry. Due to the nature of the poem, Frost, teachers are likely to want to focus on the development of children’s inference skills, looking at the way that the poet uses metaphorical images to help the reader visualise the magic of winter. It could also be a powerful vehicle for learning about bias in narrative perspective.</p>	



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- Making comparisons within and across books

Understand what they read by:

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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

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

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Embedded throughout every text studied across the term.

Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1"> <tr> <td data-bbox="468 865 730 968"></td> <td data-bbox="730 865 1599 968">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 968 730 1020"></td> <td data-bbox="730 968 1599 1020">These words are important.</td> </tr> <tr> <td data-bbox="468 1020 730 1115"></td> <td data-bbox="730 1020 1599 1115">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1115 730 1218">! (in the margin)</td> <td data-bbox="730 1115 1599 1218">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1218 730 1310"></td> <td data-bbox="730 1218 1599 1310">I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i> ○ <i>To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)</i>
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<p>Fiction</p> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to explore why an author has chosen to use specific types of figurative language.</p> <p>LPA2: I am learning to succinctly summarise a whole text – writing a precis.</p> <p>Text: Journey to the River Sea (Eva Ibbotson)</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify a range of themes and conventions. (Year 4 Autumn 1)</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1)</i> • <i>To describe how a themes/convention is used in novel texts.</i> 										
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Authors/writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2)</i> • <i>Synonyms have subtly different meanings therefore changing the language used (e.g. adjectives/figurative language) changes the impact on the reader. (Year 4 Summer 1)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To explore the specific meaning of the words selected by an author in context. (Year 4 Summer 1)</i> • <i>To explain how an author's language choices influence meaning. (Year 4 Summer 1)</i> • <i>To identify whether their suggestion for the word meaning matches the general tone of the writing, providing reasoned justifications for their views. (Year 5 Autumn 1)</i> 										

	<ul style="list-style-type: none"> • <i>Texts have distinctive ‘tones’ based on the purpose of the writer and the vocabulary they have chosen. (Year 5 Autumn 1)</i> • Different types of figurative language affect readers differently – for example, a metaphor is a powerful form of comparison which can be used to evoke strong emotions. 	<ul style="list-style-type: none"> • To discuss why an author may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors).
Summarise	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2)</i> • <i>To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2)</i> • <i>A key event/detail is one which the reader cannot make sense of the text without. (Year 4 Autumn 1)</i> • <i>A non-key event/detail is one which is not essential for the reader to make sense of the text. (Year 4 Autumn 1)</i> • <i>Writers always have a purpose, and that is often to change the thoughts, feelings and behaviours of a reader. (Year 4 Summer 1)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify the key (important) and non-key (less important) details in a text. (Year 4 Autumn 1)</i> • <i>To summarise the key events/points of a text in their own words. (Year 4 Spring 1)</i> • <i>To identify the key purpose/message of a text. (Year 4 Summer 1)</i> • To identify an author’s/narrator’s specific purpose/the viewpoint from which they are writing, justifying this using evidence from the text.

Non-Fiction

Revisit: I am revisiting identifying themes and conventions in a text.
LPA 1: I am learning to explore why an author has chosen to use specific types of figurative language.
LPA2: I am learning to succinctly summarise the purpose of a piece of writing.

Text: Explanation texts

Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Conventions are key features of particular types of text. (Year 3 Autumn 1)</i> • <i>The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade.</i> • <i>The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2)</i> • <i>Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2)</i> • <i>Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as ‘must’ to show how important something is. (Year 3 Summer 1)</i> 	<ul style="list-style-type: none"> • <i>To identify a range of themes and conventions. (Year 4 Autumn 1)</i> • To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1) • To describe how a themes/convention is used in novel texts.
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Authors/writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2)</i> • <i>Synonyms have subtly different meanings; therefore, changing the language used (e.g. adjectives/figurative language) changes the impact on the reader. (Year 4 Summer 1)</i> • <i>Texts have distinctive ‘tones’ based on the purpose of the writer and the vocabulary they have chosen. (Year 5 Autumn 1)</i> • Different types of figurative language affect readers differently – for example, a metaphor is a powerful form of comparison which can be used to evoke strong emotions. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To explore the specific meaning of the words selected by an author in context. (Year 4 Summer 1)</i> • <i>To explain how an author’s language choices influence meaning. (Year 4 Summer 1)</i> • <i>To identify whether their suggestion for the word meaning matches the general tone of the writing, providing reasoned justifications for their views. (Year 5 Autumn 1)</i> • To discuss why an author may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors).
Summarise	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2)</i> • <i>To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2)</i> • <i>A key event/detail is one which the reader cannot make sense of the text without. (Year 4 Autumn 1)</i> • <i>A non-key event/detail is one which is not essential for the reader to make sense of the text. (Year 4 Autumn 1)</i> • <i>Writers always have a purpose, and that is often to change the thoughts, feelings and behaviours of a reader. (Year 4 Summer 1)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify the key (important) and non-key (less important) details in a text. (Year 4 Autumn 1)</i> • <i>To summarise the key events/points of a text in their own words. (Year 4 Spring 1)</i> • <i>To identify the key purpose/message of a text. (Year 4 Summer 1)</i> • To identify an author’s/narrator’s specific purpose/the viewpoint from which they are writing, justifying this using evidence from the text.

Poetry

Text: Haiku. Good examples include The West Wind (R.M. Hansard), The Old Pond (Matsuo Basho), A Poppy Blooms (Katsushika Hokusai), Spring Ocean (Yosa Buson), In the Moonlight (Yosa Buson), Everything I Touch (Kobayashi Issa)

Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</i> • <i>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2).</i> • <i>Not all poems rhyme. (Year 3 Spring 1)</i> • <i>A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2)</i> <p>Haiku</p> <ul style="list-style-type: none"> • Haiku is a form of short, Japanese poetry. • The English form of Haiku is inspired by the structure of traditional Japanese Haiku. • An English haiku typically has the following structure: <ul style="list-style-type: none"> ○ Three lines ○ A 5-7-5 pattern (syllables per line) – although many Haiku deviate slightly from this. They always have fewer than 17 syllables. ○ Unrhymed <p><i>For teachers: see the British Haiku society for further guidance: English Haiku: A Composite View – The British Haiku Society</i></p>	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify themes/conventions independently (Year 4) in a range of texts studied with the teacher.</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts.</i> • To describe how themes are used in novel texts. • To describe how conventions are used in novel texts.
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Vocabulary
or
Summarise

Based on children's learning over the other texts this half term, teachers can consolidate an aspect of vocabulary/summarise instruction within their teaching of poetry. Due to the nature of Haiku poems, teachers could choose to focus on either – summarise would lend itself to exploring how big ideas and images can be captured through fewer than 17 syllables; vocabulary would lend itself to looking at how language can support the construction of potent images in the reader's mind.



National Curriculum Milestones:

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books

Understand what they read by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Retrieve, record and present information from non-fiction

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

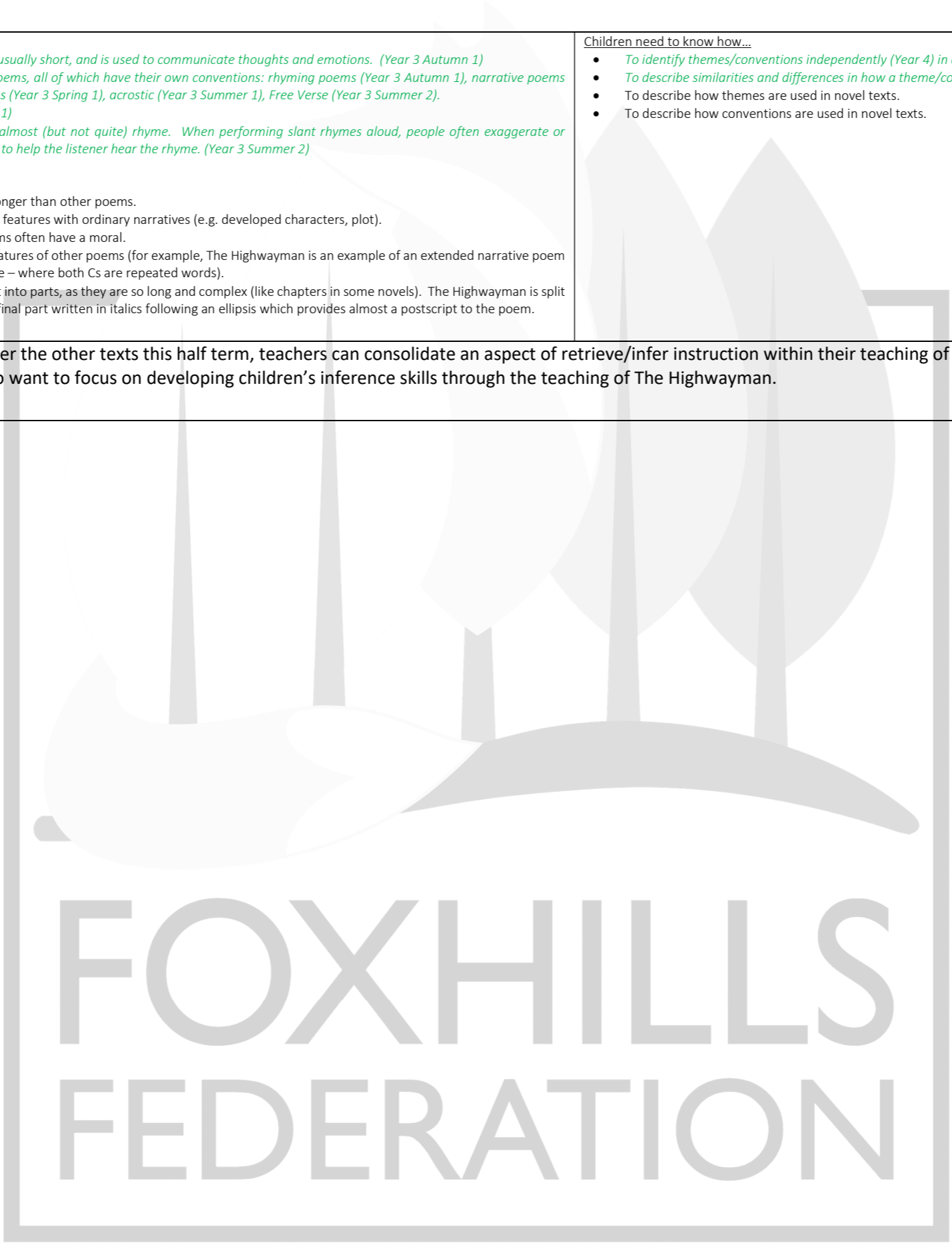
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Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1"> <tr> <td data-bbox="468 884 730 982"></td> <td data-bbox="730 884 1587 982">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 982 730 1035"></td> <td data-bbox="730 982 1587 1035">These words are important.</td> </tr> <tr> <td data-bbox="468 1035 730 1129"></td> <td data-bbox="730 1035 1587 1129">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1129 730 1224">! (in the margin)</td> <td data-bbox="730 1129 1587 1224">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1224 730 1318"></td> <td data-bbox="730 1224 1587 1318">I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i> ○ <i>To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)</i>
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<p>Fiction</p> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA1: I am learning to identify whether a statement is fact or opinion, justifying this using precise evidence from the text.</p> <p>LPA2: I am learning to identify a character's thoughts, feelings and motives using evidence from the text which is stated or implied.</p> <p><u>Text:</u> Aquila (Andrew Norris)</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<ul style="list-style-type: none"> • <i>To identify a range of themes and conventions. (Year 4 Autumn 1)</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1)</i> • <i>To describe how a themes/convention is used in novel texts.</i> 										
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Retrieval is when you find and extract information from a text. (Year 3 Autumn 2)</i> • <i>Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>Skimming and Scanning: to locate information efficiently by identifying the most appropriate part of a text to skim and scan for key words (e.g. names and dates) and their synonyms (Year 5 Autumn 2)</i> 										

	<ul style="list-style-type: none"> Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) Sometimes, when we skim and scan, we may not find the exact key word; instead the writer may use a synonym. (Year 4 Autumn 2) We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) A fact is something which is true and can be proven; an opinion is someone's point of view (which may or may not be true) 	<ul style="list-style-type: none"> Find and Copy: to accurately copy words from the text when providing evidence, including spelling and capitalisation. (Year 4 Autumn 2) Using Evidence: To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [across the entire text]. (Year 4 Spring 2) To identify whether statements are fact or opinion, based on specific evidence from a text. To write coherently structured arguments to justify their viewpoints.
Infer	<p>Children need to know that...</p> <ul style="list-style-type: none"> Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1) We can use our own life experiences to help us make inferences about a text (Year 3 Spring 1) We should always use evidence from the text to justify our inferences. (Year 3 Spring 1) To make sense of texts, we use information from the text to make predictions; to identify which nouns are being referred to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 3 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1) To make a range of inferences to help them make meaning from the text (predicting, inferring feelings, thoughts and motives, pronoun tracing and visualising) based on details stated and implied. To identify the relationships and connections between characters and events in more complex texts to develop a more coherent mental model. (Year 5 Autumn 2) To provide precise textual evidence (quotations) to support the inferences they have made. To write coherently structured arguments to justify their viewpoints.
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA1: I am learning to identify whether a statement is fact or opinion, justifying this using precise evidence from the text.</p> <p>LPA2: I am learning to identify a person's thoughts, feelings and motives using evidence from the text which is stated or implied.</p> <p><u>Text:</u> Information Texts (Interviews)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> Conventions are key features of particular types of text. (Year 3 Autumn 1) The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade. The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) <p>Interviews</p> <ul style="list-style-type: none"> Often (but not always) have an informative purpose. Often structurally organised in a way somewhat similar to a playscript – with questions and the interviewee's response. Begin with clear establishment of context – who the interviewee is and why they are being interviewed. 	<ul style="list-style-type: none"> To identify a range of themes and conventions. (Year 4 Autumn 1) To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1) To describe how a themes/convention is used in novel texts.
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> Retrieval is when you find and extract information from a text. (Year 3 Autumn 2) Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2) Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) Sometimes, when we skim and scan, we may not find the exact key word; instead the writer may use a synonym. (Year 4 Autumn 2) We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) A fact is something which is true and can be proven; an opinion is someone's point of view (which may or may not be true) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> Skimming and Scanning: to locate information efficiently by identifying the most appropriate part of a text to skim and scan for key words (e.g. names and dates) and their synonyms (Year 5 Autumn 2) Find and Copy: to accurately copy words from the text when providing evidence, including spelling and capitalisation. (Year 4 Autumn 2) Using Evidence: To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [across the entire text]. (Year 4 Spring 2) To identify whether statements are fact or opinion, based on specific evidence from a text. To write coherently structured arguments to justify their viewpoints.
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<h2>Poetry</h2> <p><u>Text:</u> Narrative Poetry – The Highwayman (Alfred Noyes)</p>		



Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1)</i> • <i>There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2).</i> • <i>Not all poems rhyme. (Year 3 Spring 1)</i> • <i>A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2)</i> <p>Narrative poems</p> <ul style="list-style-type: none"> • Narrative poems are often slightly longer than other poems. • They tell a full story and share many features with ordinary narratives (e.g. developed characters, plot). • Like many narratives, narrative poems often have a moral. • Often, narrative poems will share features of other poems (for example, The Highwayman is an example of an extended narrative poem which has an AABCCB rhyme scheme – where both Cs are repeated words). • Some narrative poems are even split into parts, as they are so long and complex (like chapters in some novels). The Highwayman is split into two explicit parts, with a third, final part written in italics following an ellipsis which provides almost a postscript to the poem. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify themes/conventions independently (Year 4) in a range of texts studied with the teacher.</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts.</i> • To describe how themes are used in novel texts. • To describe how conventions are used in novel texts.
Retrieve or Infer	<p>Based on children’s learning over the other texts this half term, teachers can consolidate an aspect of retrieve/infer instruction within their teaching of poetry. Due to the powerful use of allegory throughout the poem, teachers are likely to want to focus on developing children’s inference skills through the teaching of The Highwayman.</p>	



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- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books

Understand what they read by:

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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

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

Embedded throughout every text studied across the term.

Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1"> <tr> <td data-bbox="468 898 730 999"></td> <td data-bbox="730 898 1602 999">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 999 730 1052"></td> <td data-bbox="730 999 1602 1052">These words are important.</td> </tr> <tr> <td data-bbox="468 1052 730 1146"></td> <td data-bbox="730 1052 1602 1146">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1146 730 1251">! (in the margin)</td> <td data-bbox="730 1146 1602 1251">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1251 730 1335"></td> <td data-bbox="730 1251 1602 1335">I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i> ○ <i>To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)</i>
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	A doodle/sentence to remind me of a key idea.											
! (in the margin)	This is a key idea in the text.											
	I've noticed a connection to/link between...											
<h3>Fiction</h3> <p>Revisit: I am revisiting identifying themes and conventions in a text. LPA1: I am revisiting exploring how the language choices and author makes impact on the reader. LPA2: I am learning to support my summaries and precis with key details.</p> <p>Text: Who let the Gods out? (Maz Evans)</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<ul style="list-style-type: none"> • <i>To identify a range of themes and conventions. (Year 4 Autumn 1)</i> • To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1) • To describe how a themes/convention is used in novel texts. 										
Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Authors/writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To explore the specific meaning of the words selected by an author in context. (Year 4 Summer 1)</i> • <i>To explain how an author's language choices influence meaning. (Year 4 Summer 1)</i> 										

	<ul style="list-style-type: none"> Synonyms have subtly different meanings therefore changing the language used (e.g. adjectives/figurative language) changes the impact on the reader. (Year 4 Summer 1) Texts have distinctive 'tones' based on the purpose of the writer and the vocabulary they have chosen. (Year 5 Autumn 1) Different types of figurative language affect readers differently – for example, a metaphor is a powerful form of comparison which can be used to evoke strong emotions. (Year 5 Spring 1) 	<ul style="list-style-type: none"> To identify whether their suggestion for the word meaning matches the general tone of the writing, providing reasoned justifications for their views. (Year 5 Autumn 1) To discuss why a writer may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors). (Year 5 Spring 1) To describe how a different language choice may have changed the effect on the reader, providing reasoned justifications for their views
Summarise	<p>Children need to know that...</p> <ul style="list-style-type: none"> Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2) To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2) A key event/detail is one which the reader cannot make sense of the text without. (Year 4 Autumn 1) A non-key event/detail is one which is not essential for the reader to make sense of the text. (Year 4 Autumn 1) Writers always have a purpose, and that is often to change the thoughts, feelings and behaviours of a reader. (Year 4 Summer 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To identify the key (important) and non-key (less important) details in a text. (Year 4 Autumn 1) To identify the key purpose/message of a text. (Year 4 Summer 1) To summarise the key events/points of a text in their own words. (Year 4 Spring 1) To identify an author's/narrator's specific purpose/the viewpoint from which they are writing, justifying this using evidence from the text. (Year 5 Spring 1) To use key details to support their summary.

Non-Fiction

Revisit: I am revisiting identifying themes and conventions in a text.
LPA1: I am revisiting exploring how the language choices and author makes impact on the reader.
LPA2: I am learning to support my summaries with key details.

Text: Persuasive texts (speeches)

Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> Conventions are key features of particular types of text. (Year 3 Autumn 1) The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain and persuade. The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) <p>Interviews</p> <ul style="list-style-type: none"> Follow many of the conventions of persuasive writing. Are often informal in language, depending on the speaker's relationship with their audience. 	<ul style="list-style-type: none"> To identify a range of themes and conventions. (Year 4 Autumn 1) To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1) To describe how a themes/convention is used in novel texts.
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Vocabulary	<p>Children need to know that...</p> <ul style="list-style-type: none"> Authors/writers consider vocabulary choices carefully because the vocabulary choices they make help the reader visualise, imagine and engage with the text. (Year 3 Spring 2) Synonyms have subtly different meanings therefore changing the language used (e.g. adjectives/figurative language) changes the impact on the reader. (Year 4 Summer 1) Texts have distinctive 'tones' based on the purpose of the writer and the vocabulary they have chosen. (Year 5 Autumn 1) Different types of figurative language affect readers differently – for example, a metaphor is a powerful form of comparison which can be used to evoke strong emotions. (Year 5 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To explore the specific meaning of the words selected by an author in context. (Year 4 Summer 1) To explain how an author's language choices influence meaning. (Year 4 Summer 1) To identify whether their suggestion for the word meaning matches the general tone of the writing, providing reasoned justifications for their views. (Year 5 Autumn 1) To discuss why a writer may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors). (Year 5 Spring 1) To describe how a different language choice may have changed the effect on the reader, providing reasoned justifications for their views
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Summarise	<p>Children need to know that...</p> <ul style="list-style-type: none"> Summarise means to give a brief statement of the main events (fiction) or key points/message (non-fiction). (Year 3 Summer 2) To retell a story, we need to know the main events and remember the order in which they happened (Year 3 Summer 2) A key event/detail is one which the reader cannot make sense of the text without. (Year 4 Autumn 1) A non-key event/detail is one which is not essential for the reader to make sense of the text. (Year 4 Autumn 1) Writers always have a purpose, and that is often to change the thoughts, feelings and behaviours of a reader. (Year 4 Summer 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To identify the key (important) and non-key (less important) details in a text. (Year 4 Autumn 1) To identify the key purpose/message of a text. (Year 4 Summer 1) To summarise the key events/points of a text in their own words. (Year 4 Spring 1) To identify an author's/narrator's specific purpose/the viewpoint from which they are writing, justifying this using evidence from the text. (Year 5 Spring 1) To use key details to support their summary.
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Poetry

Text: Sonnet – Sonnet 18 (William Shakespeare)

Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> A poem is a type of writing which is usually short, and is used to communicate thoughts and emotions. (Year 3 Autumn 1) There are many different types of poems, all of which have their own conventions: rhyming poems (Year 3 Autumn 1), narrative poems (Year 3 Autumn 2), descriptive poems (Year 3 Spring 1), acrostic (Year 3 Summer 1), Free Verse (Year 3 Summer 2). Not all poems rhyme. (Year 3 Spring 1) <ul style="list-style-type: none"> A slant rhyme is where two words almost (but not quite) rhyme. When performing slant rhymes aloud, people often exaggerate or deliberately mispronounce the word to help the listener hear the rhyme. (Year 3 Summer 2) A rhyming couplet is a pair of adjacent lines which rhyme. Metre refers to the beat/pace of a piece of poetry. <ul style="list-style-type: none"> Iambic Pentameter is a common form of metre, which has ten beats in a line. <p>Sonnets</p> <ul style="list-style-type: none"> The Sonnet is a form of poem which was much-loved by William Shakespeare, used throughout his plays and wider writing. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To identify themes/conventions independently (Year 4) in a range of texts studied with the teacher. To describe similarities and differences in how a theme/convention can be used across different texts. To describe how themes are used in novel texts. To describe how conventions are used in novel texts.
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	<ul style="list-style-type: none"> • Traditional sonnets have these conventions: <ul style="list-style-type: none"> ○ 14 lines ○ Regular rhyme scheme – however the specific rhyme scheme used is not specified. (For example, Shakespeare’s Sonnet 18 has an ABAB CDCD EFEF GG rhyme scheme) ○ Regular metre (Shakespeare’s Sonnet 18 is written in Iambic Pentameter.) 	
Vocabulary or Summarise	<p>Based on children’s learning over the other texts this half term, teachers can consolidate an aspect of vocabulary/summarise instruction within their teaching of poetry. Due to the nature of Shakespeare’s language (the archaic forms), teachers are likely to want to focus on the development of vocabulary through the teaching of Sonnet 18.</p>	



National Curriculum Milestones:

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of fiction, non-fiction and reference books or textbooks
- Identifying and discussing themes and conventions in and across a wide range of writing
- Making comparisons within and across books

Understand what they read by:

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Retrieve, record and present information from non-fiction

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

Embedded throughout every text studied across the term.

Domain	Substantive Knowledge	Disciplinary Knowledge										
Text Marking	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Good readers mark texts as they are reading to help them remember key information and make sense of the text. (Year 3 Autumn 1)</i> • <i>We can use consistent symbols to help us do this efficiently.</i> <table border="1"> <tr> <td data-bbox="468 877 730 978"></td> <td data-bbox="730 877 1596 978">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 978 730 1031"></td> <td data-bbox="730 978 1596 1031">These words are important.</td> </tr> <tr> <td data-bbox="468 1031 730 1125"></td> <td data-bbox="730 1031 1596 1125">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1125 730 1220">! (in the margin)</td> <td data-bbox="730 1125 1596 1220">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1220 730 1314"></td> <td data-bbox="730 1220 1596 1314">I've noticed a connection to/link between...</td> </tr> </table>		I am not sure what this word means.		These words are important.		A doodle/sentence to remind me of a key idea.	! (in the margin)	This is a key idea in the text.		I've noticed a connection to/link between...	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To use recognised conventions to make notes on a text when reading to support comprehension:</i> <ul style="list-style-type: none"> ○ <i>identifying words I do not know by circling them (Year 3 Autumn 1)</i> ○ <i>Identifying important words/phrases in the text by underlining with a wavy line. (Year 3 Autumn 2)</i> ○ <i>To use annotations and images alongside text to remind me of key information. (Year 3 Spring 2)</i> ○ <i>To use an ! in the margin to highlight where key ideas/events happen in the text, pairing these with annotations and images if helpful. (Year 3 Summer 2)</i> ○ <i>To use an ∞ to make a note of a connection of link between/within a text(s) (Year 4 Autumn 2)</i>
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	I've noticed a connection to/link between...											
<h3>Fiction</h3> <p>Revisit: I am revisiting identifying themes and conventions in a text. LPA 1: I am learning to precisely select the most appropriate evidence to justify my viewpoints. LPA 2: I am revisiting precisely selecting the most appropriate evidence to justify my viewpoints.</p> <p style="text-align: center;">Text: The Tempest (William Shakespeare)</p>												
Themes and Conventions	<p>Children need to know that...</p> <p>Themes</p> <ul style="list-style-type: none"> • <i>The theme of a story is the main idea/message woven throughout the narrative. (Year 3)</i> • <i>Key themes might include: bravery, friendship, courage, love, good vs evil, forgiveness, hardship etc. (Year 3)</i> <p>Conventions</p> <ul style="list-style-type: none"> • <i>Fiction means the characters, settings and plot are created using the author's imagination, rather than fact (truth). (Year 3)</i> • <i>Conventions are key features of particular types of text. (Year 3)</i> 	<ul style="list-style-type: none"> • <i>To identify a range of themes and conventions. (Year 4 Autumn 1)</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1)</i> • <i>To describe how a themes/convention is used in novel texts.</i> 										
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>Retrieval is when you find and extract information from a text. (Year 3 Autumn 2)</i> • <i>Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2)</i> • <i>Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>Skimming and Scanning: to locate information efficiently by identifying the most appropriate part of a text to skim and scan for key words (e.g. names and dates) and their synonyms (Year 5 Autumn 2)</i> • <i>Find and Copy: to accurately copy words from the text when providing evidence, including spelling and capitalisation. (Year 4 Autumn 2)</i> 										

	<ul style="list-style-type: none"> Sometimes, when we skim and scan, we may not find the exact key word; instead the writer may use a synonym. (Year 4 Autumn 2) We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) A fact is something which is true and can be proven; an opinion is someone's point of view (which may or may not be true) 	<ul style="list-style-type: none"> Using Evidence: To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [across the entire text]. (Year 4 Spring 2) To write coherently structured arguments to justify their viewpoints. (Year 5 Spring 2) To select the most appropriate evidence to answer a question (e.g. the precise section of a quotation).
Infer	<p>Children need to know that...</p> <ul style="list-style-type: none"> Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1) We can use our own life experiences to help us make inferences about a text (Year 3 Spring 1) We should always use evidence from the text to justify our inferences. (Year 3 Spring 1) To make sense of texts, we use information from the text to make predictions; to identify which nouns are being referred to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 3 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1) To make a range of inferences to help them make meaning from the text (predicting, inferring feelings, thoughts and motives, pronoun tracing and visualising) based on details stated and implied. To identify the relationships and connections between characters and events in more complex texts to develop a more coherent mental model. (Year 5 Autumn 2) To provide textual evidence (quotations) to support the inferences they have made. (Year 5 Spring 2) To write coherently structured arguments to justify their viewpoints. (Year 5 Spring 2) To select the most appropriate evidence to answer a question (e.g. the precise section of a quotation).
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text. LPA 1: I am learning to precisely select the most appropriate evidence to justify my viewpoints. LPA 2: I am revisiting precisely selecting the most appropriate evidence to justify my viewpoints.</p> <p><u>Text:</u> Discussion (balanced arguments – simple for/against structure)</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> Conventions are key features of particular types of text. (Year 3 Autumn 1) Non-fiction is writing that is factual. (Year 3 Autumn 1) The purpose of many non-fiction texts is to inform. (Year 3 Autumn 1). Other purposes include explain, persuade and discuss. The conventions of informative non-fiction writing include contents, index, glossary, diagrams, captions, headings and subheadings, technical vocabulary. Some information text forms (e.g. recount, newspaper reports, procedural texts) have slightly different conventions. (Year 3 Spring 1, Spring 2, Summer 2) Explanation texts have similar conventions to information texts but are generally more detailed. (Year 3 Autumn 2) Persuasive texts are written to change the beliefs or behaviours of the reader. Common conventions include 2nd person, emotional language, bias and use of words such as 'must' to show how important something is. (Year 3 Summer 1) <p>Discussion</p> <ul style="list-style-type: none"> Contain a clear thesis statement (summary of the main argument) Compares and contrasts different points of view. Carefully structured paragraphs, logically organised to facilitate comparison. Include explicit, carefully selected and precise evidence. 	<ul style="list-style-type: none"> To identify a range of themes and conventions. (Year 4 Autumn 1) To describe similarities and differences in how a theme/convention can be used across different texts. (Year 5 Autumn 1) To describe how a themes/convention is used in novel texts.
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> Retrieval is when you find and extract information from a text. (Year 3 Autumn 2) Skimming and scanning can be used to help find information in a text quickly. (Year 3 Autumn 2) Words in the question can tell us what type of information we are looking for. (Year 3 Autumn 2) Sometimes, when we skim and scan, we may not find the exact key word; instead the writer may use a synonym. (Year 4 Autumn 2) We can support our answers with evidence from the text. (Year 3 Summer 1) Finding evidence in the text can also make us more confident that the information we have retrieved is accurate. (Year 3 Summer 1) When we provide evidence, we need to be careful that we copy the authors exact words accurately to ensure we don't accidentally change the meaning. This is called providing a "quotation". (Year 4 Autumn 2) A fact is something which is true and can be proven; an opinion is someone's point of view (which may or may not be true) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> Skimming and Scanning: to locate information efficiently by identifying the most appropriate part of a text to skim and scan for key words (e.g. names and dates) and their synonyms (Year 5 Autumn 2) Find and Copy: to accurately copy words from the text when providing evidence, including spelling and capitalisation. (Year 4 Autumn 2) Using Evidence: To check the accuracy of what they have retrieved by reading around the words/phrases they have chosen and find evidence to support their answers [across the entire text]. (Year 4 Spring 2) To write coherently structured arguments to justify their viewpoints. (Year 5 Spring 2) To select the most appropriate evidence to answer a question (e.g. the precise section of a quotation).
Infer	<p>Children need to know that...</p> <ul style="list-style-type: none"> Inference is when you act like a detective and use clues from the text and pictures to make meaning. It helps you to understand the meaning of a text, even when information is missing. (Year 3 Spring 1) <ul style="list-style-type: none"> 'Stated' means details that are clearly written in the text. (Year 3 Spring 1) 'Implied' means the author has suggested something, but not stated it. (Year 3 Spring 1) We can use our own life experiences to help us make inferences about a text (Year 3 Spring 1) We should always use evidence from the text to justify our inferences. (Year 3 Spring 1) To make sense of texts, we use information from the text to make predictions; to identify which nouns are being referred to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 3 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To begin to justify their inferences with specific evidence from the text (Year 3 Spring 1) To make a range of inferences to help them make meaning from the text (predicting, inferring feelings, thoughts and motives, pronoun tracing and visualising) based on details stated and implied. To identify the relationships and connections between characters and events in more complex texts to develop a more coherent mental model. (Year 5 Autumn 2) To provide textual evidence (quotations) to support the inferences they have made. (Year 5 Spring 2) To write coherently structured arguments to justify their viewpoints. (Year 5 Spring 2) To select the most appropriate evidence to answer a question (e.g. the precise section of a quotation).
<h2>Playscript</h2> <p><u>Text:</u> The Tempest (William Shakespeare)</p>		

<p>Themes and Conventions</p>	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <i>A playscript is a type of writing which helps to turn a writer's ideas into a performance on stage. (Year 3)</i> • <i>There are some very specific conventions of playscripts, which help the actors translate the writing into a performance. (Year 3)</i> <ul style="list-style-type: none"> ○ <i>Characters will be explicitly identified and briefly summarised.</i> ○ <i>Split into 'scenes' – which are almost like chapters.</i> ○ <i>Each scene begins with a description of the time and setting.</i> ○ <i>Stage directions (or what an actor should do) are often shown in () or italics.</i> ○ <i>The person speaking is often shown in CAPITAL LETTERS and bold.</i> ○ <i>The words said by the character are often included after their name in normal typeface.</i> • <i>When a playscript is performed, actors will only say the words 'said' by the characters. They would act out the stage directions and use the character's name to guide them to what they need to say. (Year 3)</i> • <i>William Shakespeare is likely England's most famous playwright. Because of how old they are, Shakespeare's plays have archaic (old) language which can make them difficult to understand. (Year 4)</i> • <i>Shakespeare's plays fit into three broad categories: histories, tragedies and comedies. (Year 4)</i> <ul style="list-style-type: none"> ○ Comedies: <i>intended to make an audience laugh as a result of silly, amusing and strange events. A Midsummer Night's Dream is an example of one of Shakespeare's comedies. The Tempest is also considered a comedy. However, some people consider it to be a 'tragicomedy' because it features some of the characteristics of the tragedies (a noble, flawed protagonist makes a serious mistake and suffers a fall; however, ultimately these conflicts are resolved).</i> ○ Tragedies: <i>follow a specific plot pattern where a noble, flawed protagonist makes a mistake and suffers a fall from his position, before normality is resolved.</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>To identify themes/conventions independently (Year 4) in a range of texts studied with the teacher.</i> • <i>To describe similarities and differences in how a theme/convention can be used across different texts.</i> • <i>To describe how themes are used in novel texts.</i> • <i>To describe how conventions are used in novel texts.</i>
<p>Retrieve or Infer</p>	<p>Based on children's learning over the other texts this half term, teachers can consolidate an aspect of retrieve/infer instruction within their teaching of poetry. Due to the nature of The Tempest, teachers are likely to want to focus on inference, for example looking at the motives for a character's actions, or the development of character over time.</p>	

