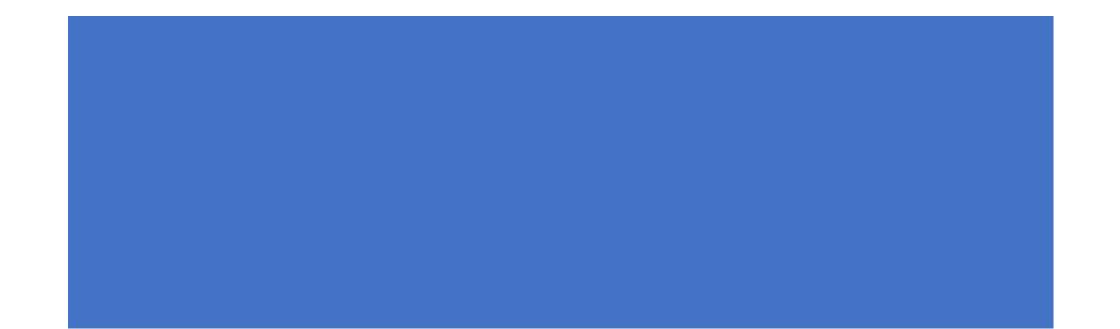
# MTP READING: 2023 – 2024

EYFS YEAR 1 YEAR 2 MIXED YEAR 3&4 YEAR 5 YEAR 6



YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	1c - I can identify an End each we o Nu 1e - I can predict w End each we	<b>cnowledge of vocabula</b> <b>nd explain the sequen</b> eek with the following mber the sentences be <b>hat might happen on</b> eek with the following sed on what you have	ce of events in texts. question: elow from 1 to 3 to sh the basis of what has question:	now the order they hap been read so far.	ppen in the story.			
	Quote, What does the word mean in this sentence? (multiple choice) (3 days)	Quote, What does the word mean in this sentence? (multiple choice)	Quote, What does the word mean in this sentence? (open response)	Quote, What does the word mean in this sentence? (open response)	Quote, What does this tell you about (multiple choice)	Quote, What does this tell you about (multiple choice)	Quote, What does this tell you about (open response)	Quote, What does this tell you about (open response) (4 days)
YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 2	1c - I can identify and End each we o Wh 1e - I can predict we End each we	<b>knowledge of vocabul</b> <b>nd explain the sequen</b> eek with the following hat happened after? <b>hat might happen on</b> eek with the following sed on what you have	ce of events in texts. question: (multiple-choice respo the basis of what has question:	onse) <mark>been read so far.</mark>				
	Circle a word from the text above that shows that (one sentence)	Circle a word from the text above that shows that (paragraph)	Find and copy a word from the text above that means/tells you (one sentence)	Find and copy a word from the text above that means/ tells you (paragraph)	Find and copy a word from the text above that means/ tells you (paragraph)	Find and copy two words that mean/ tell you (paragraph)	Find and copy a word from the text above that means/ tells you (whole page)	

YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
YEAR 2 Spring 1	1b – I can identify / ex 1c - I can identify and e End each weel o Num 1e - I can predict what End the week o Bas Multiple choice one- word responses that have a direct semantic match e.g. What?/When?/Why?/ Where?/Who?/ How? (4 options) (cue to the text) Multiple choice one-	plain key aspects of ficti explain the sequence of k with the following quest ober the sentences below might happen on the ba with the following quest ed on what you have rea One-word responses to questions that have a direct semantic match e.g. What?/When?/Why? /Where?/Who?/ How? (Cue to the text) One-word responses to	on and non-fiction texts events in texts. ition: / from 1 to 4 to show the isis of what has been re- ion: d, what do you think mi Multiple choice one- word responses that have a low semantic match e.g. What?/When?/Why? /Where?/Who?/ How? (4 options) (cue)	e order they happen in t ad so far. ght happen next? (Short One-word responses to questions that have a low semantic match e.g. What?/When?/Why?/ Where?/Who?/ How? (Cue) One-word responses to questions that have a	he story.	Week 6 ion. (See overview below		
	word responses that have a direct semantic match e.g. What?/When?/Why?/ Where?/Who?/ How? (4 options) (no cue)	questions that have a direct semantic match e.g. What?/When?/Why?/ Where?/Who?/How? (No cue)	Multiple choice one- word responses that have a low semantic match e.g. What?/When?/Why? /Where?/Who?/ How? (4 options) (no cue) Week 3	low semantic match e.g. What?/When?/Why?/ Where?/Who?/ How? (No cue)		West 6	West 7	
YEAR 2 Spring 2	1c - I can identify and e End each week o Mate 1e - I can predict what End the week	Week 2 plain key aspects of ficti explain the sequence of k with the following quest ch the events to when the might happen on the bas with the following quest ed on what you have read		Week 6 ion. (See overview below	Week 7 / for week-by-week pro	Week 8 gression)		
	Short two-part responses to questions that have a direct semantic match e.g What?/When?/Why? /Where?/Who?/ How? (Cue to the text)	Short two-part responses to questions that have a direct semantic match e.g What?/When?/Why ?/Where?/Who?/ How? (No cue to the text)	Short two-part responses to questions that have a low semantic match e.g What?/When?/Wh y?/Where?/Who?/ How? (Cue)	Short two-part responses to questions that have a low semantic match e.g What?/When?/Wh y?/Where?/Who?/ How? (No cue)	Short two-part responses to questions that have a low semantic match e.g What?/When?/Wh y?/Where?/Who?/ How? (No cue)			

YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
Summer 1	progression) 1c - I can identify an End each we • Wha 1d – I can make infe 1e - I can predict wh End the wee	explain key aspects of d explain the sequence ek with the following q at happened before lun rences from the text. ( hat might happen on th k with the following qua at do you think might h	e of events in texts. uestion: ch? (Response require See overview below for e basis of what has be estion:	ed in the form of a ser or week-by-week prog een read so far.	itence) ression)	id information. (See ov	erview below for wee	k-by-week	
	Sentence responses to questions that have a direct semantic match e.g. What?/When?/ Who?/Where?/ Who?/ How? (Cue to the text)	Sentence responses to questions that have a direct semantic match e.g. hat?/When?/Why?/ Where?/Who?/ How? (No cue)	Sentence responses to questions that have a low semantic match e.g. What?/When?/W hy?/Where?/Wh o?/ How? (Cue to the text)	Sentence responses to questions that have a low semantic match e.g.	Sentence responses to questions that have a low semantic match e.g. What?/When?/ Why?/Where?/ Who?/ How? (No cue) (4 days)	How did X feel when Why did X act/say (Multiple choice)	How did X feel when Why did X act/say (Multiple choice with one distractor)		
YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
Summer 2	<ul> <li>1c - I can identify and explain the sequence of events in texts.         <ul> <li>End each week with the following question:</li> <li>Read the whole story. Order events 1-5 to show the order they happen in the story.</li> </ul> </li> <li>1e - I can predict what might happen on the basis of what has been read so far.         <ul> <li>End the week with the following question:</li> <li>What do you think might happen next? Why do you think this? (Short sentence response)</li> </ul> </li> </ul>								
	How did X feel whenWhy did X act/say (Open, short response) ( <b>3 days)</b>	Find and copy a word that shows that X felt Y. (Cue to the text)	Find and copy a word that shows that X felt Y. (No cue)	Quote - How do you know that X feels Y? (Multiple choice)	Quote - How do you know that X feels Y? (Multiple choice with one distractor)	you know that X feels Y? (Open response)	Book Talk: See Book Talk objectives for Year 2. (4 days)		

YEAR 3/4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		
Autumn		n the meaning of words in								
1		n ideas from more than one								
1		with the following question								
				tion of the text? (Multiple cl	hoice)					
		ght happen from details st	ated and implied.							
		ith the following question:	hat doos the last paragraph	suggest might happen next	(Multiple choice)					
				and contributes to meanir						
	· · · · ·	with the following question		and contributes to meaning	ig as a whole.					
		he main theme of this text?								
		plain how meaning is enha	· · · ·	f words and phrases.						
	· · · ·	with the following question	-	· · · · · · · · · · · · · · ·						
		his suggests the subject was								
	2h – I can make comparis	ons within a text. (book tal	k)							
	Quote.Quote.In the paragraphFind and copy a wordQuote.In the paragraphFind and copy a phrase									
	In this sentence, the	In this sentence, the	Find and copy a word	beginning	that shows	Find and copy a phrase	beginning	that shows		
	word _ is closest in	word _ is closest in	that shows	Find and copy a word	(whole text)	that shows	Find and copy a phrase	(whole text)		
	meaning to	meaning to		that shows			that shows	(4 days)		
	(multiple choice)	(own choice)						(4 days)		
	(3 days)									
Autumn	2a – I can give and explain	n the meaning of words in	context.							
		cord key details from fictio								
2		n ideas from more than one								
		with the following question								
		the following events in orde								
		ght happen from details st ith the following question:	ated and implied.							
		• •	nes the last naragranh sugg	est might happen next? (Mi	ultiple choice)					
				and contributes to meanir	• •					
		with the following question								
	o What is the	e main theme of this text?	Multiple choice)							
		plain how meaning is enha	-	f words and phrases.						
		with the following question								
		s suggests the subject was/								
		ons within a text. (book tal	<i>'</i>	Multiple chains and	One word means		One word see a			
	Quote What does this tell	Quote What does this tell	Quote What does this tell	Multiple choice one- word responses	One-word responses (direct semantic match	One-word responses (low semantic match –	One-word responses (low semantic match –			
	you/suggest about	you/suggest about	you/suggest about	(direct semantic match)	– cue to paragraph)	cue to paragraph)	no cue)			
	(multiple choice – no	(multiple choice -	(own response)	(uneer semantic match)			nocuej			
	deliberate distractors)	deliberate	(own response)	Multiple choice one-						
		distractors)		word responses						
				(low semantic match)						

YEAR 3/4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		
Spring 1	2b - I can retrieve and record key details from fiction and non-fiction texts.   2c - I can summarise main ideas from more than one paragraph.   End each week with the following events in order. (1-5)   2e - I can predict what might happen from details stated and implied.   End the week with the following question:   o   Based on what you have read, what does the last paragraph suggest might happen next? (Open response)   2f - I can identify and explain how information and narrative content is related and contributes to meaning as a whole.   End each week with the following question:   o   What is the main theme of this section of the text? (Open response)   2g - I can identify and explain how meaning is enhanced through the choices of words and phrases.   End each week with the following question:   o   In the paragraph beginning, find and copy the word/phrase that suggests   2h - I can make comparisons within a text. (book talk)									
	Find and copy one (direct semantic match) Find and copy two/three (direct semantic match)		<ul> <li>Find and copy</li> <li>two/three</li> <li>(low semantic match)</li> </ul>	True or False – one statement (direct semantic match) True or False – multiple statements (close semantic match)	True or False – multiple statements (low semantic match)					
Spring 2	2c - I can summarise main End each week o 2e - I can predict what m End the week w o Based on 2f - I can identify and exp End each week o What is th 2g - I can identify and ex End each week In the paragram	plain how information and in with the following question: e main theme of this section plain how meaning is enhal with the following question:	e paragraph. In g for this part of the text. ated and implied. Does the last paragraph sugge narrative content is related of the text? (Open response need through the choices of by the word/phrase that sugge	est might happen next? (Op and contributes to meanin se) words and phrases.						
	Open response – who? / where? / when? / what? etc. (direct semantic match – cue to the text)	Open response – who? / where? / when? / what? etc. (direct semantic match – no cue)	<ul> <li>Open response – who?</li> <li>/ where? / when? / what? etc.</li> <li>(low semantic match – cue to the text)</li> </ul>	Open response – who? / where? / when? / what? etc. (low semantic match – no cue)	Open response – who? / where? / when? / what? etc. (low semantic match – no cue) (4 days)					

YEAR 3/4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		
Summer		ideas from more than one	paragraph.							
1		with the following question:	(NAultinla abaina)							
-		e main message of the text? Is from the text and justify i								
		ght happen from details sta ith the following question:	ited and implied.							
		vhat you have read, what do	os the last paragraph sugge	st might hannon novt? Uso	ovidonco from the text to su	inport your answor				
		lain how information and r		· · · ·		ipport your answer.				
		with the following question:								
	<ul> <li>What is the main theme of the text? (Open response)</li> <li>2g – I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question:</li> </ul>									
	<ul> <li>'Quote' What does this tell you about ^? (open response)</li> </ul>									
		ons within a text. (book tall	()							
	Find and copy a word	Find and copy a group	Find and copy a word	Find and copy a group	Quote. What does this	Quote. What does this	Quote. Why do you			
	that shows that ^ felt	of words that show that	that shows that ^ felt	of words that show that	tell you about?	tell you about?	think?			
	(cue)	^ felt	(no cue)	^ felt	(multiple choice)	(open, short response)	(multiple choice)			
		(cue)		(no cue)	(4.1)		How do you think ^ felt			
					(4 days)		about *?			
							(multiple choice) Why do you think ^ did			
							~ ?			
							(multiple choice)			
Summer	2c - I can summarise mair	ideas from more than one	paragraph.				( · · · · · · · · ,			
	End each week with the following question:									
2	o Which of t	he statements best summar	ises this section of the text?	(Multiple choice)						
	2d – I can make inference	s from the text and justify i	nferences with evidence.							
	2e - I can predict what mi	ght happen from details sta	ited and implied.							
	End the week w	ith the following question:								
		vhat you have read, what do				upport your answer.				
		lain how information and r	arrative content is related	and contributes to meaning	g as a whole.					
		with the following question:								
		e main theme of the text? (C								
		plain how meaning is enhan with the following question:	-	words and phrases.						
		hat does this tell you about								
		make comparisons within a								
	Quote. Why do you	Explain how ^ felt about	Quote. Explain why	Explain how ^ felt about	Explain why you think ^	What do you learn	What do you learn			
	think?	*.	Use additional evidence	*.	did ~ .	about the character of ^	about the character of ^			
	(open, short response)	(open, short response)	from the text to support	Use evidence from the	Use evidence from the	in this story?	in this story?			
			your answer.	text to support your	text to support your	(One example)	(Two examples)			
	(3 days)	Why do you think ^ did		answer.	answer.					
		~ ?					(4 days)			
		(open, short response)								

YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			
Autumn		n the meaning of words in c									
1		ideas from more than one	paragraph.								
1		vith the following question:	and the state of the second day with	1							
		is the main message of this	· · ·	le choice)							
		ght happen from details sta	ited and implied.								
		th the following question:	act door the last noragraph	our goot might hannon nout	) (multiple choice)						
		<ul> <li>Based on what you have read, what does the last paragraph suggest might happen next? (multiple choice)</li> <li>2f - I can identify and explain how information and narrative content is related and contributes to meaning as a whole.</li> </ul>									
	End each week with the following question:										
	• What is the main theme of the text? (multiple choice)										
	2g – I can identify and explain how meaning is enhanced through the choices of words and phrases.										
	End each week with the following question:										
	• The author is suggesting that ^ is *. Which words suggest this? (multiple choice)										
	2h – I can make comparisons within a text. (book talk)										
	'Quote' In this sentence,	Find and copy a word	Find and copy a word	Find and copy a phrase	Find and copy a phrase	Mixed - Find and Copy a	Find and copy two	Find and copy two			
	the word is	that shows (cue into	that shows (no cue)	that shows (cue into	that shows (no cue)	word/phrase that	different words that	different words that			
	closest in meaning to	the text)		the text)		shows	show that	show that			
	(choice of 4 alternative					(no cue)	(cue)	(no cue)			
	words including one										
	deliberate distractor)							(4 days)			
	(3 days)										
Autumn	2a – I can give and explain	the meaning of words in c	ontext.		L		I				
		ideas from more than one									
2	End each week v	vith the following question:									
		he events 1-5 to show the o		irst one is done for you)							
		ght happen from details sta	ited and implied.								
		th the following question:									
		l on what you have read, wl									
		lain how information and r vith the following question:	iarrative content is related	and contributes to meanin	g as a whole.						
		ne main theme of the text?	(multiple choice)								
		lain how meaning is enhar		words and phrases.							
		vith the following question:		nords and prindscor							
		is suggesting that ^ is *. Ide		his.							
		ons within a text. (book tall									
	'What does 'vocabulary	'What does 'vocabulary	Explain 1 thing that	Explain 1 thing that the	Explain 2 things that	Explain 2 things that	The ^ are described as				
	example' mean?	example' mean?	the words	words 'Vocabulary	the words 'Vocabulary	the words 'Vocabulary	*. Explain how the				
	(Multiple choice –	(open response)	'Vocabulary example'	example' suggest	example' suggest	example' suggest	description of ^				
	include deliberate		suggest about	about	about	about	supports the idea that				
	distractor)						they are *. Use				
							evidence from the text				
							to support your				
							answer.				
							1				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			
Spring 1		cord key details from fiction									
- 6 m g -		n ideas from more than one	paragraph.								
		with the following question:									
		tement is the best summary	• •	noice)							
		ight happen from details sta	ited and implied.								
		ith the following question:									
		what you have read, what do		· · · ·		pport your prediction.					
		plain how information and n	arrative content is related	and contributes to meaning	; as a whole.						
		with the following question:									
		e main theme of this text? (o	,								
		plain how meaning is enhan		words and phrases.							
		with the following question:									
		opy one word that suggests									
	2h – I can make comparisons within a text. (book talk)										
	Multiple choice one- One-word responses to One-word responses to Find and copy one Find and copy										
	word responses (direct	questions that use	questions that use a low	(direct semantic match)	two/three						
	semantic match)	similar vocabulary to	semantic match in		(low semantic match)						
		aid locating the answer	vocabulary to aid	Find and copy							
	Multiple choice one-		locating the answer	two/three							
	word responses (low			(direct semantic							
	semantic match)			match)							
Spring 2		cord key details from fiction									
		n ideas from more than one	paragrapn.								
		with the following question:	and have a set from 1 F								
		ne events in the order that th	· · · · ·								
		ight happen from details sta	ited and implied.								
		ith the following question:	os the last percerent sugge	et might honnon novt2 lice	widence from the tout to cu	nnart vour prodiction					
		what you have read, what do plain how information and n		· · · ·		pport your prediction.					
		with the following question:	larrative content is related	and contributes to meaning	as a whole.						
		to match each section to its	main contont								
		plain how meaning is enhan		words and phrases							
		with the following question:		words and phrases.							
		' How do these words make									
		ons within a text. (book talk									
	Open responses where	Open responses where	Open responses	Questions which ask	Questions which ask						
	there is a direct	there is a direct	where there is a low	pupils to retrieve key	pupils to retrieve key						
	semantic match	semantic match	semantic match	points and support	points and support						
	between the task	between the task	between the task	these with a piece of	these with a piece of						
	wording and	wording and	wording and	evidence.	evidence.						
	information in the text	information in the text	information in the								
	(cued into the text)	(no cue to the text)	text		(4 days)						
	, ,	,	(no cue to the text)		· · · /·/						
			,								

YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		
Summer		ideas from more than one	paragraph.							
1		with the following question: e main message of the text	Plise evidence from the tex	t to support your answer						
		e from the text and justify i								
		ght happen from details sta								
		ith the following question:								
						answer fully and provide ev	idence from the text.			
		lain how information and r	arrative content is related	and contributes to meaning	g as a whole.					
	End each week with the following question: <ul> <li>The character/setting of this extract appears to change through the extract. Find an example in the text of where this happens.</li> </ul> <li>2g - I can identify and explain how meaning is enhanced through the choices of words and phrases. <ul> <li>End each week with the following question:</li> <li>What message is the author trying to convey to the reader? Use evidence from the text to support your answer.</li> </ul></li>									
		ons within a text. (book tall			L					
	Find and copy a group of words that show that	How can you tell	Quote. What does this	What evidence in the	What evidence in the	Why was ^ feeling *?	Why was ^ feeling *?			
	^ felt	that/do you know that ^ was *?	tell you about? (multiple choice)	text suggests that ^ ? / ^ is * (Find one	text suggests that ^ ? / ^ is * (Find two	(multiple choice)	(open, short response.			
	(no cue)	(no cue)	(maniple choice)	example).	examples).					
	, , ,		Quote. What does this	. ,	. ,					
	How can you tell		tell you about?		(4 days)					
	that/do you know that		(open, short response)							
	^ was *? (no cue)									
-		the state of the second st								
Summer		ideas from more than one with the following question:	paragrapn.							
2		the first/last paragraph tell	us? Use evidence from the	text to support your answer	r.					
		s from the text and justify i								
	2e - I can predict what mi	ght happen from details sta	ited and implied.							
		ith the following question:								
		vhat you have read, do you plain how information and r				answer fully and provide ev	idence from the text.			
		with the following question:	larrative content is related	and contributes to meaning	g as a whole.					
		cter/setting of this extract a	pears to change through th	e extract. Find an example i	n the text of where this hap	ipens.				
	2g – I can identify and exp	plain how meaning is enhar								
		with the following question:								
		sage is the author trying to o		vidence from the text to sup	oport your answer.					
	2n – I can make comparis How do you think ^ felt	ons within a text. (book tall Explain how ^ felt about	Why do you think?	Why do you think?	What does this section	What impression do	How is ^ made to seem			
	about *?	*.	(multiple choice)	(open, short response)	on the text suggest	you get about (place,	*? Find one piece of			
	(multiple choice)	(open, short response)			about ^'s character?	character). Give one	evidence to support			
					Explain one feature	impression supported	this.			
	(3 days)				using evidence.	with evidence from the	(A days)			
						text.	(4 days)			

YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			
Autumn 1	End each week wi	2c - I can summarise main ideas from more than one paragraph.         End each week with the following question: <ul> <li>X</li> </ul> 2e - I can predict what might happen from details stated and implied.         End the week with the following question: <ul> <li>X</li> </ul> 2f - I can identify and explain how information and narrative content is related and contributes to meaning as a whole.         End each week with the following question:									
	'Quote' In this sentence, the word is closest in meaning to (choice of 4 alternative words)	Find and copy a word that shows (cue into the text) Find and copy a word that shows (no cue)	Find and copy a phrase that shows (cue into the text) Find and copy a phrase that shows (no cue)	Find and copy two different words that show that (cue children into the correct paragraph/section of text) Find and copy two different words that show that (no cue)	Explain 1 thing that the words 'Vocabulary example' suggest about	Explain 1 thing that the words 'Vocabulary example' suggest about	Explain 2 things that the words 'Vocabulary example' suggest about	Mixed 2a practise. (4 days)			
Autumn 2	2b - I can retrieve and record key details from fiction and non-fiction texts.         2c - I can summarise main ideas from more than one paragraph.         End each week with the following question:         o       X         2e - I can identify and explain how information and narrative content is related and contributes to meaning as a whole.         End each week with the following question:         o       X         2f - I can identify and explain how information and narrative content is related and contributes to meaning as a whole.         End each week with the following question:         o       X         2g - I can identify and explain how information and narrative content is related and contributes to meaning as a whole.         End each week with the following question:         o       X         2g - I can identify and explain how meaning is enhanced through the choices of words and phrases.         End each week with the following question:         o       X										
	Multiple choice one-word responses (direct semantic match) Multiple choice one-word responses (low semantic match)	One-word responses to questions that use similar vocabulary to aid locating the answer One-word responses to questions that use a low semantic match in vocabulary to aid locating the answer	One-word responses to questions that use a low semantic match in vocabulary to aid locating the answer	Find and copy one (direct semantic match) Find and copy two/three (direct semantic match)	Find and copy two/three (low semantic match)	Open responses where there is a direct semantic match between the task wording and information in the text (cued into the text) Open responses where there is a direct semantic match between the task wording and information in the text (no cue to the text)	is a low semantic match between the task wording and information in the text (no cue to the text)				

YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		
Spring 1       2b - I can retrieve and record key details from fiction and non-fiction texts.         2c - I can summarise main ideas from more than one paragraph.         End each week with the following question:         0       X         2e - I can identify and explain how information and narrative content is related and contributes to meaning as a whole.         End each week with the following question:         0       X         2f - I can identify and explain how information and narrative content is related and contributes to meaning as a whole.         End each week with the following question:         0       X         2g - I can identify and explain how meaning is enhanced through the choices of words and phrases.         End each week with the following question:         0       X         Questions which ask pupils       Questions which ask pupils         Questions which ask pupils       Mixed 2b practise.										
		Questions which ask pupils to retrieve key points and support these with a piece of evidence. PM Revision: 2a	Mixed 2b practise. PM Revision: 2a	Mixed 2a and 2b practise. PM Revision: 2a	Find and copy a group of words that show that ^ felt (no cue) PM Revision: 2a					
Spring 2       2c - I can summarise main ideas from more than one paragraph. End each week with the following question:       0       X         2d - I can make inferences from the text and justify inferences with evidence.       2e - I can predict what might happen from details stated and implied. End the week with the following question:       0       X         2f - I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question:       0       X         2g - I can identify and explain how meaning is enhanced through the choices of words and phrases. End each week with the following question:       0       X										
	x Quote. What does this tell you about? (open, short response) PM Revision: 2b	What evidence in the text suggests that ^ ? / ^ is * (Find two examples). PM Revision: 2b	Why do you think? / Why was ^ feeling? (open, short response) PM Revision: 2b	Explain how ^ felt about *. (open, short response) PM Revision: 2b	What does this section on the text suggest about A's character? Explain one feature using evidence. / What impression do you get about (place, character). Give one impression supported with evidence from the text. PM Revision: 2b					

YEAR 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8			
Summer 1	End each week with the following question: • X 2d – I can make inferences from the text and justify inferences with evidence. 2e - I can predict what might happen from details stated and implied. End the week with the following question: • X 2f – I can identify and explain how information and narrative content is related and contributes to meaning as a whole. End each week with the following question: • X How is ^ made to seem *? Why was ^ feeling *? Use Explain why Use additional What does this section on										
		Why was ^ feeling *? Use additional evidence from the text to support your answer. PM Revision: How is ^ made to seem *? Find evidence to support this. (2 pieces)	Explain why Use additional evidence from the text to support your answer. PM Revision: Explain how ^ felt about *. Use evidence from the text to support your answer.	What does this section on the text suggest about ^'s character? Explain two features using evidence. PM Revision: What do you learn about the character of ^ in this story? (Two examples)	(4 days)	SATS WEEK	BOOK TALK				
Summer 2	End each week o X 2d – I can make inferen 2e - I can predict what r End the week w o X 2f – I can identify and e	tin ideas from more than on with the following question the following question respectively and the following question with the following question with the following question	n: ify inferences with eviden s stated and implied. : nd narrative content is rel		neaning as a whole.						
	BOOK TALK ( <b>3 days)</b>	BOOK TALK	BOOK TALK	BOOK TALK	BOOK TALK	BOOK TALK	BOOK TALK <b>(4 days)</b>				