



Year 3/4 English and Reading – Cycle A

Class Text Overview, Reading Spine and Planning Progression Documents

Class text overview

Year :	Autumn A						Autumn B					Spring A					Spring B					Summer A						Summer B																																																					
3/4	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	6																																																
	The Legend of Spud Murphy – Eoin Colfer						The Promise – Nicola Davies					Where the Wild Things Are – Maurice Sendak					Little Red Riding Hood – Fairy Tale					Here Comes Hercules! – Stella Tarakson					Oliver and the Seawigs – Philip Reeve					Fantastic Mr Fox – Roald Dahl					Poetry:					A World of Cities – James Brown					Wildlife in Your Garden – Mike Dilger					A Climate in Chaos – Neal Layton					The Lost Homework – Richard O'Neill					Year Three Class Performance					The Nothing to See Here Hotel – Steven Butler					Ellie and the Cat – Mallorie Blackman					Charlotte's Web – Elwyn B. White				

English Teaching and Reading Overview

11:00 – 11:15

Phonics

Handwriting/SPaG misconceptions

11:15 – 11:25

Class text reading as a whole class

11:25 – 12:15

Whole class teaching and learning

1:10 – 1:40

Independent reading:

20% x3

80% x1

3:00 – 3:10

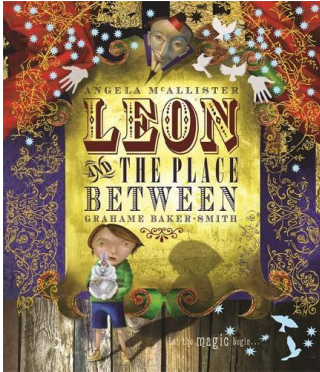
Whole-class story time:

See reading spine below.

Reading Spine

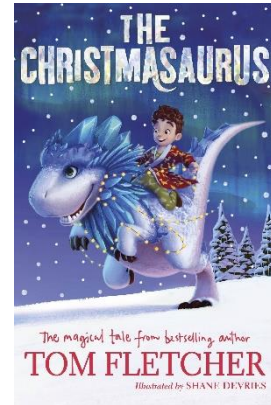
Autumn A

Leon and the Place Between – Angela McAllister



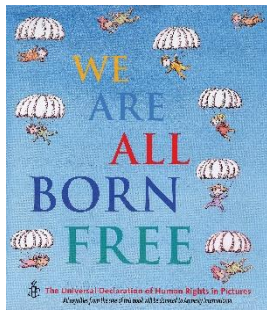
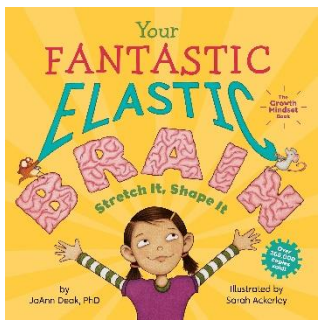
Autumn B

The Christmasaurus – Tom Fletcher



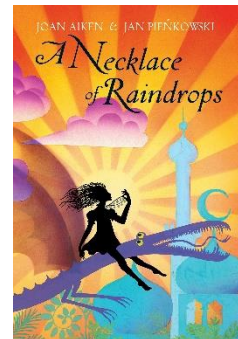
Spring A

Your Fantastic, Elastic Brain – JoAnn Deak



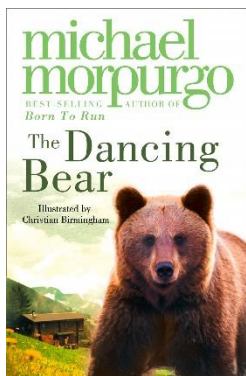
Spring B

A Necklace of Raindrops – Joan Aiken



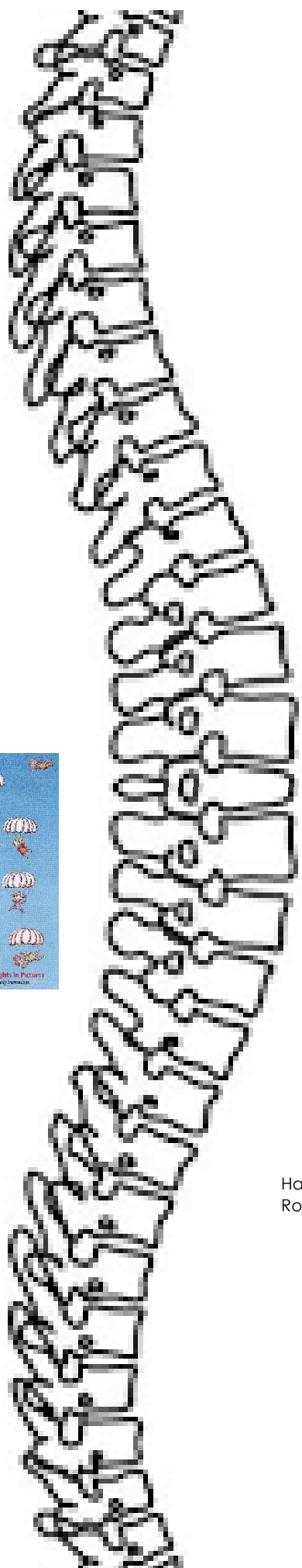
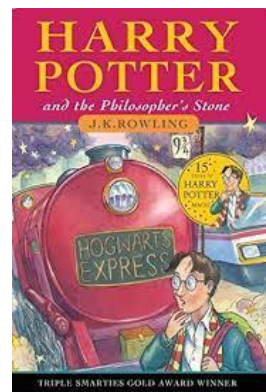
Summer A

The Dancing Bear – Michael Morpurgo



Summer B

Harry Potter and the Philosopher's Stone – J.K. Rowling





Planning Progression Document

	Spelling:	Handwriting:	Reading:	SPaG:	Features of a ____:	Writing:
<p>Autumn A</p> <p>Fiction</p>	<p>See Sounds Write spelling plan below:</p>	<p>Diagonal joins to letters without ascenders:</p> <p>1 – ai, ar, ic, er, ce</p> <p>2 – ie, ir, am, aw, ac</p> <p>3 – un, um, uc, ua, ui</p> <p>4 – iu, ma, ni, mm, mi</p> <p>5 – ni, ca, cu, im, ae, ce</p> <p>6 – Recap / misconceptions</p>	<p>2d: Inference</p> <p>2e: Prediction</p> <p>Explain and discuss their understanding through debate</p> <p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>2c: Summarising main ideas</p> <p>2f: Information contributing to meaning</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Direct speech</p> <p>Subordinate clauses</p> <p>Nouns/pronouns to avoid repetition</p> <p>Conjunctions, adverbs and prepositions to express time and cause</p> <p>Possessive apostrophes</p> <p>Headings/sub-headings</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to.</p> <p>Diary entry features: First person Inference</p> <p>Non-chronological report features: Sub-headings Present tense Factual, not opinion based Third person</p> <p>Letter features: Address and date Dear ____, First person Persuasive language</p> <p>Character description features:</p>	<p>Writing to inform:</p> <p>Diary entry</p> <p>Non-chronological report</p> <p>Writing to persuade:</p> <p>Letter</p> <p>Writing to entertain:</p> <p>Character description</p> <p>Descriptive writing</p> <p>Story writing</p> <p>Options: - Story retell - Change of ending - Change of perspective</p>

					<p>Third person Inference Good description</p> <p>Descriptive writing features: Figurative language Good description High quality vocabulary</p> <p>Story features: Setting, character, plot Third person (usually) Chronological order</p>	
<p>Autumn B</p> <p>Fairy tales, myths and legends</p> <p>Enterprise Week (Two Weeks)</p>	<p>See Sounds Write spelling plan below:</p>	<p>Diagonal joins with descenders:</p> <p>1 – ag, aj, dy</p> <p>2 – up, ep, lp</p> <p>3 – ip, up, ap</p> <p>4 – ig, ng, ug</p> <p>5 – ef, if</p> <p>6 – Recap / misconceptions</p>	<p>2d: Inference</p> <p>2e: Prediction</p> <p>2c: Summarising main ideas</p> <p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>2f: Information contributing to meaning</p>	<p>Direct speech</p> <p>Subordinate clauses</p> <p>Present perfect tense</p> <p>Conjunctions, adverbs and prepositions to express time and cause</p> <p>Possessive apostrophes</p> <p>Persuasive language (Enterprise Week)</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to.</p> <p>Journalistic writing features: Factual and objective Fair and balanced Chronological order</p> <p>Diary entry features: First person</p>	<p><u>Writing to inform:</u></p> <p>Journalistic writing Diary entry</p> <p>Presentation to the Dragon’s Den</p> <p><u>Writing to persuade:</u></p> <p>Advert (Enterprise Week)</p> <p><u>Writing to entertain:</u></p> <p>Descriptive writing Story writing Options: - Story retell - Change of ending</p>

			<p>Presentation (Enterprise Week)</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>		<p>Inference</p> <p>Advert features: Persuasive language Attention grabbing</p> <p>Descriptive writing features: Figurative language Good description High quality vocabulary</p> <p>Story features: Setting, character, plot Third person (usually) Chronological order</p>	- Change of perspective
<p>Spring A</p> <p>Fiction</p>	<p>See Sounds Write spelling plan below:</p>	<p>Ascenders to non-ascenders:</p> <p>1 – da, di, do, du, dy</p> <p>2 – ha, he, hi, ho, hu</p> <p>3 – ka, ke, ki, ko, ku</p> <p>4 – la, le, li, lm, lo</p> <p>5 – ta, tu, ti, te, to</p> <p>6 – Recap / misconceptions</p>	<p>2g: Discuss words and phrases that captures the readers’ interest</p> <p>2d: Inference</p> <p>2e: Prediction</p> <p>2f: Information contributing to meaning</p> <p>2b: Retrieve and record information from fiction</p>	<p>Paragraphs</p> <p>Direct speech</p> <p>Subordinate clauses</p> <p>Fronted adverbials</p> <p>Possessive/plural possessive apostrophes</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to.</p> <p>Non-chronological report features: Sub-headings Present tense Factual, not opinion based</p>	<p><u>Writing to inform:</u></p> <p>Non-chronological report Diary entry</p> <p><u>Writing to persuade:</u></p> <p>Speech</p> <p><u>Writing to entertain:</u></p> <p>Character description Story writing Options: - Story retell - Change of ending - Change of perspective</p>

			(comprehension questions) 2a: Meaning of words in context (ongoing through use of vocab boards)		Third person Diary entry features: First person Inference Speech features: Persuasive language Factual Conclusive paragraph Character description features: Third person Inference Good description Story features: Setting, character, plot Third person (usually) Chronological order	
Spring B Non-Fiction (Three Weeks) Poetry (Two weeks)	See Sounds Write spelling plan below:	Joining to c and s: 1 – ac, ec, ic, lc, uc 2 – as, cs, ds, es, hs 3 – is, ks, ls, ms, ns 4 – ts, us, ss, bs, ps 5 – gs, bs, js, rs, ys 6 – Recap / misconceptions	Non-fiction: 2b: Retrieve and record information from non-fiction (comprehension questions) 2c: Summarising main ideas Explain and discuss their	Non-fiction: Conjunctions, adverbs and prepositions to express time and cause Fronted adverbials Headings/sub-headings Poetry:	Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to.	<u>Writing to inform:</u> Non-chronological report Writing instructions Argument (debate) <u>Writing to entertain:</u> Poetry x2

			<p>understanding through debate</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p> <p>Poetry: Learning a wide range of poetry by heart (ongoing through poetry week).</p> <p>2f: Information contributing to meaning</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Noun/Expanded noun phrases</p> <p>Fronted adverbials</p>	<p>Non-chronological report features: Sub-headings Present tense Factual, not opinion based Third person</p> <p>Instructional features: Imperative verbs Bullet points Chronological order Time adverbials</p> <p>Poetry features: Good description High quality vocabulary Rhyming couplets</p> <p>Argument features: Balanced Persuasive language Factual Conclusive paragraph</p>	
<p>Summer A</p> <p>Fiction</p> <p>Class Performance (Two Weeks)</p>	<p>See Sounds Write spelling plan below:</p>	<p>Horizontal joins:</p> <p>1 – oa, oc, od, oe</p> <p>2 – oi, og, oj, on</p> <p>3 – om, oo, or, os</p> <p>4 – ou, ov, ow, ox</p>	<p>2d: Inference</p> <p>2f: Information contributing to meaning</p> <p>2c: Summarising main ideas</p>	<p>Direct speech</p> <p>Fronted adverbials</p> <p>Possessive and plural possessive apostrophes</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children learned earlier in the week.</p>	<p><u>Writing to inform:</u></p> <p>Non-chronological report</p> <p>Diary entry</p>

		<p>5 – oy, oz, ob, of</p> <p>6 – Recap / misconceptions</p>	<p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Present perfect tense</p>	<p>Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to.</p> <p>Non-chronological report features: Sub-headings Present tense Factual, not opinion based Third person</p> <p>Diary entry features: First person Inference</p> <p>Story features: Setting, character, plot Third person (usually) Chronological order</p> <p>Play features: Curriculum content Jokes Songs High quality props</p>	<p><u>Writing to entertain:</u></p> <p>Class Performance (Two Weeks)</p> <p>Story writing x2</p> <p>Options:</p> <ul style="list-style-type: none"> - Story retell - Change of ending - Change of perspective
<p>Summer B</p> <p>Fiction</p>		<p>Horizontal joins</p> <p>1 – ra, rg, ri, ra</p> <p>2 – rn, rm, ro, re</p> <p>3 – rp, rr, rs, ru</p>	<p>2c: Summarising main ideas</p> <p>2d: Inference</p>	<p>Direct speech</p> <p>Paragraphs</p> <p>Subordinate clauses</p>	<p>Create short version or part of expected piece of writing to analyse as a whole class. Include the following features in each text alongside the success criteria from the skills children</p>	<p><u>Writing to inform:</u></p> <p>Non-chronological report</p> <p>Diary entry</p>

	<p>See Sounds Write spelling plan below:</p>	<p>4 – va, vi, vo, vs 5 – vu, ve, uy, ww 6 – wa, wi, wn, wo, ws</p>	<p>2f: Information contributing to meaning</p> <p>2e: Prediction</p> <p>2g: Identify/explain how meaning is enhanced through words and phrases</p> <p>2b: Retrieve and record information from fiction (comprehension questions)</p> <p>2a: Meaning of words in context (ongoing through use of vocab boards)</p>	<p>Conjunctions, adverbs and prepositions to express time and causes</p> <p>Fronted adverbials</p> <p>Possessive and plural possessive apostrophes</p>	<p>learned earlier in the week. Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to.</p> <p>Non-chronological report features: Sub-headings Present tense Factual, not opinion based Third person</p> <p>Diary entry features: First person Inference</p> <p>Letter features: Address and date Dear _____, First person Persuasive language</p> <p>Character description features: Third person Inference Good description</p> <p>Descriptive writing features: Figurative language Good description High quality vocabulary</p>	<p><u>Writing to persuade:</u></p> <p>Letter</p> <p><u>Writing to entertain:</u></p> <p>Character description Descriptive writing Story writing Options: - Story retell - Change of ending - Change of perspective</p>
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					Story features: Setting, character, plot Third person (usually) Chronological order	
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World Book Day:

- Recommending books they have read to their peers, giving reasons for their choices
- 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

Poetry week:

- Learning a wide range of poetry by heart

Spelling long term plan:

Year 3:

Autumn A	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	/u/ sound spelt ou	These words should be learnt.	young, touch, double, trouble, country, cousin, courage, rough, tough, enough
Week 2	Prefix un-	un- has a negative meaning Root word understanding is key. This prefix is most often added to the beginning of the word without changing the spelling.	unfit, unable, unmissable, unaware, unbeaten, undress, unfair, uncommon, unemployment, unreliable
Week 3	Prefix dis-	dis- has a negative meaning Root word understanding is key. This prefix is most often added to the beginning of the word without changing the spelling.	disadvantage, dishonest, disobey, disagree, disappear, disrespect, dissimilar, disallow, distrust, displease
Week 4	Prefix mis-	mis- has a negative meaning Root word understanding is key. This prefix is most often added to the beginning of the word without changing the spelling.	misbehave, mislead, misspell, misunderstand, misfortune, misheard, mismanage, misinterpret, misrepresent, misfire
Week 5	Prefix in-	This prefix can mean both 'not' and 'in/into'.	inactive, incorrect, inappropriate, inconsistent, insane, inhale, invalid, invasion, indeed, independent

Autumn B	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Prefix im-	Before a root word beginning with m or p , in- becomes im- This prefix has a negative meaning. Root word understanding is key. This prefix is most often added to the beginning of the word without changing the spelling.	immature, immortal, impossible, impatient, imperfect, immoral, impartial, impenetrable, imbalance, immortal
Week 2	Prefix ir-	Before a root word starting with r , in- becomes ir- This prefix has a negative meaning. Root word understanding is key. This prefix is most often added to the beginning of the word without changing the spelling.	irregular, irrelevant, irresponsible, irreplaceable, irresistible, irreversible
Week 3	Prefix re-	re- means 'again' or 'back' Root word understanding is key. This prefix is most often added to the beginning of the word without changing the spelling.	redo, refresh, return, reappear, redecorate, reimagine, replace, rebuild, recharge, recycle
Week 4	Suffix -ly	The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight onto most root words.	sadly, completely, quickly, amazingly, secretly, usually, finally, firstly, accidentally, certainly
Week 5	/shun/ ending sound words spelt -sion	If the ending sounds like /shun/ it can be spelt as -sion	division, invasion, confusion, decision, collision, television, erosion, intrusion, inclusion, extension

Spring A	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Lower Key Stage 2 Word List	Teachers should continue to emphasise to pupils the relationships between sounds and letters through Sounds Write teaching, even when relationships are unusual. Once root words are learnt this way, longer words can be spelt correctly – if the rules and guidance for adding prefixes and suffixes are also known.	accident/accidentally, build, continue, exercise, group, interest, natural, popular, question, strength
Week 2	Lower Key Stage 2 Word List		actual/actually, busy/business, decide, experience, guard, island, naughty, position, recent, suppose
Week 3	Lower Key Stage 2 Word List		address, calendar, describe, experiment, guide, knowledge, notice, possess/possession, regular, surprise
Week 4	Lower Key Stage 2 Word List		answer, caught, different, extreme, heard, learn, occasion/occasionally, possible, reign, therefore
Week 5	Lower Key Stage 2 Word List		appear, centre, difficult, famous, heart, length, often, potatoes, remember, though/although
Week 6	Revision of previous year groups/misconceptions from current year group		
Week 7	Revision of previous year groups/misconceptions from current year group		

Spring B	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Lower Key Stage 2 Word List	Teachers should continue to emphasise to pupils the relationships between sounds and letters through Sounds Write teaching, even when relationships are unusual. Once root words are learnt this way, longer words can be spelt correctly – if the rules and guidance for adding prefixes and suffixes are also known.	arrive, century, disappear, favourite, height, library, opposite, pressure, sentence, thought
Week 2	Lower Key Stage 2 Word List		believe, certain, early, February, history, material, ordinary, probably, separate, through
Week 3	Lower Key Stage 2 Word List		bicycle, circle, earth, forward/forwards, imagine, medicine, particular, promise, special, various
Week 4	Lower Key Stage 2 Word List		breath, breathe, eight/eighth, fruit, increase, mention, peculiar, purpose, straight, weight
Week 5	Lower Key Stage 2 Word List		complete, consider, enough, grammar, important, minute, perhaps, quarter, strange, woman/women
Week 6	Revision of previous year groups/misconceptions from current year group		
Week 7	Revision of previous year		

	groups/misconceptions from current year group		
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Summer A	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Suffix -ous	-ous suffix means 'full of' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.	poisonous, dangerous, mountainous, famous, various, scandalous tremendous, enormous, jealous, porous
Week 2	Suffix -ous	Recap last week's rule When adding -ous , -our is changed to -or before -ous is added	Recap from last week humorous, glamorous, vigorous
Week 3	Endings which sound like /shun/ spelt -tion	Strictly speaking, the suffix is -ion. Clues about whether to put t or s before this suffix comes from the last letter or letters of the root word. -tion is the most common spelling. It is used when the root word ends in t, e or te .	Invention, injection, action, hesitation, completion, imagination, frustration, solution, introduction, correction
Week 4	Endings which sound like /shun/ spelt -sion	Strictly speaking, the suffix is -ion. Clues about whether to put t or s before this suffix comes from the last letter or letters of the root word. -sion is used if the root word ends in d or se .	expansion, extension, comprehension, tension, confusion, division, invasion, confusion, explosion, collision
Week 5	Endings which sound like /shun/ spelt -tion or -sion	-tion is the most common spelling. It is used when the root word ends in t, e or te . -sion is used if the root word ends in d or se .	pollution, conclusion, attraction, exclusion, operation, delusion, affection, suspension, satisfaction, expansion
Week 6	Revision of previous year groups/misconceptions from current year group		
Week 7	Revision of previous year groups/misconceptions from current year group		

Summer B	Statutory requirements:	Spelling rules and guidance:	Spellings:
Week 1	Words with the /k/ sound spelt ch	These words must be learnt.	scheme, chorus, chemist, echo, character, mechanic, stomach, school, ache, chemistry
Week 2	Words with /sh/ sound spelt ch	Words are mainly French in origin. These words must be learnt.	chef, chalet, machine, brochure, parachute, chandelier, chute, moustache, ricochet, crochet
Week 3	/ay/ sound spelt ei, eight or ey	These words must be learnt.	Vein, weigh, eight, neighbour, they, obey, freight, beige, veil, prey

Week 4	Homophones and near homophones	It is key that children are taught the meaning of the homophones so they can distinguish between them when spelling. These words must be learnt.	accept/except, brake/break, here/hear, main/mane, peace/piece
Week 5	Homophones and near homophones	It is key that children are taught the meaning of the homophones so they can distinguish between them when spelling. These words must be learnt.	affect/effect, fair/fare, heel/heal/he'll, meat/meet, plain/plane
Week 6	Revision of previous year groups/misconceptions from current year group		
Week 7	Revision of previous year groups/misconceptions from current year group		

Reading lesson guidance:

Reading curriculum link:	Reading lesson activity:	How to embed learning in exercise books:
<ul style="list-style-type: none"> • Inference • Information contributing to meaning 	<p>Conscience alley</p> <p>A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The class forms two lines facing each other. One person (the teacher or a participant) walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the character reaches the end of the alley, she makes her decision. Sometimes known as Decision Alley or Thought Tunnel.</p> <p>https://youtu.be/-Hs0LirW9v8</p>	<ul style="list-style-type: none"> • Write a short note to the character giving them advice on what to do next and suggest reasons why you are giving that advice.
<ul style="list-style-type: none"> • Summarise main ideas • Inference • Information contributing to meaning • Prediction • Meaning enhanced through words and phrases 	<p>Freeze frame</p> <p>Like pressing a pause button on a remote control. Children demonstrate a critical moment in a scene or story by standing in still poses demonstrating what their character is doing, how they are feeling etc. After children have demonstrated their freeze frame in small groups, other children/adults question the children based on their actions, facial expressions etc. Children to give justify their answers based on evidence from the text. Once completed, children to write what they did in their freeze frame as their character and why.</p> <p>https://youtu.be/flueLbP7NOI</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc.

<ul style="list-style-type: none"> • Summarise main ideas • Inference • Information contributing to meaning • Meaning enhanced through words and phrases 	<p>Flashbacks</p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from before their original.</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashback changed the character's feelings, thoughts and actions within their writing. 	
<ul style="list-style-type: none"> • Summarise main ideas • Inference • Information contributing to meaning • Prediction • Meaning enhanced through words and phrases 	<p>Flashforwards</p> <p>A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from after their original.</p>	<ul style="list-style-type: none"> • Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashforwards changed the character's feelings, thoughts and actions within their writing. 	
<ul style="list-style-type: none"> • Inference • Information contributing to meaning 	<p>Hot seating</p> <p>Hot seating is where one or a small group of children sit at the front of a class or small group. Teacher asks as a facilitator, pushing the questioning in the right direction. They are then asked questions about their feelings, thoughts and motives and have to give reasons for their answers based on the story/text. It is best to give children time to prepare their questions in their exercise books.</p>		<ul style="list-style-type: none"> • Write questions they are going to ask pre hot-seating. • Write what they have learned about the character.
<ul style="list-style-type: none"> • Inference • Information contributing to meaning 	<p>Role on the wall</p> <p>Outline of a body drawn on board/paper. Words or phrases describing a character are then written directly onto the drawing or stuck on using sticky notes. This technique can be carried out as a group or individually. You can include facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets, dreams etc. Remember to push children to suggest reasons for their ideas.</p>		<ul style="list-style-type: none"> • Children to create role on the wall independently in their exercise books using body template.

<ul style="list-style-type: none"> • Inference • Information contributing to meaning 	<p>Thought tracking</p> <p>Thought tracking is a natural follow-up to still images and freeze frames. Once children have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of their character aloud. At the beginning this may just be one or two words but children will soon gain confidence to express themselves in longer sentences. It doesn't take long to thought-track each child in a group so that you reveal a wide range of attitudes and feelings from different characters.</p>	<ul style="list-style-type: none"> • Children to write a short diary entry as their character explaining what they were doing/feeling/thinking and suggest reasons for this.
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Reading domains (to support planning and questioning during reading teaching):

2a: Give/explain the meaning of words in context

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where does the story take place?

- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and /or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.

- Which is the most important point in these paragraphs? How many times is it mentioned?

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- Can you explain why...?
- I wonder what the writer intended?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Who do you think this information is for?

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?

- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?

- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been don