



Text	Week	Reading comprehension question focus	Learning focus	Genre for writing opportunity
Autumn 1				
The Disappearance of Danny Doyle	1	Fact retrieval Write on the line	Starters: Speech punctuation: reporting clause at the start of speech marked with a comma. To use semi colons to mark the boundary between independent clauses. <i>e.g., It's raining; I am fed up.</i>	Retell
	2	Fact retrieval Draw lines to show (To also include all previous question types taught this half term.)	Starters: Speech punctuation: reporting clause within the speech with a split single sentence. Developing sentences: Some; others Some people love football; others just can't stand it.	Setting description
	3	Fact retrieval Number the order (To also include all previous question types taught this half term.)	Starters: Speech punctuation- reporting clause within the speech splitting discrete sentences. To integrate dialogue to advance the action. (Including a range of all previously taught punctuation and structures).	Character description
	4	Prediction Include previous question types taught over the year.	Starter: Parenthesis using brackets where the additional information is less important. Consolidate cohesion within a paragraph: Use a range of devices to build cohesion (conjunctions, adverbials of time, place, cause and effect) <i>within</i> paragraphs.	Own story - prediction
	5	Fact retrieval Name the issue and the solution (To also include all previous question types taught this half term.)	Starters: Parenthesis using commas where the additional information is of equal importance.	Retell

			To use repetition of a word or phrase to link ideas across paragraphs.	
	6	Own story		
Autumn 2				
Between the Lines	1	Inference Write on the line Tick one or multiple options	Starters: Parenthesis using dashes where the additional information is equally important but less formal. To use colons to mark the boundary between independent clauses.	Retell - diary
	2	Inference Give an answer with evidence from the text (2-mark questions) (To also include all previous question types taught this half term.)	Starter: Modal verbs Developing sentences: Imagine 3 examples: Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet.	Setting description
	3	Inference More than one answer Give two ways... Give three ways... (To also include all previous question types taught this half term.)	Starter: Apostrophe for plural possession To integrate dialogue to advance the action and characterisation. (Including a range of all previously taught punctuation and structures).	Character description
	4	Language Include previous question types taught over the year.	Relative clauses within sentences marked with commas including the relative pronouns (who, which, where). Consolidate adventurous adverbs or fronted adverbials – time, manner, place, degree of possibility.	Own story - prediction
	5	Inference Fact or opinion (To also include all previous question types taught this half term.)	Relative clauses marked with dashes including all relative pronouns previously learnt. To structure complex sentences where the subordinating conjunction is removed. e.g., Clearing Grandad's desk, Ellie switched the computer on.	Non-chronological report

	6	Head Start assessment	Own story
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Spring 1

The Fire Nettle Quest	1	Inference Impressions and evidence (To also include all previous question types taught this half term.)	SPAG test starters To use dashes to mark the boundary between independent clauses.	Retell
	2	Inference Impressions and evidence (To also include all previous question types taught this half term.)	SPAG test starters To integrate dialogue to advance the action integrating the subjunctive form correctly in very formal writing or speech (e.g., If I were...).	Setting description
	3	Fact retrieval Tick one or tick multiple options Give two answers to... Give two answers presented in a chart	SPAG test starters Uses terminology to identify types of determiners (articles and possessive) To identify the past perfect tense.	Own story - prediction
	4	Summary Include previous question types taught over the year.	SPAG test starters Developing sentences: If, if, if, then If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.	Character description
	5	Fact retrieval True or False presented in a chart (To also include all previous question types taught this half term.)	SPAG test starters To use adverbials to link ideas across paragraphs.	Non-chronological report
	6	Own story		

S P U C B N

Micro	1	Inference Presenting evidence within a table. (To also include all previous question types taught this half term.)	SPAG test starters Uses hyphens to avoid ambiguity. <i>e.g., man eating shark V man-eating shark.</i>	Retell
	2	Word Meaning Tick one Explain on the line what it means. Find and copy one word.	SPAG test starters Identify the subject and object of a sentence. To use the passive voice to affect how information is presented	Instructions

	3	Word Meaning Find and copy 2 words Circle a specific number of words. (To also include all previous question types taught this half term.)	SPAG test starters Uses terminology to identify types of determiners (interrogative, demonstrative and quantifiers). 3 negative adjectives – question Greed, jealousy, hatred- which of these is most evil?	Character description
	4	Structure Include previous question types taught over the year.	SPAG test starters Developing sentences: Outside/Inside sentences The first sentence describes the characters outward action, the second reveals their true feelings e.g., Kate ate the cake that was given to her with enthusiasm and delight. (At the same time, she wished she had turned down the offer).	Character description
	5	Word Meaning Choose and match the most appropriate word. Include previous question types taught over the year. Comparison guided starter	SPAG test starters To use repetition of a word or phrase or adverbials to link ideas across paragraphs. To use ellipsis to link ideas across paragraphs.	Setting description
	6	Headstart assessment Own Story		

Summer 1				
Nightmare Island	1	Fact retrieval/Word Meaning All question types Prediction guided starter	SPAG test starters To use semi colons to mark the boundary between independent clauses.	Setting description
	2	Fact retrieval/Inference All question types Language guided starter	SPAG test starters To use a dash to mark the boundary between independent clauses.	Character description
	3	SATS		
	4	Fact retrieval/ Inference/Word meaning All question types Summary guided starter	SPAG test starters Causal and contrasting conjunctions	Discussion text
	5	Fact retrieval/ Inference/Word meaning All question types Structure guided starter	SPAG test starters Revisit figurative language Simile, metaphor, personification, onomatopoeia	Persuasive text

	6	Own story - prediction		
S U M M e r 2				
Mind Swap	1	Fact retrieval/ Inference/Word meaning All question types Prediction guided starter	Comma splice – use of semi-colons to link main clauses	Retell
	2	Fact retrieval/ Inference/Word meaning All question types Language guided starter	Cohesion within a paragraph Use a range of devices to build cohesion (conjunctions, adverbials of time, place, cause and effect, clarification, emphasis, exception and contrast) within paragraphs.	Character description
	3	Fact retrieval/ Inference/Word meaning All question types Summary guided starter	Using a reporting clause within dialogue from the same character where there are 2 separate sentences.	Persuasive writing
	4	Fact retrieval/ Inference/Word meaning All question types Structure guided starter	Relative clauses marked with dashes including all relative pronouns previously learnt.	Own story - prediction
	5	Fact retrieval/ Inference/Word meaning All question types Comparison guided starter	Parenthesis using dashes where the additional information is equally important but less formal.	Discussion text