	Powers Hall Academy Writing Spine Year 6										
		Autumn			Spring			Summer			
Title	Hansel & Gretel by Neil Gaiman. 10	CAROL Letter to Mr Scrooge 22	The Origin of Species by Sabina Radeva 19	Kensuke's Kingdom Michael Morpurgo	The Arrival by Shaun Tan	Letters from a lighthouse Emma Carroll 18	Greta Greta Thunberg 18	THORNHILL Thornbill Pam Smy 17	Hope-o- potamus Greg James and Chris Greenfield. 18		
Text type	Narrative	Non-Fiction	Non-fiction	Narrative	Narrative	Non-Fiction	Non-Fiction	Narrative	Poetry		
Genre	Traditional tale	Persuasive letter	Non-chronological report	Adventure	Story	Recount	Speech	Ghost Story	Narrative poem		
Topic	Not as it seems	Bah Humbug	Adaptation	Island Adventure	Journey	Blitz	Plant rescue	Haunted	Норе		
Cross Curricular	Drama	History	Science	Art	PSHE	History	Science/ Geography	Drama	PSHE		

NATIONAL CURRICULUM

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge.
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
- Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.
- Pupils should be taught to gain, maintain and monitor the interest of the listener(s).
- Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Pupils should be taught to select and use appropriate registers for effective communication.
- Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for
- Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- · Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Pupils should be taught to draft and write by precising longer passages.
- Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.
- · Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.
- Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out discover; ask for request; go in enter]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech I
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
- Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity [for example, man eating shark versus maneating shark, or recover versus re-cover]

	Powers Hall Academy Reading Spine Year 6							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	STORYTIME FAVOURITES	GRAPHIC NOVELS	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	SCARY OR DYSTOPIAN READS		
Class Reader	BRIGHTSTORM EXPLORER EXPLORER EXPLORER FREDDIE FREDDIE FREDDIE FREDDIE ABSOLUTEIN EVERYTHING SAM COPPELAND	Smile Smile CHANGED ANTHON HERONTZ MERCHANGED THE WOORLD	LOST WHALE No Balled Shoes CALLER Syria Syria	HOW EVERYTHING ADAM KAY KAY'S ANCIENT WORLDS	PATINA JUNE TAYLOR TURBOCHASER INTERNATION DAVID S BADDIEL	ROBERS SWINDELLS ROOM 13 TO SEE TO WERE AND AND THE TO WERE AND AND THE TOWN THE TOW		
Fiction	PROUDEST BLUE	CAN I BUILD ANOTHER YES	LONDON IN THE WAY WAY AND THE WAY WAY AND THE WAY WAY AND THE WAY		THE TRUE STORY OF THE 3 LITTLE PIGS!	ONCE		
Non-fiction	The Journey of a Red Blood Cell	dot	1	GOONG				
Poetry and Song	OZYMANDIAS The second of the	The control of the co	La Sizu Procede p The control of th	On a BEAM of Light	The Tyger	THE RAVEN		

Year 6 Reading skills						
, and the second se	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Skills for skimming and scanning Understanding words in context Explaining words in context	Skills for skimming and scanning Understanding words in context Retrieving and recording information Making inferences Justifying inferences with evidence Finding evidence to support ideas and answers	Skills for skimming and scanning Understanding words in context Summarising the main idea from a text	Skills for skimming and scanning Understanding words in context Recognising the features of a text Understanding the layout of a text	Skills for skimming and scanning Understanding words in context Identify words used for effect Explain how words and phrases enhance meaning	Skills for skimming and scanning Understanding words in context Making predictions Recognising themes and conventions in a text
Reading domain	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context	2a Give/explain the meaning of words in context
	2b Retrieve and record information/identify key details from fiction and non-fiction	2d Make inferences from the text/explain and justify inferences with evidence from the text	2c Summarise main ideas from more than one paragraph	2f Identify/explain how information/narrative content is related and contribute to meaning as a whole	2g Identify/explain how meaning is enhances through choice of words and phrases	2e Predict what might happen from details stated and implied 2h Make comparisons within the text.
Word reading – fluency	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.
Word reading – prefixes, suffixes, morphology and etymology	Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge Etymology refers to a word's history and how its spelling and meaning have changed over time. Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'café', gue as /g/, such as 'tongue' and que as /k/, such as 'boutique'. Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'.	Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge Etymology refers to a word's history and how its spelling and meaning have changed over time. Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'café', gue as /g/, such as 'tongue' and que as /k/, such as 'boutique'. Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'.	Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge Etymology refers to a word's history and how its spelling and meaning have changed over time. Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /eɪ/, such as 'ballet', é as /eɪ/, such as 'tongue' and que as /k/, such as 'boutique'. Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'.	Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge Etymology refers to a word's history and how its spelling and meaning have changed over time. Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /eɪ/, such as 'ballet', é as /eɪ/, such as 'tongue' and que as /k/, such as 'boutique'. Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'.	Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge Etymology refers to a word's history and how its spelling and meaning have changed over time. Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /ei/, such as 'ballet', é as /ei/, such as 'tongue' and que as /k/, such as 'boutique'. Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'.	Analyse the etymology of words to read aloud and understand the meaning of new words. Core knowledge Etymology refers to a word's history and how its spelling and meaning have changed over time. Many English words originate in other languages, such as Greek, Latin and French, so they contain unfamiliar GPCs. Examples of pronouncing words with a French origin include ch as /ʃ/, such as 'chef', et as /eɪ/, such as 'ballet', é as /eɪ/, such as 'tongue' and que as /k/, such as 'boutique'. Examples of pronouncing words with a Greek origin include ch as /k/, such as 'school'. Examples of pronouncing words with a Latin origin include sc as /s/, such as 'science'. Covered
Word reading – common exception words	COAGICU	Journal of the Control of the Contro	por raicu	John Grand	portation in the second	Soldica

Communication	Skill	Skill	Skill	Skill	Skill	Skill
Comprehension – pleasure and	Read, discuss and understand an	Read, discuss and understand an	Read, discuss and understand an	Read, discuss and understand an	Read, discuss and understand an	Read, discuss and understand an
motivation to read	increasingly wide range of fiction,	increasingly wide range of fiction,	increasingly wide range of fiction,	increasingly wide range of fiction,	increasingly wide range of fiction,	increasingly wide range of fiction,
inotivation to read	poetry, plays, non-fiction and reference books or textbooks with enthusiasm.	poetry, plays, non-fiction and reference books or textbooks with enthusiasm.	poetry, plays, non-fiction and reference books or textbooks with enthusiasm,	poetry, plays, non-fiction and reference books or textbooks with enthusiasm.	poetry, plays, non-fiction and reference books or textbooks with enthusiasm,	poetry, plays, non-fiction and reference books or textbooks with enthusiasm,
	building on their own and others' ideas	building on their own and others' ideas	building on their own and others' ideas	building on their own and others' ideas	building on their own and others' ideas	building on their own and others' ideas
	and challenging views courteously. Core knowledge	and challenging views courteously. Core knowledge	and challenging views courteously. Core knowledge	and challenging views courteously. Core knowledge	and challenging views courteously. Core knowledge	and challenging views courteously. Core knowledge
	Readers can build on each others' opinions about different	Readers can build on each others' opinions about different	Readers can build on each others' opinions about different	Readers can build on each others' opinions about different	 Readers can build on each others' opinions about different 	Readers can build on each others' opinions about different
	texts and books.	texts and books.	texts and books.	texts and books.	texts and books.	texts and books.
	Readers can challenge each others' opinions in a useful and	Readers can challenge each others' opinions in a useful and	Readers can challenge each others' opinions in a useful and	Readers can challenge each others' opinions in a useful and	Readers can challenge each others' opinions in a useful and	Readers can challenge each others' opinions in a useful and
	positive way. Covered	positive way. Covered	positive way. Covered	positive way. Covered	positive way. Covered	positive way. Covered
Comprehension –		Skill	Skill	Skill	Skill	Skill
sequencing and		Summarise the main ideas drawn from	Summarise the main ideas drawn from	Summarise the main ideas drawn from	Summarise the main ideas drawn from	Summarise the main ideas drawn from
summarising		more than one paragraph, identifying key details that support the main idea or	more than one paragraph, identifying key details that support the main idea or	more than one paragraph, identifying key details that support the main idea or	more than one paragraph, identifying key details that support the main idea or	more than one paragraph, identifying key details that support the main idea or
		ideas.	ideas.	ideas.	ideas.	ideas.
Comprehension –						Skill
retelling and						Prepare poems and plays to read aloud
performing						and perform, showing understanding through intonation, tone and volume so
						the meaning is clear to an audience.
						Learn a wider range of poetry by heart.
Comprehension -					Skill	Skill
types of writing and conventions					Analyse and compare the themes and conventions within and across a wide	Analyse and compare the themes and conventions within and across a wide
					range of writing.	range of writing.
					Core knowledge	Core knowledge
					 Different conventions produce different effects on the reader. 	 Different conventions produce different effects on the reader.
					For example, powerful	For example, powerful
					vocabulary choices in a poem	vocabulary choices in a poem
					can provoke a strong emotional	can provoke a strong emotional
					response. Certain themes can be more	response.
					impactful in particular types of	impactful in particular types of
					writing. For example, peace and	writing. For example, peace and
					war could be explored to powerful effect in a poem.	war could be explored to
					powerful effect in a poem.	powerful effect in a poem.
Comprehension –	Skill	Skill	Skill	Skill	Skill	Skill
word meaning	Analyse the meaning of words, including	Analyse the meaning of words, including	Analyse the meaning of words, including	Analyse the meaning of words, including	Analyse the meaning of words, including	Analyse the meaning of words, including
	figurative language, and consider the impact of language on the reader.	figurative language, and consider the impact of language on the reader.	figurative language, and consider the impact of language on the reader.	figurative language, and consider the impact of language on the reader.	figurative language, and consider the impact of language on the reader.	figurative language, and consider the impact of language on the reader.
	Core knowledge	Core knowledge	Core knowledge	Core knowledge	Core knowledge	Core knowledge
	 Language choices can have 	 Language choices can have 	Language choices can have	 Language choices can have 	 Language choices can have 	 Language choices can have
	different effects on the reader, such as those produced by	different effects on the reader, such as those produced by	different effects on the reader, such as those produced by	different effects on the reader, such as those produced by	different effects on the reader, such as those produced by	different effects on the reader, such as those produced by
	emotive, persuasive, formal or	emotive, persuasive, formal or	emotive, persuasive, formal or	emotive, persuasive, formal or	emotive, persuasive, formal or	emotive, persuasive, formal or
	informal language. For example,	informal language. For example,	informal language. For example,	informal language. For example,	informal language. For example,	informal language. For example,
	formal language can evoke a	formal language can evoke a	formal language can evoke a	formal language can evoke a	formal language can evoke a	formal language can evoke a
	serious attitude in a reader. Covered x 4	serious attitude in a reader. Covered x 4	serious attitude in a reader. Covered x 4	serious attitude in a reader. Covered x 4	serious attitude in a reader. Covered x 4	serious attitude in a reader. Covered x 4
Comprehension –	Skill	Skill	Skill	Skill	Skill	Skill
understanding	Check that longer, more complicated	Check that longer, more complicated	Check that longer, more complicated	Check that longer, more complicated	Check that longer, more complicated	Check that longer, more complicated
	texts make sense to them, explaining their understanding of what they have	texts make sense to them, explaining their understanding of what they have	texts make sense to them, explaining their understanding of what they have	texts make sense to them, explaining their understanding of what they have	texts make sense to them, explaining their understanding of what they have	texts make sense to them, explaining their understanding of what they have
	read in different ways, such as	read in different ways, such as	read in different ways, such as	read in different ways, such as	read in different ways, such as	read in different ways, such as
	presentations or debates.	presentations or debates.	presentations or debates.	presentations or debates.	presentations or debates.	presentations or debates.
Comprehension –	Skill	Skill	Skill	Skill	Skill	Skill
retrieval	Retrieve, record and present a range of relevant information from fiction and	Retrieve, record and present a range of relevant information from fiction and	Retrieve, record and present a range of relevant information from fiction and	Retrieve, record and present a range of relevant information from fiction and	Retrieve, record and present a range of relevant information from fiction and	Retrieve, record and present a range of relevant information from fiction and
	non-fiction texts, focusing on the	non-fiction texts, focusing on the	non-fiction texts, focusing on the	non-fiction texts, focusing on the	non-fiction texts, focusing on the	non-fiction texts, focusing on the
	evidence from the text.	evidence from the text.	evidence from the text.	evidence from the text.	evidence from the text.	evidence from the text.
	•	-	-	-	-	-

	Core knowledge • Evidence cited from a text can	Core knowledge Evidence cited from a text can	Core knowledge Evidence cited from a text can	Core knowledge • Evidence cited from a text can	Core knowledge • Evidence cited from a text can	Core knowledge • Evidence cited from a text can
	be written inside inverted	be written inside inverted	be written inside inverted	be written inside inverted	be written inside inverted	be written inside inverted
	commas.	commas.	commas.	commas.	commas.	commas.
	Rereading the question and	Rereading the question and	Rereading the question and	Rereading the question and	Rereading the question and	Rereading the question and
	answer can help you to check the relevance of your	answer can help you to check the relevance of your	answer can help you to check the relevance of your	answer can help you to check the relevance of your	answer can help you to check the relevance of your	answer can help you to check the relevance of your
	information.	information.	information.	information.	information.	information.
	Covered x 4	Covered x 4	Covered x 4	Covered x 4	Covered x 4	Covered x 4
Comprehension –				Skill	Skill	Skill
writer's craft				Evaluate how language, structure and presentation contribute to meaning and	Evaluate how language, structure and presentation contribute to meaning and	Evaluate how language, structure and presentation contribute to meaning and
				effect across a wide range of challenging	effect across a wide range of challenging	effect across a wide range of challenging
				texts, considering why writers have	texts, considering why writers have	texts, considering why writers have
				made particular choices.	made particular choices.	made particular choices.
				Core knowledge • Fiction and non-fiction texts	Core knowledge • Fiction and non-fiction texts	Core knowledge • Fiction and non-fiction texts
				can have language, structure	can have language, structure	can have language, structure
				and presentation choices that	and presentation choices that	and presentation choices that
				have different effects on	have different effects on	have different effects on
				different readers. For example, one reader might find long	different readers. For example, one reader might find long	different readers. For example, one reader might find long
				sections of text dull, while	sections of text dull, while	sections of text dull, while
				another finds them informative and interesting.	another finds them informative	another finds them informative
				Some authors use experimental	and interesting.Some authors use experimental	and interesting.Some authors use experimental
				language, structures or	language, structures or	language, structures or
				presentation to capture the	presentation to capture the	presentation to capture the
				reader's interest or make challenging information more	reader's interest or make challenging information more	reader's interest or make challenging information more
				accessible. For example, they	accessible. For example, they	accessible. For example, they
				might present complex	might present complex	might present complex
				instructions as a flow chart.	instructions as a flow chart.	instructions as a flow chart.
Comprehension –		Skill	Skill	Skill	Skill	Skill
Comprehension –		Skill Make inferences, such as inferring	Skill Make inferences, such as inferring	Skill Make inferences, such as inferring	Skill Make inferences, such as inferring	Skill Make inferences, such as inferring
Comprehension – inference		characters' feelings, thoughts and	Make inferences, such as inferring characters' feelings, thoughts and	Make inferences, such as inferring characters' feelings, thoughts and	characters' feelings, thoughts and	characters' feelings, thoughts and
•		characters' feelings, thoughts and motives from their actions, including	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including	characters' feelings, thoughts and motives from their actions, including	characters' feelings, thoughts and motives from their actions, including
•		characters' feelings, thoughts and	Make inferences, such as inferring characters' feelings, thoughts and	Make inferences, such as inferring characters' feelings, thoughts and	characters' feelings, thoughts and	characters' feelings, thoughts and
•		characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion.	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion.	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion.	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion.	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written
•		characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses.	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses.	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses.	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses.	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses.
•		characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge
•		characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of
•		characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of evidence from the text.	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of evidence from the text.	Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of evidence from the text.	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of evidence from the text.	characters' feelings, thoughts and motives from their actions, including distinctions between fact and opinion. Justify them with detailed, targeted evidence and extended written responses. Core knowledge An inference can be supported by more than one piece of evidence from the text.
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		that are structured in different ways and	Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.	that are structured in different ways and
Comprehension – reading widely		Skill Make comparisons within and across books, including fiction from our literary heritage.	books, including fiction from our literary	Skill Make comparisons within and across books, including fiction from our literary heritage.
Comprehension – recommending		Recommend books they have read to their peers for a range of purposes, giving persuasive and detailed reasons for their choices.	their peers for a range of purposes, giving persuasive and detailed reasons	Recommend books they have read to their peers for a range of purposes, giving persuasive and detailed reasons for their choices.