



**Dringhouses**  
Primary School | York

### **Dringhouses Discovery Curriculum - English Reading Curriculum Progression Plan**

**Intent** - All pupils at Dringhouses Primary School access an inspiring and engaging English curriculum that focuses not only on developing excellent communication skills but that fosters a lifelong love of reading. Our Intent is that children leave Dringhouses Primary School with excellent written communication skills, confidence in their proficiency in using the English language and with a genuine love for reading. We teach children the building blocks of word recognition through high-quality phonics teaching and we build on those foundations with teaching comprehension and understanding skills through whole-class reading; we enable children to access a wide range of high-quality texts that reflect the diversity of our world. Children are taught how to write a variety of text types and are encouraged to explore their creativity through a high-level use of language.

**Implementation** - We use the National Curriculum English Programme of Study for the teaching of English. We use Success For All resources for the teaching of Phonics and Spelling as well as the Spelling Shed programme to cover the National Curriculum spelling expectations.

**Impact-** Children at Dringhouses Primary School go into the world able to communicate effectively; our pupils are confident, well-read learners who take their enthusiasm for reading and writing onto the next stage of their education and into their adult lives.

Word reading						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Responds speedily with the correct sound to graphemes (letters or groups of letters)</p> <p>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; blends sounds in unfamiliar words containing GPCs that have been taught</p> <p>Develops fluency through re-reading books</p> <p>Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Reads words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)</p>	<p>Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Reads accurately most words containing common suffixes</p> <p>Reads most common exception words noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-reads books to build up fluency and confidence</p>	<p>Continue to use phonic knowledge to decode unfamiliar words</p> <p>Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>Re-read books to build up fluency and confidence in word reading</p>	<p>Continue to use phonic knowledge to decode unfamiliar words</p> <p>Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</p>	<p>Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</p>	<p>Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words in context</p> <p>Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</p>

<b>Vocabulary</b>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <ul style="list-style-type: none"> <li>• <i>What does this word mean?</i></li> <li>• <i>How can we find out? Can you use this word in a sentence?</i></li> <li>• <i>Can you act out this word?</i></li> </ul>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read.</p> <p>Make links to words already known</p> <ul style="list-style-type: none"> <li>• <i>What does this word/sentence tell you about...?</i></li> <li>• <i>Which words have the author used to make you feel happy/sad/scared?</i></li> <li>• <i>Can you find any adjectives used to describe...?</i></li> </ul>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <ul style="list-style-type: none"> <li>• <i>Can you read around this word to work out what it means?</i></li> <li>• <i>What effect has the author had by repeating this word/word phrase?</i></li> <li>• <i>Can you find any noun phrases used to describe...?</i></li> </ul>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Make links to words already known</p> <p>Check meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words used in a familiar context</p> <p>Discuss how adjectives, nouns and verbs have been used to build a picture for the reader</p> <ul style="list-style-type: none"> <li>• <i>What do these words mean?</i></li> <li>• <i>What has happened?</i></li> <li>• <i>Can you look this word up in the dictionary?</i></li> <li>• <i>Are there any other words in the sentence that could help us work out the meaning of this word?</i></li> <li>• <i>Can you use this word in a sentence?</i></li> <li>• <i>Can you draw a picture that represents this word?</i></li> </ul>	<p>Check the meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words and know how to use in the correct context</p> <p>Write own definitions for words</p> <p>Use dictionaries to check the meaning of words read</p> <ul style="list-style-type: none"> <li>• <i>What do these words mean?</i></li> <li>• <i>What has happened?</i></li> <li>• <i>Can you look this word up in the dictionary?</i></li> <li>• <i>Are there any other words in the sentence that could help us work out the meaning of this word?</i></li> <li>• <i>Can you use this word in a sentence?</i></li> <li>• <i>Can you draw a picture that represents this word?</i></li> <li>• <i>Generate some synonyms for this word. How might you use these synonyms differently in different contexts?</i></li> </ul>	<p>Explain the meanings of words and know how to use in the correct context</p> <p>Ask questions to improve understanding of vocabulary</p> <p>Explore the meaning of words in context (asking questions, checking word meanings)</p> <p>Write own definitions for words</p> <p>Use dictionaries to check the meaning of words read</p> <ul style="list-style-type: none"> <li>• <i>What do these words mean?</i></li> <li>• <i>Can you look this word up in the dictionary?</i></li> <li>• <i>Are there any other words in the sentence that could help us work out the meaning of this word?</i></li> <li>• <i>Can you use this word in a sentence?</i></li> <li>• <i>How might you use these synonyms differently in different contexts?</i></li> <li>• <i>Why is...significant?</i></li> <li>• <i>How did the writer show...?</i></li> </ul>	<p>Check the book makes sense, discussing and exploring the meaning of words in context</p> <p>Use dictionaries to check the meaning of words</p> <p>Ask questions to improve understanding of vocabulary</p> <p>Discuss how words and phrases have been used to build a picture</p> <ul style="list-style-type: none"> <li>• <i>What do these words mean?</i></li> <li>• <i>What has happened?</i></li> <li>• <i>Can you look this word up in the dictionary?</i></li> <li>• <i>Are there any other words in the sentence that could help us work out the meaning of this word?</i></li> <li>• <i>Why is...significant?</i></li> <li>• <i>How did the writer show...?</i></li> <li>• <i>How has the writer used...?</i></li> <li>• <i>What do you think about...?</i></li> <li>• <i>Can you use this word in a sentence?</i></li> <li>• <i>How might you use these synonyms differently in different contexts?</i></li> </ul>
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Retrieval						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> <li>• <i>Where/when is the story set?</i></li> <li>• <i>How does the story end?</i></li> <li>• <i>Who is/are the main character(s) in the story?</i></li> <li>• <i>What is your favourite part of the story and why?</i></li> </ul>	<p>Retell familiar stories in the correct sequence</p> <p>Check the text makes sense</p> <ul style="list-style-type: none"> <li>• <i>Is there a dilemma in the story? What is it? How is it resolved?</i></li> <li>• <i>What moment/fact do you remember the most from the book?</i></li> <li>• <i>Why is this story/poem/non-fiction text/chapter/section called...?</i></li> </ul>	<p>Retell familiar stories in the correct sequence</p> <p>Check the text makes sense</p> <p>Correct inaccurate reading</p> <p>Answer basic retrieval questions.</p> <ul style="list-style-type: none"> <li>• <i>Who is telling the story?</i></li> <li>• <i>What happened to make ...?</i></li> <li>• <i>Can you think of a different title for this story/ poem/ non-fiction text/ chapter/ section?</i></li> <li>• <i>Which is your favourite/ worst/ funniest/ scariest part of the story? Why?</i></li> </ul>	<p>Check the text makes sense</p> <p>Correct inaccurate reading</p> <p>Answer basic retrieval questions using evidence in the text</p> <p>Discuss understanding of a text</p> <p>Ask questions to improve understanding of a text</p> <p>Retrieve and record information from non-fiction</p> <p>Know and discuss setting, character and event changes across a text</p> <ul style="list-style-type: none"> <li>• <i>Who was it that ...?</i></li> <li>• <i>Who spoke to..?</i></li> <li>• <i>Where is the word that means...?</i></li> <li>• <i>How did...happen?</i></li> </ul>	<p>Check the text makes sense</p> <p>Answer basic retrieval questions using evidence in the text</p> <p>Discuss understanding of a text</p> <p>Ask questions to improve understanding of a text</p> <p>Retrieve and record information from non-fiction</p> <p>Know and discuss setting, character and event changes across a text</p> <ul style="list-style-type: none"> <li>• <i>Who was it that ...?</i></li> <li>• <i>Who spoke to..?</i></li> <li>• <i>Where is the word that means...?</i></li> <li>• <i>How did...happen?</i></li> <li>• <i>What does the word ..... suggest about .....?</i></li> <li>• <i>What does (group of words) mean?</i></li> <li>• <i>Explain three things you are told about .....</i></li> <li>• <i>What was revealed at ..... place in the story? Give two reasons why ..... was .....</i></li> <li>• <i>Use the word .....</i></li> </ul>	<p>Check the book makes sense by discussing and re-reading the text</p> <p>Ask questions to improve understanding of a text</p> <p>Answer retrieval questions using the text</p> <p>Explain and discuss what has been read</p> <p>Retrieve and record information from non-fiction</p> <p>Distinguish between fact and opinion</p> <ul style="list-style-type: none"> <li>• <i>Where is the word that means...?</i></li> <li>• <i>How did...happen?</i></li> <li>• <i>Find and copy one word/group of words that suggests/tells you that ... ?</i></li> <li>• <i>What does the word... suggest about...?</i></li> <li>• <i>What does (group of words) mean?</i></li> <li>• <i>Explain three things you are told about ...</i></li> <li>• <i>What was revealed at ... place in the story? Give two reasons why ... was..</i></li> <li>• <i>Use the word ... correctly in a sentence</i></li> </ul>	<p>Explain and discuss what has been read</p> <p>Ask questions to improve understanding of a text</p> <p>Retrieve, record and present information from non-fiction</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Distinguish between fact and opinion</p> <p>Identify how text structure/ presentation contributes to meaning</p> <ul style="list-style-type: none"> <li>• <i>What were some of the motives behind...?</i></li> <li>• <i>Find and copy one word meaning...</i></li> <li>• <i>Which word most closely matches the meaning of the word .....</i></li> <li>• <i>Find and copy one word/group of words that suggests/tells you that ... ?</i></li> <li>• <i>What does the word ..... suggest about .....</i></li> <li>• <i>Explain three things you are told about...</i></li> <li>• <i>Summarise the events in chapter....</i></li> </ul>
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<b>Inference</b>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Begin to talk about characters' feelings</p> <p>Begin to make inferences on the basis of what is being said and done</p> <p>Begin to interpret rhymes and poetry, making suggestions for actions and events</p> <ul style="list-style-type: none"> <li>• <i>How do you know... is feeling...?</i></li> <li>• <i>Where do you think...?</i></li> <li>• <i>Why do you think...?</i></li> </ul>	<p>Talk about characters' feelings</p> <p>Begin to make inferences on the basis of what is being said and done'</p> <p>Discuss the significance of the title and events</p> <ul style="list-style-type: none"> <li>• <i>How do you know...?</i></li> <li>• <i>Why did...?</i></li> </ul>	<p>Make (some) inferences on the basis of what is being said and done</p> <p>Answer and ask questions referring to events from the text</p> <ul style="list-style-type: none"> <li>• <i>What do you think the author meant when...?</i></li> <li>• <i>Can you explain why?</i></li> <li>• <i>What would...say if...?</i></li> </ul>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <ul style="list-style-type: none"> <li>• <i>How do you know...? Why did...?</i></li> <li>• <i>How did...react?</i></li> <li>• <i>What does this tell us about them?</i></li> </ul>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text</p> <ul style="list-style-type: none"> <li>• <i>How do you know...? Why did...?</i></li> <li>• <i>How did...react?</i></li> <li>• <i>What does this tell us about them?</i></li> <li>• <i>How can you tell that ...?</i></li> <li>• <i>What impressions of... do you get from these two paragraphs?</i></li> <li>• <i>What evidence is there to tell you that ....?</i></li> <li>• <i>According to the text, how did... happen?</i></li> <li>• <i>Why does/did ....do this?</i></li> </ul>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</p> <ul style="list-style-type: none"> <li>• <i>How do you know...?</i></li> <li>• <i>Why did...?</i></li> <li>• <i>How did...react?</i></li> <li>• <i>What does this tell us about them?</i></li> <li>• <i>What clues does the writer give to the setting?</i></li> <li>• <i>How can you tell that ...?</i></li> <li>• <i>What impressions of... do you get from these two paragraphs?</i></li> <li>• <i>What evidence is there to tell you that...?</i></li> <li>• <i>According to the text, how did... happen?</i></li> <li>• <i>Why does/did ... do this?</i></li> <li>• <i>What are three ways that... shows that ...?</i></li> <li>• <i>What does this sentence/paragraph tell you about the character?</i></li> </ul>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading</p> <p>Provide reasoned justifications for views expressed</p> <ul style="list-style-type: none"> <li>• <i>How do you know...? Why did...?</i></li> <li>• <i>How did...react?</i></li> <li>• <i>What does this tell us about them?</i></li> <li>• <i>How can you tell that ...?</i></li> <li>• <i>What impressions of... do you get from these paragraphs? What evidence is there to tell you that ....?</i></li> <li>• <i>According to the text, how did... happen?</i></li> <li>• <i>What does this sentence/paragraph tell you about the character?</i></li> </ul>
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Summarising						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>With adult support explain what has happened so far in what they have read</p> <p>Put these pictures in the order that they happened in the story</p> <ul style="list-style-type: none"> <li>• How/ where does the story start?</li> <li>• Can you tell me what happened in the book so far?</li> </ul>	<p>Begin to explain what has happened so far in what they have read</p> <ul style="list-style-type: none"> <li>• What are the key events?</li> <li>• Who do you meet first?</li> <li>• Write a sentence/ draw a picture to show what happened in the beginning/ middle/ end</li> </ul>	<p>Explain what has happened so far in what they have read</p> <p>Sequence the main events</p> <ul style="list-style-type: none"> <li>• Make a table/ map/ poster/ flow chart to show the order that things happened</li> <li>• Use 20 words to sum up this story or non-fiction text</li> <li>• Do you have to read this...in the order that it has been written? Why? Why not?</li> </ul>	<p>Identify main ideas from a paragraph and summarise</p> <ul style="list-style-type: none"> <li>• What happened: -first -before -after?</li> <li>• What are the key events?</li> </ul>	<p>Identify main ideas from more than one paragraph and summarise</p> <ul style="list-style-type: none"> <li>• What happened: -first -before -after?</li> <li>• What are the key events?</li> <li>• Describe the relationship between...?</li> </ul>	<p>Know and discuss setting, character and event changes across a text</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <ul style="list-style-type: none"> <li>• What are the key events?</li> <li>• Describe the relationship between...?</li> <li>• What do you know about (chosen character)?</li> </ul>	<p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <ul style="list-style-type: none"> <li>• What are the key events?</li> <li>• Describe the relationship between...?</li> <li>• What do you know about (chosen character)?</li> </ul>
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**Prediction**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Anticipate where appropriate key events in stories</p> <p>Begin to make a plausible prediction about what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> <li>• <i>What do you think might happen next?</i></li> <li>• <i>Looking at the front cover what do you think this book is about?</i></li> </ul>	<p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> <li>• <i>How do you think this will end? Why?</i></li> <li>• <i>What do you think... will say/do next?</i></li> <li>• <i>What could happen when?</i></li> </ul>	<p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> <li>• <i>What features might you expect to see in this sort of text?</i></li> <li>• <i>Write three questions you would like to find the answer to in the text.</i></li> <li>• <i>What might ... do if...?</i></li> </ul>	<p>Predict what might happen from details stated and implied</p> <ul style="list-style-type: none"> <li>• <i>What do you think might happen next? Why?</i></li> </ul>	<p>Predict what might happen from details stated and implied and using general knowledge.</p> <ul style="list-style-type: none"> <li>• <i>What do you think might happen next? Why?</i></li> <li>• <i>Based on what you have read, what does the last paragraph suggest might happen next/to the...?</i></li> <li>• <i>Use evidence from this paragraph/the text to support your prediction</i></li> </ul>	<p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <ul style="list-style-type: none"> <li>• <i>Do you think that ... will change his/her/their behaviour in the future...? Explain why using evidence from the text</i></li> <li>• <i>Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction</i></li> <li>• <i>What do you think...would say to... about? Use evidence from the text to support your answer</i></li> </ul>	<p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text and evidence from the text.</p> <ul style="list-style-type: none"> <li>• <i>Do you think that ... will change his/her/their behaviour in the future...? Explain why using evidence from the text</i></li> <li>• <i>Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction</i></li> <li>• <i>What do you think...would say to... about? Use evidence from the text to support your answer</i></li> </ul>
<p><b>Author choice</b></p>						

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>With support, begin to comment on words and phrases that capture the reader's interest</p> <ul style="list-style-type: none"> <li>• <i>Can you find any adjectives? Why has the author used these words?</i></li> <li>• <i>Why is this word in bold/capital letters?</i></li> </ul>	<p>Begin to comment on words and phrases that capture the reader's interest and imagination</p> <ul style="list-style-type: none"> <li>• <i>Why do you think the author has used the word...?</i></li> <li>• <i>What does it make you think of?</i></li> <li>• <i>How does it make you feel?</i></li> <li>• <i>Can you think of a synonym for this word?</i></li> <li>• <i>Why do you think the author has chosen this adjective/ adverb?</i></li> </ul>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <ul style="list-style-type: none"> <li>• <i>Which of these words is a synonym for ...?</i></li> <li>• <i>Provide a synonym for ....</i></li> <li>• <i>Would it be accurate to say that... is acting... in this scene? Why/Why not?</i></li> <li>• <i>How has the author created a sense of...?</i></li> </ul>	<p>Discuss how words and phrases have been used to build a picture for the reader</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <ul style="list-style-type: none"> <li>• <i>Point to a particular passage. What does this description/ passage suggest about ....?</i></li> <li>• <i>Provide a phrase from the text. Give two impressions this gives you of.... Which of these words is a synonym for ...?</i></li> <li>• <i>Provide a synonym for ....</i></li> <li>• <i>Why/Why not?</i></li> <li>• <i>How has the author created a sense of...?</i></li> </ul>	<p>Independently comment on how words and phrases have been used to build a picture for the reader</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <p>Discuss reasons for the author choosing certain words, phrases and writing styles</p> <ul style="list-style-type: none"> <li>• <i>Point to a particular passage. What does this description/ passage suggest about ....?</i></li> <li>• <i>Provide a phrase from the text. Give two impressions this gives you of.... Which of these words is a synonym for ...?</i></li> <li>• <i>Provide a synonym for .... Would it be accurate to say that ... is acting...in this scene?</i></li> <li>• <i>Why/Why not?</i></li> <li>• <i>How has the author created a sense of...?</i></li> </ul>	<p>Independently comment on, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> <li>• <i>Point to a particular passage. What does this description/ passage suggest about ....?</i></li> <li>• <i>Provide a phrase from the text. Give two impressions this gives you of.... Which of these words is a synonym for ...?</i></li> <li>• <i>Provide a synonym for .... Would it be accurate to say that... is acting...in this scene?</i></li> <li>• <i>Why/Why not?</i></li> <li>• <i>How has the author created a sense of...?</i></li> </ul>

Commenting and comparing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>With adult support begin to make links between the book they are reading and other books they have read</p> <ul style="list-style-type: none"> <li>• <i>Did you enjoy the book?</i></li> <li>• <i>Have you read any other books about this topic/that include this character?</i></li> </ul>	<p>Make links between the book they are reading and other books they have read</p> <ul style="list-style-type: none"> <li>• <i>Did you enjoy the book?</i></li> <li>• <i>Have you read any other books by this author/includes this character/is about this topic?</i></li> </ul>	<p>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and make links to other material, both those that they listen to and those that they read for themselves</p> <ul style="list-style-type: none"> <li>• <i>Can you think of any other stories that start like this? How do they end?</i></li> <li>• <i>Do you think this will end in the same way?</i></li> <li>• <i>Does this book make you think of something in your own life, another book, TV, film..?</i></li> </ul>	<p>Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>Make links and begin to comment on similarities between the book they are reading and other books they have read</p> <ul style="list-style-type: none"> <li>• <i>Does this remind you of anything? Why?</i></li> <li>• <i>Is there a moment in this selection that make you think of something in your own life, another book, TV, film..?</i></li> </ul>	<p>Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</p> <p>Make links and comment on similarities between the book they are reading and other books they have read</p> <ul style="list-style-type: none"> <li>• <i>Does this remind you of anything? Why?</i></li> <li>• <i>Is there a moment in this selection that make you think of something in your own life, another book, TV, film..?</i></li> </ul>	<p>Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text)</p> <ul style="list-style-type: none"> <li>• <i>Does this remind you of anything? Why?</i></li> <li>• <i>Is there a moment in this selection that make you think of something in your own life, another book, TV, film..?</i></li> <li>• <i>Find similarities between .... and ...</i></li> <li>• <i>Which of these do you identify with? Why?</i></li> </ul>	<p>Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text) Identify and discuss themes and conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> <li>• <i>Does this remind you of anything? Why?</i></li> <li>• <i>Is there a moment in this selection that make you think of something in your own life, another book, TV, film..?</i></li> <li>• <i>Find similarities between .... and ...</i></li> <li>• <i>Which of these do you identify with? Why?</i></li> </ul>