

Key Stage 2 Expeditions Reading: COMPREHENSION Progression

Pennines	Cairngorms	Pyrenees & Dolomites	Appalachians	Himalayas
<p><u>Pennines Comprehension</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction. • Read lots of different types of books. • Note new words and meaning. • Use dictionaries to check the meaning of words. • Identifying themes and conventions in writing. • Read poems aloud and recognise different types of poetry. 	<p><u>Cairngorms Comprehension</u></p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction. • Read lots of different types of books. • Learn the meaning of new words. • Use dictionaries to check the meaning of words. • Identifying themes and conventions in writing. • Read poems aloud and recognise different types of poetry. 	<p><u>Pyrenees & Dolomites Comprehension</u></p> <ul style="list-style-type: none"> • Discuss themes of books and texts • Compare texts • Identifying themes and conventions in writing. • Make a bank of new words and look up meaning. • Discuss authors' devices. • Use dictionaries to look up new words. • Learn poetry by heart 	<p><u>Appalachians Comprehension</u></p> <ul style="list-style-type: none"> • Discuss themes of books and texts • Make comparisons within and across books. • Discuss authorial intent. • Make a bank of new words and look up their meaning. • Recommend books to peers. • Discuss themes of different books read. • Learn poetry by heart 	<p><u>Himalayas Comprehension</u></p> <ul style="list-style-type: none"> • Discuss themes of books and texts • Make comparisons within and across books. • Recommend books to peers. • Decode the meaning of a word by reading it in context and without using a dictionary. • Discuss themes of different books read. • Learn poetry by heart • Glean new vocabulary from reading. • Use the etymology of a word to decipher its meaning. • Identify figurative language and its effect on the reader.
<p><u>Pennines Question Types</u></p> <ul style="list-style-type: none"> • Who/what/when/where questions. • True/false questions • Simple ordering questions • Give one/two reasons why... • Find and copy a word that means __ Why does __ ? • Why is ____? • How can you tell that __ ? • What might happen next? • 	<p><u>Cairngorms Question Types</u></p> <ul style="list-style-type: none"> • Who/what/when/where questions • True/false questions • Ordering questions • Give one/two reasons why... • Why does__? Why is __? • Find and copy a word • Find and copy a phrase • Why do you think __? • How can you tell that____? • How does the layout make it easier? • Which word tells you that __? • Why does __ feel __ ? • What might happen next? • Give a reason why __ 	<p><u>Pyrenees & Dolomites Question Types</u></p> <ul style="list-style-type: none"> • Who/what/when/where questions • True/false questions • Ordering questions • Give one/two reasons why... • Find and copy a word __ • Find and copy a phrase __ • Which words tell you that __? • How do you know that __? • Why does the author use the word __? • How does the layout make it easier? • What might happen next? • Give two reasons why ____. • What impression is given of __? • What is __'s personality like? • What made __ realise/decide to _? 	<p><u>Appalachians Question Types</u></p> <ul style="list-style-type: none"> • Who/what/when/where questions • True/false questions • Ordering questions • Give one/two reasons why... • Find and copy a word __ • Find and copy a phrase __ • Which words tell you that __? • How do you know that __? • Why does the author use the word __? • What might happen next? • Give three reasons why ____. • What impression is given of ____? • What is __'s personality like? • What made __ realise/decide to _? • How does the beginning of the text link back to the ending? 	<p><u>Himalayas Question Types</u></p> <ul style="list-style-type: none"> • Who/what/when/where questions • True/false questions • Ordering questions • Give one/two reasons why... • Find and copy a word __/ Find and copy a phrase that means____ • Which words tell you that __? • How do you know that __? • Why does the author use the word __? • What might happen next using evidence from the text? • What impression is given of ____? • What is __'s personality like? • How does the beginning of the text link back to the ending? • What is fact and what is opinion?

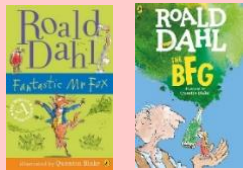
			<ul style="list-style-type: none"> • What is fact and what is opinion? • How does the layout make __ easier? • What might happen next (use the text)? • How can you tell that __ is sad/excited etc.? • What effect does __ have on the reader? • Why has the author used the word __? 	<ul style="list-style-type: none"> • How does the layout make __ easier? • Explain why ____ using the text. • What might happen next (use the text)? • How can you tell that __ is sad/excited etc.? • What effect does __ have on the reader? • Why has the author used the word __? • What positive message is __ trying to give about _? • How does the end compare to the start? • How does the author create a sense of ____ ?
<p><u>Pennines Techniques</u></p> <ul style="list-style-type: none"> • Use a reading ruler to skim and scan • Remember the question and use to skim for the answer • Use a keyword in the question to skim for in the text • Underline keywords and re-read the sentence the keyword is in. • Read on from the last answer • Use a ruler to scan the text for words or phrases in the question. • Use 'because it says' to explain using evidence from the text. • Use 'It tells me that...' to explain in own words what a word or phrase means. • Circle the number of ticks or words to find. • Two sections of reading for assessments. 	<p><u>Cairngorms Techniques</u></p> <ul style="list-style-type: none"> • Use a reading ruler to skim and scan. • Remember the question and use to skim for the answer • Use a keyword in the question to skim for in the text • Underline keywords and re-read the sentence the keyword is in. • Read on from the last answer • Use the elimination technique to find words that are synonyms/close in meaning. • Use a ruler to scan the text for words or phrases in the question. • Use 'because it says' to explain using evidence from the text. • Circle the number of ticks or words to find. • Underline the answer in the text 	<p><u>Pyrenees & Dolomites Techniques</u></p> <ul style="list-style-type: none"> • Use a reading ruler to skim and scan. • Remember the question and use to skim for the answer • Use a keyword in the question to skim for in the text • Underline keywords and re-read the sentence the keyword is in. • Use the last answer technique and write where the answer was found using the question number • Read on from the last answer • Use the elimination technique to find words that are synonyms/close in meaning. • Use a ruler to scan the text for words or phrases in the question. • Use 'because it says' to explain using evidence from the text. 	<p><u>Appalachians Techniques</u></p> <ul style="list-style-type: none"> • Use a reading ruler to skim and scan. • Remember the question and hold in head to skim for the answer. • Use a keyword in the question to skim for in the text. • Underline keywords and re-read the sentence the keyword is in. • Use the last answer technique • Read on from the last answer • Use the replacement technique to find words that are close in meaning. • Use the 50/50 elimination technique to find words that are synonyms/close in meaning. • Use a ruler to scan the text for words or phrases in the question. 	<p><u>Himalayas Techniques</u></p> <ul style="list-style-type: none"> • Use a reading ruler to skim and scan. • Remember the question and hold in head to skim for the answer. • Use a keyword in the question to skim for in the text. • Underline keywords and re-read the sentence the keyword is in. • Use the last answer technique • Read on from the last answer • Use the replacement technique to find words that are close in meaning. • Use the 50/50 elimination technique to find words that are synonyms/close in meaning. • Use a ruler to scan the text for words or phrases in the question.

<ul style="list-style-type: none"> Using instructions to locate the right part of text. 	<ul style="list-style-type: none"> Two sections of reading for assessments. Using instructions to locate the right part of text. 	<ul style="list-style-type: none"> Use 'It tells me that...' to explain in own words what a word or phrase means. Circle the number of ticks or words to find. Distinguish between true and false by underlining key parts of the text. Use the mark scheme to ensure there are enough reasons/evidence given an answer e.g. 2 marks = 2 reasons Use bullet points to give reasons to answer quickly. Underline the answer in the text. Sequence the order (write numbers down side of text) Two sections of reading for assessments. Using instructions to locate the right part of text. <p><u>Dolomites Techniques</u></p> <ul style="list-style-type: none"> Use the 50/50 technique to find the closest in meaning Two to three sections of reading for assessments. 	<ul style="list-style-type: none"> Use 'because it says' to explain using evidence from the text. Use 'It tells me that...' to explain in own words what a word or phrase means. Circle the number of ticks or words to find. Distinguish between true and false by underlining key parts of the text. Fact or opinion – facts are verbatim in the text or rephrased Identify opinions (often use adjective or superlatives e.g. best, worst, finest, brilliant) Use the mark scheme to ensure there are enough reasons/evidence given an answer e.g. 2 marks = 2 reasons Use bullet points in answers for speed Underline the answer in the text. Sequence the order (write numbers down side of text) Summarise main ideas in a short paragraph. Three sections of reading for assessments. Using instructions to locate the right part of text. 	<ul style="list-style-type: none"> Use 'because it says' to explain using evidence from the text. Use 'It tells me that...' to explain in own words what a word or phrase means. Distinguish between true and false by underlining key parts of the text. Fact or opinion – facts are verbatim in the text or rephrased Identify opinions (often use adjective or superlatives e.g. best, worst, finest, brilliant) Use the mark scheme to give 1, 2, 3 reasons (1, 2, 3 marks) Use bullet points in answers for speed Underline the answer in the text. Sequence the order (write numbers down side of text) Summarise main ideas in a short paragraph. Use short, pithy answers to questions to save time. Three sections of reading for assessments. Using instructions to locate the right part of text.
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Scafell Reading Material

Fiction

The Hundred-Mile-An-Hour Dog, by Jeremy Strong
The Twits by Roald Dahl
Fantastic Mr Fox by Roald Dahl
The BFG by Roald Dahl
Range of Pennines fiction texts from shorter comprehensions



Short Stories/Myths

Illustrated Fairy Tales, by Usborne



Poetry

The Night Express, by Frances Cornford
Double Trouble, by Jackie Kay
What it Pink? By Christina Rossetti
A Silver Birch, by Roger Stevens
Eletelephony, by Laura Elizabeth Richards
I Went to the Animal Fair, by Anon
The Caterpillar, by Christina Rossetti

Non-Fiction

Cairngorms Reading Material

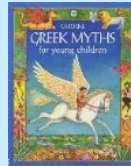
Fiction

Mr Stink, by David Walliams
The Firework Maker's Daughter, Phillip Pullman
Range of Cairngorms fiction texts from shorter comprehensions



Short Stories/Myths:

Greek Myths, by Usborne



Poetry

The Owl and the Pussycat, by Edward Lear
Macavity, by T. S. Eliot
Chocolate in the House, by Andy Seed
There Was An Old Lady, by Anon
The Dodo, by Hilaire Belloc
The Grasshopper, by Katharine Towers
Whale, by Geoffrey Dearmer

Non-Fiction

Range of non-fiction texts at Cairngorms level.

Lyrics

Learn lyrics by heart for the Christmas KS2 Show

Pyrenees Reading Material

Fiction

Rooftoppers by Katherine Rundell
The Garden of Lost Secrets by A. M. Howell
The Girl Who Speaks Bear by Sophie Anderson
Private Peaceful, by Michael Morpurgo
Range of Pyrenees & Dolomites fiction texts from shorter comprehensions

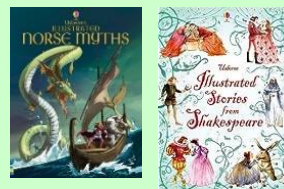


Dolomites Reading Material



Short Stories/Myths

Illustrated Norse Myths, by Usborne
Illustrated Stories from Shakespeare



Poetry

The Garden Year, by Sara Coleridge
The Moon, by Robert Louis Stevenson

Appalachians Reading Material

Fiction

The Memory Thieves by Darren Simpson
The Amazing Edie Eckhart, by Rosie Jones
Range of Appalachians fiction texts from shorter comprehensions.



Short Stories/Myths

Tales from King Arthur, by Usborne



Myths from Around the World

Poetry

The Apple's Song, by Edwin Morgan
Night Mail, by W. H. Auden
Snow and Snow by Ted Hughes
By the Sea, by Christina Rossetti
The Kraken, by Alfred Lord Tennyson
The Pike, by Amy Lowell

Non-Fiction

Range of non-fiction texts at Appalachians level.

Lyrics Learn lyrics by heart for the Christmas KS2 Show

Everest Reading Material

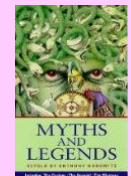
Fiction

The Huntress: Sea, by Sarah Driver
The Storm Keeper's Island, by Catherine Doyle
Myths and Legends, by Anthony Horowitz
Range of Everest fiction texts from shorter comprehensions



Short Stories/Myths

Myths and Legends, retold by Anthony Horowitz



Poetry

Jabberwocky by Lewis Carroll
The Jumblies, by Edward Lear
Mushrooms, by Sylvia Plath
The Maldive Shark, by Herman Melville
Being But Men, by Dylan Thomas
Extinction Rebellion, by Pascale Petit
Non-Fiction
Range of non-fiction texts at Everest level.

Range of non-fiction texts at Scafell level. <u>Lyrics</u> Learn lyrics by heart for the Christmas KS2 Show		A Snail's Advice to His Son, by Jamie McGarry A Narrow Fellow, by Emily Dickinson Who Cares? By James Carter <u>Non-Fiction</u> Range of non-fiction texts at Pyrenees & Dolomites level. <u>Lyrics</u> Learn lyrics by heart for the Christmas KS2 Show		<u>Lyrics</u> Learn lyrics by heart for the Christmas KS2 Show
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English Expeditions 2024

