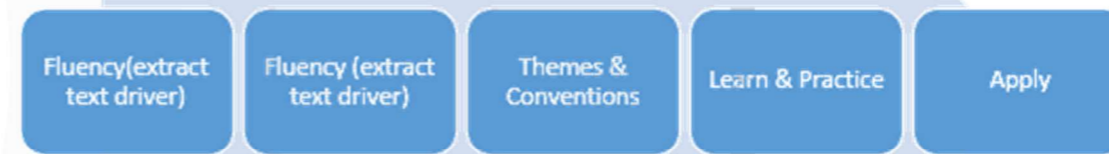
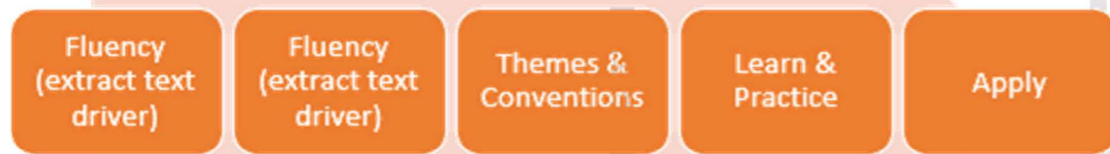
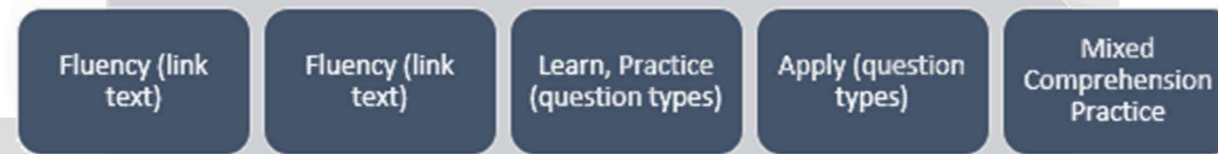


Year 6

Year 6	Clockwork (Phillip Pullman)	Darwin's Dragons (Lindsay Galvin)	The Song Walker (Zillah Bethell)	Tyger (S.F. Said)	The Boy in the Tower (Polly Ho Yen)	Macbeth (Shakespeare)
	Information Text (manual)	Persuasive Text (speech)	Explanation	Information Text (non-chronological)	Persuasive Text (manifesto)	Discussion Text (debate transcript)
	Sonnet: Sonnet 43 - How Do I Love Thee? (Elizabeth Barrett Browning)	Free Verse Where the mind is without fear (Rabindranath Tagore)	Free Verse Be Very Afraid! (Carol Ann Duffy)	Free Verse Unfolding Bud (Naoshi Koriyama)	Narrative Poem: The Raven (Edgar Allen Poe)	Year 6 Production



As many cycles as needed



FOXHILLS
FEDERATION

	Fiction
	Non-Fiction
	Both/Mixed



Autumn 1

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













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.

<u>Domain</u>	<u>Substantive Knowledge</u>	<u>Disciplinary Knowledge</u>										
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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 15%;"></td> <td>I am not sure what this word means.</td> </tr> <tr> <td style="text-align: center;"></td> <td>These words are important.</td> </tr> <tr> <td style="text-align: center;"></td> <td>A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td style="text-align: center;">! (in the margin)</td> <td>This is a key idea in the text.</td> </tr> <tr> <td style="text-align: center;"></td> <td>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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<h3 style="margin: 0;">Fiction</h3> <p style="margin: 0;">Revisit: I am revisiting identifying themes and conventions in a text.</p> <p style="margin: 0;">LPA 1: I am learning to discuss how the wider context of the text influences the meaning of vocabulary choices.</p> <p style="margin: 0;">LPA 2: I am learning to precis information concisely.</p> <p style="margin: 0; text-align: center;">Text: Clockwork – Phillip Pullman</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 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 compare, contrast and describe how themes/conventions are used in a wider range of more complex 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> 	<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"> • <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> • <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. (Year 5 Spring 1)</i> • <i>The meaning of vocabulary changes over time: the way authors use them, the culture and context around and people's ability to read all shape the meaning of language.</i> 	<ul style="list-style-type: none"> • <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> • <i>To discuss why a writer may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors) and the effect this has on the reader. (Year 5 Spring 1)</i> • <i>To explore how the context of a word influences its meaning.</i> • <i>To make sensible suggestions for the meaning of an unknown word, considering the word class, the writer's tone and the historical/wider context of the text.</i>
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>A precis is a short, concise summary of an entire text.</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 identify an author's specific purpose and the viewpoint from which they are writing, justifying this using evidence from the text. (Year 5 Spring 1)</i> • <i>To precis longer passages of text by:</i> <ul style="list-style-type: none"> ○ <i>Identifying the key details which support the main ideas.</i> ○ <i>Remaining concise, using a limited number of words (as determined by an adult)</i>

Non-Fiction

Revisit: I am revisiting identifying themes and conventions in a text.

LPA 1: I am learning to discuss how the wider context of the text influences the meaning of vocabulary choices.

LPA 2: I am learning to precis information concisely.

Text: Information Texts (instruction manuals)

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, persuade and discuss.</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> • <i>Discursive texts are written to consider a specific point of view and draw a conclusion. Common conventions include a thesis statement, the comparison of different points of view, carefully-selected evidence and logically-organised paragraphs. (Year 5 Summer 2)</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 compare, contrast and describe how themes/conventions are used in a wider range of more complex 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> • <i>Texts have distinctive 'tones' based on the purpose of the writer and the vocabulary they have chosen. (Year 5 Autumn 1)</i> • <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. (Year 5 Spring 1)</i> • <i>The meaning of vocabulary changes over time: the way authors use them, the culture and context around and people's ability to read all shape the meaning of language.</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> • <i>To discuss why a writer may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors) and the effect this has on the reader. (Year 5 Spring 1)</i> • <i>To explore how the context of a word influences its meaning.</i> • <i>To make sensible suggestions for the meaning of an unknown word, considering the word class, the writer's tone and the historical/wider context of the text.</i>

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>A precis is a short, concise summary of an entire text.</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 identify an author's specific purpose and the viewpoint from which they are writing, justifying this using evidence from the text. (Year 5 Spring 1)</i> • <i>To precis longer passages of text by:</i> <ul style="list-style-type: none"> ○ <i>Identifying the key details which support the main ideas.</i> ○ <i>Remaining concise, using a limited number of words (as determined by an adult)</i>
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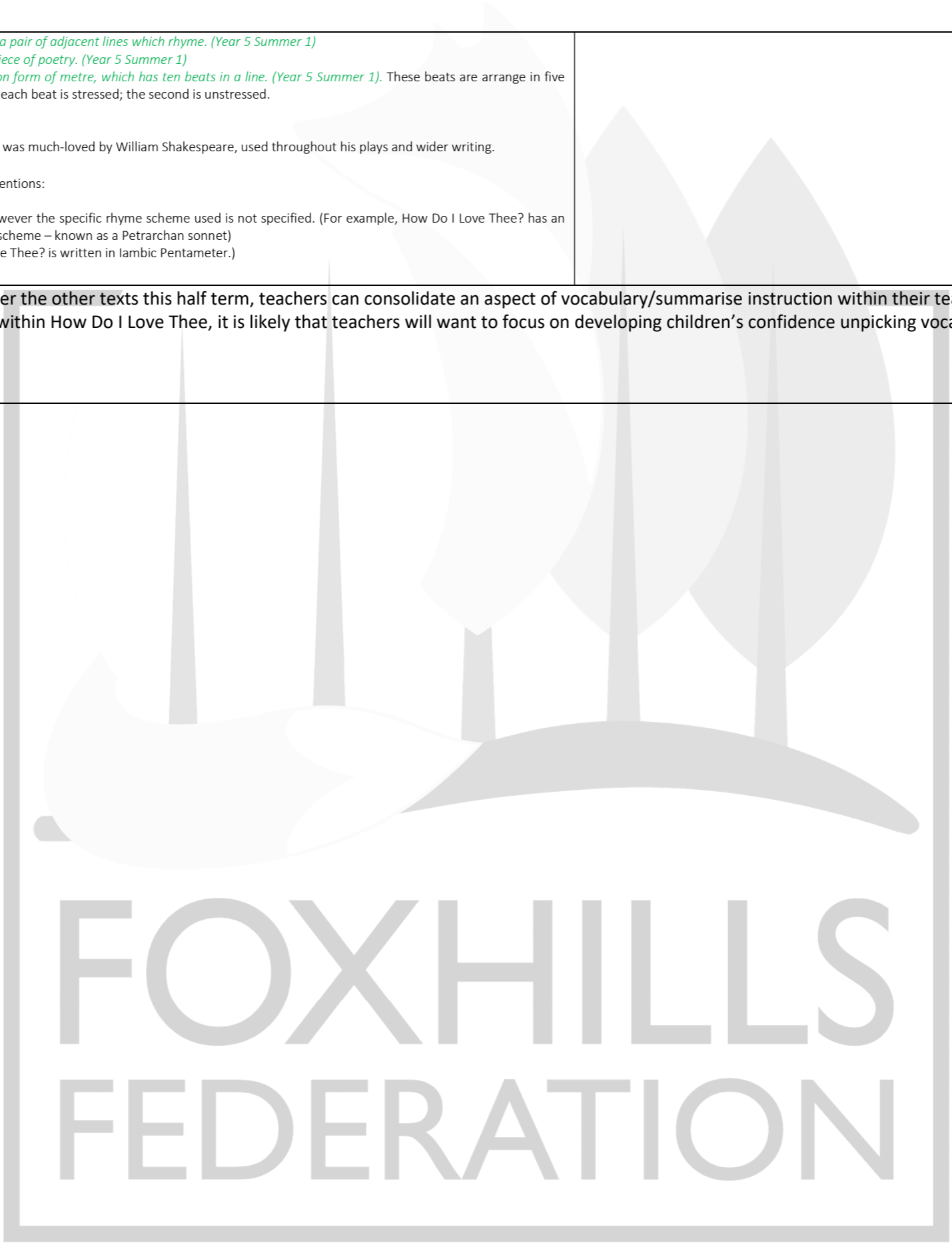
Poetry

Text: Sonnet – Sonnet 43 How Do I Love Thee? (Elizabeth Barrett Browning)

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> <ul style="list-style-type: none"> ○ <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>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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.</i>
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	<ul style="list-style-type: none"> ○ <i>A rhyming couplet is a pair of adjacent lines which rhyme. (Year 5 Summer 1)</i> • <i>Metre refers to the beat/pace of a piece of poetry. (Year 5 Summer 1)</i> ○ <i>Iambic Pentameter is a common form of metre, which has ten beats in a line. (Year 5 Summer 1). These beats are arranged in five pairs of two beats. The first of each beat is stressed; the second is unstressed.</i> <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. • Many sonnets have a theme of love. • 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, How Do I Love Thee? has an ABBA ABBA CDCDCD rhyme scheme – known as a Petrarchan sonnet) ○ Regular metre (How Do I Love Thee? is written in Iambic Pentameter.) 	
<p>Vocabulary or Summarise</p>	<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 interesting use of repetitive language structures within How Do I Love Thee, it is likely that teachers will want to focus on developing children’s confidence unpicking vocabulary and language structures.</p>	



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- 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




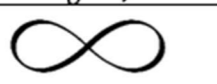



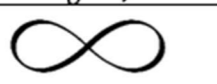



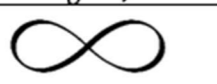
Retrieve, record and present information from non-fiction

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" data-bbox="468 884 1593 1308"> <tr> <td data-bbox="468 884 730 982"></td> <td data-bbox="739 884 1593 982">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 989 730 1035"></td> <td data-bbox="739 989 1593 1035">These words are important.</td> </tr> <tr> <td data-bbox="468 1041 730 1129"></td> <td data-bbox="739 1041 1593 1129">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1136 730 1224">! (in the margin)</td> <td data-bbox="739 1136 1593 1224">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1230 730 1308"></td> <td data-bbox="739 1230 1593 1308">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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Fiction

Revisit: I am revisiting identifying themes and conventions in a text.

LPA 1: I am learning to support contrasting interpretations of a text with appropriate evidence.

LPA 2: I am learning to identify significant changes within a text and make inferences about the cause of these changes.

Text:

Darwin's Dragons – Lindsay Galvin

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 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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.</i>
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <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"> 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) 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) A common convention for recording quotations from a text is to include these in inverted commas (like punctuating speech). Texts can often be interpreted in different ways; people with different viewpoints will retrieve different information to support their interpretations. 	<ul style="list-style-type: none"> 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) to accurately copy words from the text when providing evidence, 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 answers (across the entire text), choosing the most appropriate quotations. (Year 5 Summer 2) To write coherently structured arguments to justify their viewpoints, which include precise quotations/evidence. (Year 5 Summer 2) To include direct quotations within inverted commas when quoting directly from a text. To find evidence within a text to support a viewpoint which is not your own.
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 pronouns are referring to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 4 Spring 1) The theme and 'message' of a fictional text is often communicated through significant changes (e.g. to a character's personality, beliefs or attitudes because of their experiences). There is often more than one possible interpretation for the events in a text. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To make a range of inferences to help them make meaning from 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 the most appropriate, precisely selected textual evidence (quotations) to support the inferences they have made using coherently structured arguments (Year 5 Spring 2) To make forwards and backwards inferences based on evidence in the text. (Year 5) To identify significant changes across a longer text (for example, developments in a character's personality or relationships over time). To make informed inferences about the causes of these changes. To consider more than one interpretation of the text.
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to support contrasting interpretations of a text with appropriate evidence.</p> <p>LPA 2: I am learning to identify how a writer's bias can be seen within poetry.</p> <p><u>Text:</u> Persuasive Texts (speeches)</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, 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) Discursive texts are written to consider a specific point of view and draw a conclusion. Common conventions include a thesis statement, the comparison of different points of view, carefully-selected evidence and logically-organised paragraphs. (Year 5 Summer 2) 	<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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> 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) 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) A common convention for recording quotations from a text is to include these in inverted commas (like punctuating speech). Texts can often be interpreted in different ways; people with different viewpoints will retrieve different information to support their interpretations. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> 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) to accurately copy words from the text when providing evidence, 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 answers (across the entire text), choosing the most appropriate quotations. (Year 5 Summer 2) To write coherently structured arguments to justify their viewpoints, which include precise quotations/evidence. (Year 5 Summer 2) To include direct quotations within inverted commas when quoting directly from a text. To find evidence within a text to support a viewpoint which is not your own.
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 pronouns are referring to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 4 Spring 1) The theme and 'message' of a fictional text is often communicated through significant changes (e.g. to a character's personality, beliefs or attitudes because of their experiences). Writers of non-fiction texts always have their own agendas – the information is rarely unbiased. There is often more than one possible interpretation for the events in a text. 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To make a range of inferences to help them make meaning from 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 the most appropriate, precisely selected textual evidence (quotations) to support the inferences they have made using coherently structured arguments (Year 5 Spring 2) To make forwards and backwards inferences based on evidence in the text. (Year 5) To make inferences about the possible bias/attitudes of the writer based on how information has been presented. To consider more than one interpretation of the text.

Poetry

Text: Free Verse – Where the Mind is Without Fear (Rabindranath Tagore)

Themes and Conventions

Children need to know that...

- 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)
 - 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. (Year 5 Summer 1)
- Metre refers to the beat/pace of a piece of poetry. (Year 5 Summer 1)
 - Iambic Pentameter is a common form of metre, which has ten beats in a line. These beats are arranged in five pairs of two beats. The first of each beat is stressed; the second is unstressed. (Year 6 Autumn 1)

Free Verse poems

- Does not follow a formal, consistent rhyme scheme. (There is no rhyming in Where the Mind is Without Fear, which helps to communicate the 'stream of consciousness' feel to the poem).
- Does not have a formally recognised metre (beat).
- Some free verse poems are more structured than others.
- Allow poets the freedom to express their thoughts without being limited to a specific structure.

Children need to know how...

- 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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.

Retrieve or Infer

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 surprising viewpoint of the narrator in this poem (from the perspective of our children and its socio-political commentary of British rule in India, which children may not previously have been exposed to), teachers are likely to want to focus on inference, specifically around considering the impact of the narrator/poet's own beliefs/desires and how these can be communicated through text. This can be used to expose the underlying structure and influence of bias within literature.

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

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 1150"></td> <td data-bbox="730 1052 1602 1150">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1150 730 1249">! (in the margin)</td> <td data-bbox="730 1150 1602 1249">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1249 730 1341"></td> <td data-bbox="730 1249 1602 1341">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 evaluate an authors language choices considering their purpose.</p> <p>LPA 2: I am revisiting how to precis complex texts effectively.</p> <p>Text: _____</p> <p>The Song Walker – Zillah Bethell</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 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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.</i> 										

Vocabulary	Children need to know that... <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) • The meaning of vocabulary changes over time: the way authors use them, the culture and context around and people's ability to read all shape the meaning of language. (Year 6 Autumn 1) • The effectiveness of a piece of writing depends on how well an author has matched their use of grammar and language to their intentions. 	Children need to know how... <ul style="list-style-type: none"> • To explore the specific meaning of the words selected by an author in context, including the historical and wider context. (Year 6 Autumn 1) • To make sensible suggestions for the meaning of an unknown word, considering the word class, the writer's tone and the historical/wider context of the text, giving reasoned justification for their views (Year 6 Autumn 1). • To discuss why a writer may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors) and the effect this has on the reader, exploring how the context of a word influences its meaning. (Year 5 Spring 1) • To suggest why an author may have chosen specific language (e.g. vocabulary/figurative language) based on their purposes. • To evaluate how effectively the author has achieved this purpose.
Summarise	Children need to know that... <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) • 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) • A precis is a short, concise summary of an entire text. (Year 6 Autumn 1) 	Children need to know how... <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 identify an author's specific purpose and the viewpoint from which they are writing, justifying this using evidence from the text. (Year 5 Spring 1) • To precis longer passages of text by: (Year 6 Autumn 1) <ul style="list-style-type: none"> ○ Identifying the key details which support the main ideas. ○ Remaining concise, using a limited number of words (as determined by an adult)
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text. LPA 1: I am learning to evaluate an authors language choices, considering their purpose. LPA 2: I am revisiting how to precis complex texts effectively.</p> <p>Text: Explanation Texts</p>		
Themes and Conventions	Children need to know that... <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, 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) • Discursive texts are written to consider a specific point of view and draw a conclusion. Common conventions include a thesis statement, the comparison of different points of view, carefully-selected evidence and logically-organised paragraphs. (Year 5 Summer 2) 	Children need to know how... <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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.
Vocabulary	Children need to know that... <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) • The meaning of vocabulary changes over time: the way authors use them, the culture and context around and people's ability to read all shape the meaning of language. (Year 6 Autumn 1) • The effectiveness of a piece of writing depends on how well an author has matched their use of grammar and language to their intentions. 	Children need to know how... <ul style="list-style-type: none"> • To explore the specific meaning of the words selected by an author in context, including the historical and wider context. (Year 6 Autumn 1) • To make sensible suggestions for the meaning of an unknown word, considering the word class, the writer's tone and the historical/wider context of the text, giving reasoned justification for their views (Year 6 Autumn 1). • To discuss why a writer may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors) and the effect this has on the reader, exploring how the context of a word influences its meaning. (Year 5 Spring 1) • To suggest why an author may have chosen specific language (e.g. vocabulary/figurative language) based on their purposes. • To evaluate how effectively the author has achieved this purpose.
Summarise	Children need to know that... <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) • 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) • A precis is a short, concise summary of an entire text. (Year 6 Autumn 1) 	Children need to know how... <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 identify an author's specific purpose and the viewpoint from which they are writing, justifying this using evidence from the text. (Year 5 Spring 1) • To precis longer passages of text by: (Year 6 Autumn 1) <ul style="list-style-type: none"> ○ Identifying the key details which support the main ideas. ○ Remaining concise, using a limited number of words (as determined by an adult)
<h2>Poetry</h2> <p>Text: Free Verse – Be Very Afraid (Carol Ann Duffy)</p>		
Themes and Conventions	Children need to know that... <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) 	Children need to know how... <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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.

	<ul style="list-style-type: none"> ○ <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> ○ <i>A rhyming couplet is a pair of adjacent lines which rhyme. (Year 5 Summer 1)</i> • <i>Metre refers to the beat/pace of a piece of poetry. (Year 5 Summer 1)</i> ○ <i>Iambic Pentameter is a common form of metre, which has ten beats in a line. These beats are arranged in five pairs of two beats. The first of each beat is stressed; the second is unstressed. (Year 6 Autumn 1)</i> <p>Free Verse poems</p> <ul style="list-style-type: none"> • Does not follow a formal, consistent rhyme scheme. (There is no consistent rhyme scheme in Be Very Afraid, but Duffy does use occasional rhyming couplets or irregular rhyme schemes within stanzas. This deliberately inconsistent structure contributes to how unsettling the poem feels). • Does not have a formally recognised metre (beat). • Some free verse poems are more structured than others. • Allow poets the freedom to express their thoughts without being limited to a specific structure. 	
<p>Vocabulary or Summarise</p>	<p>Based on children's learning over the other texts this half term, teachers can consolidate an aspect of vocab/summarise instruction within their teaching of poetry. Due to the interesting use of allegory to describe the natural fears children have of ordinary things, it is likely that teachers will want to focus on the development of children's vocabulary (specifically figurative language) skills when studying this poem.</p>	



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- 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="468 871 730 976"></td> <td data-bbox="730 871 1587 976">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 976 730 1029"></td> <td data-bbox="730 976 1587 1029">These words are important.</td> </tr> <tr> <td data-bbox="468 1029 730 1123"></td> <td data-bbox="730 1029 1587 1123">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1123 730 1228">! (in the margin)</td> <td data-bbox="730 1123 1587 1228">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1228 730 1312"></td> <td data-bbox="730 1228 1587 1312">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 revisiting retrieving information efficiently and accurately from a text, appreciating that it can be interpreted differently.</p> <p>LPA 2: I am revisiting making complex inferences about texts, supporting these with textual evidence and appreciating how others may have made different interpretations.</p> <p><u>Text:</u> Tyger – S.F. Said</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 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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.</i> 										
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> • <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> • <i>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)</i> 	<p>Children need to know how...</p> <ul style="list-style-type: none"> • <i>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>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"> We can support our answers with evidence from the text. (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) A common convention for recording quotations from a text is to include these in inverted commas (like punctuating speech). (Year 6 Autumn 2) Texts can often be interpreted in different ways; people with different viewpoints will retrieve different information to support their interpretations (Year 6 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 answers [across the entire text], choosing the most appropriate quotations. (Year 5 Summer 2) To write coherently structured arguments to justify their viewpoints, which include precise quotations/evidence. (Year 5 Summer 2) To include direct quotations within inverted commas when quoting directly from a text. (Year 6 Autumn 2) To find evidence within a text to support a viewpoint which is not your own. (Year 6 Autumn 2)
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 pronouns are referring to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 4 Spring 1) The theme and 'message' of a fictional text is often communicated through significant changes (e.g. to a character's personality, beliefs or attitudes because of their experiences). (Year 6 Autumn 2) There is often more than one possible interpretation for the events in a text. (Year 6 Autumn 2) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To make a range of inferences to help them make meaning from 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 the most appropriate, precisely selected textual evidence (quotations) to support the inferences they have made using coherently structured arguments (Year 5 Spring 2) To make forwards and backwards inferences based on evidence in the text. (Year 5) To identify significant changes across a longer text (for example, developments in a character's personality or relationships over time). (Year 6 Autumn 2) To make informed inferences about the causes of these changes. (Year 6 Autumn 2) To consider more than one interpretation of the text. (Year 6 Autumn 2)
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am revisiting retrieving information efficiently and accurately from a text, appreciating that it can be interpreted differently.</p> <p>LPA 2: I am revisiting making complex inferences about texts, supporting these with textual evidence and appreciating how others may have made different interpretations.</p> <p>Text: Information Texts (Non-chronological)</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) Discursive texts are written to consider a specific point of view and draw a conclusion. Common conventions include a thesis statement, the comparison of different points of view, carefully-selected evidence and logically-organised paragraphs. (Year 5 Summer 2) 	<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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> 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) 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) A common convention for recording quotations from a text is to include these in inverted commas (like punctuating speech). (Year 6 Autumn 2) Texts can often be interpreted in different ways; people with different viewpoints will retrieve different information to support their interpretations (Year 6 Autumn 2). 	<p>Children need to know how...</p> <ul style="list-style-type: none"> 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) to accurately copy words from the text when providing evidence, 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 answers choosing the most appropriate quotations. (Year 5 Summer 2) To write coherently structured arguments to justify their viewpoints, which include precise quotations/evidence. (Year 5 Summer 2) To include direct quotations within inverted commas when quoting directly from a text. (Year 6 Autumn 2) To find evidence within a text to support a viewpoint which is not your own. (Year 6 Autumn 2)
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 pronouns are referring to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 4 Spring 1) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To make a range of inferences to help them make meaning from 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 the most appropriate, precisely selected textual evidence (quotations) to support the inferences they have made using coherently structured arguments (Year 5 Spring 2) To make forwards and backwards inferences based on evidence in the text. (Year 5) To identify significant changes across a longer text (for example, developments in a character's personality or relationships over time). (Year 6 Autumn 2)

	<ul style="list-style-type: none"> The theme and 'message' of a fictional text is often communicated through significant changes (e.g. to a character's personality, beliefs or attitudes because of their experiences). (Year 6 Autumn 2) There is often more than one possible interpretation for the events in a text. (Year 6 Autumn 2) 	<ul style="list-style-type: none"> To make informed inferences about the causes of these changes. (Year 6 Autumn 2) To consider more than one interpretation of the text. (Year 6 Autumn 2)
<h2>Poetry</h2> <p>Text: Free Verse – Unfolding Bud (Naoshi Koriyama)</p>		
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. (Year 5 Summer 1) Metre refers to the beat/pace of a piece of poetry. (Year 5 Summer 1) <ul style="list-style-type: none"> Iambic Pentameter is a common form of metre, which has ten beats in a line. These beats are arranged in five pairs of two beats. The first of each beat is stressed; the second is unstressed. (Year 6 Autumn 1) <p>Free Verse poems</p> <ul style="list-style-type: none"> Does not follow a formal, consistent rhyme scheme. (There is no rhyming in Unfolding Bud) Does not have a formally recognised metre (beat). Some free verse poems are more structured than others. (The structure of Unfolding Bud is 'unstructured' but there is a deliberate parallel in structure between the first and third stanzas which highlight the similarity between the wonderful depth of a poem and the magic of an unfolding bud in nature). 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"> 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 compare, contrast and describe how themes/conventions are used in a wider range of more complex 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 deliberate use of structure to convey meaning in this poem (about what poetry actually is), it is likely that teachers will want to use this as an opportunity to deepen their children's reasoning about how meaning can be inferred and how, as readers, we may make meaning from text.</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:

- 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

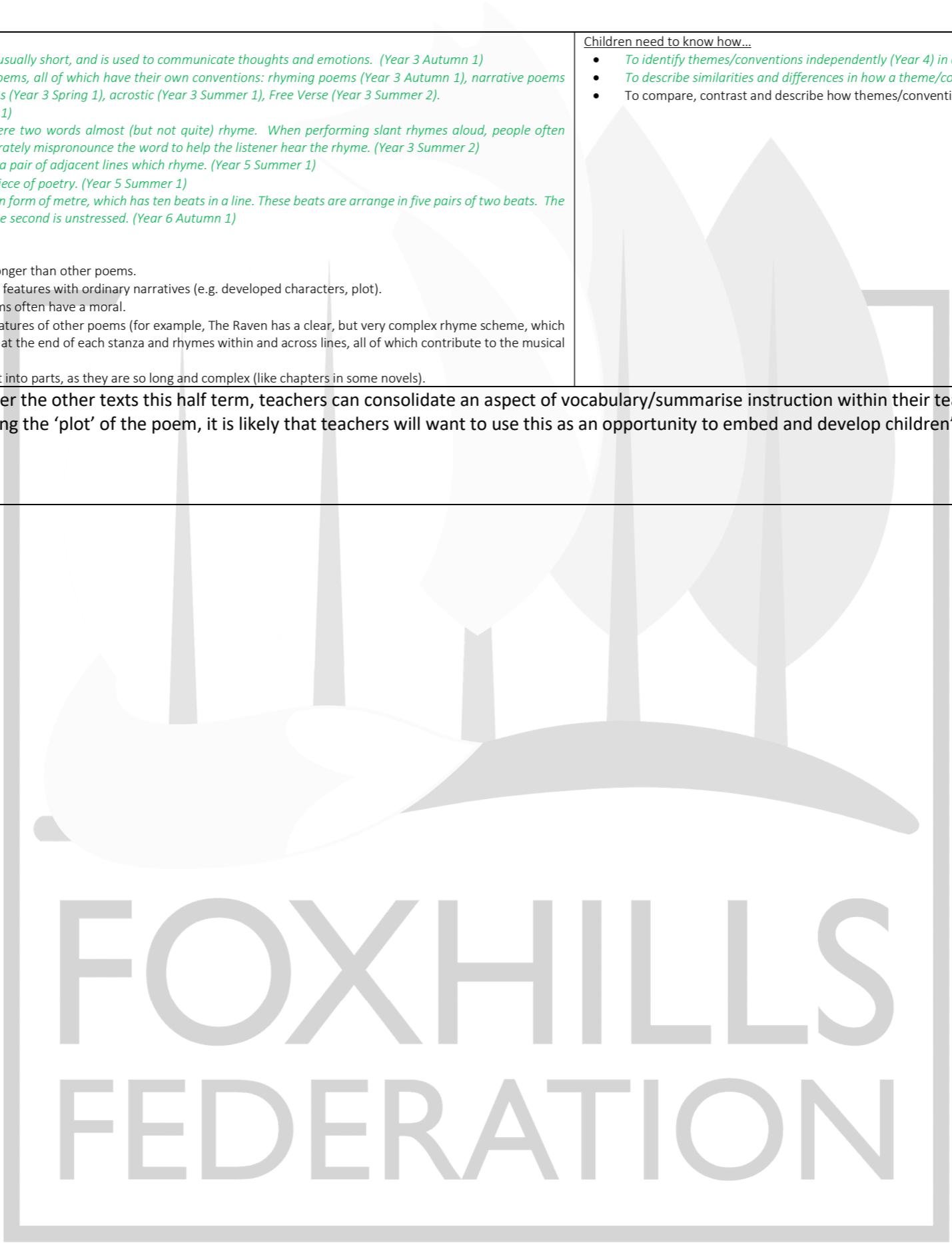
Provide reasoned justifications for their views

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="468 898 727 997"></td> <td data-bbox="727 898 1602 997">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="468 997 727 1050"></td> <td data-bbox="727 997 1602 1050">These words are important.</td> </tr> <tr> <td data-bbox="468 1050 727 1144"></td> <td data-bbox="727 1050 1602 1144">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="468 1144 727 1249">! (in the margin)</td> <td data-bbox="727 1144 1602 1249">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="468 1249 727 1333"></td> <td data-bbox="727 1249 1602 1333">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.											
	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>Fiction</p> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to evaluate how changes to vocabulary, language and grammar may change the meaning and effectiveness of a text.</p> <p>LPA 2: I am revisiting summarising and sequence complex texts efficiently.</p> <p>Text: The Boy in the Tower – Polly Ho Yen</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 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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.</i> 										

Vocabulary	Children need to know that... <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) • The meaning of vocabulary changes over time: the way authors use them, the culture and context around and people's ability to read all shape the meaning of language. (Year 6 Autumn 1) • The effectiveness of a piece of writing depends on how well an author has matched their use of grammar and language to their intentions. (Year 6 Spring 1) 	Children need to know how... <ul style="list-style-type: none"> • To explore the specific meaning of the words selected by an author in context, including the historical and wider context. (Year 6 Autumn 1) • To make sensible suggestions for the meaning of an unknown word, considering the word class, the writer's tone and the historical/wider context of the text, giving reasoned justification for their views (Year 6 Autumn 1). • To discuss why a writer may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors) and the effect this has on the reader, exploring how the context of a word influences its meaning. (Year 5 Spring 1) • To suggest why an author may have chosen specific language (e.g. vocabulary/figurative language) based on their purposes. (Year 6 Spring 1) • To evaluate how effectively the author has achieved this purpose. (Year 6 Spring 1) • To explore the impact of a different language choice on the meaning of the text and its ability to meet its purpose.
Summarise	Children need to know that... <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) • 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) • A precis is a short, concise summary of an entire text. (Year 6 Spring 1) 	Children need to know how... <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 identify an author's specific purpose and the viewpoint from which they are writing, justifying this using evidence from the text. (Year 5 Spring 1) • To precis longer passages of text by: (Year 6 Autumn 1) <ul style="list-style-type: none"> ○ Identifying the key details which support the main ideas. ○ Remaining concise, using a limited number of words (as determined by an adult)
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text.</p> <p>LPA 1: I am learning to evaluate how changes to vocabulary, language and grammar may change the meaning and effectiveness of a text.</p> <p>LPA 2: I am revisiting summarising and sequence complex texts efficiently.</p> <p><u>Text:</u> Persuasive Texts (Political manifestos)</p>		
Themes and Conventions	Children need to know that... <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, 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) • Discursive texts are written to consider a specific point of view and draw a conclusion. Common conventions include a thesis statement, the comparison of different points of view, carefully-selected evidence and logically-organised paragraphs. (Year 5 Summer 2) 	Children need to know how... <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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.
Vocabulary	Children need to know that... <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) • The meaning of vocabulary changes over time: the way authors use them, the culture and context around and people's ability to read all shape the meaning of language. (Year 6 Autumn 1) • The effectiveness of a piece of writing depends on how well an author has matched their use of grammar and language to their intentions. (Year 6 Spring 1) 	Children need to know how... <ul style="list-style-type: none"> • To explore the specific meaning of the words selected by an author in context, including the historical and wider context. (Year 6 Autumn 1) • To make sensible suggestions for the meaning of an unknown word, considering the word class, the writer's tone and the historical/wider context of the text, giving reasoned justification for their views (Year 6 Autumn 1). • To discuss why a writer may have chosen to use specific vocabulary/figurative language (e.g. synonyms, metaphors) and the effect this has on the reader, exploring how the context of a word influences its meaning. (Year 5 Spring 1) • To suggest why an author may have chosen specific language (e.g. vocabulary/figurative language) based on their purposes. (Year 6 Spring 1) • To evaluate how effectively the author has achieved this purpose. (Year 6 Spring 1) • To explore the impact of a different language choice on the meaning of the text and its ability to meet its purpose.
Summarise	Children need to know that... <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) • 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) • A precis is a short, concise summary of an entire text. (Year 6 Spring 1) 	Children need to know how... <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 identify an author's specific purpose and the viewpoint from which they are writing, justifying this using evidence from the text. (Year 5 Spring 1) • To precis longer passages of text by: (Year 6 Autumn 1) <ul style="list-style-type: none"> ○ Identifying the key details which support the main ideas. ○ Remaining concise, using a limited number of words (as determined by an adult)
<h2>Poetry</h2> <p><u>Text:</u> Narrative Poem – The Raven (Edgar Allen Poe)</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> <ul style="list-style-type: none"> ◦ <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> ◦ <i>A rhyming couplet is a pair of adjacent lines which rhyme. (Year 5 Summer 1)</i> • <i>Metre refers to the beat/pace of a piece of poetry. (Year 5 Summer 1)</i> <ul style="list-style-type: none"> ◦ <i>Iambic Pentameter is a common form of metre, which has ten beats in a line. These beats are arranged in five pairs of two beats. The first of each beat is stressed; the second is unstressed. (Year 6 Autumn 1)</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 Raven has a clear, but very complex rhyme scheme, which features repeated rhyming couplets at the end of each stanza and rhymes within and across lines, all of which contribute to the musical meter of the poem). • Some narrative poems are even split into parts, as they are so long and complex (like chapters in some novels). 	<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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.
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 inherent complexity of language and structure obscuring the 'plot' of the poem, it is likely that teachers will want to use this as an opportunity to embed and develop children's confidence identifying the key events and writing a precis of a very complex text.</p>	



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- 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="451 835 730 940"></td> <td data-bbox="730 835 1605 940">I am not sure what this word means.</td> </tr> <tr> <td data-bbox="451 940 730 993"></td> <td data-bbox="730 940 1605 993">These words are important.</td> </tr> <tr> <td data-bbox="451 993 730 1087"></td> <td data-bbox="730 993 1605 1087">A doodle/sentence to remind me of a key idea.</td> </tr> <tr> <td data-bbox="451 1087 730 1192">! (in the margin)</td> <td data-bbox="730 1087 1605 1192">This is a key idea in the text.</td> </tr> <tr> <td data-bbox="451 1192 730 1281"></td> <td data-bbox="730 1192 1605 1281">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.											
	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...											

Fiction/Playscript

Revisit: I am revisiting identifying themes and conventions in a text.

LPA 1: I am revisiting retrieving key information from a range of more complex texts.

LPA 2: I am retrieving making well-informed inferences from a range of more complex texts, justifying these with carefully chosen evidence from the text.

Text:

Lead text: Macbeth – Shakespeare

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> • <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> 	<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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.</i>
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	<ul style="list-style-type: none"> ○ Split into 'scenes' – which are almost like chapters. ○ Each scene begins with a description of the time and setting. ○ Stage directions (or what an actor should do) are often shown in () or italics. ○ The person speaking is often shown in CAPITAL LETTERS and bold. ○ The words said by the character are often included after their name in normal typeface. ● 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) ● 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) ● Shakespeare's plays fit into three broad categories: histories, tragedies and comedies. (Year 4) <ul style="list-style-type: none"> ○ Comedies: intended to make an audience laugh as a result of silly, amusing and strange events. A <i>Midsummer Night's Dream</i> is an example of one of Shakespeare's comedies. The <i>Tempest</i> 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). (Year 5 Summer 2) ○ Tragedies: follow a specific plot pattern where a noble, flawed protagonist makes a mistake and suffers a fall from his position, before normality is resolved. 	
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> ● 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) ● 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) ● A common convention for recording quotations from a text is to include these in inverted commas (like punctuating speech). (Year 6 Autumn 2) ● Texts can often be interpreted in different ways; people with different viewpoints will retrieve different information to support their interpretations (Year 6 Autumn 2). 	<p>Children need to know how...</p> <ul style="list-style-type: none"> ● 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) ● to accurately copy words from the text when providing evidence, 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 answers [across the entire text], choosing the most appropriate quotations. (Year 5 Summer 2) ● To write coherently structured arguments to justify their viewpoints, which include precise quotations/evidence. (Year 5 Summer 2) ● To include direct quotations within inverted commas when quoting directly from a text. (Year 6 Autumn 2) ● To find evidence within a text to support a viewpoint which is not your own. (Year 6 Autumn 2)
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, together with your own knowledge of the world, to conclude/assume 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 pronouns are referring to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 4 Spring 1) ● The theme and 'message' of a fictional text is often communicated through significant changes (e.g. to a character's personality, beliefs or attitudes because of their experiences). (Year 6 Autumn 2) ● There is often more than one possible interpretation for the events in a text. (Year 6 Autumn 2) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> ● To make a range of inferences to help them make meaning from 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 the most appropriate, precisely selected textual evidence (quotations) to support the inferences they have made using coherently structured arguments (Year 5 Spring 2) ● To make forwards and backwards inferences based on evidence in the text. (Year 5) ● To identify significant changes across a longer text (for example, developments in a character's personality or relationships over time). (Year 6 Autumn 2) ● To make informed inferences about the causes of these changes. (Year 6 Autumn 2) ● To consider more than one interpretation of the text. (Year 6 Autumn 2)
<h2>Non-Fiction</h2> <p>Revisit: I am revisiting identifying themes and conventions in a text. LPA 1: I am revisiting retrieving key information from a range of more complex texts. LPA 2: I am retrieving making well-informed inferences from a range of more complex texts, justifying these with carefully chosen evidence from the text.</p> <p><u>Text:</u> Discussion Texts (e.g. debate transcripts)</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, 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) ● Discursive texts are written to consider a specific point of view and draw a conclusion. Common conventions include a thesis statement, the comparison of different points of view, carefully-selected evidence and logically-organised paragraphs. (Year 5 Summer 2) 	<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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.
Retrieve	<p>Children need to know that...</p> <ul style="list-style-type: none"> ● 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) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> ● 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) ● to accurately copy words from the text when providing evidence, 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 answers [across the entire text], choosing the most appropriate quotations. (Year 5 Summer 2)

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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, together with your own knowledge of the world, to conclude/assume 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 pronouns are referring to; to visualise; and to infer how characters/people are thinking, feeling and why they might act in certain ways. (Year 4 Spring 1) The theme and 'message' of a fictional text is often communicated through significant changes (e.g. to a character's personality, beliefs or attitudes because of their experiences). (Year 6 Autumn 2) There is often more than one possible interpretation for the events in a text. (Year 6 Autumn 2) 	<p>Children need to know how...</p> <ul style="list-style-type: none"> To make a range of inferences to help them make meaning from 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 the most appropriate, precisely selected textual evidence (quotations) to support the inferences they have made using coherently structured arguments (Year 5 Spring 2) To make forwards and backwards inferences based on evidence in the text. (Year 5) To identify significant changes across a longer text (for example, developments in a character's personality or relationships over time). (Year 6 Autumn 2) To make informed inferences about the causes of these changes. (Year 6 Autumn 2) To consider more than one interpretation of the text. (Year 6 Autumn 2)
<h2>Playscript</h2> <p>Text: Year 6 Production</p>		
Themes and Conventions	<p>Children need to know that...</p> <ul style="list-style-type: none"> A playscript is a type of writing which helps to turn a writer's ideas into a performance on stage. (Year 3) There are some very specific conventions of playscripts, which help the actors translate the writing into a performance. (Year 3) <ul style="list-style-type: none"> Characters will be explicitly identified and briefly summarised. Split into 'scenes' – which are almost like chapters. Each scene begins with a description of the time and setting. Stage directions (or what an actor should do) are often shown in () or italics. The person speaking is often shown in CAPITAL LETTERS and bold. The words said by the character are often included after their name in normal typeface. 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) 	<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 compare, contrast and describe how themes/conventions are used in a wider range of more complex texts.
Performance	The focus of this unit is on children's ability to apply their knowledge of fluency, including prosody, in their performance of their end of year production.	

FOXHILLS
FEDERATION

