



THREAD: Study of Literature

AOLE: LLC

Progression Step 1

Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> To know that stories are not always based on real events or people To be able to recall details of a story. To be able to use the illustrations in picture books to aid understanding of text To know that there are different forms of literature, e.g. stories and plays To be able to sequence a simple story <i>e.g. ordering pictures to show beginning, middle and end</i> To know that novels and stories have characters and settings To start to be able to understand characters emotions 	<p>Feelings Story Character Setting Beginning, middle and end Illustration Title Author Cover Pages</p>	<p>Experiencing traditional texts <i>e.g. fairy tales</i> and less traditional texts <i>e.g. Julia Donaldson.</i></p> <p>Role play elements of simple stories</p> <p>Immerse children in stories and the language of stories <i>e.g. class story, daily reading</i></p> <p>Children show an interest in books and respond appropriately.</p>



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Progression Step 2		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> To know that there are different genres of literature and their history <i>e.g. traditional tales, fairy tales, fables, adventure stories, myths, legends etc, different poetry types.</i> To know that short stories and novels have a plot or storyline, characters and settings To know that many stories have a linear structure <i>e.g. introduction, build-up, problem/dilemma, resolution, ending</i> To be able to recognise patterns within texts and across texts <i>e.g. comparing characters</i> To know that stories can have settings similar to or different from our lives <i>e.g. different time-period, culture, location</i> To know that authors describe character within a story by their actions, appearance and speech <i>e.g. What would Mr Twit do? Make a cup of tea or play a trick?</i> To know about the oral tradition of story-telling <i>e.g. bards, folk tales, religion.</i> To know that stories can have themes or central ideas running through them To be able to identify common themes within genres and across texts To know that stories are from many cultures and times <i>e.g. fairy stories from different cultures (Russian, Japanese)</i> To know that stories have different affects on readers <i>e.g. emotional changing your mind or viewpoint</i> To understand that different stories may have different purposes <i>e.g. morality tales, explaining the natural world and wider society (Greek myths)</i> To know the difference between stories, poetry and plays 	Plot Dialogue Novel Chapter Text Empathy Expression Plot Storyline Dialogue Chronological order Settings Oral tradition Themes/Ideas Prose Narrator Narrative Point of view Empathy Introduction Dilemma Resolution	<p>Explore how settings are created through language</p> <p>Express opinions about favourite/least favourite characters and discuss what makes them appealing.</p> <p>Read stories, identify with characters and make links to their own experience</p> <p>Recall and retell stories varying voice and intonation to create effects and sustain interest.</p> <p>Role-play dialogue between characters.</p> <p>Plan before writing, be sure of key events and ensure that all the events lead towards the ending.</p> <p>Write own version of a familiar story using a series of sentences to sequence events.</p>

		<p>Write own story with a linear structure; beginning, middle and end; good and bad characters.</p> <p>Read their stories aloud to check for meaning.</p> <p>Read stories aloud, including their own, to an audience.</p>
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Progression Step 3		
Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> To be able to infer ideas which are not explicitly stated. To be able to use quotations from the text to support their views. To be able to make connections within texts e.g. similarities, differences in terms of language, structure and character. To be able to identify similarities and differences when a story has been adapted for film/TV To be able to compare the structure and features of different versions of the same story, <i>e.g. re-telling from different times or countries, adaptations for different age groups.</i> To know that when a text was first written can have an influence on the characters, plot, intended audience, language <i>e.g. children reading a classic text</i> To be able to identify story features typical to particular fiction genres. To be able to identify ways in which writers manipulate narrative viewpoint for deliberate effect, <i>e.g. by having a different character taking over the story - discuss the effect of this.</i> To be able to identify stock characters, <i>e.g. the hero, the villain</i>, in particular genres and look for evidence of characters that challenge stereotypes. To be able to consider the plot, character, theme and context of literature, supporting ideas and opinions with evidence from literature. To be able to explore how authors use different ways to open a story, <i>e.g. dialogue, flashback, an important event.</i> To be able to discuss how writers use language to create an effect, e.g. mood, drama, comic. To be able to identify ambitious vocabulary to use to develop own writing. To be able to read to identify different people's viewpoints and develop empathy. 	Deduction Inference Genre Skimming and scanning Word meaning Verbal reasoning Publishing Interpreting Direct/indirect speech Prepositional Flashbacks Stock characters Stereotype Context Stage directions Stanzas Enjambement Imagery Personification Similes Metaphors Perspective Repetition Form	<p>Compare stories and film versions and comment on whether the film version matched what children had imagined when reading.</p> <p>Read a wide range of literature from different time periods, genres and contexts.</p> <p>Complete reciprocal reading tasks on selected extracts.</p> <p>Annotate texts, exploring key features of language and structure.</p> <p>Express opinions on characters using SQE analysis.</p> <p>Encourage reading for pleasure via a range of experiences, eg. Library (kindles), pop-up book shop, swap shop.</p>

- To consider the reliability of what is read.
- To use a range of strategies to make meaning from unfamiliar words including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context.
- To know that a different word or phrase for 'stories' is 'prose'



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Progression Step 4

Knowledge and Skills	Vocabulary	Experiences and Characteristics
<ul style="list-style-type: none"> • To read a whole text of historical and contemporary writing • To understand and respond to a range of literature in a range of genres • To explore authorial point of view • To provide close annotations and extract analysis • To explore a wide range of ways in which meaning is created through style and structure, using relevant terminology. • To explore how themes and ideas are communicated using relevant terminology. • To apply a wide range of reading skills to literature (location, inference, deduction, evaluation, analysis, sequencing, summarising, synthesis, comparison) • To provide more detailed and sustained reading responses using evidence in support of views, opinions and ideas. • To explore context and its importance in the understanding of texts • To explore different interpretations and representations of scenes • To analyse the language, form and dramatic impact of scenes • To analyse the range of ways in which characters are created, exploring subtlety and ambiguity in characters. • To understand genre and conventions including narrative, setting, characters, and language • To explore and analyse how a writer creates mood and atmosphere • To explore and analyse settings • To trace the development of themes and ideas • To recognise how texts refer to and reflect the culture in which they are produced • To identify and analyse tone • Identify writer's viewpoint and explain how it is communicated • To compare content, ideas and style across texts • To consider the reliability and impact of what is read. • To appreciate literature, showing empathy and understanding that literature can be interpreted differently. 	<p>Narrative voice Unreliable narrator First and third person narrative Epistolary style Sonnets Prologues Dramatic irony Foreshadowing Cyclical Patriarchy Oxymorons 'I' words: Infer, imply, illustrate impression, important...</p>	<p>Reading a range of challenging prose texts which encompass a range of genres.</p> <p>Experience of diverse texts, from Wales and the rest of the world.</p> <p>Experience of texts in their contexts, including literary contexts e.g. Gothic and understanding of their cultural impact.</p> <p>Introduction of GCSE texts, eg. 'Of Mice and Men'.</p> <p>Writing more detailed essays with a focus on language analysis and how writers create effects.</p>

<ul style="list-style-type: none">• Use a range of strategies to make meaning from unfamiliar words including word roots and families, grammar, sentence and whole text structure, content and context.		
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