



EYFS	Key Stage One Years 1 and 2	Lower Key Stage Two Years 3 and 4	Upper Key Stage Two Years 5 and 6
Read words accurately This concept involves decoding and fluency.			
ELG: Word Reading - say a sound for each letter in the alphabet and at least 10 digraphs - read words consistent with their phonic knowledge by sound-blending - read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	<i>(To be used alongside RWI Progression Documents)</i> Pupils should be able to: - apply phonic knowledge and skills as the route to decode words (Y1) until automatic decoding has become embedded and reading is fluent (Y2) - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including, where applicable, alternative sounds for graphemes (Y1) - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Y1) - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Pupils should be able to: - apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) – see English appendix 1, to read aloud - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word - read aloud and to perform, showing understanding through intonation, tone, volume, phrase boundaries and action - understand what they read in books they can read independently, by checking that the text makes sense to them use punctuation to cue expression and inflection use phrase boundaries to pause appropriately	Pupils should be able to: <i>[Note: this should be through normal reading rather than direct teaching.]</i> - apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) – see English appendix 1, to read aloud - read age-appropriate books with confidence and fluency (including whole novels) Fluency Vocabulary: fluent flow re-read tone volume intonation expression accurate/cy meaning understanding

	• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1) • read other words of more than one syllable that contain taught GPCs (Y1) • read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s) (Y1) • read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words (Y1) • re-read these books to build up fluency and confidence in word reading (Y1) • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2) • read accurately words of two or more syllables that contain the same graphemes as above (Y2) • read words containing common suffixes (Y2) • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (Y2) • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2)	○ <i>self-correct to ensure their reading makes sense.</i> ○ <i>re-read sections for sense and fluency</i> Fluency Vocabulary: fluent/cy flow re-read tone volume intonation expression accurate/cy	clarity
--	---	---	---------

	re-read books to build up fluency and confidence in word reading (Y2) Fluency Vocabulary: fluent flow blend segment re-read		
Understand texts This concept involves understanding both the literal and more subtle nuances of texts.			
ELG: Listening, Attention and Understanding - listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - make comments about what they have heard and ask questions to clarify their understanding ELG: Being Imaginative and Expressive - sing a range of well-known nursery rhymes and songs - perform songs, rhymes, poems and stories with others	Pupils should be able to: - join in with stories or poems - listen to and discuss a wide range of poems (contemporary & classic Y2), plays, stories and non-fiction (including whole books) at a level beyond that at which they can read independently - check that reading makes sense to them as they read and self-correct - recognise and join in with (including role-play) recurring language - link what they read or hear to their own experiences (Y1) - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (Y1) - learn to appreciate rhymes and poems, and to recite some by heart (Y1) - continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with	Pupils should be able to: Demonstrate they have developed a positive attitude to reading, and an understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference or text books - being familiar with a wide range of books, including fairy stories, myths and legends and retelling some of these orally - reading books that are structured in different ways and reading for a range of purposes - prepare poems and plays to read aloud with expression, volume, tone and intonation - recognise some different forms of poetry (e.g. free verse, narrative poetry)	Pupils should be able to: Demonstrate they are maintaining a positive attitude to reading, and an understanding of what they read by: - being able to recite a wide range of poetry by heart - prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - participate in discussion about books structured in different ways and written for a range of purposes, taking turns and listening and responding to what others say - provide reasoned justifications for views

	appropriate intonation to make the meaning clear (Y2) • participate in discussions to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Understand what they read, in books they can read independently, by: • explain and discuss understanding of reading, (books they have read themselves and those they have heard), taking turns and listening to what others say • checking that text makes sense to them	
VOCABULARY			
ELG: Speaking • participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary ELG: Comprehension • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Draw on knowledge of vocabulary to understand texts (1a) Pupils should have developed pleasure in reading, motivation to read, vocabulary and understanding by: • discussing word meanings, linking new meanings to those already known, including root words • drawing on what they already know or on background information and vocabulary provided by the teacher (Y2) • use pictures from the text to help them work out the meanings of new words • discussing favourite words and phrases (Y2) • discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2) • recognising simple recurring literary language in stories and poetry (Y2) Vocabulary:	Draw upon knowledge of vocabulary in order to understand the text (2a) Pupils should be able to: • identify how language, structure and presentation contribute to meaning • apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet • use dictionaries to check the meaning of words that they have read • discuss words and phrases that capture the reader's interest and imagination • explain the meaning of words in context, finding the meaning of new words by using the context of the sentence it is in to help them Vocabulary: word	Give / explain the meaning of words in context (2a) Pupils should be able to: • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand the meaning of new words that they meet • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • identify how the language, structure and presentation contributes to the meaning. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ○ find and discuss synonyms and antonyms to help develop a wide vocabulary

	word phrase meaning root Sample question stems: • <i>What does the word mean in this sentence?</i> • <i>Find and copy a word which means</i> • <i>Which word in this section do you think is the most important? Why?</i> • <i>Which of the words best describes the character/setting/mood etc?</i> • <i>Can you think of any other words the author could have used to describe this?</i>	meaning root prefix suffix definition dictionary Context Find and highlight/ copy Closest in meaning Sample question stems: • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that • <i>Which words and /or phrases make you think/feel...?</i> • <i>Why do you think is repeated in this section?</i>	Vocabulary: word meaning root prefix suffix definition synonym antonym etymology Sample question stems: • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Highlight a key phrase or line. By writing a line this way what effect has the author created? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? • Find a word or phrase which shows/suggests that
RETRIEVAL – LITERAL COMPREHENSION			
ELG: Listening, Attention and Understanding	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b)	Retrieve and record information / identify key details from fiction and non-fiction (2b)	Retrieve and record information / identify key details from fiction and non-fiction (2b)

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - make comments about what they have heard and ask questions to clarify their understanding - hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Comprehension - demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Pupils should be able to understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions - discussing the significance of the title and events (Y1) - being introduced to non-fiction books that are structured in different ways (Y2) answer simple questions (what, where, how, why and when) about what has just happened in a text giving answers verbally, visually or/and in writing retrieving specific information from a short extract by scanning for key words Vocabulary: find copy what where who how why Sample question stems: <i>What kind of text is this?</i> <i>Where/when does the story take place?</i> <i>What did s/he/it look like?</i> <i>Who was s/he/it?</i>	Pupils should be able to: - ask questions to improve their understanding of a text - retrieve and record information from fiction and non-fiction - using titles, headings, sub-headings and indexes <i>use skimming and scanning to retrieve and record details from fiction and non-fiction</i> <i>navigate increasingly longer texts to retrieve specific information, by scanning for key words and using organisational devices</i> <i>recognise key vocabulary to help them retrieve relevant information</i> <i>ask relevant questions to support and develop their understanding of both fiction and non-fiction texts</i> Vocabulary: find copy explain skim scan record retrieve describe perspective	Pupils should be able to: <i>ask thoughtful and relevant questions to develop a deeper understanding of texts</i> - distinguish between statements of fact and opinion and discuss the differences - retrieve and record information from non-fiction <i>retrieve key details and accurate quotations from a whole text</i> <i>retrieve key facts and information where question words and text language vary</i> <i>present and record information from non-fiction texts in different ways</i> <i>retrieve details to support opinions and ideas</i> Vocabulary: find copy explain fact opinion skim scan record retrieve relevant present evidence quote/quotation
---	---	---	---

	• <i>Where did s/he/it live?</i> • <i>Who are the characters in the book?</i> • <i>Where in the book would you find...?</i> • <i>What do you think is happening here?</i> • <i>What happened in the story?</i> • <i>Through whose eyes is the story told?</i> • <i>Which part of the story best describes the setting?</i> • <i>Find, it. Prove it.</i> • <i>How do the title/contents page/ chapter headings/glossary/index... help me find information in this book?</i> • <i>Which part of the text should I use to find...?</i> • <i>How did?</i> • <i>How many.....?</i> • <i>What happened to.....?</i>	Sample question stems: • <i>How would you describe this story/text? What genre is it? How do you know?</i> • <i>How did...?</i> • <i>How often...?</i> • <i>Who had...? Who is...?</i> • <i>Who did....?</i> • <i>What happened to...?</i> • <i>What does.... do?</i> • <i>How is?</i> • <i>What can you learn from from this section?</i> • <i>Give one example of.....</i> • <i>The story is told from whose perspective?</i>	Sample question stems: • <i>How would you describe this story/text? What genre is it? How do you know?</i> • <i>How did...?</i> • <i>How often...?</i> • <i>Who had...? Who is...?</i> • <i>Who did....?</i> • <i>What happened to...?</i> • <i>What does.... do?</i> • <i>How is?</i> • <i>What can you learn from from this section?</i> • <i>Give one example of.....</i> • <i>The story is told from whose perspective?</i>
SUMMARISING			
		Summarise main ideas from more than one paragraph (2c) Pupils should be able to: • recall and summarise main ideas • identify main ideas drawn from more than one paragraph and summarise these • identify themes in a wide range of books • begin to distinguish between important and unimportant information	Summarise main ideas from more than one paragraph (2c) Pupils should be able to: • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • distinguish between important and unimportant information. ○ accurately and concisely identify key information (V.I.Ps – Very Important Points) ○ write concise summaries using relevant, important information from across a text

		• <i>identify key points in paragraphs, chapters etc (V.I.Ps – Very Important Points)</i> • <i>draw information from more than one paragraph</i> • <i>combine the key points to give a brief verbal and/or written summary</i> Vocabulary: re-tell key event/s summarise/ summary important unimportant themes Sample question stems: • <i>Can you number these events 1-5 in the order that they happened?</i> • <i>What happened after?</i> • <i>What was the first thing that happened in the story?</i> • <i>Can you summarise in a sentence the opening/middle/ end of the story?</i> • <i>Summarise this paragraph in one word.</i> • <i>In what order do these chapter headings come in the story?</i>	○ <i>use one or more key details from the text to support each idea</i> Vocabulary: key events summarise /summary concise important/unimportant themes relevant Sample question stems: • <i>Can you number these events 1-5 in the order that they happened?</i> • <i>What happened after?</i> • <i>What was the first thing that happened in the story?</i> • <i>Can you summarise in a sentence the opening/middle/ end of the story?</i> • <i>Summarise this paragraph in one word.</i> • <i>In what order do these chapter headings come in the story?</i> • <i>What's the main point in this paragraph?</i> • <i>Can you sum up what happens in these three/four/five... paragraphs?</i> • <i>You've got x words to sum up these paragraphs.</i> • <i>Sort the information in these paragraphs. Do any of them deal with the same information?</i>
--	--	--	--

			• <i>Make a table/chart to show the information in these paragraphs.</i> • <i>Which is the most important point in these paragraphs? How many times is it mentioned?</i> • <i>What title could you give this chapter?</i>
INFERENCE			
ELG: Comprehension • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Make inferences from the text (1d) Pupils should be able to: • infer what characters are like from actions • make inferences on the basis of what is being said and done ○ <i>find clues suggested in the pictures, speech or actions of the characters</i> ○ <i>track pronouns through sentences to ensure coherent connections within sentences are made.</i> ○ <i>understand the roles of characters to understand the relationships between characters.</i> Vocabulary: explain why feelings because I can see.. This tells me... Sample question stems: • <i>Why was..... feeling.....?</i>	Make inferences from the text / explain and justify inferences with evidence from the text (2d) Pupils should be able to: • draw inferences from reading • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ <i>infer from paragraphs or short section of texts</i> ○ <i>justify their inferences with reference to a specific point in the text</i> ○ <i>track pronouns through a paragraph to ensure coherent connections are made</i> Vocabulary: infer why feelings thoughts motives justify	Make inferences from the text / explain and justify inferences with evidence from the text (2d) Pupils should be able to: • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • provide reasoned justifications for their views ○ <i>infer from longer sections of texts or whole texts</i> ○ <i>give one or more pieces of evidence to support each point made, drawing this evidence from across the text</i> ○ <i>give an explanation, for each inference</i> ○ <i>use their knowledge of the wider world to support their inferences</i> ○ <i>track pronouns through longer sections of text</i> Vocabulary: infer/ inference why feelings thoughts

	• <i>Why didhappen?</i> • <i>Why did say?</i> • <i>Can you explain why.....?</i> • <i>What do you think the author intended when they said.....?</i> • <i>How does make you feel?</i> • <i>I wonder why the writer decided to ...?</i>	explain This suggests... because... This tells me that...because... This means that... because... In the text it says... Sample question stems: • <i>Find and copy a group of words which show that...</i> • <i>How do these words make the reader feel?</i> • <i>How does this paragraph suggest this?</i> • <i>How do the descriptions of show that they are...?</i> • <i>How can you tell that...?</i> • <i>What voice might these characters use?</i> • <i>What was thinking when...?</i> • <i>Who is telling the story?</i>	motives justify reasons point, evidence, explain I know this because... In the text it says... This suggests...because.. This means...because... The evidence suggests.. Sample question stems: • <i>Find and copy a group of words which show that...</i> • <i>How do these words make the reader feel?</i> • <i>How does this paragraph suggest this?</i> • <i>How do the descriptions of show that they are ...?</i> • <i>How can you tell that...?</i> • <i>What impression of do you get from these paragraphs?</i> • <i>What voice might these characters use?</i> • <i>What was thinking when...?..</i> • <i>Who is telling the story?</i>
PREDICTION			
ELG: Comprehension • anticipate – where appropriate – key events in stories	Predict what might happen on the basis of what has been read so far (1e). Pupils should be able to: Understand both the books they can already read accurately and fluently and those they listen to by: ○ predicting what might happen on the basis of their own	Predict what might happen from details stated and implied (2e) Pupils should be able to: • <i>use relevant prior knowledge to form predictions</i> • <i>use one relevant detail from the text to help them form and explain each prediction</i>	Predict what might happen from details stated and implied (2e) Pupils should be able to: • provide reasoned justifications for their views ○ <i>make predictions which are supported by one or more relevant pieces of evidence</i>

	knowledge and what has been read so far Develop pleasure in reading, motivation to read, vocabulary and understanding by: ○ recognising and joining in with predictable phrases or repeated sections of stories ○ giving explanations of their predictions verbally and/or in writing Vocabulary: predict prediction because I think that... Sample question stems: • <i>Look at the book cover/blurb – what do you think this book will be about?</i> • <i>What do you think will happen next?</i> • <i>How does the choice of character or setting affect what will happen next?</i> • <i>What is happening?</i> • <i>What do you think happened before?</i> • <i>What do you think will happen after?</i> • <i>What do you think will happen to the goodie/baddie/main character? Why?</i> • <i>What do you think the last paragraph suggests will happen next?</i>	Vocabulary: predict prediction explain I predict...because... The text says... I think...because... It suggests...because... Sample question stems: • <i>From the cover what do you think this text is going to be about?</i> • <i>What is happening now?</i> • <i>What happened before this?</i> • <i>What will happen after?</i> • <i>What does this paragraph suggest will happen next?</i> • <i>What makes you think this?</i> • <i>Do you think... will happen?</i> • <i>Yes, no or maybe? Explain your answer using evidence from the text.</i>	○ give thoughtful reasons for their predictions ○ confirm and modify predictions in light of new information Vocabulary: predict prediction justify reasons evidence support relevant modify confirm My prediction is confirmed because... I am going to modify my prediction because... Sample question stems: • <i>From the cover what do you think this text is going to be about?</i> • <i>What happened before this?</i> • <i>What will happen after?</i> • <i>What does this paragraph suggest will happen next?</i> • <i>What makes you think this?</i> • <i>Do you think the choice of setting will influence how the plot develops?</i> • <i>Do you think... will happen?</i> • <i>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?</i>
--	---	--	--

			• <i>Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?</i> • <i>Which other author handles time in this way; e.g. flashbacks; dreams?</i> • <i>Yes, no or maybe? Explain your answer using evidence from the text.</i>
EXPLAINING – AUTHOR CHOICES, TEXT STRUCTURE AND PERSONAL OPINIONS			
ELG: Speaking • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <i>They answer 'how' and 'why' questions in response to stories.</i>	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (1b) Link reading to own experiences and other books. PERSONAL RESPONSE: Explain your preferences, thoughts and opinions about texts. Pupils should be able to: • explain clearly their understanding of what is read to them (Y1) • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (Y2) ○ <i>explain their favourite characters and settings</i> ○ <i>explain their understanding of texts and stories in full sentences</i> ○ <i>explain changes they would make to stories</i> ○ <i>explain why they do or do not like particular stories and authors</i>	Explain preferences, thoughts and opinions about texts. Identify/explain how information/ narrative content is related and contributes to the meaning as a whole (2f) Identify/explain how meaning is enhanced through choice of words and phrases (2g) Pupils should be able to: • identify and explain how language, structure, and presentation contribute to meaning • <i>explain how a text is arranged, presented structured or organised</i> • <i>explain the purpose of text features</i> • <i>explain changes within texts: of mood and atmosphere</i> • <i>explain which parts of the texts are the most exciting, interesting, scary, tense, finding words and phrases to support this</i>	Explain preferences, thoughts and opinions about texts. Identify/explain how information/ narrative content is related and contributes to the meaning as a whole (2f) Identify/explain how meaning is enhanced through choice of words and phrases (2g) Pupils should be able to: • identify and explain how language, structure, and presentation contribute to meaning ○ <i>recommend books to peers, giving reasons for choices</i> ○ <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i> ○ <i>explain and discuss their understanding of what they have read</i> ○ <i>provide reasoned justifications for their views</i> ○ <i>participate in discussions and debates about books that are read to them and</i>

	○ <i>use 'because' to help them explain their ideas clearly</i> Vocabulary: explain why/ why not tell me more I would like to... I would not like to... I think... I would change... because... Sample question stems: • <i>Who is your favourite character? Why?</i> • <i>Why do you think all the main characters are girls in this book?</i> • <i>Would you like to live in this setting? Why/why not?</i> • <i>Is there anything you would change about this story?</i> • <i>Do you like this text? What do you like about it?</i>	Vocabulary: explain why/ why not tell me more (about)... structure purpose organisation mood/ atmosphere I think... because... The mood/ atmosphere changes here because... Sample question stems: • <i>Why is the text arranged in this way?</i> • <i>What structures has the author used?</i> • <i>What is the purpose of this text feature?</i> • <i>How does the author engage the reader here?</i> • <i>Which section was the most interesting/exciting part?</i>	<i>those they can read for themselves, building on their own and others' ideas, maintaining a focus on the topic and using notes where necessary and challenging views courteously</i> ○ <i>explain the effectiveness of organisational features, devices, words and phrases</i> ○ <i>explain the authors point of view</i> Vocabulary: explain why/ why not tell me more (about)... affect effect/ effectiveness structure purpose organisation mood/ atmosphere authorial intent I think... because... It is (not) effective... because.. Sample question stems: • <i>Why is the text arranged in this way?</i> • <i>What structures has the author used?</i> • <i>What is the purpose of this text feature?</i> • <i>Is the use of effective?</i> • <i>The mood of the character changes throughout the text. Find and copy the phrases which show this.</i> • <i>What is the author's point of view?</i> • <i>What affect does have on the</i>
--	--	--	--

			<i>audience?</i> • <i>How does the author engage the reader here?</i> • <i>Explain why a character did something.</i> • <i>Explain a character's different/changing feelings throughout a story. How do you know?</i> • <i>What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?</i> • <i>Why is 'x' (character/setting/event) important in the story?</i> • <i>What is the story (theme) underneath the story? Does this story have a moral or a message?</i> • <i>Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?</i> • <i>How does the title/layout encourage you to read on/find information?</i> • <i>How could these instructions/information /illustrations be improved?</i> • <i>Who do you think this information is for?</i> • <i>Which section was the most interesting/exciting part? Why?</i> <i>How are these sections linked?</i>
SEQUENCING			
ELG: Being Imaginative and Expressive • invent, adapt and recount narratives and stories with peers and their teacher	Identify and explain the sequence of events in texts (1c) Pupils should be able to demonstrate that they have developed pleasure in reading,		

	motivation to read, vocabulary and understanding by: • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • discussing the significance of the title and events • discussing the sequence of events in books and how items of information are related (Y2) Vocabulary: sequence re-tell main events order first, second, last etc.. Sample question stems: • <i>Can you number these events 1-5 in the order that they happened?</i> • <i>What happened after?</i> • <i>What was the first thing that happened in the story?</i> • <i>In what order do these chapter headings come in the story?</i> • <i>Why does the main character do ... in the middle of the story?</i>		
COMPARISON			
		Make comparisons within the text (2h)	Make comparisons within the text (2h)

		Pupils should be able to: - identify recurring themes and elements of different stories (e.g. good triumphing over evil) Vocabulary: tell me more (about)... They are the same... because... They are different... because... compare contrast similar different Sample question stems: - How is it similar to ...? - How is it different to ...? - Which is better and why? - Compare and contrast different character/settings/themes in the text	Pupils can: - identify and discuss themes and conventions in and across a wide range of writing <i>compare books on similar themes or by the same author</i> <i>make connections/comparisons within and between texts by analysing and evaluating themes</i> <i>write relevant, concise summaries comparing and contrasting the themes, connections or ideas</i> Vocabulary: tell me more (about)... They are the same... because... They are different... because... compare contrast similar different comparison theme connections concise Sample question stems: - Describe different characters' reactions to the same event in a story. - How is it similar to ...? - How is it different to ...? <i>What is similar/different about two characters?</i>
--	--	---	---

			• 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 done?
--	--	--	---