

Beneath the Waves

Coverage of the Revised Strategy

- to identify different types of text, eg. their content, structure, vocabulary, style, lay-out and purpose
- to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently
- to select and examine opening sentences that set scenes, capture interest, etc; pick out key sentences/phrases that convey information
- to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension
- to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:
 - generalising some of the details
 - deleting the least important details
- to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text
- to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form
- how arguments are presented, eg. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments
- from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader
- to assemble and sequence points in order to plan the presentation of a point of view, eg. on hunting, school rules
- to present a point of view in writing, eg. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader
- to design an advertisement, such as a poster or radio jingle on paper or screen, eg. for a school fete or an imaginary product, making use of linguistic and other features learnt from reading examples
- to define familiar vocabulary in their own words, using alternative phrases or expressions
- use 3rd and 4th place letters to locate and sequence words in alphabetical order
- to understand that vocabulary changes over time, eg. through collecting words which have become little used and discussing why, eg. wireless, frock
- to define familiar words but within varying constraints , eg. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes

QCA Links

ICT – 4A
Science – 4B

Designed for Living

Coverage of the Revised Strategy

- to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension
- to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:
 - generalising some of the details
 - deleting the least important details
- to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search
- to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text
- to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

QCA Links

Science – 4A & 4B

Fast and Furious

Coverage of the Revised Strategy

to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to collect information from a variety of sources and present it in one simple format, eg. wall chart, labelled diagram

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to summarise in writing the key ideas from, eg. a paragraph or chapter

collect/classify words with common roots, eg. advent, invent, prevent, press, pressure, depress, phone, telephone, microphone; investigate origins and meanings

QCA Links

Science – 4E
ICT – 4A

Festivals and Feasts

Coverage of the Revised Strategy

to identify features of instructional texts including:

- noting the intended outcome at the beginning
- listing materials or ingredients
- clearly set out sequential stages
- language or commands, eg. imperative verbs

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

QCA Links

RE – 4D

Flight Path

Coverage of the Revised Strategy

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form

to fill out brief notes into connected prose

to read, compare and evaluate examples of arguments and discussions, eg. letters to press, articles, discussion of issues in books, eg. environment, animal welfare

how arguments are presented, eg. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

QCA Links

Science – 4B

Citizenship – 4A

Grassland Safari

Coverage of the Revised Strategy

to identify different types of text, eg. their content, structure, vocabulary, style, lay-out and purpose

to identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines

to write newspaper style reports, eg. about school events or an incident from a story, including:

- composing headlines
- using IT to draft and lay out reports
- editing stories to fit a particular space
- organising writing into paragraphs

to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to summarise in writing the key ideas from, eg. a paragraph or chapter

QCA Links

Geography – 24

Science – 4B

Great Rivers

Coverage of the Revised Strategy

to identify different types of text, eg. their content, structure, vocabulary, style, lay-out and purpose

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form

to read, compare and evaluate examples of arguments and discussions, eg. letters to press, articles, discussion of issues in books, eg. environment, animal welfare

how arguments are presented, eg. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

QCA Links

Geography – 8,11,24

Keeping Time

Coverage of the Revised Strategy

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to identify from the examples the key features of explanatory texts:

- purpose: to explain a process or to answer a question
- structure: introduction, followed by a sequential explanation, organised into paragraphs
- language features: usually present tense; use of connectives of time and cause and effect; use of passive voice
- presentation: use of diagrams, other illustrations

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

Lands of Ice and Snow

Coverage of the Revised Strategy

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to identify from the examples the key features of explanatory texts:

- purpose: to explain a process or to answer a question
- structure: introduction, followed by a sequential explanation, organised into paragraphs
- language features: usually present tense; use of connectives of time and cause and effect; use of passive voice
- presentation: use of diagrams, other illustrations

to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form

to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, eg. puns, jingles, alliteration, invented words

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to design an advertisement, such as a poster or radio jingle on paper or screen, eg. for a school fete or an imaginary product, making use of linguistic and other features learnt from reading examples

QCA Links

Geography – 24,25
Science – 4B

Leaving Home

Coverage of the Revised Strategy

to identify different types of text, eg. their content, structure, vocabulary, style, lay-out and purpose

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to write clear instructions using conventions learned from reading

to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering

to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to summarise in writing the key ideas from, eg. a paragraph or chapter

QCA Links

Art & Design – 4C
Geography – 9,24
History – 18

Mapping the World

Coverage of the Revised Strategy

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to identify features of instructional texts including:

- noting the intended outcome at the beginning
- listing materials or ingredients
- clearly set out sequential stages
- language or commands, eg. imperative verbs

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

QCA Links

Geography 25

Medieval Days

Coverage of the Revised Strategy

to identify different types of text, eg. their content, structure, vocabulary, style, lay-out and purpose

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to identify features of instructional texts including:

- noting the intended outcome at the beginning
- listing materials or ingredients
- clearly set out sequential stages
- language or commands, eg. imperative verbs

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to collect information from a variety of sources and present it in one simple format, eg. wall chart, labelled diagram

to read stories from other cultures, by focusing on, eg. differences in place, time, customs, relationships; to identify and discuss recurring themes where possible

QCA Links

History – 18

Mighty Rome!

Coverage of the Revised Strategy

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to summarise in writing the key ideas from, eg. a paragraph or chapter

to define familiar vocabulary in their own words, using alternative phrases or expressions

to define familiar words but within varying constraints , eg. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes

QCA Links

History – 6A

Oceans of the World

Coverage of the Revised Strategy

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to appraise a non-fiction book for its contents and usefulness by scanning, eg. headings, contents lists

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to summarise in writing the key ideas from, eg. a paragraph or chapter

QCA Links

Science – 4B

On the Wild Side

Coverage of the Revised Strategy

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to identify different patterns of rhyme and verse in poetry, eg. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively

to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form

to collect information from a variety of sources and present it in one simple format, eg. wall chart, labelled diagram

to read, compare and evaluate examples of arguments and discussions, eg. letters to press, articles, discussion of issues in books, eg. environment, animal welfare

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to design an advertisement, such as a poster or radio jingle on paper or screen, eg. for a school fete or an imaginary product, making use of linguistic and other features learnt from reading examples

QCA Links

Geography – 8
Science – 4B

Shifting Sands

Coverage of the Revised Strategy

to understand and use the terms fact and opinion; and to begin to distinguish the two in reading and other media

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to summarise in writing the key ideas from, eg. a paragraph or chapter

QCA Links

Geography – 24
Science – 4B

Switch It On

Coverage of the Revised Strategy

to identify features of instructional texts including:

- noting the intended outcome at the beginning
- listing materials or ingredients
- clearly set out sequential stages
- language or commands, eg. imperative verbs

to write a non-chronological report, including the use of organisational devices, eg. numbered lists, headings for conciseness by:

- generalising some of the details
- deleting the least important details

to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to make short notes, eg. by abbreviating ideas, selecting key words, listing or in diagrammatic form

to fill out brief notes into connected prose

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to summarise in writing the key ideas from, eg. a paragraph or chapter

QCA Links

Science – 4F

Tell Me a Story

Coverage of the Revised Strategy

to identify different types of text, eg. their content, structure, vocabulary, style, lay-out and purpose
to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to review a range of stories, identifying eg. authors, themes or treatments

to recognise how certain types of texts are targeted at particular readers; to identify intended audience, eg. junior horror stories

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to identify social, moral or cultural issues in stories, eg. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text

to read stories from other cultures, by focusing on, eg. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

QCA Links

Art & Design – 3B

To the Rescue

Coverage of the Revised Strategy

to identify different types of text, eg. their content, structure, vocabulary, style, lay-out and purpose

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to write newspaper style reports, eg. about school events or an incident from a story, including:

- composing headlines
- using IT to draft and lay out reports
- editing stories to fit a particular space
- organising writing into paragraphs

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to collect information from a variety of sources and present it in one simple format, eg. wall chart, labelled diagram

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to summarise in writing the key ideas from, eg. a paragraph or chapter

to define familiar vocabulary in their own words, using alternative phrases or expressions

to define familiar words but within varying constraints , eg. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes

QCA Links

Art & Design – 3B

Turbulence Ahead

Coverage of the Revised Strategy

to identify different types of text, eg. their content, structure, vocabulary, style, lay-out and purpose

to identify features of non-fiction texts in print and IT, eg. headings, lists, bullet points, captions which support the reader in gaining information efficiently

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text

to investigate how reading strategies are adapted to suit the different properties of IT texts, ie. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changes; and have a spatial dimension

to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words

to define familiar vocabulary in their own words, using alternative phrases or expressions

to use 3rd and 4th place letters to locate and sequence words in alphabetical order

to define familiar words but within varying constraints , eg. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes

QCA Links

Geography – 8
Science – 4F