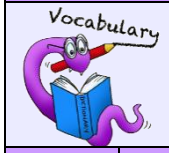
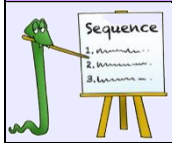
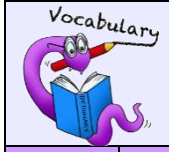
Read, Write, Inc. Progression - Reception		
End of Autumn 1	Read all single letter Set 1 sounds	
End of Autumn 2	Read all Set 1 sounds; blend sounds into words orally.	
End of Spring 1	Blend sounds to read words; read short Ditty stories.	
End of Spring 2	Read Red Storybooks.	Read Red Words: put, the, I , no, of, my, for*, he (* indicates Red for a while)
End of Summer 1	Read Green Storybooks; read some Set 2 sounds.	Read Red Words: your, said, you, be, are
End of Summer 2	Read Green or Purple Storybooks.	Read Red Words: to, me, go, baby, paint*
Year 1		
End of Autumn 1	Read Purple Storybooks; read some Set 2 sounds.	Read Red Words: to, me, go, baby, paint*
End of Autumn 2	Read Pink Storybooks; read all Set 2 sounds.	Read Red Words: all, like*, I've, want, call, we, her, she, washing*, some, so
End of Spring 1	Read Orange Storybooks; read some Set 3 sounds.	Read Red Words: what, they, do, old, was
End of Spring 2	Read Yellow Storybooks.	Read Red Words: saw, watch, school, watch(es), small, their, were, who, tall, one, brother, I'm, there, fall*, any, where, wall*
End of Summer 1	Read Yellow Storybooks; read all of Set 3 sounds.	
End of Summer 2	Read Blue Storybooks.	Read Red Words: does, other, two, could, ball, would, wash*, water, anyone, over, wasn't, through, once, son, whole, people
Year 2		
End of Autumn 1	Read Blue Storybooks.	Read Red Words: does, other, two, could, ball, would, wash*, water, anyone, over, wasn't, through, once, son, whole, people
End of Autumn 2	Read Blue Storybooks with increasing fluency and comprehension.	
End of Spring 1	Read Grey Storybooks.	Read Red Words: should, come, many, mother, above, father, here, buy, bought, great, someone, another, walk, caught, worse, everyone, talk, thought, love, wear
End of Spring 2	Read Grey Storybooks with fluency and comprehension.	
End of Summer 1	Access VIPERS guided reading progression	
End of Summer 2		

Reading Content Domain		Success Criteria
 **1a Draw on knowledge of vocabulary to understand texts**		✓ Identify the word in the text. ✓ Read around the word (before and after). Is the definition given to you? ✓ Look for the clues and use these to work out the meaning of the word. ✓ Remember to think of synonyms.
	Reading Targets	**Question Stems/Examples**
Year 2	❖ I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. ❖ I can Identify and discuss favourite words/phrases. ❖ I am beginning to talk about different words/phrases and why they have been used. ❖ I can recognise simple recurring literary language in stories and poems. ❖ I can recite new poems learnt by heart, using appropriate intonation to make the meaning clear.	**Teach:** ❖ Find and copy a word that tells you …. ❖ Find and copy the word that means the same as (insert word) ❖ Find the adjective used to describe…. ❖ Why is this word written in bold / italics / capital letters? ❖ Which word tells you that (insert name of character) is feeling (insert emotion) ❖ Tick one word that means the same as (insert word) ❖ Why is (insert name) a good name ❖ The word (insert word) means…. ❖ Why does the author repeat the word (insert repeated word) ❖ What does this word tell you about….
Reading Content Domain		**Success Criteria**
1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information		✓ Read the question twice. ✓ Understand – what is the question asking? ✓ Identify key words in the question. ✓ Find these words in the text to find the correct place to look for the answer. ✓ Highlight the answer. ✓ Think – have I answered the question correctly?
	Reading Targets	**Question Stems/Examples**
Year 2	❖ When answering direct questions, I can locate specific information on a given page. ❖ I can draw on what I already know or on background information and vocabulary provided by the teacher. ❖ I am beginning to use the contents, index pages to location information in non-fiction texts.	**Teach:** Basic retrieval questions using the following question stems – ❖ What do/does . . . . . do? ❖ What happened when . . . ? ❖ Which . . . ? ❖ Why was . . . ? ❖ Where did . . . ? ❖ What did . . . ? ❖ Where . . . ? ❖ When . . . ? ❖ How did . . . ? ❖ Who . . . ? (Some may involve joining/ticking boxes/true or false tables/drawing lines).

Reading Content Domain		Success Criteria
 **1c identify and explain the sequence of events in texts**		✓ Think about what happens and in what order. ✓ Read back each sentence in order – does it make sense?
	Reading Targets	**Question Stems/Examples**
Year 2	❖ I can discuss the sequence of events in books and how items of information are related. ❖ I can make links between the book I am reading and other books I have read. ❖ I can retell a wider range of stories, fairy stories and traditional tales recalling the main events in the correct sequence.	**Teach:** ❖ Number the sentences to show the order they happen in the story. ❖ What happened next? ❖ How does the story start? ❖ What did you find out first? ❖ What happened at the end of the story?
Reading Content Domain		**Success Criteria**
1d Make inferences from the text		✓ Read the question carefully. ✓ Highlight key words in the question. ✓ Understand – what is the question asking? ✓ Identify where to look in the text (key words). ✓ Look for the clues/evidence.
	Reading Targets	**Question Stems/Examples**
Year 2	❖ I can make some inferences on the basis of what is being said and done. ❖ I can explain what has happened so far in what they have read. ❖ I can comment on obvious characteristics and actions of characters in stories. ❖ I can draw on my own experiences to relate to stories, including story setting and incidents.	**Teach:** ❖ How do you know that . . . . . was excited? (link to what character says) ❖ Why was . . . . . feeling worried? ❖ Why did . . . . . say/do . . . . . ? ❖ Why did . . . . . happen? ❖ How did . . . . . feel when . . . . . ? ❖ True/false questions in a table – finding evidence across a text. ❖ How can you tell that . . . ?
Reading Content Domain		**Success Criteria**
1e Predict what might happen on the basis of what has been read so far		✓ What has already happened in the story? ✓ Are there any clues as to what might happen next? ✓ Predict based on what has happened so far.
	Reading Targets	**Question Stems/Examples**
Year 2	❖ I can make plausible predictions about what might happen on the basis of what has been read so far, using a range of clues.	**Teach:** ❖ What do you think this book will be about? ❖ What do you think will happen next? ❖ What do you think (add character name) will say at the end of the story?

Reading Content Domain		Success Criteria
 **2a Understand words in context.**		✓ Identify the word in the text. ✓ Read around the word (before and after). Is the definition given to you? ✓ Look for the clues and use these to work out the meaning of the word. ✓ Remember to think of synonyms.
	Reading Targets	**Question Stems/Examples**
Year 3	❖ Explores potential meanings of unknown words using clues from surrounding sentences and grammatical knowledge ❖ Uses strategies to clarify the meaning of previously unknown words/phrase in context	**Teach:** ❖ What does the word . . . . . mean in this sentence? ❖ Find and copy/write one word/two words which tells/shows you . . . ? ❖ Which word in the text describes . . . ? (This may be pupils writing the answer or joining boxes) ❖ Give the meaning of the word *(word)* in this sentence.
Year 4	❖ Give/Explains the meaning of words in context ❖ Uses strategies to clarify the meaning of previously unknown words/phrase in context	**Recap Year 3. Teach:** ❖ What does *(a phrase/word/group of words)* mean? ❖ Find and copy two words from the poem/story that show that ❖ What does the word *(word)* suggest about_____? ❖ Which word most closely matches the meaning of the word *(word)?* Circle the correct option. ❖ Which of these words..... is a synonym for (choose a word from the text)?
Year 5	❖ Give/Explains the meaning of words in context ❖ Applies their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet	**Recap Year 3 and Year 4. Teach:** ❖ Give the meaning of the word *(word)* in this sentence. ❖ Explain two things that the words . . . suggest about . . . ❖ Find and copy a group of words that means the same as . . . ❖ The text refers to the (character's) cousins/friends. *Who are their cousins/friends?* ❖ What other words/phrases could the author have used to describe _____?
Year 6	❖ Give/Explains the meaning of words in context ❖ Applies their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words that they meet	**Recap Year 3, Year 4 and Year 5. Teach:** ❖ The writer uses words like ... to describe.... What does this suggest about... (character/setting)? ❖ Quote from text Choose the best words to match the description above. Circle your choice. ❖ Find and copy two different words that show . . . ❖ The writer uses ...words/phrases...to describe ... How does this make you feel? ❖ What does this phrase mean? (Idiomatic or figurative language)

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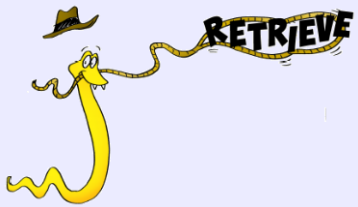
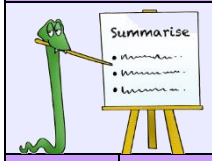
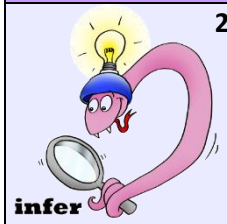
	**2b retrieve and record information. Identify key details of fiction/non-fiction.**	✓ Read the question twice. ✓ Understand – what is the question asking? ✓ Identify key words in the question. ✓ Find these words in the text to find the correct place to look for the answer. ✓ Highlight the answer. ✓ Think – have I answered the question correctly?
	Reading Targets	**Question Stems/Examples**
Year 3	❖ Skims (to get general impression) and scans (to locate specific details) texts to retrieve and record key details from fiction and non-fiction ❖ Uses the index, glossary and layout structures to location information with increasing speed	**Teach:** Basic retrieval questions using the following question stems – ❖ What do/does . . . . . do? ❖ What happened when . . . ? ❖ Which . . . ? ❖ Why was . . . ? ❖ Where did . . . ? ❖ What did . . . ? ❖ Where . . . ? ❖ When . . . ? ❖ How did . . . ? ❖ Who . . . ? (Some may involve joining/ticking boxes/true or false tables/drawing lines). ❖ Write down <u>three</u> things that you are told about . . .
Year 4	❖ Skims (to get general impression) and scans (to locate specific details) texts to retrieve and record key details from fiction and non-fiction ❖ Identifies key details from fiction and non-fiction ❖ Identifies and explains the difference between fact and opinion	**Recap Year 3. Teach:** ❖ Number these facts . . . in the order in which they happen. May involve ticking boxes. ❖ Through whose eyes is the story told?
Year 5	❖ Skins and scans texts at speed to retrieve and record key details from fiction and non-fiction ❖ Distinguishes between statements of fact and opinion	**Recap Year 3 and Year 4. Teach:** ❖ How can you tell that _____? ❖ How did . . . ? ❖ Write down <u>three</u> things that you are told about _____. ❖ What was revealed at the end of the story? Circle the correct option. ❖ Give <u>two</u> reasons why . . . ❖ Why were...? ❖ Look at the paragraph beginning . . . What conclusion does (person) draw from this? ❖ Give one piece of advice that X's mother gives her for . . .
Year 6	❖ Skims and scans with speed ❖ Retrieves and records information ❖ Identifies key details from fiction and non-fiction	**Recap Year 3, Year 4 and Year 5. Teach:** ❖ In what year did the French authorities make it illegal for people to swim from France to England? (the word *illegal* is not used in the text – the word *outlawed* is used) ❖ X thinks (X's thoughts). What is the first (event that lead to the thoughts) ❖ Look at page (number) - according to the text/someone in the text, what could_____? (using whole of page – sometimes in table form (fill in boxes/draw lines/true or false/circle parts of pictures/give two ways) – be specific)

Reading Content Domain		Success Criteria
	**2c summarise main ideas from more than one paragraph.**	✓ Think – what is the key concept/main idea of the/each paragraph? ✓ Identify key features that explain the main idea (words, phrases or sentences). ✓ Use these key details to summarise. ✓ Remember – you can paraphrase/use your own words.
	Reading Targets	**Question Stems/Examples**
Year 3	❖ Summarises and explains the main points of a text, referring back to the text to support	**Teach:** ❖ Below are some summaries of different paragraphs from this text. Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you.
Year 4	❖ Identifies main ideas drawn from more than one paragraph ❖ Summarises main ideas/messages in a succinct manner	**Recap Year 3. Teach:** ❖ Which of the following would be the most suitable summary of the whole text/whole of page 5? (titles) ❖ What is the main message of the poem/paragraph/article? – Sometimes multiple choice/true or false.
Year 5	❖ Summarises the main ideas from more than one paragraph ❖ Identifies key details that support the main ideas (précising longer passages)	**Recap Year 3 and Year 4. Teach:** ❖ Which section of the leaflet is written to inform readers that . . . Write the name of the section : ❖ Can you sum up what happens in these three/four/five... paragraphs? ❖ Which is the most important point in these paragraphs? How many times is it mentioned?
Year 6	❖ Summarises the main ideas from more than one paragraph ❖ Identifies key details that support the main ideas (précising longer passages)	**Recap Year 3, Year 4 and Year 5. Teach:** ❖ Write sub-headings for each paragraph ❖ Make a table/chart to show the information in these 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?

Reading Content Domain		Success Criteria
 **2d Make inferences from the text and justify/explain using evidence from the text.**		✓ Read the question carefully. ✓ Highlight key words in the question. ✓ Understand – what is the question asking? ✓ Identify where to look in the text (key words). ✓ Look for the clues/evidence. ✓ What can be inferred? ✓ Answer: ……. because it says in the text that…. … this means that… ✓ Evidence in the text suggests that…
	Reading Targets	**Question Stems/Examples**
Year 3	❖ Draws inferences such as inferring a character's feelings, thoughts and motives from their actions. ❖ Justifies the reasons for events in the story by going back and identifying clues ❖ Is beginning to read in-between the lines using clues from the text and pictures to discuss thoughts, feelings and actions. ❖ Recognises how characters are built from small details ❖ Pin-points evidence from the text to support inferences	**Teach:** ❖ How do you know that . . . . . was excited? (link to what character says) ❖ Why was . . . . . feeling worried? ❖ Why did . . . . . say/do . . . . . ? ❖ Why did . . . . . happen? ❖ How did . . . . . feel when . . . . . ? ❖ True/false questions in a table – finding evidence across a text. ❖ How can you tell that . . . ?
Year 4	❖ Infers meaning of the character's feelings, thoughts and motives from their actions. ❖ Justifies their inference with evidence from the text	**Recap Year 3. Teach:** ❖ Find and copy a group of words that shows that . . . (do not accept longer quotations)/some are 2 mark questions – you have to explain and justify/some are fact and opinion questions ❖ How do these words make the reader feel? (read whole paragraph)/How does the first paragraph suggest that . . . ? (have to know the difference between paragraphs and text boxes) ❖ What makes you think that? ❖ Which words give you the impression that …?
Year 5	❖ Makes inferences from the text and deduces the moods and feelings of the characters ❖ Explains and justifies inference with evidence from the text	**Recap Year 3 and Year 4. Teach:** ❖ How do you know that…..? ❖ Why is…? – answer across two sentences – find key words ❖ Find and copy a group of words that shows that . . . (do not accept longer quotations)/some are 2 mark questions – you have to explain and justify/some are fact and opinion questions ❖ How do these comparisons help the reader? (provide a comparison to something the reader will recognise) ❖ How do the descriptions of . . . . . support the idea that . . . . ? Give evidence from the text (3 marks) – meaning of words in context important here (3 marks)

		❖ Look at the paragraph beginning: _____ . . . What impressions of ____ do you get from these two paragraphs? ❖ What evidence is there of . . . Give two points. ❖ Explain what this description suggests about . . . ❖ In what ways might X's character appeal to many readers? Explain fully, referring to the text in your answer. ❖ Why were the Xs (adjectives) ❖ Put a tick in the correct box to show whether each of the following statements is a fact or an opinion. ❖ What other impressions do you get of his grannie/his house/their relationship? ❖ Explain why . . . ❖ What is one thing that did not change about . . . ? ❖ The experience in the last line could best be described as . . . ? ❖ Tick the two verses that are mainly about . . . ❖ How does . . . . . know that . . . . . ? ❖ Which words would best complete X's question? (Tick the box) ❖ What is X's mother/father/friend thinking after . . . ? (Tick a thought bubble) ❖ Complete the table below with one piece of evidence from the leaflet to support each statement. ❖ Xs are very important to the human race. Give two ways they are important. ❖ What does . . . . . mean when she says . . . . .
Year 6	❖ Makes inferences from the text and deduces the moods and feelings of the characters ❖ Explains and justifies inference with evidence from the text	**Recap Year 3, Year 4 and Year 5. Teach:** ❖ What does this... word/phrase/sentence... imply about... (character/setting/mood) ❖ How is the X made to seem (adjective)? ❖ Explain two ways, giving evidence from the text to support your answer. ❖ When X did/felt/looked/arrived (event) According to the text on page (number), why might he have expected (the event) According to the text on page (number), why might he not have expected (the event) ❖ Look at the paragraph beginning: … Where was the X? (Very tricky question – involves reading the text very carefully) ❖ X did not seem to be alarmed by meeting Y. How can you tell this from its actions? Give two ways. ❖ Quote This tells us that at the end of the story X felt that . . . (tick boxes)

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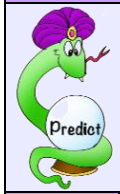
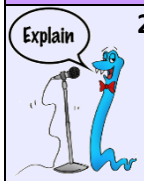
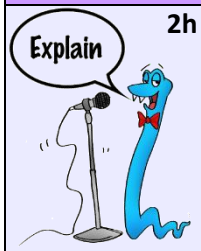
	**2e Predict what might happen based on details states and implied.**	✓ What has already happened in the story? ✓ Are there any clues as to what might happen next? ✓ Predict based on what has happened so far. ✓ Use evidence/examples to explain your prediction. ✓ Remember – refer to the plot/characters/events that have happened so far.
	Reading Targets	**Question Stems/Examples**
Year 3	❖ Predicts what might happen from details stated or implied (using various clues from the text)	**Teach:** ❖ Which of these do you think is most likely to be said/to happen at the end of the story/event? (tick boxes) ❖
Year 4	❖ Predicts what might happen from details stated or implied (using an image/chapter title/ single sentence)	**Recap Year 3. Teach:** ❖ Based on what you have read, what does the last paragraph suggest might happen next? Use evidence from this paragraph to support your prediction (use the word 'implies' or suggests' in the answer) ❖
Year 5	❖ Predicts what might happen from details stated or implied	**Recap Year 3 and Year 4. Teach:** ❖ Based on what you have read, what does the last paragraph suggest might happen to the explorers next? Use evidence from this paragraph to support your prediction (use the word 'implies' or suggests' in the answer) ❖ Do you think that X will change their behaviour in the future? Yes? No? Explain your choice fully, using evidence from the text (3 marks) ❖ Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.
Year 6	❖ Predicts what might happen from details stated or implied	**Recap Year 3, Year 4 and Year 5. Teach:** ❖ 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?

Reading Content Domain		Success Criteria
2f Identify/ explain how information/ narrative content is related and contributes to meaning as a whole		✓ Use your retrieval skills to identify key details in the text. ✓ Use direct quotes from the text in your comparison. ✓ Remember to paraphrase (use your own words). ✓ Remember to consider the text as a whole.
	Reading Targets	**Question Stems/Examples**
Year 3	❖ Developing confidence in making reference to the audience and purpose of the text type (to entertain, persuade, inform, argue etc.) ❖ Understands how a character could be seen in different ways, depending on how the author choose to portray them	**Teach:** ❖ Explain why a character did something. ❖ What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...? ❖ Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?
Year 4	❖ Understands how a character could be seen in different ways, depending on how the author choose to portray them ❖ Recognises the audience and purpose of the text (to entertain, persuade, inform, argue etc.)	**Recap Year 3. Teach:** ❖ What is similar/different about two characters? ❖ Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information? ❖ Draw lines to match each part of the text to the correct quotation.
Year 5	❖ Identifies/Explains how information/narrative content is related and contributes to meaning as a whole (purpose of the structural features) ❖ Understands how a character could be seen in different ways, depending on how the author choose to portray them ❖ Identifies and can make reference to the audience and purpose of the text (to entertain, persuade, inform, argue etc.)	**Recap Year 3 and Year 4. Teach:** ❖ Explain a character's different/changing feelings throughout a story. How do you know? ❖ 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? ❖ How does the title/layout encourage you to read on/find information?
Year 6	❖ Identify/Explain how information/narrative content is related and contributes to meaning as a whole	**Recap Year 3, Year 4 and Year 5. Teach:** ❖ Find and copy the group of words on page (number) where X's mood changes – have to refer to rest of text ❖ Draw lines to match each part of the story with the correct quotation from the text. ❖ Why has the writer written/organised the text in this way? ❖ In what ways do the illustrations support the instructions?

Reading Content Domain		Success Criteria
 **2g Identify/explain how meaning is enhanced through choice of words and phrases**		✓ Think from a writer's perspective. ✓ Consider APE: Who is the audience? Purpose? What effect does the author want to have on the reader? ✓ Create a picture in your mind of what the author is trying to achieve.
	Reading Targets	**Question Stems/Examples**
Year 3	❖ Recognises the effect of informal and formal language choices matched to audience and purpose ❖ Recognises how different words affect meaning (strength of words chosen by the author) ❖ Identifies where language has been used to create mood, build tension or paint a picture	**Teach:** ❖ What does the word 'x' tell you about 'y'? ❖ What does this... word/phrase/sentence... tell you about... character/setting/mood etc? ❖ Which words do you like the best? Why? ❖ What do these words mean and why do you think the author chose them? ❖ What do you think the writer meant by... 'X'? ❖ The writer uses ...words/phrases to describe ... How does this make you feel?
Year 4	❖ Talks about the effect of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs) ❖ Discusses the author's choice of language and its effect on the reader in non-fiction texts (headlines, font size, puns, word play, imperative verbs) ❖ Recognises how a character is represented in different ways	**Recap Year 3. Teach:** ❖ Find two or three ways that the writer tells you 'x'. ❖ (Highlight a key phrase or line). By writing a line in this way what effect has the author created? ❖ Which words do you think are most important? Why? ❖ How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/ bitter etc.?
Year 5	❖ Identifies/Explains how meaning is enhanced through choice of words and phrases (why words/phrases are chosen; the effect on the reader) ❖ Understands and can give examples of how figurative language creates images linked to the text	**Recap Year 3 and Year 4. Teach:** ❖ 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? ❖ What impression do these words... give you about...? (Use a synonym for the previous words)? ❖ The author states that 'x' is something it isn't. What is the effect of this? Why have they done this? ❖ The author makes an action/description 'like' something else. Why?
Year 6	❖ Identify/Explain how meaning is enhanced through choice of words and phrases	**Recap Year 3, Year 4 and Year 5. Teach:** ❖ What does (a word) suggests happens? For example . . . . *in a flash* (page 6) ❖ Find and copy four words from the paragraph that suggest (danger). ❖ . . . *they crossed the glassy surface of the lake.* Give <u>two</u> impressions this gives you of the water. ❖ Give <u>one</u> example of the use of humour in the fact sheet.

Reading Content Domain		Success Criteria
 **2h Make comparisons within the text**		✓ When comparing, comment on: Information (NF) Plot Characters Events ✓ Use direct quotes from the text in your comparison. ✓ Remember to paraphrase (use your own words).
	Reading Targets	**Question Stems/Examples**
Year 3	❖ Explores straightforward and underlying themes and ideas (good over evil; rags to riches; fairy tales; myths; mysteries) ❖ Expresses preferences and compares texts referring back to prior reading experience	**Teach:** ❖ Which is better and why?
Year 4	❖ Explores alternatives that could have occurred in texts (different ending, a different response or action) ❖ Uses knowledge of what has been read to identify similarities and differences between fiction genres (mystery story/adventure story both have a quest to complete with challenges along the way)	**Recap Year 3. Teach:** ❖ How is it different to ...? ❖ How is it similar to ...? ❖ Is it as good as ...? ❖ Compare and contrast different character/settings/themes in the text
Year 5	❖ Makes comparisons within and across books (e.g. compares characters or books by different authors) ❖ Explains themes and patterns that develop across the text	**Recap Year 3 and Year 4. Teach:** ❖ 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? ❖ Describe different characters' reactions to the same event in a story.
Year 6	❖ Makes comparisons within and across books ❖ Makes comparisons about how the characters has changed	**Recap Year 3, Year 4 and Year 5. Teach:** ❖ How does . . .'s mood change? – refer to both mood at the beginning and at the end of the extract ❖ According to the text, give one way that Xs are (a) similar to Ys (b) different from Ys. ❖ X and Y react differently to seeing the man hammering in the sign. How does X react?