

Reading

Our curriculum guide: Reading

Date: September 2023 and reviewed on an on-going basis

Introduction

This Curriculum Statement relates to Reading, part of the core subject of English in The National Curriculum (Department for Education, 2014). This document often refers to practice in Key Stage 2; there is a separate document settling out provision for Early Reading and Phonics which relates to Early Years and Key Stage 1. This Curriculum Statement sits alongside similar documents for Early Years, Writing, Maths, Science, Topics and others.

We want Sphere Federation schools to be happy and healthy places to learn. This core aim permeates our schools and their ethos, whether in the classroom or around and about school. (At St James' CE Primary, this is expressed with one additional element: 'happy and healthy place to achieve and believe'.)

The knowledge and skills we are required to teach are set out in The National Curriculum. We set these out in a year-group based sequence of learning (age-related expectations). Alongside these statutory curriculum requirements, there is additional or explicit learning, too.



'English has a pre-eminent place in education and in society... Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.'

National Curriculum in England: English programmes of study (Department for Education, 2013)

Curriculum structure: skills and attitudes

The programmes of study set out in the National Curriculum focus on two dimensions: word reading and comprehension. We've added a third, a love of reading (page 2), which underpins our teaching of Reading; we want children to think positively of reading and understand the doors it opens up.

word reading	comprehension
<p>Word reading – learning to read – is the foundation of comprehension and therefore reading to learn.</p> <p><i>'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.'</i></p> <p>National Curriculum in England: English programmes of study (Department for Education, 2013)</p>	<p><i>'Good comprehension draws from linguistic knowledge and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.'</i></p> <p>National Curriculum in England: English programmes of study (Department for Education, 2013)</p>

a love of reading

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.'

National Curriculum in England: English programmes of study (Department for Education, 2013)

A love of reading starts with interest and engagement and grows into knowing that you possess a key to understanding the world around you and that you have a passport to the many weird and wonderful worlds contained within books, magazines or websites without ever leaving the room. A reader that loves reading is an independent imaginer, confident converser and link-making learner. On top of all that, reading for pleasure encourages a better understanding of other cultures, better relationships with those who read with them and better attainment in other subject areas such as writing.

We encourage a love of reading by giving children:

- access to a wide range of resources
- ownership of these texts by allowing frequent borrowing and exchanging
- choice – choice and interest are highly correlated
- motivation through intrinsic rewards (for example in Key Stage 2 reading records)
- a support network built up between school, the child and home
- regular use of the library – every class in Key Stage 1 and 2 have a timetabled session every week
- a weekly Book Club

'Reading for pleasure is the single most important indicator of a child's success.' (OECD, 2002)

'The will influences the skill and vice versa.' (OECD, 2010)

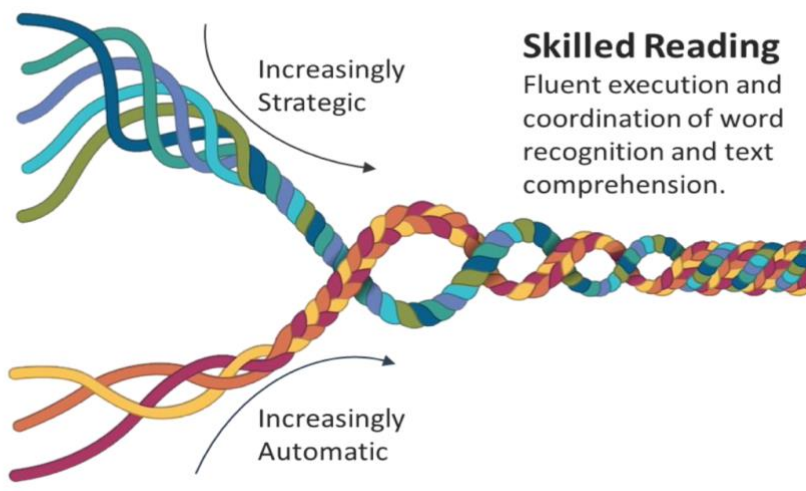
The skills of reading are illustrated well in Scarborough's 'Reading Rope' (2001).

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Language comprehension	Word recognition
<ul style="list-style-type: none"> ● Background Knowledge – eg facts, concepts ● Vocabulary Knowledge – eg breadth, precision, links ● Language Structures – eg syntax (the arrangement of words and phrases to create well-formed sentences in a language), semantics (the meanings of words, phrases, or texts) ● Verbal Reasoning – eg inference, metaphor ● Literacy Knowledge – eg print concepts, genres, conventions 	<ul style="list-style-type: none"> ● Phonological Awareness – eg syllables, phonemes ● Decoding – alphabetic principle, grapheme-phoneme correspondences ● Sight Recognition – increasing automaticity of familiar words

All the strands in the rope are interconnected and interdependent. If just one strand is weaker, it affects the rope – and the reader – as a whole.

Reading at home

Our teaching focuses on developing readers in all three dimensions: word reading; comprehension; and a love of reading. However, this alone isn't enough: children need to read at home, too, so that they become confident, fluent readers.

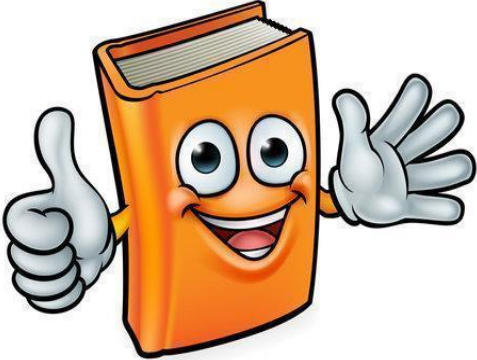
All children are expected to read at home each day. When children are a little older, this might be reading independently sometimes, but it should be with an adult on a regular basis.

To give our children the best chance of becoming readers at home, we ensure that reading at home is celebrated.

We provide children with opportunities to read a variety of rich texts in school and at home, but children should be encouraged to discover books and other texts with family members and by themselves, too. We like the [Book Trust website](#) as a book-finder tool – you can find age-appropriate books that match the reader's interests. We also suggest [Love Reading 4 Kids](#) and [Books for Topics](#). Looking at books that have won awards is also a good idea; for example, Carnegie, Costa, Blue Peter, Waterstones, UKLA and Klaus Flugge.

In Key Stage 2, at school, once children have become independent readers, they're involved in the process of choosing what book they read at home and we place a high emphasis on choice of text. To ensure our children read a wide range of suitable texts, we rotate between 'solo reading' and 'group reading' in Book Club sessions on a half-termly basis:

- solo reading happens in the first half-term of each term: Autumn 1, Spring 1 and Summer 1
- group reading happens in the second half-term: Autumn 2, Spring 2 and Summer 2

What is solo reading?	What is group reading?
<ul style="list-style-type: none"> • Each child takes a library book home to read. • Prior to choosing, teachers spend time modelling how to choose a book effectively. • Each child's book is checked by the teacher to make sure it is appropriate in both content and challenge. To aid this, the library is organised into non-fiction, 'younger' and 'older' fiction. • The child reads the book at home. • The following week, the child liaises with the teacher to change, or keep, their book. • In 'Book Club' sessions, teachers may direct children to an activity to complete alongside their reading for that week. • A signed 'Reading Record' allows parents to communicate with their child's teacher that reading at home has happened regularly which creates a dialogue surrounding the child's reading progress. • In the weekly 'Book Club' session, children discuss their book with their peers and celebrate a love of reading. 	<ul style="list-style-type: none"> • Each child takes a group reading book home to read. • In the first session of the half-term, the teacher presents several options of group book to the class. • Time is spent discussing the books and modelling how to choose a book effectively. • Children choose which group book they want to read – they're now part of a reading group. • The teacher records which child has which copy of the book by using a numbering system (number in a circle in the top right of the first page). • This group is not based on attainment and children do have a choice. However, where necessary, the class teacher will use their professional judgement to guide a child, or group of children, towards a specific book. • If a child doesn't get their first choice of group book, they'll have chance to read this book later in the year. • In collaboration with the teacher, the group sets their own weekly target page. • The following week, in their weekly 'Book Club' session, the group meets to discuss the text – teachers typically meet with each group at least once every two weeks. • If a child chooses to read beyond their target page, that's fine. They may be provided with another book to read at home and will still contribute to the group discussion each week.

Every child in Key Stage 1 and 2 has a Reading Record. A parent / carer should sign in this book to evidence that their child has read at home; they might also include a comment that relates to how they got on. In the Key Stage 2 Reading Record book, there are activities – one of these is set by the teacher each week. There are other activities for children to engage with in the Reading Record, too.

Reading in school

Just as with life in general, reading is embedded in everything we do! The way we teach reading matches guidance from the Education Endowment Foundation (EEF) Literacy Guidance documents for KS1 and KS2. The following are some of the key elements of our Reading curriculum.

Phonics

We believe that all our children can become fluent readers. We teach reading through Little Wandle Letters and Sounds Revised, a systematic and synthetic phonics programme. We start teaching phonics in Early Years. Children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code in Reading and Writing sessions and across the curriculum. (See the 'Word Recognition' strands of the Reading Rope, page 2, and the separate Phonics and Early Reading policy.)

Reading materials

Reading a wide variety of texts, children enjoy whole-class reading sessions every day.

Teachers read a class novel (minimum one per term in Key Stage 2, often linked to topic or other learning). This has a number of benefits: promoting love of reading; an exposure to more advanced vocabulary than children would normally get; and an engaging vehicle for other learning. This high-quality text is chosen for its link to a topic or opportunity to develop a child's cultural capital. The class novel might be the stimulus for Reading Skills sessions.

In addition, lots of non-fiction texts which link to topics or Living and Learning are read, either in Reading sessions or Topic sessions.

Extracts of texts or poems are often read, too. These have been chosen for their cultural capital, topic or Living and Learning links or simply because they're good texts or poems that children will enjoy. Children also read picture books because they allow children to more easily explore complete texts in greater depth (and therefore support mastery), including key issues and characters' emotions.

In our Long-Term Plans for Reading, we provide some choice of text. This is so that teachers can be sure to meet the needs and interests of their class (and their own passion for a book, too – so they can read aloud in a way that really promotes a love of reading).

Reading skills

In Reading Skills sessions, we focus on a specific skill(s), such as retrieving information, predicting what might happen from details stated or implied, or making connections between other similar texts, prior knowledge and experience. Teachers refer to age-related expectations deriving from the National Curriculum to plan these lessons.

A typical sequence of reading might look like one of the following:

- teachers choose to use one text (eg an explanation of the water cycle) and use it across a week or longer; they keep the text the same but focus on a variety of learning objectives
- teachers choose one learning objective (eg drawing inferences) and use different texts across the week as vehicles for this learning

Teachers use a balance of both approaches.

Reading fluency

In Key Stage 2, there are short Reading Fluency sessions in addition to our Reading Skills lessons. They are opportunities for children to practise reading a short, age-appropriate text with confidence and prosody by giving them several opportunities to read the same text across the week. In a typical week, teachers model how to read with prosody and explain unfamiliar vocabulary. Children then practise, through a variety of different methods, reading the text aloud. At the end of the week, they're able to read the text fluently. Teachers expose children to a range of texts across the year. In a typical six-week half-term, children read the following:

- 2 x fiction
- 2 x poems
- 1 x topic related text
- 1 x science related

To allow children to develop the skill of reading fluently, these texts are short: typically, between 100 – 150 words in length. A typical text contains 3 or 4 pieces of vocabulary that children are unfamiliar with. These are words that they'll be able to use readily in their spoken and written communication once known.

Book Club

Book Club is a weekly, reading for pleasure session for children in Key Stage 2 to explore what they're reading in creative ways. Book Club gives children the opportunity for extended reading, either with an adult, group, partner or independently. They share and celebrate their weekly Reading Record task or take part in another whole-class activity such as debate, discussion, drama or an oracy game related to their book or class novel. This session promotes reflection, remembering and responsiveness alongside other 8 Rs for learning.

Library

Classes have allocated times within which to access the school library. We encourage children to read a range of different books and take one or two home each week. Adults in school will monitor children's book selections to ensure that they are varied, appropriate and changed regularly. The library not only provides children with additional books to take but is also an opportunity for children to enjoy being in a positive reading environment; to research topic-related subjects; to develop library skills; and to share book recommendations and thoughts with peers.

Cross-curricular links

We want our children to learn to read as quickly as reasonably possible, so they can move from **learning to read**, to **reading to learn**, giving them access to fantastic fiction and non-fiction full of fascinating facts.

Teachers give children opportunities to read about other subject areas to both widen and deepen their learning.

Reading happens right across the curriculum: once children progress from simple decoding, they can start to read for learning in all subjects. For example, in a History lesson, children might read an extract from Samuel Pepys' diary when learning about the Great Fire of London; in Science, children could carry out secondary research during a Space topic. In this way, not only are they reading challenging and inspiring texts, but they're learning more about History and Science, too.

In addition, in Key Stage 2, Reading Fluency sessions (typically four times each week) often include topic-related texts. These are short sessions (around ten minutes) with the same text across the week. The aims of these sessions are:

- to develop fluency in reading
- to build up a wider range of vocabulary, both subject-specific and more general
- to develop oracy, such as voice projection and prosody
- to consolidate and/or extend knowledge across the curriculum, therefore building up cultural capital

We create a language-rich environment for our children. Developing children's vocabulary underpins much of our teaching. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. In classrooms, teachers use their 'word wall' to note inspiring, relevant vocabulary that the class comes across when reading. The intention is for children to use this ever-growing bank of words in their spoken and written communication. (See the 'Vocabulary Knowledge' strand of the Reading Rope, page 2).

Revisiting prior learning

We teach reading as part of a spiral curriculum:

'A spiral curriculum is one in which there is an iterative revisiting of topics, subjects or themes throughout the course. A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one.'

'What is a spiral curriculum?' (R M Harden, 2009)

In the Reading Rope (page 2), the skills are practised over and over again. Doing so leads to increasingly strategic and increasingly automatic reading. Revisiting skills – using, applying, practising – eventually leads to skilled reading (fluent execution and coordination of word recognition and text comprehension).

Teachers provide regular opportunities for children to revisit reading skills, and therefore practise and develop them. In this way, children can increasingly encounter challenging texts and therefore also develop their knowledge and understanding of the world (which supports the 'Background Knowledge' strand of the Reading Rope).

Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depends on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen books and other resources
- pre-teaching specific vocabulary
- pre-reading whole texts

All three schools in Sphere Federation are inclusive and are committed to meeting the needs of children with SEND in the most effective way so that they achieve the best possible outcomes:

- to acquire the knowledge and skills they need to reach their full potential
- to be ready for the next stage in their education and
- ultimately, to succeed in life

To do this, we adapt how we implement the Reading curriculum to meet the needs of pupils with SEND. Our Phonics and Early Reading Policy sets out some of the early, additional support that we put in place to ensure every child learns to read. In Key Stage 2, we put in place further and/or additional support that meets the child's needs. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Similarly, teachers provide opportunities for challenge and deeper learning. Pupils benefit from this: whoever needs it, in whatever lesson. Challenge may be seen in pupils' exercise books: for example, teacher feedback which provides an additional task or thought-provoking question, or an open-ended activity that promotes deeper reasoning or justifications. However, often the challenge may not be evident in books; for example, challenge might be provided by less support during the teacher input; an additional, practical task that isn't recorded; and teacher questioning which is targeted to meet the needs of different pupils.

Occasionally, teachers may also adapt teaching by deviating from the plans set out here. An example would be changing a planned text to meet children's questions, needs and interests more closely.

Monitoring and evaluating

We continually review the Reading curriculum, evaluating its impact on children's learning over time.

We measure pupil achievement – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments, based on questioning in class, observations and pupil outcomes (which includes their learning in books)
- in-year and end of year assessments (for Reading, these are a combination of teacher assessments and external tests, including Key Stage 1 and Key Stage 2 National Curriculum tests – 'SATs' and the Y1 phonics screening check)

Evaluation of progress in books, often alongside teachers, and learning conversations with children are additional ways to assess impact. We explore how successful our children have been in acquiring the skills of reading. In conversations with children, teachers and school leaders ask questions relating directly to age-related expectations and to times when they might have needed more support or when they experienced greater challenge. Lesson visits support our evaluation of impact.

We also evaluate impact through pupil attitudes using a number of strategies, including learning conversations and in pupil and parent / carer surveys; attitudes and behaviour in lessons across the curriculum; and the quality of the learning pupils produce, including taking pride in presentation.

Whole school areas for development and/or possible improvements to the curriculum may be identified as a result of evaluating the impact of what we do.

Long-term plans for Reading – Years 1 and 2

CC = cultural capital L&L = Living & Learning	Cycle A 'odd years': 2023-24, 2025-26...			Cycle B 'even': 2024-25, 2026-27...		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>	History: <i>Shopping (Changes within living memory; with reference to local history)</i>	Geography: <i>Explorers (Contrasting locations: UK and non-Europe)</i>	History: <i>Great Fire of London (Events beyond living memory; with reference to local history)</i>	Geography: <i>Environment / Natural disasters 'The streets around our school' primary focus: environmental issues</i>	History: <i>Heroes (Lives of significant individuals – civil rights; including Leonora Cohen, local suffragette)</i>
	Art <i>drawing painting printing</i>	Computing <i>primary focus: programming</i>	Design & Technology <i>primary focus: textiles</i>	Art <i>drawing painting sculpture</i>	Computing <i>primary focus: programming</i>	Design & Technology <i>primary focus: construction</i>
Class novel read one	<i>Yours Sincerely, Giraffe by Megumi Iwasa</i> <i>Flat Stanley by Jeff Brown</i> <i>Katie and the Mona Lisa by James Mayhew</i>	<i>Naughty Bus by Jan Oke</i> <i>Chicken Clicking by Jeanne Willis</i>	<i>Africa, Amazing Africa by Atinuke</i> <i>Where The Wild Things Are by Maurice Sendak</i> <i>Extra Yarn by Mac Barnett</i>	<i>The Great Fire of London by Liz Gogerly</i> <i>Vlad and the Great Fire of London by Kate Cunningham</i> <i>Katie and the Impressionists by James Mayhew</i>	<i>Here We Are by Oliver Jeffers</i> <i>The Weed by Quentin Blake</i> <i>Clean Up by Nathan Bryon</i>	<i>Fantastically Great Women Who Changed the World by Kate Pankhurst</i> <i>Rise Up: Ordinary Kids with Extraordinary Stories by Amanda Li</i> <i>Rosie Revere: Engineer by Andrea Beaty</i>
Poetry read two or more	<i>The Night Before Christmas by Clement Clarke Moore (CC)</i> <i>Frost by Valerie Bloom (seasonal)</i>	<i>Seasons of Trees by Julie Holder</i> <i>Growing by Tony Mitton (topic)</i>	<i>The Owl and the Pussycat by Edward Lear (CC)</i> <i>Tree by James Carter</i> <i>Lost It, Found It by Mandy Coe</i>	<i>The Great Fire of London by Paul Perro</i> <i>Aliens Stole my Underpants by Brian Moses</i>	<i>Ning Nang Nong by Spike Milligan (CC)</i> <i>The Three Little Kittens by Eliza Lee Follen (CC)</i>	<i>Bed in Summer by Robert Lewis Stevenson (CC)</i> <i>Great-Grannie Mammie's Sunday Food by John Lyons (L&L)</i>
Extracts read all (and use one instead of a class novel, if preferred)	<i>The Enchanted Wood by Enid Blyton (CC)</i>	<i>The Bog Baby by Jeanne Willis</i>	<i>Worst Witch by Jill Murphy (CC)</i>	<i>Winnie the Pooh by A A Milne (CC)</i>	<i>The Tale of Peter Rabbit by Beatrix Potter (CC)</i> <i>Aesop's Fables (CC)</i> <i>The Lorax by Dr Seuss</i>	<i>Amazing Grace by Mary Hoffman (CC)</i>
Picture books read one or more	<i>Hermelin: The Detective Mouse by Mini Grey</i> <i>Not Now Bernard by David McKee (CC)</i> <i>The Dot by Peter Reynolds</i> <i>Ruby's Worry by Tom Percival</i> <i>Something Else by Kathryn Cave</i>	<i>The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers</i> <i>The Tiger Who Came to Tea by Judith Kerr (CC)</i> <i>The Shopping Basket by Jude Burningham</i> <i>Tree: Seasons Come, Seasons Go by Patricia Hegarty</i>	<i>Meet the Oceans by Caryl Hart</i> <i>Lila and the Secret of Rain by David Conway</i> <i>Grandad's Island by Benji Davies</i> <i>It Isn't Rude to be Nude by Rosie Haine</i> <i>Respect by Rachel Brian</i>	<i>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</i> <i>The True Story of the Three Little Pigs by John Scieszka</i> <i>Little Red by Bethan Woolvin</i>	<i>Ollie's Magic Bunny by Nicola Killen</i> <i>Nothing by Nick Inkpen</i> <i>Tough Guys Have Feelings Too by Keith Negley</i> <i>The Pirates Next Door by Jonny Duddle</i>	<i>And the Dish Ran Away with the Spoon by Janet Stevens (CC)</i> <i>Grandad Mandela by Zindzi Mandela</i>
Non-fiction	<i>Range of non-fiction books that we access from the Schools Library Service, our own library, classrooms, online, extracts.</i>			<i>Range of non-fiction books that we access from the Schools Library Service, our own library, classrooms, online, extracts.</i>		

Long-term plans for Reading – Years 3 and 4

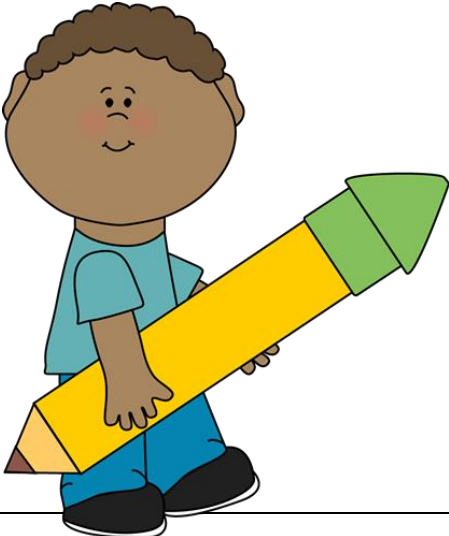
CC = cultural capital L&L = Living & Learning	Cycle A 'odd years': 2023-24, 2025-26...			Cycle B 'even': 2024-25, 2026-27...		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>	History: <i>Romans</i> <i>Anglo-Saxons</i>	Geography: <i>Explorers (Contrasting locations: UK and Europe)</i>	History: <i>Ancient Greece</i>	Geography: <i>Environment / Natural disasters primary focus: volcanoes and/or earthquakes</i>	History: <i>Local history</i>
	Art <i>painting</i> <i>collage</i>	Computing <i>primary focus: programming</i>	Design & Technology <i>primary focus: textiles</i>	Art <i>drawing</i> <i>digital art</i>	Computing <i>primary focus: programming</i>	Design & Technology <i>primary focus: construction</i>
Class novel read one	<i>Podkin One Ear by Kieran Larwood</i> <i>Maps of the United Kingdom by Rachel Dixon</i>	<i>Queen of Darkness by Tony Bradman</i> or <i>Anglo-Saxon Boy by Tony Bradman</i> <i>Ant Clancy Games Detective by Ruth Morgan</i>	<i>The Miraculous Journey of Edward Tulane by Kate DiCamillo</i> <i>The Mask of Aribella by Anna Houghton</i>	<i>Greek Myths by Marcia Williams</i> <i>Orchard Greek Myths by Geraldine McGaughrean</i>	<i>Firework Maker's Daughter by Philip Pullman</i> <i>Lightning Mary by Anthea Simmons</i>	<i>Loidis Ledes Leeds by Tom Palmer</i> <i>Coming to England by Floella Benjamin</i> <i>Who Built That? Bridges by Didier Cornille (dip into)</i>
Poetry read two or more	<i>Revolting Rhymes by Roald Dahl (CC)</i> <i>Let No One Steal Your Dreams by Paul Cookson (L&L)</i>	<i>Dream Variations by Langston Hughes (L&L)</i> <i>The Romans in Britain by Judith Nichols (topic)</i> <i>Emotional Menagerie by The School of Life (L&L)</i>	<i>Something Told the Wild Geese by Rachel Field (CC)</i> <i>The Magic Box by Kit Wright</i>	<i>The Dragon Who Ate Our School by Nick Toczek</i> <i>Pandora's Box by Paul Perro (topic)</i>	<i>Catch a Little Rhyme by Eve Mirriam (CC)</i> <i>The Sound Collector by Roger McGough</i>	<i>Chocolate Cake by Michael Rosen (CC)</i> <i>I Opened a Book by Julia Donaldson (CC)</i>
Extracts read all (and use one instead of a class novel, if preferred)	<i>Varjak Paw by SF Said</i> <i>Famous Five by Enid Blyton (CC)</i>	<i>James and the Giant Peach by Roald Dahl (CC)</i> <i>How I Taught My Grandmother to Read and other Stories by Sudha Murty</i> <i>How to be an Anglo-Saxon in 13 Easy Stages or How to be an Roman in 21 Easy Stages both by Scoular Anderson</i>	<i>Around the World in 80 Days by Jules Verne (CC)</i> <i>Peter Pan by J M Barrie (CC)</i>	<i>The Lion, the Witch and the Wardrobe by C S Lewis (CC)</i> <i>Who Let the Gods Out by Maz Evans</i>	<i>Charlotte's Web by E B White (CC)</i> <i>Bill's New Frock by Anne Fine (CC)</i>	<i>Wind and the Willows by Kenneth Grahame (CC)</i> <i>Respect: The Walter Tull Story by Michaela Morgan (topic)</i>
Picture books read one or more	<i>Where Ocean Meets Sky by The Fan Brothers (topic)</i> <i>The Lost Happy Endings by Carol Ann Duffy (CC – link to Y1/2 trad. tales reading)</i> <i>Santa Trap by Jonathan Emmett (seasonal)</i>	<i>Can I Build Another Me? by Shinsuke Yoshitake (L&L)</i> <i>Unplugged by Steve Antony (topic)</i>	<i>A World of Cities by Lily Murray (topic)</i> <i>Respect by Rachel Brian</i>	<i>The Lost Thing by Shaun Tan (L&L)</i> <i>FARTHER by Grahame Baker-Smith (topic – links to Daedalus and Icarus)</i> <i>The World is not a Rectangle: A Portrait of Architect of Zaha Hadid by Jeanette Winter</i>	<i>Leon and the Space Between by Angela McAllister</i> <i>Black Dog by Levi Pinfold</i> <i>Escape from Pompeii by Christina Balit</i>	<i>The Boy, The Mole, The Fox and The Horse by Charles Mackesy</i> <i>Orion and the Dark by Emma Yarlett</i>
Non-fiction	<i>Range of non-fiction books that we access from the Schools Library Service, our own library, classrooms, online, extracts.</i>					
			<i>eg Amazing Expeditions – Journeys that Changed the World by Anita Ganeri & Michael Mullan</i> <i>Usborne Outdoor Book by Alice</i>			

			James and Emily Bone		
--	--	--	----------------------	--	--


Long-term plans for Reading – Years 5 and 6

CC = cultural capital L&L = Living & Learning	Cycle A 'odd years': 2023-24, 2025-26...			Cycle B 'even': 2024-25, 2026-27...		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Topics	Geography: <i>Where in the world am I? (British geography and fieldwork)</i>	History: <i>Vikings The Islamic Golden Age (Early non-European civilisation)</i>	Geography: <i>Explorers (Contrasting locations: UK and the Americas)</i>	History: <i>Stone Age to Iron Age and Ancient Egypt</i>	Geography: <i>Environment / Natural disasters primary focus: seas and oceans</i>	History: <i>World War II inc evacuees and refugees (Study of an aspect or theme)</i>
	Art <i>painting sculpture</i>	Computing <i>primary focus: programming</i>	Design & Technology <i>primary focus: textiles</i>	Art <i>drawing printing</i>	Computing <i>primary focus: programming</i>	Design & Technology <i>primary focus: construction</i>
Class novel read one	<i>Wonder by RJ Palacio (L&L)</i> <i>Survivors by David Long and Kerry Hyndman</i>	<i>The Golden Horseman of Baghdad by Saviour Pirotta</i> <i>Viking Boy by Tony Bradman</i>	<i>The Explorer by Katherine Rundell</i> <i>Journey to the River Sea by Eva Ibbotson</i> <i>Forest of Doom by Ian Livingston (or another Fighting Fantasy book)</i>	<i>Wolf Brother by Michelle Paver</i> <i>Secrets of a Sun King by Emma Carroll</i>	<i>The Jamie Drake Equation by Christopher Edge</i> <i>Nowhere Emporium by Ross Mackenzie</i> <i>Floodland by Marcus Segwick</i>	<i>When Hitler Stole Pink Rabbit by Judith Kerr</i> <i>Letters from the Lighthouse by Emma Carroll</i> <i>Who Built That? Skyscrapers by Didier Cornille (dip into alongside class novel)</i>
Poetry read two or more	<i>In Flanders Fields by John McCrae (CC)</i> <i>The Spider and the Fly by Mary Howitt (CC)</i> <i>If by Rudyard Kipling (CC)</i>	<i>Jabberwocky by Lewis Carroll (CC)</i> <i>Railway Carriage by Robert Louis Stevenson (CC)</i> <i>(Kennings are also used heavily in the original Beowulf)</i>	<i>The Highwayman by Alfred Noyes (CC)</i> <i>Wings, Owl or City Jungle by Pie Corbett (CC)</i>	<i>Matilda, who told Lies, and was Burned to Death by Hilaire Belloc (CC)</i> <i>Macavity: The Mystery Cat by T S Elliot (CC)</i>	<i>The Lost Words by Robert Macfarlane & Jackie Morris</i> <i>Daffodils by William Wordsworth (CC)</i>	<i>Photograph by Roger Stevens (topic)</i> <i>Refugees by Brian Bilston (topic)</i> <i>The British Poem by Benjamin Zephaniah</i>
Extracts read all (and use one instead of a class novel, if preferred)	<i>Holes by Louis Sachar</i> <i>Pig Heart Boy by Malorie Blackman (CC)</i> <i>Journey to Jo'burg by Beverley Naidoo</i> <i>How you can save the planet by Hendrikus Van Hensbergen (topic)</i>	<i>Sinbad the Sailor by Marcia Williams (topic)</i> <i>Odd and the Frost Giants by Neil Gaiman</i> <i>Hugo Cabret by Brian Selznick</i>	<i>Robinson Crusoe by Daniel Defoe (CC)</i> <i>Treasure Island by Robert Louis Stevenson (CC)</i> <i>Survivors by David Long and Kerry Hyndman Julian Koepcke, (The Girl Who Fell from the Sky)</i>	<i>The Hobbit by JRR Tolkien (CC)</i> <i>A Christmas Carol by Charles Dickens (CC) – Chapter 1, up to Marley's Ghost</i>	<i>Sky Song by Abi Elphinstone</i> <i>Iron Man by Ted Hughes (CC)</i> <i>Tin Tin: Destination Moon, or Explorers on the Moon by Herge (CC)</i>	<i>The Missing by Michael Rosen (topic)</i> <i>Goodnight Mr Tom by Michelle Magorian (topic, CC)</i> <i>Windrush Child by Benjamin Zephaniah</i>
Picture books read one or more	<i>The Water-tower by Gary Crew and Steven Woolman (CC)</i> <i>Flood by Alvaro F Villa</i>	<i>Small Things by Mel Tregonning (L&L)</i> <i>Arthur and the Golden Rope by Joe Todd Stanton (topic)</i>	<i>Archipelago: An Atlas of Imagined Islands by Huw Lewis-Jones (topic)</i> <i>Respect by Rachel Brian (L&L)</i> <i>And Tango Makes Three by Justin Richardson and Peter Parnell (L&L)</i>	<i>Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams</i> <i>Secrets of Stonehenge by Mick Manning and Brita Granstrom</i> <i>Marcy and the Riddle of the Sphinx by Joe Todd Stanton (topic)</i>	<i>Voices in the park by Anthony Browne</i> <i>Flotsam by David Wiesner (topic)</i> <i>Curiosity: The Story of a Mars Rover by April Eberhardt (science)</i>	<i>The Journey by Francesca Sanna (topic)</i> <i>The Arrival by Shaun Tan (topic)</i> <i>And Tango Makes Three by Justin Richardson and Peter Parnell</i>
Non-fiction	<i>Range of non-fiction books that we access from the Schools Library Service, our own library, classrooms, online, extracts.</i>					
		eg <i>Daily Life in the Islamic Golden Age by Don Nardo (topic)</i>	eg <i>Shackleton's Journey by William Grill (topic)</i>		eg <i>How Does a Lighthouse Work? by Roman Belyaev (topic)</i>	eg <i>Own Your Period by Chella Quint</i>


Age-related expectations: Reading in Early Years

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)
<p>Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage</p>	
<p>N1 Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom. • the names of the different parts of a book. • page sequencing <p>N2 Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>N3 Engage in extended conversations about stories, learning new vocabulary.</p>	<p>R1 Read individual letters by saying the sounds for them.</p> <p>R2 Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>R3 Read some letter groups that each represent one sound and say sounds for them.</p> <p>R4 Read a few common exception words matched to the school's phonic programme.</p> <p>R5 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>R6 Re-read books (consistent with developing phonic knowledge) to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<p>These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2.</p>	
<p>Reading: fluency / word reading N1+ I am beginning to recognise repetition of words and rhymes when listening to stories.</p> <p>Reading: retrieve / comprehension N2+ I can talk about the title and the events. N3+ I can re-tell main events in a familiar story.</p> <p>Reading: interpret N4+ I can link what they hear read to their own experiences.</p> <p>Reading: explore and evaluate N5+ I know that there are both fiction and non-fiction books. N6+ I take pleasure in listening to stories and finding out facts in books. N7+ I can talk about a story in a group.</p> <p>Reading: range N8+ I am familiar with key stories, including traditional and fairy tales. N9+ I experience poems and rhymes. N10+ I know at least two nursery rhymes by heart. N11+ I can use prior knowledge to understand texts.</p> <p>Reading: vocabulary / comprehension N12+ I learn new words based on what has been read to me, and begin to use these words orally ('wow words').</p> 	<p>Reading: fluency / word reading <i>(Refer to the sequence of learning set out in Little Wandle Letters and Sounds Revised programme.)</i> R1+ I can recognise and use the repetition of words and rhymes to aid reading. R2+ I re-read to build up fluency. R3+ I can check that the text makes sense as I read.</p> <p>Reading: retrieve / comprehension R4+ I can re-tell main events, making appropriate comments.</p> <p>Reading: interpret R5+ I can link what I read or hear read to my own experiences.</p> <p>Reading: choice R6+ I can answer some simple questions about the writer's or illustrator's choice (eg <i>Why do you think the illustrator drew the children skipping and jumping on the cover of 'We're going on a bear hunt'?</i>).</p> <p>Reading: explore and evaluate R7+ I know simple differences between fiction and non-fiction. R8+ I take pleasure in reading. R9+ I can say what I like or dislike about a text. R10+ I can talk in a group about what I've read. R11+ I can listen to and discuss ideas about a text – narrative, non-fiction and poems – including at a level beyond that at which I can read independently.</p> <p>Reading: range R12+ I am very familiar with key stories, including traditional and fairy tales. R13+ I experience poems and rhymes. R14+ I know at least five nursery rhymes by heart. R15+ I can use context and vocabulary provided to understand texts. R16+ I understand and can talk about the main characteristics of the key stories known eg 'Once upon a time...'. R17+ I can use prior knowledge to understand texts.</p> <p>Reading: vocabulary / comprehension R18+ I learn new words based on what has been read to me, and begin to use these words orally and in writing.</p> <p>Reading: writing R19+ I am beginning to use full stops to pause when reading aloud. R20+ I can retell key stories orally using narrative language.</p>

Age-related expectations: Reading, Year 1


<p>Fluency</p> <ol style="list-style-type: none"> 1. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5). 2. Apply phonic knowledge and skills to decode words by reading common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known grapheme-phoneme correspondences. 3. Read phonetically decodable texts with confidence and accuracy. 4. Read common exception words ('tricky words'). 5. Read words of more than one syllable which contain taught grapheme-phoneme correspondences. 6. Read words containing taught grapheme-phoneme correspondences and the following endings: s, es, ing, ed, er, est. 7. Read words with contractions (eg I'm, we'll); understand apostrophe. 8. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5). 9. Recognise and use the repetition of words and rhymes to aid reading. 10. Re-read to build up fluency. 11. Read accurately and confidently words of 2 or more syllables. 12. Understand books (and other texts) they can already read accurately and fluently, and those they listen to. 13. Check that the text makes sense to them as they read and correct miscues, re-reading if necessary. 	<p>Explore and evaluate</p> <ol style="list-style-type: none"> 19. Understand the difference between fiction and non-fiction. 20. Develop pleasure in reading, motivation to read, vocabulary and understanding. 21. Say what they like or dislike about a text. 22. Talk about their responses in a group. 23. Listen to and discuss ideas about a text – narrative, non-fiction and poems – including at a level beyond that at which they can read independently. <p>Range</p> <ol style="list-style-type: none"> 24. Be very familiar with some key stories, including traditional and fairy tales. 25. Experience poems and rhymes. 26. Learn some poems and rhymes by heart. 27. Use context and vocabulary provided to understand texts. 28. Understand and talk about the main characteristics of the key stories known. 29. Use prior knowledge to understand texts. 
<p>Retrieve</p> <ol style="list-style-type: none"> 12. Talk about the title and the events. 13. Re-tell main events. 	<p>Vocabulary</p> <ol style="list-style-type: none"> 30. Discuss and clarify word definitions, linking new meanings to known vocabulary.
<p>Interpret</p> <ol style="list-style-type: none"> 14. Make predictions based on the events in the text. 15. Begin to draw inferences from the text and / or the illustrations. 16. Explain what they understand about a text. 17. Link what they read or hear read to their own experiences to support inference and empathy, for example. 	<p>Writing</p> <ol style="list-style-type: none"> 31. Begin to use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation. 32. Identify narrative language. 33. Retell key stories orally using narrative language.
<p>Choice</p> <ol style="list-style-type: none"> 18. Answer and ask appropriate questions about writer's choice (eg Why has the author used the word 'heave'?) 	

Age-related expectations: Reading, Year 2

Fluency	Explore and evaluate
<p>1. Apply phonic knowledge and skills to decode words by blending the sounds in words that contain the graphemes taught.</p> <p>2. Apply phonic knowledge and skills to decode words by recognising and reading alternative sounds for graphemes.</p> <p>3. Apply phonic knowledge and skills to decode words by reading accurately words of two or more syllables that contain the same GPCs as above.</p> <p>4. Decode automatically and fluently: read most (93% - 95%+) words quickly and accurately when they have been frequently encountered without overt sounding and blending.</p> <p>5. Read words containing common suffixes.</p> <p>6. Read further common exception words.</p> <p>7. Read and notice unusual correspondence between grapheme and phoneme (eg wash, jealous).</p> <p>8. Read aloud books (and other texts) closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>9. Read these books (and other texts) fluently and confidently, possibly by re-reading to build up this skill.</p> <p>10. Understand both the books / texts that they can read accurately and fluently and those they listen to.</p> <p>11. Read for meaning, checking that the text makes sense and correcting inaccurate reading.</p>	<p>20. Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.</p> <p>21. Be aware that non-fiction books (and other texts) are structured in different ways.</p> <p>22. Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>23. Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions (eg plot, settings, characters).</p> <p>24. Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p> <p>25. Use prior knowledge, context and vocabulary explored to understand texts.</p> <p>26. Talk about favourite words and phrases.</p>
	Range
	<p>27. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>28. Become increasingly familiar with a wider range of stories, fairy stories, traditional tales and non-fiction.</p>
	
Retrieve	Vocabulary
<p>12. Locate information using contents and index.</p> <p>13. Recounts main themes and events by showing understanding of the main points of the text.</p> <p>14. Answer appropriate questions about events and characters.</p>	<p>29. Discuss and clarify word definitions, linking new meanings to known vocabulary.</p>
Interpret	Writing
<p>15. Ask appropriate questions about events, inferred events and characters.</p> <p>16. Draw simple inferences from illustrations and text on the basis of events, character's actions and speech.</p> <p>17. Make predictions on the basis of what has been read so far.</p> <p>18. Answer appropriate questions about inferred events and characters.</p>	<p>30. Discuss the sequence of events in books (and other texts) and how items of information are related.</p> <p>31. Make links between spellings, punctuation and grammar that has been taught</p> <p>32. Use punctuation to vary pace (eg pauses appropriately at full stops and commas).</p> <p>33. Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language.</p> <p>34. Begin to use punctuation to vary expression (eg questions with different intonation or character voices).</p> <p>35. Know and recognise simple recurring literary language in stories and poetry.</p>
Choice	
<p>19. Answer and ask appropriate questions about writer's choice (eg Why has the author used the word 'heave'?)</p>	

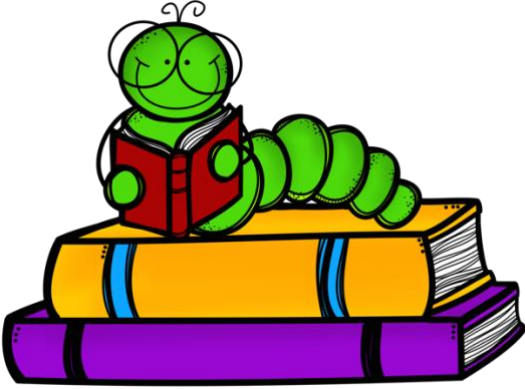
Age-related expectations: Reading, Year 3

bold text = core reading domains; bold numbers = non-core reading domains; other aspects of the Reading curriculum

Fluency	Explore and evaluate
<ol style="list-style-type: none"> 1. Can fluently read a set text appropriate for their age. 2. Apply phonic knowledge and skills to read unfamiliar words. 3. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand meaning of unfamiliar words. 4. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 5. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 6. Read aloud with intonation, tone, volume to show awareness of characters' speech and punctuation. 	<ol style="list-style-type: none"> 14. Understand what they read in books (and other texts) independently, checking that the text is meaningful. 15. Ask questions to improve understanding of a text. 16. Identify how structure and presentation contribute to the meaning of texts 17. Begin to understand that narrative books are structured in different ways (eg quest stories and stories with dilemmas). 18. Make links between spellings, punctuation and grammar that has been taught. 19. Explain and discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. 20. Begin to express opinions about how narrative books can be structured (eg quest stories and stories with dilemmas). 21. Develop pleasure in reading, motivation to read, vocabulary and understanding. 22. Begin to recognise themes / ideas in text types covered.
Retrieve	Range
<p>7. Retrieve and record information from fiction and non-fiction.</p> 	<ol style="list-style-type: none"> 23. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. 24. Know a wider range of stories, including fairy stories and legends. 25. Begin to recognise some different forms of poetry – list poems, shape poems, free verse etc. 26. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 27. Use dictionaries to check the meaning of unfamiliar words. 28. Choose books (and other texts) for specific purposes. 29. Explain and discuss understanding of books, poems and other material, both those read aloud and independently.
Interpret	Vocabulary
<ol style="list-style-type: none"> 8. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify these inferences with evidence (eg how characters relate to each other). 9. Predict what might happen from details stated and implied. 10. Know which words are essential to retain meaning in order to begin to summarise. 11. Show an awareness of figurative language. 	<p>30. Explain the meaning of words in context.</p>
Choice	Writing
<ol style="list-style-type: none"> 12. Discuss and record words and phrases that writers use to engage and impact on the reader (eg What choice of verb has been used?). 13. Begin to realise that literary conventions in text types can influence a writer's choice / style. 	<ol style="list-style-type: none"> 31. Begin to recognise some of the literary conventions in text types covered. 32. Know that non-fiction books / other texts are structured in different ways and be able to use them effectively. 33. Orally re-tell some known stories. 34. Prepare poems and scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

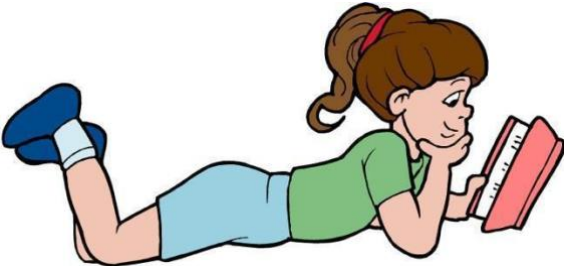
Age-related expectations: Reading, Year 4

bold text = core reading domains; bold numbers = non-core reading domains; other aspects of the Reading curriculum

Fluency	Explore and evaluate
<p>1. Can fluently read a set text appropriate for their age.</p> <p>2. Apply phonic knowledge and skills to read unfamiliar words.</p> <p>3. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words.</p> <p>4. Apply knowledge of morphology and etymology to read and understand words.</p> <p>5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>7. Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (eg an embedded subordinate clause).</p> <p>8. Check the text is meaningful.</p>	<p>15. Identify and summarise main ideas / theme of a text (more than one paragraph).</p> <p>16. Ask questions to improve understanding of a text.</p> <p>17. Know non-fiction books / texts are structured in different ways and be able to use them effectively.</p> <p>18. Know and recognise some of the literary conventions in text types covered.</p> <p>19. Know and recognise themes in text types covered.</p> <p>20. Discuss texts that are read aloud and independently, explaining and listening to ideas and opinions, giving reasons.</p> <p>21. Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>22. Begin to build on others' ideas and opinions about a text in discussion.</p> <p>23. Make connections between other similar texts, prior knowledge and experience.</p>
Retrieve	Range
<p>9. Retrieve and record information from non-fiction by beginning to skim and scan.</p> <div style="text-align: center;">  </div>	<p>24. Use dictionaries to check the meaning of unfamiliar words.</p> <p>25. Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.</p> <p>26. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks.</p> <p>27. Know a wider range of stories, including fairy stories, traditional tales and myths.</p> <p>28. Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.</p> <p>29. Read aloud and perform poems and scripts, showing understanding through intonation, tone, volume and action.</p>
Interpret	Vocabulary
<p>10. Infer meanings and justify them with evidence from the text eg inferring characters' feelings, thoughts and motives from their actions.</p> <p>11. Begins to explain the (non-literal) meaning of words in context (eg 'My heart raced'), including figurative language.</p> <p>12. Predict what might happen from details stated and implied (deduced information).</p>	<p>30. Explain the meaning of words in context.</p>
Choice	Writing
<p>13. Discuss and record words and phrases that writers use to engage and impact on the reader, explaining the effect they have.</p> <p>14. Show understanding that literary conventions in text types can influence a writer's choice / style.</p>	<p>31. Identify some text type language features eg narrative, explanation, persuasion.</p> <p>32. Know non-fiction books / texts are structured in different ways, identifying and using these organisational features effectively.</p> <p>33. Know and recognise some of the literary conventions in text types covered.</p> <p>34. Orally re-tell some known stories.</p> <p>35. Identify how a sentence type can be changed by altering word order, tense and punctuation, or by adding or deleting words.</p>


Age-related expectations: Reading, Year 5

bold text = core reading domains; bold numbers = non-core reading domains; other aspects of the Reading curriculum

Fluency	Explore and evaluate
<p>1. Can fluently read a set text appropriate for their age.</p> <p>2. Apply phonic knowledge and skills to read unfamiliar words.</p> <p>3. Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud and to understand the meaning of unfamiliar words.</p> <p>4. Apply knowledge of morphology and etymology to read and understand words.</p> <p>5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>7. Read and re-read ahead to check for meaning</p>	<p>19. Understand books (and other texts) read independently, checking that text is meaningful and discuss what has been understood.</p> <p>20. Identify significant ideas, events and characters and discuss their significance.</p> <p>21. Raise queries about texts and ask questions to improve understanding.</p> <p>22. Participate in discussions about books (and other texts) that are read to them and those they can read for themselves.</p> <p>23. Explain a personal point of view, giving reasons for their view.</p> <p>24. Recommend books (and other texts) to peers, giving reasons for their choices.</p> <p>25. Identify the effect of the context on a text (eg historical or other cultures).</p> <p>26. Make connections and comparisons between different versions of the same text, other texts, prior knowledge and experience.</p> <p>27. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>28. Identify and discuss themes and conventions in and across a wide range of writing.</p>
	
Retrieve	Range
<p>8. Use scanning to find and identify key information.</p> <p>9. Retrieve, record and present information from more than one source of non-fiction (eg when carrying out research).</p>	<p>29. Read for a range of purposes, discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>30. Increase familiarity with a range of books from our literary heritage and books from other cultures and traditions.</p> <p>31. Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action.</p> <p>32. Learn poems by heart eg narrative verse, haiku.</p>
Interpret	Vocabulary
<p>10. Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas, orally and in writing.</p> <p>11. Distinguish between statements of fact and opinion.</p> <p>12. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>13. Justify inferences with evidence from the text.</p> <p>14. Make predictions from details stated and implied information.</p> <p>15. Present the author's viewpoint of a text.</p>	<p>33. Explore the meaning of increasingly complex words in context, eg by using meaning-seeking strategies.</p> <p>34. Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p>
Choice	Writing
<p>16. Read non-fiction texts and identify purpose, presentation and structures and evaluate how effective they are (eg how much they contribute to the meaning of a text).</p> <p>17. Identify purpose and comment on word choice and grammatical features of a text.</p> <p>18. Discuss and comment on the writer's use of language for effect, including figurative language, considering impact (eg precisely chosen adjectives, similes and personification).</p>	<p>35. Read non-fiction texts and identify purpose, presentation and structures and evaluate how effective they are eg how much they contribute to the meaning of a text.</p> <p>36. Use knowledge of structure of text type to find key information.</p> <p>37. Read books (and other texts) that are structured in different ways.</p> <p>38. Identify formal and informal language.</p>

Age-related expectations: Reading, Year 6

bold text = core reading domains; bold numbers = non-core reading domains; other aspects of the Reading curriculum

Fluency	Explore and evaluate
<p>1. Can fluently read a set text appropriate for their age.</p> <p>2. Apply phonic knowledge and skills to read unfamiliar words.</p> <p>3. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud (attempting pronunciation) and to understand the meaning of unfamiliar words.</p> <p>4. Use combined knowledge of phonemes and word derivations to pronounce words correctly (eg arachnophobia, audience)</p> <p>5. Read fluently, using punctuation to inform meaning.</p> <p>6. Apply knowledge of morphology and etymology to read and understand words.</p> <p>7. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> 	<p>17. Understand books (and other texts) read independently, ensuring that the book is meaningful and discuss what has been understood.</p> <p>18. Explain the main purpose of a text.</p> <p>19. Raise queries about texts to extend understanding.</p> <p>20. Explain and comment on explicit and implicit points of view.</p> <p>21. Express a personal point of view about a text (eg about organisation, presentation, writers' choice), giving reasons linked to evidence from texts.</p> <p>22. Build on or present counter-arguments to others' ideas and opinions about a text in discussion.</p> <p>23. Recommend books (and other texts) to peers, giving reasons for their choices.</p> <p>24. Compare and contrast books (and other texts): within and across texts (including by different authors who may have different views and comparison of different versions).</p> <p>25. Identify and explain the effect of the context on a text (eg historical or geographical).</p> <p>26. Make connections between reading and prior knowledge and experience; explain the links.</p> <p>27. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>
Retrieve	Range
<p>8. Retrieve relevant information by skimming and scanning, taking notes / highlighting to record key points.</p>	<p>28. Read books (and other texts) that are structured in different ways.</p> <p>29. Read and discuss non-fiction texts (eg to support other curriculum areas).</p> <p>30. Read and discuss a range of texts, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>31. Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action.</p> <p>32. Learn poems by heart eg narrative verse, sonnet.</p>
Interpret	Vocabulary
<p>9. Summarise the main ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas.</p> <p>10. Distinguish between statements of fact and opinion.</p> <p>11. Draw inferences (eg inferring characters' feelings, thoughts and motives from their actions).</p> <p>12. Develop explanations to justify inferences using evidence from the text.</p> <p>13. Predict what might happen from details stated and implied from across a text.</p> <p>14. Present and explain the author's viewpoint in a text.</p> <p>15. Present an oral overview or summary of a text.</p>	<p>33. Explore the meaning of increasingly complex unfamiliar words in context, eg by using meaning-seeking strategies.</p> <p>34. Explore meanings of idiomatic and figurative language (eg by using meaning-seeking strategies).</p>
Choice	Writing
<p>16. Identify, comment (with consideration of impact) and back up views on how the following contribute to the meaning and effectiveness of a text:</p> <ul style="list-style-type: none"> language, structure and presentation (eg is it clear, attractive, easy to fact-find?) writer's choice of vocabulary writer's craft, including figurative language, grammatical features, text structure (eg the use of short sentences to build tension) 	<p>35. Collate and organise information / points / evidence appropriately.</p> <p>36. Recognise texts that contain features from more than one text type.</p> <p>37. Identify and discuss the conventions of different text types.</p> <p>38. Identify formal and informal language.</p>

Appendix: Our reading diet

This Reading 'diet' shows the variety of ways we teach Reading (left column), with notes on when and how Reading is typically taught. Some Key Stage 1 activities continue into Key Stage 2 when additional support for individuals is needed.

Reading Activity and its key purpose	Nursery (Scholes (Elmet) Primary and St James' CE Primary)	Reception	Key Stage 1 (Y1 – Y2)	Key Stage 2 (Y3 – Y6)
Story Time / Class Novel to promote a love of reading	<p>story time book (different daily story chosen by adult or child, read in key worker groups / an area of provision)</p> <p>theme book (a fiction or non-fiction book linked to the Early Years theme; read three times across a week with a rough focus as below: 1. simple read 2. explain words and phrases 3. asides, voices and actions)</p>	<p>story time book (voted for by children; daily)</p> <p>theme book (a fiction or non-fiction book linked to the Early Years theme; read three times across a week with a rough focus as below: 1. simple read 2. explain words and phrases 3. asides, voices and actions)</p>	<p>class novel</p> <p>10 mins, daily (supplemented with other stories or non-fiction)</p>	<p>class novel</p> <p>(around three 20 min sessions every week; see Appendix: Reading long term plan; can include explore discussion sessions and drama)</p>
Book Club to promote a love of reading	(love of reading promoted through other aspects of reading diet)	(love of reading promoted through other aspects of reading diet)	(love of reading promoted through other aspects of reading diet)	<p>dedicated weekly session, 30-45 mins</p> <p>(must include hearing readers, library visit, checking Reading Records; books alternate between solo and group reading; can include explore sessions, drama etc)</p>
Phonics to develop decoding skills and fluency	<p>5 mins, daily, increasing over the year to 10 mins, daily</p> <p>(taught in key worker groups; using the Little Wandle systematic synthetic phonics scheme;</p>	<p>15 mins, daily, increasing over the year to 30 mins, daily</p> <p>(using the Little Wandle systematic synthetic phonics scheme)</p>	<p>30 mins, daily</p> <p>(using the Little Wandle systematic synthetic phonics scheme; In Y2, children learn more about spelling patterns and rules)</p>	<p>(aspects of phonics continue as part of spelling lessons; and phonics interventions continue into Key Stage 2 when additional support for individuals is needed)</p>

	phase 1 phonics eg environmental sounds, body percussion etc is developed through areas of provision)			
Reading Practice to practise decoding skills and fluency		15-20 mins, four times every week (fifth day is a library visit)	15-20 mins, four times every week (fifth day is a library visit)	('replaced' by Fluency)
Daily Poem to promote a love of reading and an awareness of language	5 mins, daily (nursery rhyme; same rhyme all week)	5 mins, daily (same poem all week)	5 mins, daily (same poem all week)	(feature in Reading Skills, Fluency)
Fluency to develop fluency		(see Reading Practice)	15-20 mins, four times every week for those who are secure at Phase 5 of Little Wandle (and have therefore 'left' the scheme)	10 mins, three times every week a range of texts eg: 2 x fiction, 2 x poems, 1 x topic related text, 1 x science related texts are short : typically, between 100 – 150 words in length 3 or 4 pieces of vocabulary that children are unfamiliar with
Reading Skills to develop specific reading skills	five concepts of print are taught when reading the story time book and theme book: <ul style="list-style-type: none"> • print has meaning • print has different purposes • read print from left-right, top-bottom • book parts (title, author, front cover, back cover, blurb, pages) • page sequence 			
Writing to act as a model for writing, building up awareness of purpose, audience, key language and the impact on the reader		(teachers model writing sentences as a basis for reading and writing)	every week texts are used as models, typically at the start of the writing process and referred to throughout a writing sequence of learning	

Topic to read to learn and to ‘Read as a...’ from a particular perspective	theme book (a book linked to the Early Years theme; three times every week; fiction or non-fiction)		every week this may be in a Fluency session (see above) or in a Topic lesson (five- ten minutes); may link with the ‘Read as a...’ guidance
One to One to develop fluency and skills	individual specific provision where needed eg to recognise own name	for children who are at risk of falling behind and/or who remain at the early stages of reading: if children fall behind ‘words per minute’, 3 x weekly; timings vary mainly used as intervention	

We use a variety of reading materials during the above sessions:

- story props (mainly Early Years)
- class novel
- newspapers, magazines, comics eg First News
- visits
- website extracts
- individual books
- group books
- poems
- topic texts
- other cross-curricular reading

Appendix: Book Club

In order to inspire children to enjoy reading, we employ the following strategies:

- adults in school become reading role models, being seen to read and be enthusiastic about it
- teachers read aloud often with passion and enthusiasm
- teachers use engaging texts and activities
- regular sessions devoted to exploring authors and their websites
- teachers link to real life and/or current cross curricular topics where possible
- children are involved in choosing what they read
- we work with the School Library Service and with the local public library
- encourage involvement in reading at home
- effectively use the school library
- budget for regular updating of reading and library resources
- CPD ensures teachers are up-to-date and able to deliver engaging reading lessons
- a weekly Book Club

Every week, for children in Key Stage 2, classes take part in Book Club. This session lasts for roughly 30 minutes and includes dedicated time for children to read their books. Each half term, Book Club alternates between 'solo reading' and 'group reading' (see Reading at Home). Teachers also choose one additional task from a menu of activities which allows children to recommend books, encourages the development of their oracy skills or discover new and exciting authors. Knowing about authors not only increases a child's cultural capital but provides them with role models who look and sound like them.

Oracy Games	Drama
Erm Challenge If my character ruled the world... Book Wars Pace Yourself Virtual Tour	Hot Seating Act out a scene Charades Conscience Alley Freeze Frames
Explore	Authors
Recommend Ask questions Book reviews Debate Find the connections	The following websites can be shared in class: https://authorfy.com/introductions/ https://wordsforlife.org.uk/virtual-school-library/authors/ https://clubs-kids.scholastic.co.uk/authors

Reading Records

Teachers assign a weekly activity for children to complete at home which are celebrated and shared each week in Book Club: Question Master, Fact File, Book Wars, Draw It, Step in their Shoes, Vocabulary Ninja or Comic Strip. Adults are encouraged to read often with their child so there is a comment box for them to communicate with teachers how they're getting on at home each week. Children can also complete book reviews and reading challenges.

Appendix: Class novels

What and why?

Each term, teachers read a minimum of one class novel and children enjoy whole-class reading sessions every day. The class novel is often chosen for its links to topic (eg Queen of Darkness by Tony Bradman) or the opportunity to increase a child's cultural capital (eg The Enchanted Wood by Enid Blyton). Sometimes, class novels are chosen simply because it's a good book. Suggestions for these choices are stated in the long term plans for reading for each phase. Where there are multiple suggestions, teachers may choose themselves or involve their class in the decision-making process. Other texts such as poetry, picture books and extracts may also be read during class novel time, but the main texts will be the class novels themselves. Reading a class novel has many benefits: promoting a love of reading; an exposure to more advanced vocabulary than children would normally get (because the level of difficulty of the text should be slightly higher than children would choose to read on their own); and an engaging vehicle for other learning. The class novel will be predominantly read by the class teacher but may be read by teaching assistants or members of the class themselves. Each session lasts a minimum of ten minutes but might last for longer; time is given in class novel sessions to discuss unfamiliar vocabulary and add it to the Word Wall (see display policy) if appropriate. Time is also dedicated to discussing, predicting, asking questions, making links and giving opinions.

Reading Aloud

Teachers, modelling oracy skills, will read aloud with:

- voice projection
- prosody
- an appropriate pace
- clear pronunciation
- enthusiasm

(For more information about oracy, see the Sphere Oracy Guide.)

Book Talk

Teachers will also model their thinking, often called 'book talk'. Questions, comments and observations are thought aloud to demonstrate what could or should be happening as they read to themselves.

"I wonder why..."

"That must be because..."

"Where are (x) going?"

"Do you remember reading about (x) before?"

Links to other subjects

The class novel might be the stimulus for many reading skills sessions or a small extract might be used for reading fluency sessions. In Book Club, the class might use the class novel as the basis for some drama or other oracy activities. If a class novel is topic linked, there may be a link with writing lessons, too.

Appendix: Reading skills

What, when and why?

Teachers use the age-related expectations which derive from the National Curriculum to plan Reading skills sessions that focus on a specific skill(s), such as retrieving information, predicting what might happen from details stated or implied, or making connections between other similar texts, prior knowledge and experience. These lessons happen three to four times every week and last for around 30 minutes. Through a rich, varied reading diet and carefully thought out teacher modelling, we develop children's skills in many ways. We read for a range of purposes and a variety of texts, enable children to understand information efficiently, and apply different skills to a variety of contexts.

Reading skills sessions in Key Stage 2 will also reference the reading domains as set out in 'Key stage 2: English reading test framework':

- 2a give / explain the meaning of words in context
- 2b retrieve and record information / identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text / explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g identify / explain how meaning is enhanced through choice of words and phrases
- 2h make comparisons within the text

How?

A sequence of reading skills lessons will typically follow one of the following approaches:

LO-driven	Text-driven
Sharp focus on one (possibly two) LOs Across a week or series of sessions Progression in learning and challenge planned for Might cover a range of texts (and even pictures or film)	Multiple LOs covered – but identified to match the text (content, style) Multiple LOs planned for in advance Across a week or series of sessions Focus on one text only
Outcome: a specific Reading skill is acquired or improved on	Outcome: a variety of Reading skills are used, applied, practised

Reading with a focus

Before reading a text, teachers often give children a focus to have (ie something to look out for) or a role to take on, either as individuals, pairs, groups or focus on one at a time as a whole class. Research has shown that this helps children understand better and notice more.

Roles may include:

- **Summariser** - highlight the key ideas up to this point in the reading
- **Questioner** - pose questions about the selection eg unclear parts, puzzling information, connections to other parts of the text, other texts or other knowledge
- **Clarifier** - address confusing parts and attempt to answer the questions that were just posed.
- **Predictor** - offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be

Appendix: RIC

What is RIC?

RIC was a Strategic School Improvement Fund project run by Noctua and it was chosen as a 'Promising Project' by the Education Endowment Fund. It focusses on teaching children three important skills: *Retrieval*, *Interpret* and understanding a writer's *Choice* of language. It involves reading a short text, analysing a picture or watching a short video and responding to the three question types. Support and challenge is given through a variety pre-teaching, tailored questions, appropriate texts and expected outcomes.

Why is it useful?

RIC sessions focus on these three elements of reading because they're some of the most important reading skills for life and they're also the most assessed ones, as seen below in bold. Here's the domain analysis for the 2022 End of Key Stage assessments:

domain	number of marks	percentage
2a give / explain the meaning of words in context	5	10%
2b retrieve and record information / identify key details from fiction and non-fiction	19	38%
2c summarise main ideas from more than one paragraph	2	4%
2d make inferences from the text / explain and justify inferences with evidence from the text	22	44%
2e predict what might happen from details stated and implied	1	2%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	1	2%
2g identify / explain how meaning is enhanced through choice of words and phrases	0	0%
2h make comparisons within the text	0	0%

- We can expose children to a wide range of literature, through extracts, poems, class novels, satellite texts etc
- Children gain experience of different question styles
- It allows us to help with children's fluency, such as echo reading the text, discussing vocabulary, expression
- It's a powerful way to get accurate understanding of children's skills, using the review part of the session.

Structure and timing

For Key Stage 2 children, RIC sessions take place one a week during reading skills lessons. They last up to 30 minutes.

Reading (up to 5 mins)	Answering (up to 10 mins)	Reviewing (up to 10 mins)
Remove the potential difficulty for some children of decoding the text by supporting this aspect of reading:	Help children understand what the questions say and how to answer them. Sometimes, model how to answer a particular style of question. Use a very similar one to theirs.	This is where a lot of the learning from a RIC session can occur, so make sure there's enough time dedicated to it. Use a visualiser, iPad or other method of viewing a child's answers as a class.

<ul style="list-style-type: none"> ● read the text to the children, modelling expression and fluency, with children pointing to their own copies to track what's being read, or ● echo read: read a sentence (or part of one for younger / lower attaining children) and have children repeat it back, while pointing to their own copies to track what's being read, or ● allow children time to read the text in pairs or independently (works well in KS2 if most children are fluent readers) <p>Consider <i>briefly</i> exploring...</p> <ul style="list-style-type: none"> ...an overall summary ...purpose and audience ...vocabulary <p>but don't spend long on this.</p> <p>When using a picture stimulus or film clip, watch it and discuss briefly.</p>	<ul style="list-style-type: none"> ● read it aloud, identifying important words ● think aloud ("<i>This one's definitely wrong, but these two seem possible, so it must be one of these. I'm going to read the sentence again...</i>" etc) ● pointing out potential errors (eg ticking two not one) <p>Give a short, specific time for children to answer and then give reminders during that time: <i>"You're half way through your 4 minutes."</i> <i>"You've got two minutes left, so if you haven't circled an answer for C, have a go now."</i></p> <p>Support individuals or groups for most of this time, but occasionally circulate to check on children's progress.</p>	<p>Discuss the right answers, giving simple, succinct explanations. Write these down for children or have them on a slide so the class can see what as well as hear it.</p> <p>Focus on <i>how to get the answers</i>, not just what the right answers are.</p> <p>Ask children to edit their own work to make improvements. Review some of this under a visualiser/iPad, praising and rewarding children for listening and making changes if needed.</p> <p>Repeat aloud simple procedures for getting similar question right in the future (eg "<i>Choose a key word in the R question. Skim for the word in the text. Read around it. Answer the question.</i>") Children might chant this back, or point to where in the room it's on display, such as a learning wall.</p>
--	---	--

Choosing a text

Pitch a text to the upper end of the class. There are different things that might impact on what's used as a stimulus:

- length (a large paragraph or short page that will take around 3 minutes to read)
- vocabulary (some challenging words are good, especially for C questions, but not so many that it disrupts children's ability to understand the text and practise the R and I skills)

Consider a text that links to other learning, such as topics or a specific text type in Writing. These cross-curricular links benefit both the reading and the topic learning, for example by learning vocabulary in science that children encounter again in a RIC session.

Writing questions

Use a variety of question stems and types from previous SATs papers (see Appendix: SATs-style question stems) to make RIC sessions more varied and engaging, and familiarise children with more than one type of question. Consider occasional two or three mark questions, but considering that these aren't very common, make one mark questions the norm. (For example question stems, see Appendix: ARE-based question ideas.)

Retrieval

Children should be asked to find information in what they've read. These questions can be made easier or harder depending on the age/needs of children:

Easiest: Use the same words in the question the children can find in the text. (eg "*What colour is the **bus**?*" Children find the word **bus** in the text.)

Harder: Use words in the same family. (eg "*What was for **sale**?*" Children find the word **sold** in the text.)

Hardest: Use synonyms. (eg "*What was for **sale**?*" and children find the word "purchased" in the text.)

Interpret

Ask children to understand things that aren't explicitly said, but need them to pick up on clues and hints. This includes a range of slightly different but nevertheless distinct understanding:

- characters' feelings
- characters' thoughts
- characters' motives
- characters' actions
- causes of events
- consequences of events
- prediction of the above things

This isn't an exhaustive list and shouldn't be viewed as one. If children have to 'read between the lines', they're inferring. There's also an element of inferring in understanding an author's choice of language, so there's an overlap with the C questions in RIC.

When modelling how to answer inference questions, consider modelling using the same type of inference to make things as simple to understand as possible (ie Don't model understanding causes of events by picking up on clues, then have the class understand characters' actions – this might be too disconnected for some.)

Choice

These questions need to be about understanding an *author's* choice within a text or other stimulus, such as...

- *Why has the author chosen to...?*
- *What word shows...?*
- *Find and copy one phrase that shows...*

Choice questions are often about language (words or phrases) rather than anything else (picture choice, bold/italic) and are often the most difficult for children to answer. When using a picture or video clip, this question is about the artist's choice (eg of colours, media, or content) or the clip's creator's choice (eg of zooming out, colours, or music).

Don't ask children about *their* choice – it's about the *author's* choice.

Appendix: Purpose of reading

Texts read in class are carefully and purposefully chosen. Teachers ensure the level of challenge is matched appropriately to the needs of their pupils. (Class Novels should be chosen that offer more challenge due to the nature of reading together and digesting the text as a class.) Vocabulary should be inspiring but not too unfamiliar that it shifts the focus from the intended purpose. The right length of text is also key, too – we want to encourage stamina whilst making reading accessible. Teachers will choose texts depending on the main purpose, consider the background knowledge necessary to comprehension, and any misconceptions children may have about it.

Texts should:

- spark interest, curiosity and motivation.
- develop relevant knowledge and understanding.
- reflect diverse backgrounds, authors and experiences.
- be written across a range of settings and time periods.
- be targeted at the students' reading level if accessing independently; be targeted above the students' reading level if accessing it as a class.
- build on and develop skills across the curriculum.

In reading skills lessons, the text should directly match the learning outcome of the lesson. For example, when teaching pupils to make predictions, the text needs to contain enough clues in order to do so, be unfamiliar to them and / or have multiple possibilities. When teaching retrieval, a less challenging text may be chosen at the start of the year which gets progressively harder as the skill develops.

In writing lessons, reading these carefully chosen texts forms a vital basis upon which to build writing skills. Children are exposed to quality texts that enable them to gather ideas, identify key features and understand literary conventions / structure. Discussion will take place before, during and after reading a text about what the purpose of it is and the audience it is aimed at – children should be able to articulate both with reasons and evidence for how they were able to ascertain this information and how it may differ from other text types.

The purpose of a text is the 'what' and audience is the 'who' and both determine the vocabulary, punctuation, formality, organisation, sentence structure and grammar chosen for that particular piece. The audience for a text type will vary depending on different factors such as their age, level of expertise, familiarity to the author or cultural background.

Pupils should also be made aware that, in reading skills lessons, the purpose of them reading a text is also for them to be exposed to cross-curricular knowledge, whereby they learn subject-specific vocabulary, knowledge and skills.

text type	purpose	examples / source
-----------	---------	-------------------

<p>Narrative (story)</p>	<p><i>To interest and entertain by telling stories.</i></p> <p><i>to describe, to narrate</i></p>	<p>Many different genres of story, eg: science-fiction, mystery, ghost, fantasy, fairy story</p>
<p>Script</p>	<p><i>To show actors what to say and what to do.</i></p> <p><i>to narrate</i></p>	<p>Scripts might feature an additional purpose / text type, eg: where someone persuades another, an interview where information is given</p>
<p>Poetry</p>	<p><i>To interest and entertain the audience; to 'paint' word pictures.</i></p> <p><i>to describe, to narrate</i></p>	<p>Many different genres of poem, eg: nursery rhyme, acrostic, kenning, limerick, cinquain</p>
<p>Recount</p>	<p><i>To re-tell events and describe what's happened.</i></p> <p><i>to narrate</i></p>	<p>email /letters / postcards, blog, travel blog/review, biography, auto biography, interview (possibly a script), witness statement, diary entry, <i>a type of review (see also report and persuasion)</i></p>
<p>Review</p>	<p><i>To present an opinion.</i></p> <p><i>to inform</i></p>	<p>book film holiday music food theatre gig museum day out products online (eg Amazon)</p>

<p>Report</p>	<p><i>To give information / describe the way things are.</i></p> <p><i>to inform</i></p>	<p>website, information book, leaflet, letter / email, <i>report with opinion = a type of review (see also recount and persuasion)</i></p>
<p>Notes and Summaries</p>	<p><i>To highlight key information/messages.</i></p>	<p>research start of review author blurb conclusions home page of a website product descriptions advert during an event/film/lecture job application an argument a tweet a text message</p>
<p>Promotion</p>	<p><i>To persuade / sell / promote a product.</i></p> <p>Could be seen as 'a report that is biased and wants to sell'.</p> <p><i>to persuade</i></p>	<p>leaflet (museums, attractions), radio advertisement (writing the content), magazine / newspaper advertisement (but text is limited), poster internet (it's worth alerting children to how some websites are funded)</p>
<p>Persuasion</p>	<p><i>To persuade the audience to do something.</i></p> <p>Could be seen as 'a report that is biased and wants to change an opinion or practice'.</p> <p><i>to persuade</i></p>	<p>email, letter, speech (not written as a script), poster <i>a type of review (see also report and recount)</i></p>
<p>News report (journalistic)</p>	<p><i>To tell the news.</i></p> <p><i>to narrate, to inform</i></p>	<p>website article, newspaper article, radio article</p>

<p>Discussion</p>	<p><i>To think about different sides of an argument, and possibly reach a decision (ie conclusion).</i></p> <p><i>to inform</i></p>	<p>letter, speech (ie in front of a class, not as a script or dialogue),</p>
<p>Instructions</p>	<p><i>To tell the reader how to do something.</i></p> <p><i>to inform, to narrate</i></p>	<p>any 'How to...' text, eg: craft book, recipe directions holiday reviews build</p>
<p>Explanation</p>	<p><i>To explain step by step how or why something happens.</i></p> <p><i>to inform</i></p>	<p>often embedded into a diagram, eg: website, information book</p>

Appendix: Reading at home and Reading Records

Giving children a choice over what they read helps develop a love of reading. Children read books at school that match their understanding of phonics until this is no longer needed. Books that are sent home also match the phase of phonics that children are learning, and will often be the same books as those read in school: repeated reading supports fluency. These books are labelled 'phonetically decodable'.

Books that are beyond children's phonic understanding will be read with children by adults at school and at home in order to promote a love of reading and to support wider comprehension. Children should move onto 'real books' (ie non-scheme books) as soon as possible: they should experience these books in Key Stage 1 and in Key Stage 2 they should read non-phonetically decodable books as soon as appropriate.

Children are expected to take books home each week to read to an agreed page number. Teachers check on reading at home on a weekly basis. In addition to these books, children may choose books from the library to take home.

Reading record books are used to keep track of what children are reading until they become fluent. When children are fluent readers, the table in the appendices will be used to keep a record of texts that children have read *significant proportions* of (ie a section, a short story from a collection, the whole thing etc). This might be completed as part of a book club routine, with time given for children to discuss books that they've read with a partner, group or with the whole class.

This will include:	This won't include:
<ul style="list-style-type: none">● guided or independent books read during book club sessions● library books● class novels● extracts, poems and picture books read as a class	<ul style="list-style-type: none">● texts read entirely at home● text that children just 'dip into' (ie for 5 minutes at the end of the day)

Keeping a record of these books helps because staff know what a child is reading. This is beneficial because adults can then...

- have better discussions about texts
- help children make links to previously read texts
- ensure appropriate challenge
- support children to have a varied diet
- recommend other texts (eg by the same author, in the same genre, a related or a contrasting text)

It also allows staff to notice if a child isn't reading much, so adults can encourage more frequent reading.

Appendix: The interactive reading process

Modelling active reading is vital to support children's understanding, as is creating routines when reading, but making reading sessions interactive is vital to ensuring engagement. The reading process is explained and expanded on below, with clear strategies for promoting active learning. Teachers should refer to this for guidance, often using elements of it when reading to or with children, whether that is during reading skills sessions, class novel time, foundation subject reading or something else.

Before reading with the class

Before a reading session, teachers should read the text that they're going to use with the children, so they can remember it (ie two months ago is too long), and consider the following questions:

- What is the main **gist** of the page/section/chapter? Are there key things for children to notice or understand?
- What **background knowledge** will children need before reading it?
- What **vocabulary** is needed to understand the text? Make note and consider when and how to teach these words, exploring them in a vocabulary session.
- What **misconceptions** might children make when reading, particularly of vocabulary, but also of concepts and ideas that the book is trying to get across?
- Which sections of the text are **most challenging**? You might need to slow down here or read them again for your class.

Before reading

Focus.

Before reading a text, give children a focus to have, such as a certain thing to look for or be aware of. Alternatively give them a role to take on, either as individuals, pairs, groups or focus on one at a time as a whole class.

For example: summariser, questioner, clarifier and predictor. Research has shown that this helps children understand better and notice more.

Ask questions about the text or topic.

This helps focus your mind on what you're about to read and helps you to notice key messages in the text. You can think back, when you're read a text, and see if you've now answered your questions.

Where did ... come from?

Who wrote this? When?

I wonder if...?

Why does the text...?

Active prior knowledge.

By considering and remembering what you know about the type or content of a text already, it helps you to better understand what you're reading.

For example, knowing that a diary entry is a personal piece of writing that's likely to have thoughts and feelings in, and that it's often written in chronological order, will help you to understand it.

I know ... travelled in/on... They lived in...

This type of character is usually quite... in films and TV I've seen of them.

This text is a... so I'm expecting...

Make predictions.

Anticipating what will happen in a story, or the content of a non-fiction text, aid a good reader to make sense of what they're reading. It also helps readers to realise when they're not understanding correctly.

If I'm reading what appears to be a sci-fi book, for example, and there are no aliens or space ships, I'm probably missing something.

I think there's going to be a battle because...

It'll probably turn out ok in the end for...

This is a... story, so I'm expecting...

The author is trying to keep us guessing and will deliberately make us think it was someone else that...

During reading

Read aloud.

Teachers should read to children, modelling pace, expression, volume, smoothness and phrasing. 'Book talk' what you're reading: pause and wonder aloud, question, clarify, predict, hypothesise and summarise. Model this carefully to support children to do the same, sometimes using sentence stems to help.

Alternatively, read with them using some of the strategies to aid fluency listed in [Appendix: Fluency](#).

<p>Use ‘reduce/repair’ (comprehension monitoring) strategies. When they’re not understanding what they’re reading, good readers notice and do something about it. They’ve learnt to automatically employ a variety of strategies to reduce difficulties and repair their understanding:</p> <ul style="list-style-type: none"> ● pause and reflect that you haven’t understood ● reread ● slow down ● checking index, glossary, scaffolds or even other text for more information ● asking questions ● summarising – see <i>Six-word Summaries</i>, <i>Just a Minute</i> and <i>In a Nutshell</i> in Appendix 3 <p><i>Why is ...going...?</i> <i>Did she just...?</i> <i>So are we meant to think that...?</i> <i>I wonder if...?</i></p>	<p>Update and make new predictions or hypotheses. As you read a text, what you originally thought would happen often doesn’t. The same is true for what you thought about a character or event. A good read adapts what they’re expecting based on information and clues that they’re given in a text. This helps with understanding. For example, if I thought some characters were going to fight and they are laughing together in a story, I’ve misunderstood something so might then use a reduce/repair strategy (listed below).</p> <p><i>Actually, I don’t think she’s going to... because I’ve noticed...</i> <i>When it said... I realised that it can’t be... so I think now...</i></p>	<p>Make connections and inferences. Good readers relate what they’re reading to their knowledge of other things, including making links within and across a text, between texts, with films and TV, and to other general knowledge.</p> <p><i>This reminds me of...</i> <i>That person is holding the same things as the other character did when...</i> <i>It could mean he’s feeling...or...– it’s probably ... in this situation.</i> <i>I think the author is showing us that...</i></p>	<p>Visualise and devise a mental model of the text. Using different graphic organisers can help to imagine what it’s like to be in a text, understand it and keep track of complex plots and tricky non-fiction:</p> <ul style="list-style-type: none"> ● timelines – with or without text; simple pictures rather than works of art ● story maps – for whole texts or just sections ● diagrams – Venn, Carroll, spider, fishbone and tree diagrams all work ● pictures – <i>Draw and label</i> a setting, scene or character <p>These activities and others are found in Appendix 3.</p>
--	---	---	--

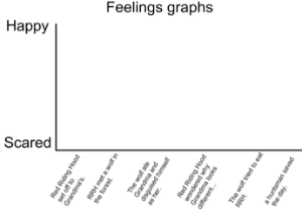
After reading

Engage with the text.
Have children demonstrate their understanding of a text. Use the ideas below as well as the activities in Appendix: Reading activities.

<p>Seek coherence and summarise the text. When you finish a text, it’s useful to make sure you understand it. If something doesn’t make sense, thinking aloud can aid your understanding. Summarising what you think has happened or what the main points of the text are and checking it with someone else helps to make things clear. This is similar to the reduce/repair strategies discussed above.</p> <p><i>Ok, yes. That makes sense because...</i> <i>Hang on a second – didn’t that person say...</i> <i>So, what’s happening is...</i></p>	<p>Revisit and revise your predictions. Were you right all along? Checking whether your predictions were right when you’ve finished a text, or checking after you’ve finished reading a section whether you’ve actually changed your mind, can improve understanding. If you were wrong, perhaps there have been clues that you missed and now you realise.</p> <p><i>I was wrong! I thought... but actually...</i> <i>Yes – that’s what I thought would happen because...</i> <i>I was nearly right, though really ... because I didn’t expect ...</i> <i>Now I’ve realized... because it said...</i></p>	<p>Generate further questions about the text and your understanding. The end of a text often leaves you wondering. A class of children might be able to help answer each other’s questions, or they might realise that everyone is wondering the same thing – will we find out in the next chapter? The next book in the series? Are we meant to be kept guessing? Can we find out the answer using a different source? Not only does forming these questions help because we might find answers amongst the class, but it also fosters curiosity.</p> <p><i>I still don’t understand why ... did...?</i></p>	<p>Evaluate your reading and judge against your goals. You read something for a reason, whether that’s for entertainment, to find out about something or understand something better. When you finish a text, a good read reflects on whether they’ve achieved their aim. This help inform future choices and influences whether you will re-read something or find a different text to give you more information.</p> <p><i>I enjoyed that more than I expected because...</i></p>
--	---	--	--

<p><i>He went to... because... and then she tried to... because... Eventually, they ended up...</i></p>		<p><i>But where did they get... from? I understand that... but how did...? I want to find out more about...</i></p>	<p><i>This text was useful to help me find out... but I need more information about... I was reading that because... and now I know... Reading this has help me... I wanted to find out... but this text didn't much in about it. Instead, I think I should read...</i></p>
---	--	---	---

Appendix: Reading activities

Word Studies	Draw and label	Book Talk															
<div data-bbox="113 309 545 465" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border: 1px solid black; padding: 2px;">definition</td> <td style="width: 50%; border: 1px solid black; padding: 2px;">word family</td> </tr> <tr> <td colspan="2" style="border: 1px solid black; padding: 2px; text-align: center;">picturesque</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">in a sentence</td> <td style="border: 1px solid black; padding: 2px;">picture</td> </tr> </table> </div> <p>Other ideas:</p> <ul style="list-style-type: none"> ● synonyms / antonyms ● use spelling strategy ● sound buttons ● word association ● rhyming 	definition	word family	picturesque		in a sentence	picture	<p>Children are given a text with a description on. One partner reads it aloud, while the other draws a picture or diagram of the described character/setting/object.</p> <p>Extensions:</p> <ul style="list-style-type: none"> ● swap and label each part ● change adjectives and compare ● re-write the description based on the drawing alone 	<p>Narrate your thoughts, questions and understanding while reading a text. Teachers can model this, children in groups and then in pairs.</p> <p>Some prompts:</p> <ul style="list-style-type: none"> ● I'm not sure but... ● I was wondering whether... ● Perhaps... ● It reminds me of... ● It makes me feel... ● I wonder if... 									
definition	word family																
picturesque																	
in a sentence	picture																
<p>Statement Sorting</p> <p>Give children a variety of statements to sort. Focus on the discussion that results from this.</p> <p>Ideas:</p> <ul style="list-style-type: none"> ● agree / disagree ● true false ● fact or opinion ● importance ● time ● relevance 	<p>Ordering Chunks</p> <p>Give children a text that has been chopped up into sections. They must use organisational features to help them order the chunks.</p> <p>Extension:</p> <ul style="list-style-type: none"> ● give one chunk at a time ● 'What text is this?' ● 'How do you know?' ● 'What section might come next?' ● 'What section is missing?' 	<p>Story Mapping</p> <p>Create a 'map' or 'journey' of a narrative, including a simple picture or icon to represent each point in the plot.</p> <p>Extras:</p> <ul style="list-style-type: none"> ● add emotions or ambitious vocab ● cover stages of the story for children to add their own ideas ● it's also possible to represent non-fiction without a plot using icons 															
<p>Chunking Grids</p> <p>Give children grids to plot the basic plot of the story, splitting it up into manageable chunks to make it more understandable and easier to adapt and use their own ideas for writing.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">key event</th> <th style="width: 33%;">general terms</th> <th style="width: 33%;">your ideas</th> </tr> </thead> <tbody> <tr> <td>RRH is given a basket of food to take to Grandma</td> <td>Character is given a task</td> <td>Black Cap Steve needs to take a skateboard to the shop to be fixed.</td> </tr> <tr> <td>She meets a wolf in the forest</td> <td>character meets villain</td> <td>BCS meets Mean Dave, local skateboarding champion</td> </tr> <tr> <td>etc</td> <td>etc</td> <td>etc</td> </tr> <tr> <td>etc</td> <td>etc</td> <td>etc</td> </tr> </tbody> </table>	key event	general terms	your ideas	RRH is given a basket of food to take to Grandma	Character is given a task	Black Cap Steve needs to take a skateboard to the shop to be fixed.	She meets a wolf in the forest	character meets villain	BCS meets Mean Dave, local skateboarding champion	etc	etc	etc	etc	etc	etc	<p>Hot Seating</p> <p>Choose a child to sit on a chair and become a character. The class then ask the character questions about their behaviour, background, motivations or feelings.</p> <p>Also consider:</p> <ul style="list-style-type: none"> ● this can also be used to flesh out a character created when writing ● using pairs or groups instead of whole class ● give children time to research characters so their answers are accurate, though imagination can be useful too ● discuss pertinent questions, so children don't get bogged down in detail 	<p>Feelings/Relationship Graphs</p> <div style="text-align: center; margin-bottom: 10px;"> <p>Feelings graphs</p>  </div> <p>Give children the main events of a story. They then plot the emotions of a character over time.</p> <p>Other ideas:</p> <ul style="list-style-type: none"> ● children can decide their own main events and emotions ● annotate points in the story with additional comments, reasons, or explanations ● more than one character can be plotted to compare reactions
key event	general terms	your ideas															
RRH is given a basket of food to take to Grandma	Character is given a task	Black Cap Steve needs to take a skateboard to the shop to be fixed.															
She meets a wolf in the forest	character meets villain	BCS meets Mean Dave, local skateboarding champion															
etc	etc	etc															
etc	etc	etc															

<p style="text-align: center;">Interviews</p> <p>Similar to hot seating, children become journalists, plan questions and interview characters in the story.</p> <p>Ideas:</p> <ul style="list-style-type: none"> ● use ICT to record interviews to work with afterwards ● write notes and summarise the interview ● review the questions to decide on which ones gave the listener the most important info 	<p style="text-align: center;">Author's Chair</p> <p>The class interviews the author, asking them about the text, plot, characters and language choices.</p> <p>Ideas:</p> <ul style="list-style-type: none"> ● plan questions first ● give time for 'authors' to familiarise themselves with the text ● record answers to analyse and check against evidence in the text 	<p style="text-align: center;">Tracking Vocabulary</p> <p>Children look for words and phrases which impact on the reader. This helps children understand subtle hints of language as well as more obvious statements.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● 'Find all the words that show that Bernie is wealthy.' ● 'What words help the author build tension in this page?' ● 'Highlight all the words to do with size.' 																									
<p style="text-align: center;">Fact Finder</p> <p>Give children a short section of text and get them to come up with their own fact retrieval questions based on it.</p> <p>Ideas:</p> <ul style="list-style-type: none"> ● teach children easier and harder versions of these questions ● do it under timed conditions – how many questions can they make in 1 minute? 	<p style="text-align: center;">Reading Detectives</p> <p>Similar to Fact Finder, children are shown a short section of a text and must create questions about it. This time, guide children to create different sorts of questions. Focus on children needing to use evidence, like detectives, to answer them.</p> <p>Question types:</p> <ul style="list-style-type: none"> ● retrieve ● infer ● predict 	<p style="text-align: center;">Fill in the Blanks</p> <p>Having read a text, children are given a version with missing words or phrases to fill in.</p> <p>Ideas:</p> <ul style="list-style-type: none"> ● make this harder by re-writing the text using different words with the same meaning ● this can be used to support younger/lower attainers by having answers to questions written with missing words 																									
<p style="text-align: center;">Boundaries</p> <p>Children are given a text without paragraphs in and must read to decide where they should be.</p> <p>Other ideas:</p> <ul style="list-style-type: none"> ● children decide on title for the text and subheadings for each paragraph ● give the class a paragraph with no punctuation in for children to decide where each sentence ends 	<p style="text-align: center;">Labelling</p> <p>Children are given a diagram or chart from the text that has had the labels removed and the children have to decide what they could be. They need to read a text to find out what each label is.</p> <p>Consider:</p> <ul style="list-style-type: none"> ● works well for non-fiction ● getting higher attainers / older children to add a sentence explaining something as well a label 	<p style="text-align: center;">Diagrams</p> <p>Use diagrams to help children understand a text.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● Venn diagrams can be used to compare characters, vocabulary and whole texts ● spider diagrams/mind maps are good to make notes on a non-chronological report ● Carroll diagrams can help sort events and character's responses ● tree diagrams work well for plotting character's choices in a text 																									
<p style="text-align: center;">Text Marking</p> <p>Annotate a text using underlining, highlighting or different colours.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● key parts ● questions ● bias ● emotive words ● examples of a given criteria 	<p style="text-align: center;">In a Nut Shell</p> <p>Select the key points of a text and express them as briefly as possible.</p> <p>Ideas:</p> <ul style="list-style-type: none"> ● children summarise in a text in decreasing numbers of words, effectively working out what the most important words are ● works well after Text Marking first 	<p style="text-align: center;">Relationship Grid</p> <p>Complete grids with notes on how characters feel about each other eg trusting, love, jealous.</p> <table border="1" data-bbox="1018 1727 1441 1809"> <tbody> <tr> <td></td> <td>RRH</td> <td>Wolf</td> <td>Grandma</td> <td>Woodcutter</td> </tr> <tr> <td>RRH</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wolf</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grandma</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Woodcutter</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Extensions:</p> <ul style="list-style-type: none"> ● include reasons for these feelings ● include more than one feeling with reference to when in the story ● include comments about how a character feels about themselves 		RRH	Wolf	Grandma	Woodcutter	RRH					Wolf					Grandma					Woodcutter				
	RRH	Wolf	Grandma	Woodcutter																							
RRH																											
Wolf																											
Grandma																											
Woodcutter																											

Six-word summaries	Just a Minute	Explore				
<p>Children summarise what they've read in just six words.</p>	<p>Children summarise a text or section of a text in a minute. This can be done aloud on your own, in pairs, or to a whole class.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • Add extra challenge by insisting on no hesitation, deviation or repetition (just like the radio game) • Add sentence stems to support the talk structure • Give rehearsal or paired discussion time first to improve the quality 	<p>Complete the grid below, either as a class, in groups, pairs or individually.</p> <p>Ideas:</p> <table border="1" data-bbox="1018 248 1370 400"> <tr> <td data-bbox="1018 248 1193 322">questions</td> <td data-bbox="1197 248 1370 322">vocabulary</td> </tr> <tr> <td data-bbox="1018 327 1193 400">connections</td> <td data-bbox="1197 327 1370 400">likes/dislikes</td> </tr> </table> <ul style="list-style-type: none"> • This also works well with other headings: prediction and hypothesis • Some boxes can be pre-filled, or have children focus on one at a time 	questions	vocabulary	connections	likes/dislikes
questions	vocabulary					
connections	likes/dislikes					

Appendix: Reading fluency

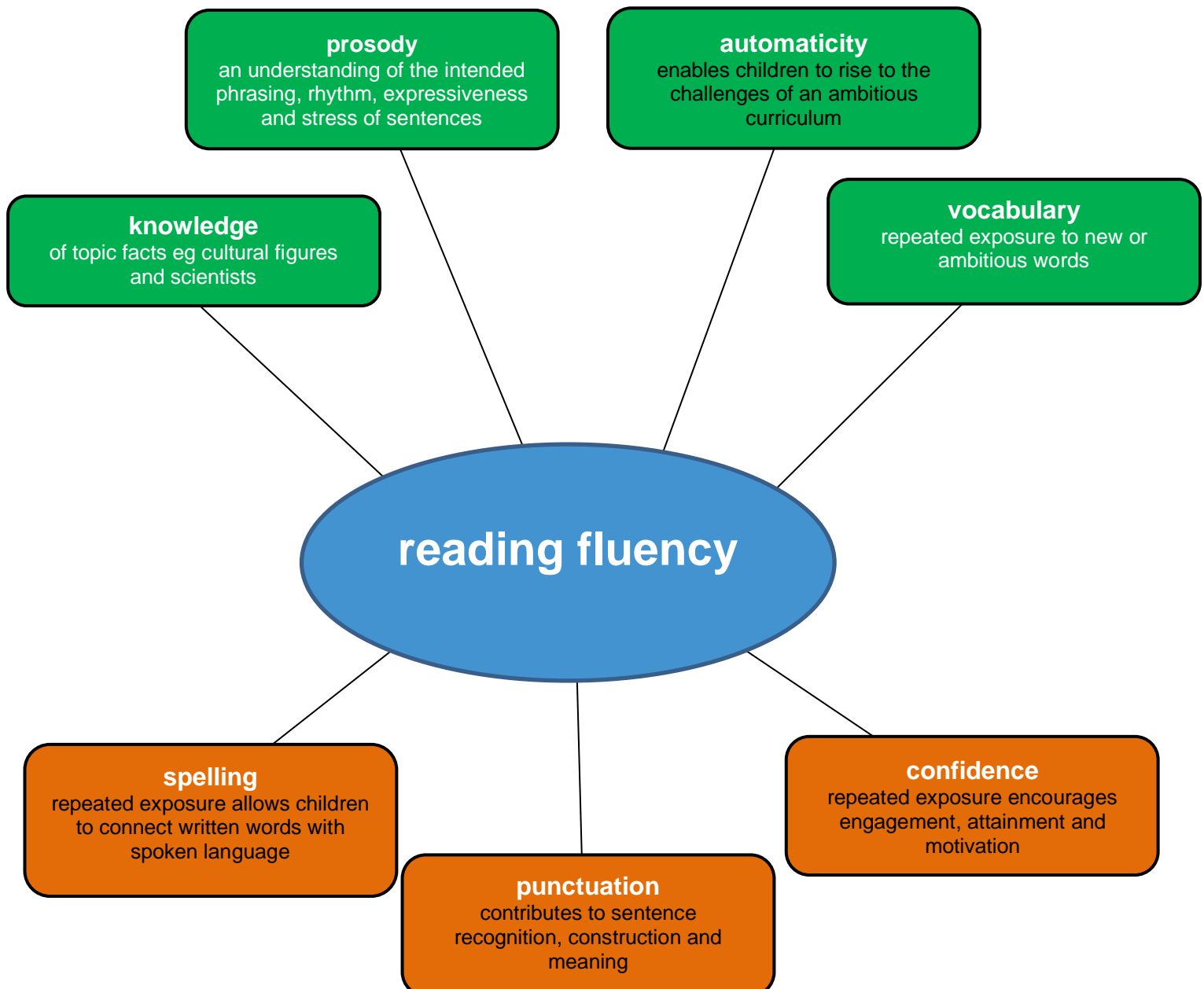
We want our children to be fluent readers so that they progress from learning to read to reading to learn. Teachers choose texts which are appropriately challenged, the right length (no more than 150 words) and often matched to the current Topic. Reading Fluency sessions are three to four times every week but may happen daily depending on the needs of the class.

Exposure to text, including oral exposure, is one of the most important factors in developing pupils' reading fluency. It's effective from early years onwards and with pupils with reading difficulties. Listening to a text and simultaneously reading along allows teachers to model prosodic cues and is a valuable strategy with struggling readers. Repetition of a text allows pupils to apply their knowledge to new material. Repeated exposure to the same text not only enables automaticity but it can also be used as a vehicle for children to learn topic-related knowledge and vocabulary.

Strategies found to be most effective are listening to and reading along with text simultaneously, discussing the wording in a text before reading it and providing opportunities for pupils to perform and read aloud.

You can't learn to play the piano by only listening to someone else play and you can't learn to read just by listening to someone else read so it's important that the reading process is carefully modelled and actively involves children.

Re-reading and repeated exposure to a text develops a range of skills, including:



Suggested sequence of Reading Fluency activities	
1	Teacher read text to children. Word meanings discussed. Model decoding of unfamiliar words. Highlight key vocabulary or text mark if age appropriate.
2	Teacher read passage again. Read passage together again/read one sentence at a time and children repeat. Scooping – model how to read phrases/groups of words (draw a scoop under words that can be read together).
3	Children read passage (out loud/silently) to themselves or take turns to read a sentence each with a partner. Point out punctuation – full stops, commas, exclamation marks, question marks, brackets. Teacher model how to read, considering punctuation.
4	Reading with expression. Teacher model expression, taking note of any speech and punctuation. Drama – act out, use facial expressions or actions. Groups/tables/year groups of children read a sentence/paragraph at a time while others follow.
5	Reading to a partner/independent reading. Reading in a particular way – sad/happy/loud/quiet. Timed reading – how many words can you read in 60 seconds? (Y2s – once per half term, aiming for 90+words in 1 minute).

Strategies for reading aloud

Echo reading – The teacher reads a sentence (or less, for younger children), modelling carefully and then the pupils read it back, mimicking the fluency and intonation demonstrated by the teacher.

Repeated reading – For targeted words, phrases or sentences, children listen to the teacher modelling before repeating for three to five times.

Segmenting sentences (sometimes called ‘scooping’) – Model reading words that are meant to be read together, splitting the sentence into meaningful phrases and paying attention to patterns and punctuation.

For example: *By lunch time, the golden sun had fought off the clouds and it was a beautiful day.* This makes far more sense as *By lunch time – the golden sun – had fought off the clouds – and it was a beautiful day* than if we read it as *By lunch – time the gold – sun had fought – off the – clouds and it – was a beautiful day.*

Peer tutoring – Often most effective across age groups, this involves stronger readers listening to others and offering corrective feedback. Tutors need training in good approaches.

Exaggerating expression – The teacher reads a sentence with exaggerated expression in order to encourage intonation and rhythm.

Pass it on reading – Children read a sentence and pass it on to their partner or say the name of someone else in the class to ensure that every child is actively listening and participating.

Appendix: Understanding reading difficulty

There are lots of factors that might make texts difficult to understand. The table below is worth considering when choosing texts and deciding how best to read.

What might make reading more difficult?	What does this look like? What can we do about it?
background knowledge	For example, even with something like <i>The Three Little Pigs</i> , it would help them to understand the story if children know knowledge like which is strongest out of straw, sticks and bricks. When reading something about Ernest Shackleton's exploration of the poles, it wouldn't make sense if children didn't know how extremely cold the poles are. Teach essential knowledge first if it will inhibit understanding of the text.
range and complexity of vocabulary, including word length	Key vocabulary to understand <i>The Three Little Pigs</i> might include <i>chimney, boiling, raced, etc.</i> Some of this can be taught before reading, some during or after. Understanding of topic vocabulary will be vital when comprehending foundation subject texts.
use of abstract ideas and figurative language	The more metaphors, personification and idiom etc that a text includes, the more challenging it will be to understand. Teaching certain phrases that are going to come up in a text, or providing a 'translation' scaffold which helps children understand, are both good options.
sentence length and structure	Questions with command words at the start are easier to read. Sentences that have more than one clause are harder to read and even harder if the main clause isn't first. Emboldening key words or using bullet points help. Consider all this when you word questions and write your own texts.
narrative or whole text structures	Stories which have a change in narrator, or flashbacks/forwards can be more challenging and so may need explanation beforehand. Texts made up of smaller chunks, including boxes and subheadings are easier to read.
scaffolds present in a text	Features such as glossaries and diagrams help texts to be more easily understood. Draw children's attention to these.
text length	Shorter text are, unsurprisingly, easier to understand.

Appendix: ARE-based question ideas

The table below gives examples of questions that could be used in the teaching of reading. SATs-style questions are listed in Appendix: SATs-style question stems.

Focus	Example questions
Fluency	
Retrieval	<p>Who are the main characters? Who was first to notice...? What happened when...? What's happening right now? Where / when is the story set? Where in the book would you find...?</p>
Interpret	<p>Why...? Who is telling the story? How did she know...? Compare... eg before and after (but be sure to describe both parts). Do you agree with this opinion? Give reasons. What would the main character think about...? Why does... think there's going to be a...? If you were the main character, how would you have reacted to...? Why? What do you expect? Why? How would you summarise this so far?</p>
Choice and vocabulary	<p>Which word tells you...? Why did the author choose...? What is the purpose of the pictures / subheadings / bold / italics? What has the author done to help you find information quickly? What did the author intend by...? What do these words mean and why did the author choose them? How does the author build an impression of fear? Find and copy the word/phrase that tells you...</p>
Explore and evaluate	<p>What type of text is this and how do you know? How does the organisation of these texts differ? How would the views put forward in this text affect your views on...? Do you think the ending was effective? Who would enjoy reading this story? Why? Would you like to be friends with this character? Why? Do you agree that...?</p>
Range	<p>How does this link to what you've read or seen before? What types of texts have you read recently? Why?</p>

Appendix: Domain-based question ideas

2a Give/explain the meaning of words in context.

What does this... word/phrase/sentence... tell you about ... character/setting/mood etc?

Highlight a key phrase or line. By writing a line in this way, what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

How has the writer made you and/or character feel ...happy/sad/angry/frustrated/lonely/bitter etc?

2b Retrieve and record information/identify key details from fiction and non-fiction.

Where does the story take place?

When did the text take place?

True or false...?

What happened...?

2c Summarise main ideas from more than one paragraph.

What's the main point in this paragraph?

Which is the most important point in these paragraphs? How many times is it mentioned?

Sort the information in these paragraphs. Do any of them deal with the same information?

You've got x words; sum up...

2d Make inferences from the text/explain and justify inferences with evidence from the text.

What makes you think that?

Which words give you that impression?

How do you feel about...?

How does the character feel about...?

2e Predict what might happen from details stated and implied.

What do you think will happen next?

What do you think [character] will do now?

How do you think the story will end?

How do you think x will react in the situation?

2f Identify/explain how narrative content is related and contributes to meaning as a whole.

Draw lines to match each section to its main content.

Match each part of the story with the correct quotation from the text.

How is the use of ... effective?

Why did x do ...? What effect did it have on the story?

2g Explain how meaning is enhanced through the choice of words or phrases.

Why do you think the author chose to use this word to describe...?

Why did the author choose this simile?

What is the effect of alliteration in this sentence?

Why didn't the author choose this word instead?

2h Make comparisons within the text.

Find and copy the words where [character]'s mood changes.

How does [character]'s attitude change?

How does [character]'s feelings change?

How is information organised in different parts of the text? Why?

Appendix: SATs-style question ideas

Retrieval

1. According to the text, who/what/when/where...

1 mark

2. Number these facts from 1-5 in the order in which they happen.

The first one has been done for you.

Fact.

Fact.

Fact.

Fact.

Fact.

1 mark

3. Quote

Give **two** reasons why...

1. _____

2. _____

2 marks

4. Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Statement		
Statement		
Statement		
Statement		

5. Write down **three** things you are told about ...

1. _____

2. _____

3. _____

2 marks

5. What was revealed at the end of the story?
Tick **one**.

Statement	
Statement	
Statement	
Statement	

1 mark

6. Circle the correct option to complete each sentence below.

a) The text begins with...

Statement 1	Statement 2
Statement 3	Statement 4

b) Next,

Statement 1	Statement 2
Statement 3	Statement 4

c) Finally, ...

Statement 1	Statement 2
Statement 3	Statement 4

1 mark

7. What were....? Tick **two**.

Statement	
Statement	
Statement	
Statement	

1 mark

Inference

1. Look at page 1.
Why do you think...?

1 mark

2. Quote
Give **two** reasons why...

1. _____
2. _____

2 marks

3. How do you know that **character** was feeling **emotion**?
Tick **one**.

Statement	<input type="checkbox"/>
Statement	<input type="checkbox"/>
Statement	<input type="checkbox"/>
Statement	<input type="checkbox"/>

1 mark

4. What were...? Tick **two**.

Statement	<input type="checkbox"/>
Statement	<input type="checkbox"/>
Statement	<input type="checkbox"/>
Statement	<input type="checkbox"/>

1 mark

5. Look at the paragraph beginning...
What conclusion does **character** draw from this?

1 mark

6. Look at the section headed: ...
Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
Statement	<input type="checkbox"/>	<input type="checkbox"/>
Statement	<input type="checkbox"/>	<input type="checkbox"/>
Statement	<input type="checkbox"/>	<input type="checkbox"/>
Statement	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

7. **Character** was feeling **emotion** when...
Give **one** piece of evidence from the text, which suggests this.

8. **Look at page ...**
How is ... made to seem... (mysterious? funny? friendly?)
Explain **two** ways, giving evidence from the text to support your answer.

1 marks

9. Look at the paragraph beginning ...

What does this paragraph tell you about ...'s **character**?

Explain **two** features of his/her character, giving evidence from the text to support your answer.

2 marks

10. Look at page 1.

Quote

What else tells us that...?

1 mark

11. Think about the whole text.

What impressions do you get of **character/setting/relationship between characters** in the extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

3 marks

12. Find **two** things from the text that suggest ...

1. _____
2. _____

2 marks

13. The experience could best be described as...

amusing	<input type="checkbox"/>
shocking	<input type="checkbox"/>
puzzling	<input type="checkbox"/>
comforting	<input type="checkbox"/>

1 mark

14. Look at page 1.

How do you know/ How can you tell...?

1 mark

15. Quote

What is **character** thinking at this point in the text?

Tick **one** thought.

Thought 1	Thought 2
Thought 3	Thought 4

16. Quote
This suggests that...
Tick **one**.

Statement	
Statement	
Statement	
Statement	

1 mark

17. Look at the section headed:
Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
Statement	
Statement	

1 mark

18. Look at page 6.
"I just have to..."

Veronika stopped speaking in the middle of a sentence. What was she going to say?

I just have to... _____

1 mark

Vocabulary

1. Look at page 1.
Find and copy one group of words that suggests...

1 mark

2. Quote
In this sentence, the word **word** is closest in meaning to...

Tick **one**.

word.

word.

word.

word.

1 mark

3. Look at page 1.
Find and copy **one word** that shows/tells us/suggests...

1 mark

4. Quote
What does the word **word** mean in this sentence?

1 mark

5. Quote
The word **word** suggests that this is done...

Tick **one**.

word.

word.

word.

word.

1 mark

6. Look at page 1.
Find and **copy** a group of words that means the same as...

1 mark

7. Quote (e.g. 'left to his own devices')
This means that **character**...

Statement	
Statement	
Statement	
Statement	

1 mark

8. *quote*
Which of the following words is closest in meaning to **word**?

Tick **one**.

word.

word.

word.

word.

1 mark

Appendix: Responding to questions

During reading sessions, children should be able to respond to questions in a precise, succinct way. Staff should encourage this by:

- sometimes asking questions with 'points' (eg holding up three fingers for a three point question); children are then able to relate what they say when responding to what is required of that question
- rehearse answers with a partner beforehand
- use sentence stems
- answer in full sentences sometimes and especially orally (but not needed in a reading comprehension)
- sometimes having children use whiteboards to quickly record their answers

Top tip

When trying to make three points in response to a question about a text, we have found that children respond well to 'APE', 'XXX', 'PEE':

<ul style="list-style-type: none">• Answer (the right question – don't answer something different)• Prove it (with a reason)• Evidence by backing it up again	<ul style="list-style-type: none">• eXplain (give a reason for your answer / opinion)• eXample (find a brief quote from the text to back it up)• eXtra (add some more thoughts, perhaps a different view)	<ul style="list-style-type: none">• make the Point• Explain (give a reason for your answer / opinion)• Example (find a brief quote from the text to back it up)
--	--	--