



Theme	Activity/Knowledge/Skill	Year 3			Year 4			Year 5			Year 6		
		Term			Term			Term			Term		
		1	2	3	1	2	3	1	2	3	1	2	3
Letters	reading, investigating, writing*			✓					✓				
Newspaper reports*	see Reports												
Non-chronological reports*	see Reports												
Note making (see also summarising)	reading, writing; reading, investigating, writing*		✓	✓		✓		✓	✓	✓			
Persuasive writing/arguments/adverts	reading, investigating, writing*					✓			✓		✓		
Playscripts	reading, investigating, writing*	✓			✓			✓			✓		
Poems	reading, reciting, performing*	✓	✓	✓				✓	✓	✓		✓	
	poems and rhyme*	✓				✓	✓	✓	✓	✓			
	poems: range, form, style, content of poems*	✓			✓		✓	✓	✓	✓		✓	
	poems: readers' response to poems*	✓					✓	✓	✓	✓		✓	
	poems: writing poetry*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Reading: range of types of texts	read stories	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	read poems	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	read/use index/contents pages; dictionaries/bibliographies; classification systems etc.	✓		✓	✓								
	read playscripts	✓			✓			✓			✓		
	read information texts	✓							✓				
	read instructional texts		✓		✓			✓					
	read letters			✓					✓				
	read reports (newspaper reports; non-chronological reports)				✓					✓			
	read explanatory texts					✓		✓				✓	
	read arguments/discussions; advertisements/persuasive texts						✓		✓		✓		
	widen reading experience						✓						
	read recounted texts							✓					
	read examples of word play							✓					
	read/use notes								✓				
	read a range of texts from different cultures								✓				
	older literature								✓				
	read biography and autobiography									✓			
	compare written version of story/play with film/TV version									✓			
	read periodicals, reviews, reports, leaflets									✓			
	read a range of literary texts										✓		
	read examples of official language										✓		
	study in depth one genre										✓		
	read a range of non-fiction texts											✓	
Reading skills/strategies - skimming, scanning, close reading, appraising text	'scanning' to locate information quickly and accurately			✓									
	strategies for reading IT texts				✓								
	scan texts for key words or phrases					✓							
	describe/review own reading habits						✓						
	develop active attitude to reading							✓					
	scanning; skimming; close reading								✓				
	to appraise a text quickly and effectively											✓	
	scanning/skimming for efficient research											✓	
Reading: research skills	use contents, index, headings, sub-headings, page nos., bibliographies	✓						✓					
	locate books by their classification			✓									
	prepare for research by reviewing what is known/what they need to find out etc.					✓		✓					
	locate information confidently and efficiently							✓					
	text-marking							✓					
Reading	keeping a reading log/journal							✓	✓			✓	

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Reading: readers' response/writing in response to texts read	make a record of information from texts read	✓																		
	express their views about story/poem, identify words/phrases to support view	✓																		
	describe/sequence key incidents of a story in a variety of ways		✓																	
	write book reviews for a specified audience			✓																
	evaluate stories, justify preferences			✓																
	re-tell main points of a story			✓																
	review a range of stories					✓														
	appraise a non-fiction book					✓														
	write about an issue or dilemma raised in a story						✓													
	discuss enduring appeal of established authors/'classic' texts							✓												
	evaluate a book, referring to details/examples							✓												
	compare different versions of the same story								✓											
	compare/evaluate different sources								✓											
	consider/evaluate cultural features in relation to own experience									✓										
	identify cultural features by reference to the text									✓										
	evaluate texts for persuasiveness, clarity, quality of information									✓										
	write discursively about a novel/story									✓										
	compare/evaluate printed version with film/TV version										✓									
	discuss literature constructively; articulate personal responses											✓								
	success of texts/writers in evoking particular responses												✓							
discuss writers choice of style and form																			✓	
write book summaries, relevant to purpose; brief synopsis of a text																			✓	
write brief helpful review tailored for real audience																			✓	
raise & refine personal responses to a text																			✓	
<i>Recounts</i>	reading, investigating, writing*			✓				✓												
<i>Reports</i> (including non-chronological reports; newspaper reports)	reading, investigating, writing*	✓			✓			✓			✓			✓						
<i>Stories</i>	<i>read, compare and investigate*</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<i>stories - story settings: investigating and writing*</i>	✓			✓	✓														
	<i>stories - characters in stories*</i>		✓	✓	✓	✓	✓	✓	✓											
	<i>stories - structure and organisation of stories*</i>	✓			✓	✓	✓	✓	✓										✓	
	<i>stories - point of view/narrative view*</i>	✓	✓							✓	✓	✓	✓							
<i>Summarising</i>	see also note making*			✓		✓	✓						✓	✓						
<i>Terms</i>	'fact', 'fiction', 'non-fiction'	✓																		
	fact and opinion					✓														
	ballad, sonnet, rap, elegy, narrative poem					✓				✓										
	verse, chorus, couplet, stanza, rhyme, rhythm, alliteration							✓												
Writing: planning writing	plan main points as a structure for story; story plan for own myth, fable, traditional tale		✓																	
	plot a sequence of episodes modelled on known story			✓																
	identify the stages of telling a story; use different ways of planning stories					✓														
	the presentation of a point of view							✓												
	plan, compose, edit, refine short explanatory texts/short non-chronological reports									✓										
	draft, write individual, group or class letters for real purposes											✓								
	plan quickly and effectively; use IT to plan, revise, edit writing															✓				

