



White Hat (QLA focus: Retrieve and record)

| | Skill 1 | Skill 2a | Skill 2b | Skill 2c | Skill 2d | Skill 2e | Skill 2f | Skill 3 | Skill 4 |
|-----------|---|---|---|--|---|--|--|--|---|
| Key Skill | Who/what/where/when meaning and generating questions from sentences | Key word in the question signposts the learner to a keyword in the text | Key word in the question signposts the learner to the correct area of the text but they have read around to retrieve the answer | Key word in the question is represented by a synonym in the text | The question/answer does not provide direct correlation with key words or synonyms. | Key word in the question is represented by a more challenging synonym or related word in the text, which relies on previous knowledge or a learner using the sentence to deduce its meaning. | Key word in the question is represented by figurative language in the text | Learners have to give 2 pieces of evidence (2 points) which are not related. (Must include when spaced across the text – separate paragraphs) | After finding the answer, learners then need to select a rephrasing (multiple choice) that gives the best answer. |
| Y2 | B1 | B2 | B3 & B4 | B6, B7 & B8 | | | | B11 & 12 | B13 & B14 |
| Y3 | B1 | B2 & B10 & B18 | B3 & B11 & B19 | B4 & B12 & B20 | | | | B8 & B15 | B9 & B16 |
| Y4 | B1 | B2 & B10 & B18 | B3 & B11 & B19 | B4 & B12 & B20 | | | | B8 & B15 | B9 & B16 |
| Y5 | B1 | | B2 & B14 | B3 & B15 | B4 & B16 | B7 | B8 | B9 & B17 | B13 & B18 |
| Y6 | B1 | | B2 & B14 | B3 | B4 | B7 | B8 & B15 | B9 & B16 | B13 & B17 |



| Red, White & Blue Hat (QLA focus: Inferences with evidence) | | | | | | |
|---|--|---|--|---|--|--|
| | Skill 1 | Skill 2a | Skill 2b | Skill 2c | Skill 3a | Skill 3b |
| Key Skill | Red hat Identify how a character is feeling and consider their own responses to a text | Red hat/white hat Finding evidence to support red hat | Red/white/white questions Finding 2 different pieces of evidence to support red hat, more structured questions | Red/White and a contrasting red/white answer Finding two opposing pieces of evidence to support two different views | Red hat given, white/blue answer to explain | Red/white/blue questions Focus on explaining evidence further– using blue hat (and understanding of earlier parts of the text) to justify why that evidence supports the red hat |
| Y2 | B5 | B9 B10 | | | | |
| Y3 | | B5 & B13 | B6 & B14 | | B7 & B17 | |
| Y4 | | B5 & B13 | B6 & B14 | | B7 & B17 | |
| Y5 | | B5 & B14 | B6 & B19 | B10 | B11 & B20 | B12 |
| Y6 | | B5 | B6 & B18 | B10 | B11 & B19 | B12 & B20 |



Black Hat (QLA focus: Words in context)

| | Skill 1 | Skill 2a | Skill 2b | Skill 2c | Skill 3 |
|------------------|--|---|---|--|-------------------|
| Key Skill | CASE Class Atmosphere Sentence Explode | Simple definition asked for on a word that is likely to be already known. | Matching a definition to a word (where the other options are not similar) | Simple definition asked for on a word where the meaning might need to be inferred from its context | Dictionary skills |
| Y2 | Atmosphere & Sentence only B1 | B8 | B12 | | |
| Y3 | Atmosphere & Sentence only B1 | | | B8 | B14 |
| Y4 | B1 | | | B8 | B14 |
| Y5 | B1 & 16 | | | B7 | B13 |
| Y6 | B1 | | | B7 | |



Yellow Hat (QLA focus: Enhanced meaning, choice)

| | Skill 1a | Skill 1b | Skill 1c | Skill 2a | Skill 2b | Skill 2c | Skill 2d | Skill 3 | Skill 4 | Skill 5 |
|------------------|--|--|---|---|--|--|---|--|-------------------------------------|---|
| Key Skill | Recognise simple recurring literary language | Describe the general impressions you get from the language chosen by the author (referencing specific words in the text) e.g. After a while, they lay down on soft turf beneath a gnarled old tree and beside a sparkling stream and they rested. Lay down and soft shows it's comfortable | Describe the impressions implied by a specific phrase Including explaining the meaning implied by figurative language metaphor, simile, imagery, style and effect e.g. glassylake – smooth and transparent | Finding synonyms e.g. Find and copy a word or phrase that means... | Matching a rephrasing/synonym to a word where the learner needs to infer meaning from the sentence | Matching a rephrasing/synonym to a word where the options are closely linked so the learner needs to infer meaning from the sentence | Explaining the meaning of a word when it carries a different meaning to normal e.g. It was awfully good (Spiders) | Identify why a particular word or phrase has been selected by an author as opposed to another e.g. Why did the author choose the word 'yelled' to describe how Little Ben was speaking? | Distinguish between fact or opinion | Authors use of humour, sarcasm, persuasion etc. |
| Y2 | Covered in class readers | | | Synonym spiders B9 B10, B11 | | | | | | |
| Y3 | | B2 & B17 | | B3 Synonym spiders, B4 | B15 & B18 | | | B7 & B19 | B9 & B20 | |
| Y4 | | B2 & B17 | | All blocks | B5 & B15 | | | B7 & B19 | B9 & B20 | |
| Y5 | | B2 | B3 & B17 | All blocks | | B8 & B14 & B18 | B9 & B15 | B12 | B6 & B20 | B13 |
| Y6 | | B2 & B16 | B3 & B13 & B17 | All blocks | | B8 & B14 & B20 | B9 | B11 & B19 | B6 & B18 | B12 |



Green Hat (QLA focus: Summarise main ideas and compare)

| | Skill 1a | Skill 1b | Skill 1c | Skill 2a | Skill 2b | Skill 2c | Skill 2d | Skill 3a | Skill 3b |
|-----------|--|--|--|--|---|---|--|--|---|
| Key Skill | Summarising - Retell the main events of a text through a story map | Summarising – order events given to them | Summarising – identify who, what, where, why and when from the text and using this to write a summary Highlight key words in simple sentences | Predicting – make predictions based on the cover and title of a book using prior knowledge and asking questions about the text | Predicting – generate vocabulary linked to a topic before reading the text based on prior knowledge | Predicting – make predictions based on what has previously happened in the text using prior knowledge | Predicting – make predictions based on what has previously happened in the text – both stated and implied. Considering characterisation, author clues and what has led to this point Learners use white/blue hat to explain their reasoning | Find similarities and differences across texts, including comparing themes | Compare characters and themes, considering different accounts of the same event and discussing viewpoints (both of authors and of fictional characters) |
| Y2 | B2 | B3 & B4 | | B6 | B7 | B13 | | Finding similarities and differences only Initial response weekly B5 | |
| Y3 | B3 | B5 & B16 | B6 | B10 | B10 | B14 | | B11 | |
| Y4 | B3 | B4 & B16 | B6 | B10 | B10 | B14 | | B11 | |
| Y5 | | B4 & B19 | B11 | | Taught through writing lessons | | Cover during whole class reading and when listening to a child read. | | B15 |
| Y6 | | B4 & B15 | Covered in enquiry lessons | | Taught through writing lessons | | Cover during whole class reading and when listening to a child read. | | Cover during whole class reading and when listening to a child read. |



| Purple Hat (structural features) | | | | | | |
|----------------------------------|---|--|---|--|-------------------------------------|--|
| | Skill 1a | Skill 1b | Skill 1c | Skill 2 | Skill 3 | Skill 3a |
| Key skill | Identify features of a text and understand that layout of a text can vary | Identify features of a text to determine the purpose of the text and its text type | Explain layout and publishing decisions e.g. bold, italics etc and identify the purpose of the text | Use contents pages and indexes to locate information | Recognise different forms of poetry | Recognise different forms of poetry and explain their impact |
| Y2 | Including poetry B14 | | | | | |
| Y3 | | B12 | | B12 | B13 | |
| Y4 | | B12 | | B12 | B13 | |
| Y5 | | | B5 | B5 | | B10 |
| Y6 | | | B5 | B5 | | B10 |