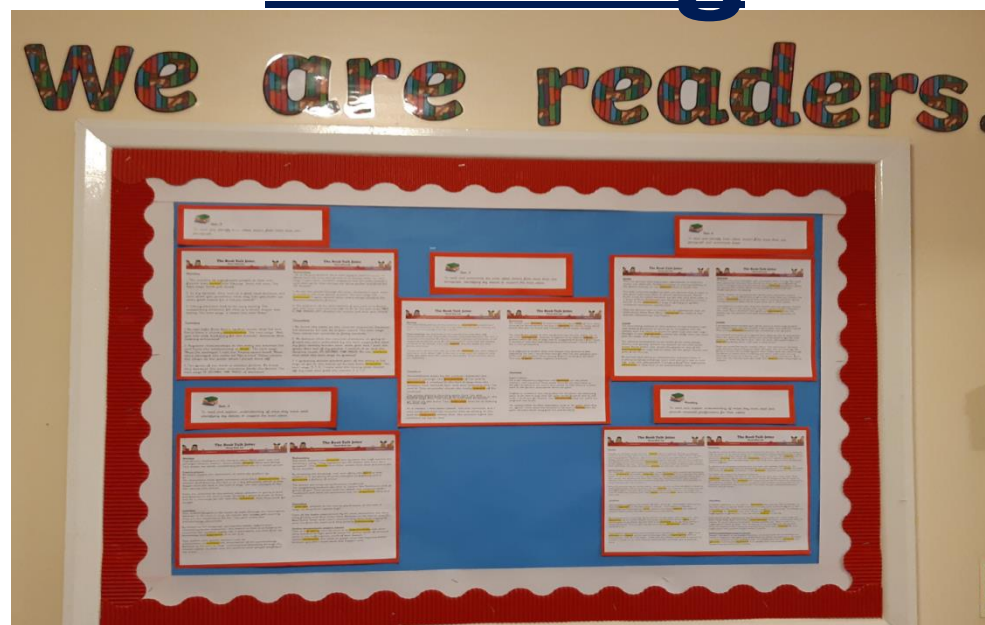


Reading



Curriculum Progression Strand – To read and understand texts.

TBAT listen to and begin to discuss a short story when read aloud



What happened in the story?

He didn't have a mummy, he had no friends too. One day it was snowy, the next day it was green and he found some friends. He became a swan and he could fly.

How is he feeling?

Sad, lonely, the other ducks are mean. He hasn't got any friends.

What might happen next?

He is sad, he is by himself. I think he is going to get some friends.

Foundation stage:

Children can listen to and begin to discuss a short story when read aloud.

Key Vocabulary

Year group specific bonus words including; story, next, feelings,

TBAT read and begin to discuss the sequence of events in books drawing on what they already know or is provided by the teacher

What does Seren think the weather will do?
 Seren thinks it will snow and she **imagines** it will snow.

Where is this paragraph set?
 The **location** is out side in her garden.

Why has the author used adjectives in this paragraph?
 The author used adjectives to **describe** what is in the garden.

Which interesting words does the author use?
 The author uses some **powerful** words like splash and sword.

Y1:

Children can begin to read and discuss the sequence of events in books drawing on what they already know or is provided by the teacher.

Key Vocabulary

Year group specific bonus words including; location, imagine, describe, powerful

Y2:

Children can read and explore the sequence of events in books and how items of information are related.

Key Vocabulary
Year group specific
bonus words
including; advises,
movement, explains.

The Book Talk Jotter			
Think With Ink			
	FANTASTICS	STYLISTICS	ANALYTICS
MONDAY	Cyril's actions reveal he is getting ready for migrating. Evidence:	We have learned that the place is a forest and the time is autumn because the weather is getting colder.	The sentence 'This was the start of a wild nutty race' suggests that Cyril and Bruce went over to. Evidence:
TUESDAY	The spoken words of Cyril and Bruce tell us that they are both hungry. Evidence: 'It's mine!' shouted Cyril.	The problem was... they were in the water and the water was going fast so they had to fix it.	The big idea is... the story advises us to share.
WEDNESDAY	We find out more about... St Patrick's day because the text explains it. Evidence: All about St Patrick's day - hearing.	I have found out three facts... the fields were green. • green is on the Irish flag. • St Patrick is the patron.	I was engaged by... the fact that in Chicago they dye the river green. Evidence: They dye vegetables.
THURSDAY	Niall's actions reveal... Rosa did like his tricks. Evidence: Niall made himself invisible.	Niall feels the impact of his actions when he realises the animals were making him a cake.	The message is powerful because... Niall learns a lesson about how his actions impact.
FRIDAY	Blue Book Comprehension	Blue Book Comprehension	Blue Book Comprehension

V3:

Children can read and identify main ideas drawn from more than one paragraph.

Key Vocabulary
Year group specific bonus words including; reveals, relationship, witnesses, combines.



Monday

1. The actions of significant people in this non-fiction text **reveal** the Vikings were not nice. The text says "hook jab slash."
2. In my opinion, this text is a good read because the text show you questions that say "can you make up some good names for a Viking sword?"
3. Viking warriors had to be very strong. The supporting evidence for this is a small wepen was hevey. The text says "a small axe was 18lbs."

Tuesday

1. We can infer from Mum's spoken words that Sid and Petra have a cheeky **relationship**. The text says "Will you two stop bickering for one minute!" demands Mum, looking exhausted."
2. Negative relationships in the story are between Sid and Petra the relationship is **weak**. The text says "When I'm annoyed, I call her "Empty-space-head". When she's annoyed, she calls me "Not-a-clue". Petra counts the chips on her plate, while I finish mine off."
3. The genre of our book is science fiction. We know this because the mian character finds the device. The text says "10 SECONDS TIME FREEZE, it declares"



Wednesday

1. It is easy to predict what will happen next because we think that the time will freeze in 10 second time. The text says "I can't face another argument and for some reason I pull that green disc thingy out of my pocket and flick the "ON" button."
2. We see the world through the main character's eyes when he presses the time freeze button. The text says Sid **witnesses** "A split second later, every single thing in the kitchen completely freezes."
3. The sequence of the plot reveals if you need it to freeze you will have less chances left to do it. The text says "ONLY 4 TIME FREEZES LEFT, flashes the screen and then goes blank"

Thursday

1. We know the same as the central character because Sid believes he can do it four time's. The text says "Four times ten seconds is forty seconds."
2. We believe that the central character is going to freeze the time indicated by the text saying But then my face slowly breaks into wide grin and I pull the green disc out of my pocket. I switch it on and the display reads, 20 SECONDS TIME FREEZE. We can **combine** this with the text says he grinned"
3. A gripping, action-packed part of the story is Sid tries to get in the house so he has been **dramatic**. The text says "8, 7, 6... I race into the living room, throw off my coat and grab the remote. 3, 2, 1, 0."



The Book Talk Jotter

Think With Ink

Monday

This non fiction text organises information to help the reader see what the Deskford Carnyx is and by looking at the photo include we can **observe** what it looks like.

The most interesting fact in this non fiction text is that it was first time time when he found the treasure "David Booth tried his metal detector out for the very first time in a field at Blair Drummond near Stirling, and found a Celtic hoard!" In the **statement** it says he found four golden necklaces ornaments called torcs.

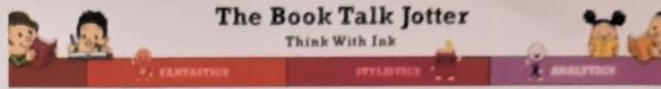
This non fiction text is similar to an information text we read about Skara Brae. When I **compared** the texts it has similar subheadings and layout.

Tuesday

The overriding emotion at this moment is sad because Lupe was looking forwards to sharing her breakfast but the wolves were not there to share her food lupe was sad. Lupe thought it was **significant** because the wolfs were not there and the wolfs were always there.

The setting contributes to the mood of the story being dismal and gloomy "parked her bottom on the cold stone steps" Ma'am didn't care about the graves or any of her **surroundings** so lupe had to clean all the grave stones and pull of all the ivy.

We believe this story is unbelievable because there is talking bullfrog and frogs can't talk and if it was in real life "Lupe was gobsmacked. A singing frog?" This definitely **convinces** me that this is an unbelievable story



The Book Talk Jotter

Think With Ink

Wednesday

We learn the inner thoughts of a character when it says "Her head was spinning" because this shows us that Lupe is confused of what is happening and she has so many **internal** questions about her family but neither Ma'am or the bullfrog would tell her anything about her family

A huge impact on my impression of the main character occurs when Lupe **steals** Ma'am key to go in the rooms that are locked. The author **intended** me to think that Lupe is curious because she is snooping around when Ma'am said never go in their rooms.

I have found a small clue that the wolves were her family. "And I'm the little girl in the photo with my twin sister! I have a sister!" she cried "And a brother!" This gives us **information** that the wolves are her parents and that Gristly Manor is actually her house..

Thursday

A gripping action-packed part of the story is when Lupe pushed her way through into the clutter to find some wire cutters. I think this is very **dramatic** because she is making a lot of noise.

The central character is a typical hero because she is very brave when she goes out of the house and into the shed to get the wire cutters to make the fence free. "Let's do this!" she cried "A hero is **defined** by being clever and lupe is very clever.

Hints are provided by the author about the connection between Lupe and the wolves because when she puts her arm through the fence it turns into a wolf leg and when lickle puts her leg through the fence it turns into a wolf leg and when lickle puts her leg through it turns to a human arm. "The part that crossed the fence was now the leg and paw of a wolf" This **implies** that they might be related.

V4:

Children can read and identify main ideas drawn from more than one paragraph and summarise these.

Key Vocabulary
Year group specific bonus words including; statement, significant, convinces, implies.

Y5:

Children can read and summarise the main ideas drawn from more than one paragraph, identifying key details to support the central ideas.

Key Vocabulary
Year group specific
bonus words
including; perspective,
protagonist, audience,
sequence.

The image shows two pages of a notebook titled 'The Book Talk Jotter' with the subtitle 'Think With Ink'. The notebook has a red cover and a header with three categories: 'FANTASTIC', 'STYLISTICS', and 'ANALYSIS'. The pages contain handwritten notes in black ink, with key words highlighted in yellow. The notes are organized by day of the week: Monday, Tuesday, Wednesday, and Thursday. The text discusses the main character, the author's use of dialogue, the significance of people in the text, and the author's purpose. It also mentions the author's choice of interesting adjectives and synonyms, and the conflict created in the story.

The Book Talk Jotter
Think With Ink

Monday
The overriding feeling at this moment is **significant** confidence. I know this because in the text it says that the diary of a wimpy kid was a 'life-long fulfilment of a dream.'

Relationships are explored in this non-fiction text when Jeff discussed the most memorable teacher called Mrs Norton. In the text it says that the teacher Mrs Norton invited a person called James to do anything he wanted to do for five minutes. It said that she wanted children to be 'funny'. This may **explain** why his books are also funny and silly.

The purpose of this text was to make the **audience** feel more happier and learn more about Jeff. In the text it says that he 'loved to make books for little kids who loved to read books.' It also talked about his memories.

Tuesday
Observations made by the central character are revealed through the **perspective** of Tim and Le **witnessing** a creature. In the text it says that the creature had "twisted lips" and was "towering over Tim and Le". This encounter shows the nasty **aspects** of the creature.

The writer doesn't directly state that Tim was **honourable** but hints at it through his actions. In the text it says that Tim saved Le and that he would go "first on the menu". This **indicates** that he is risking his own life.

As a reader, I was clear about the evil creature, but I was confused how the unicorn was so strong. In the text the **sequence** shows that "the unicorn lifted the creature up by its tail"

Wednesday
The author uses **dialogue** to demonstrate the harsh **tone** of Tim's voice through his frustration. In the text it **explains** the words 'coolly' which means that you are harsh and 'irritable' which means annoyed.

The significant people in this non-fiction text are Tim and Le. Tim is our main **protagonist**; however, Le appears to be there to **defend** and protect him. In the text it says that Le "suggested to build a fire", "make a structure" and even had "emergency marshmallows". I think that Le has a nice personality.

It is difficult to predict what will happen next because Le was defending Tim, but I would have thought that Tim was going to save Le. The text did mention "three strange figures lurking in the dark". This may **suggest** another negative encounter.

Thursday
Pupil's choice -
The most interesting adjectives and **synonyms** are the words 'noxious' and 'repulsive'. These words describe the word toxic or harmful to others. In the text it also shows us that there is a colon used to add further description about the yetis.

Conflict is created in this story when Tim threatens the advancing yetis. In the text it says that "the yetis strode forward" then Le and made a torch out of a branch. This **demonstrates** that Tim and Le are confident and brave.

The actions taken by other characters, such as the yetis, show they are afraid. I know know this because in the text it **reveals** that the yetis "shranked back" away from Tim and his torch.

The Book Talk Jotter

Think With Ink

FANTASY STYLISTICS ANALYTICS

Monday
 Significant dialogue in the story is when Edith said "size and strength doesn't matter". these words **propels** Ethel and George. This makes her words noteworthy because she is a small person.

Pupil's choice:
 We didn't expect the characters to solve the problem by...
 Or
 The characters show good resilience when Edith **demonstrates** the scissor kick because she did it on a big policeman which is way bigger than her and in the text it says "the man charged at her, she sprung into action".

Hints are provided by the author about someone is going to find out because in the text it says "finding a place to train at home will be a challenge for all" and this **indicates** that they could get caught.

Tuesday
 This author heightens the sense of sight through the description because in the text it says the leaves are "crispy and crunchy they are too tempting to let lie". This part makes the surroundings observable.

By choosing the language "porcupines shells defend their chocolatey-brown treasures" the impact is that it is helping me visualize the conkers (spiky like a porcupine) and that from my knowledge and **experience** it is all true.

This author uses poetic devices such as alliteration to **enhance** the description of the surroundings because in the text it says "rustling and wrestling through the chaotic storm" to show how the children still played roughly in the storm.

The Book Talk Jotter

Think With Ink

FANTASY STYLISTICS ANALYTICS

Wednesday
 Dominant actions are **revealed** here because the suffragettes are holding a rally "They represent the 300 women who have been imprisoned". This **reveals** that other people have been punished for these actions.

By choosing the language 'riot' and 'afray' the **effect** is how violent it is becoming because everyone is fighting and it **generates** a feeling of unrest.

The women are inspired by Emmeline Pankhurst.
 The supporting evidence for this is "ladies, Mrs Pankhurst will be proud of you". This shows that the women are inspired by Mrs Pankhurst and when the policeman did the **inspection** they lied to him.

Thursday
 A **powerful** emotion in the text is joy because in the text it says "to keep their spirits high".

Some of the highs experienced by the main characters are when they finally meet Miss Violet Vane because in the text it says "It's Miss Violet Vane!" and I have realised they have been trying to meet her from the start and they finally **acknowledge** her.

Author assessment: pupil's choice
 This is a **gripping** read because it is **unpredictable** like when they marched to Hyde park because the police could of arrested them or the suffragettes could of been beaten I would **recommend** this book to people that like mystery books because you don't know what will happen next.

Y6:
 Children can read and explain in increasing detail what they have read, showing a clear understanding and identifying key details to support the main ideas.

Key Vocabulary
 Year group specific bonus words including; enhances, recommend, acknowledge, generates.

The Book Talk Jotter

Think With Ink

FANTASTICS STYLISTICS ANALYTICS

Monday

Significant dialogue in the story is... **exposed** when it explains "If only my mistress could do such things!" Ethel said aloud "I was thinking the same about Mother," Marcus said thoughtfully "My boss's wife would have got clear away from those policemen today," George said. This is important because if this dialogue had not have happened, the children would have not been **encouraged** to learn jiu-jitsu and teach their people, it also states in the text "These ladies sound as if they would do well to learn jiu-jitsu," Edith told them." This piece of evidence **propels** the plot even more onward.

Pupil's choice

The characters show good resilience when... they decide to learn jiu-jitsu by themselves. This is **established** from Edith's **viewpoint** when it **illustrates** "It is a sad fact that many ladies do have to learn in secret," she admitted. This shows that despite women were also people with feelings too back then, they were discriminated for their gender, showing that equality was non-existent back then and they had to learn jiu-jitsu in secret because she was a woman.

Hints are provided by the author about... secrecy and how serious and fatal it would be if they got caught, this is presented when it **displays** "The mistress's dressing room was the safest place," and also when it says "sometimes having to stop in the middle of a class to avoid the delivery vans." This **implies** and **drops hints** about how risky it is to learn this.

Tuesday

This author heightens the sense of sight through... wonderful description. This is **apparent** in the text when it states "Their breath is visible." Adjectives and description **show** impact and these **aspects** are used to create a great poem, therefore grabbing in the reader.

By choosing the language 'by the wind's icy fingers', the impact is... the **experience** of the severe breeze. This piece of evidence shows **effect** and really goes in to depth of how cold it is **intended** to be by only using a short sentence. This caught my eye and really **elaborates** about how chilled it is.

This author uses poetic devices such as a simile to... leave an effect and **enhance** the **impact** of the text. In the text this is **highlighted** when it illustrates 'like the Pied Piper, I like how the author has used a simile to link it back to the Pied Piper to describe the children going home for soup.

The Book Talk Jotter

Think With Ink

FANTASTICS STYLISTICS ANALYTICS

Wednesday

Significant and memorable actions are dominant here because... the women are trying to make an impact. In the text it states "Two rows of women sitting towards the front of the hall stood up and began taking off their coats." "Prison uniforms." This **suggests** that the women are **unveiling** their coats and **displaying** the prison uniforms underneath, representing 'the three hundred women who have so far been imprisoned in the fight for women's suffrage."

By choosing the language 'storming onto the stage' and 'swarmed towards her', the impact is... you are know that the bodyguards are protecting her. This **strikes** the reader and leaves an **excitement** of interest. It also **generates** a feeling of passion and interest.

The women are inspired by Emmeline Pankhurst! The supporting evidence for this is... "As she stood up, there was a huge cheer." When **inspecting** the text, I found this evidence too "Ladies, Mrs Pankhurst will be proud of you!" Edith told them." This **reinforces** the original point that the women are inspired by Mrs Pankhurst because if they didn't respect her, they wouldn't of cheered for her nor appreciate if Emmeline was proud of them. This shows the yes relationship between Emmeline and the women.

Thursday

A notable emotion in the text is... **intensity** and rivalry. This is shown in the text when it states "Ethel saw the mistress hold another officer in an arm lock, and Mrs Thomas demonstrated a perfect scissor kick." This helps us to **identify** the **tenation** and also shows the **power** the suffragettes/suffragists have by using **emotive** language.

Some of the highs experienced by the main characters are... when they see Miss Violet Vane. Miss Violet Vane **acknowledges** the main characters when it states "It is; it's really her, Ethel!" George nudged her. "Miss Violet is a suffragette!" Ethel gasped." This displays to us that Marcus, George and Ethel are enthusiastic because someone they have been **inspired** by is a suffragette and protesting for women's rights.

Author assessment: pupil's choice

Overall, the book is successful because... it stimulates our knowledge on women's rights in the past and presents a lot about protesting in the past and how similar it is to protests now. This book was really **gripping** and **effective** and I would **recommend** it to people who are interested in democracy and political history.

Mastery:

Children can read and explain in great detail what they have read, showing a deep understanding and provide reasoned justifications for their views.

Key Vocabulary

Year group specific bonus words including; elaborates, emotive, viewpoint, unveiling, tension.