



Strategy for Teaching Reading

September 2023

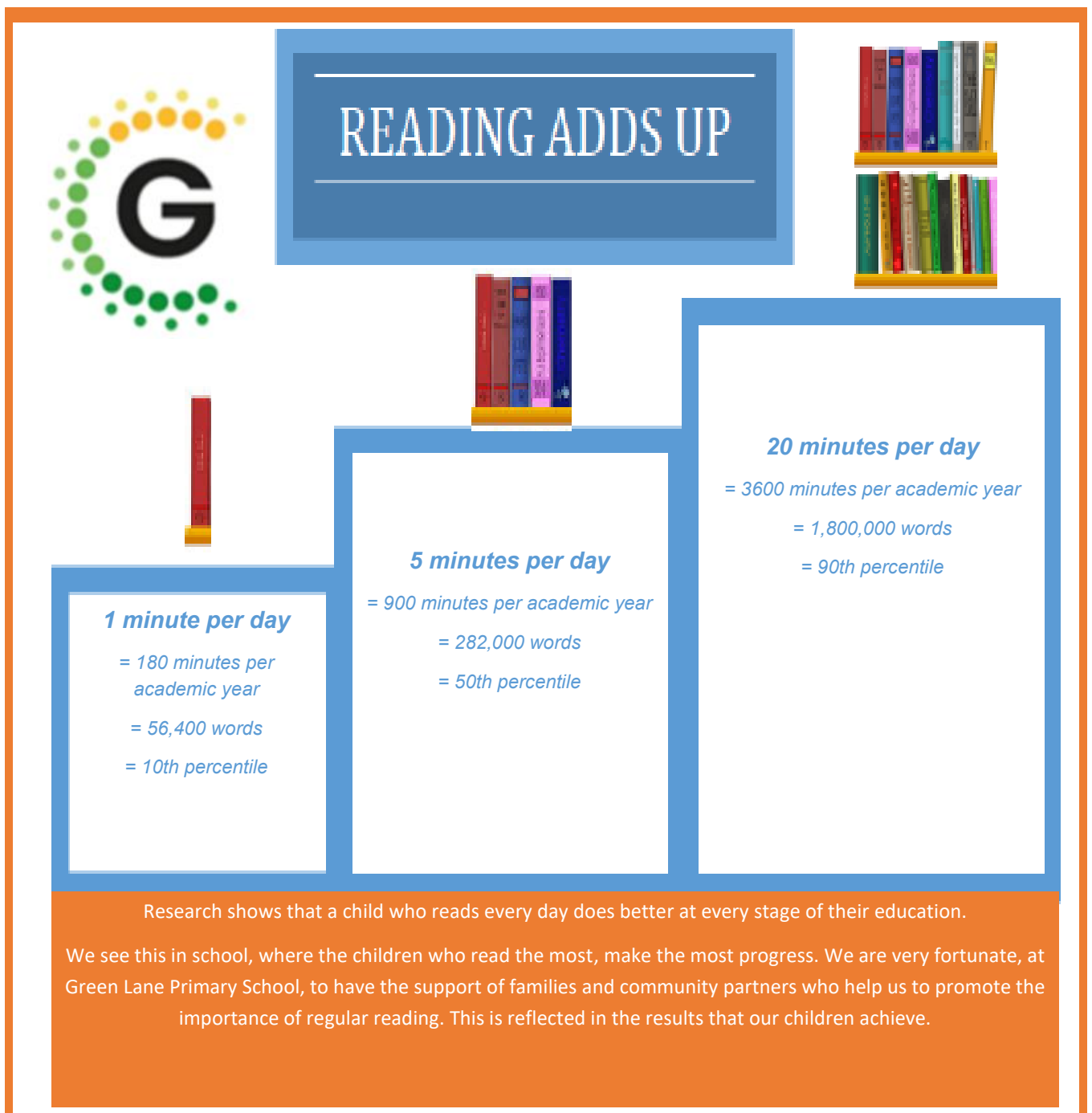
The Importance of Reading

'Reading helps my memory and it excites me. I imagine that I am in another world. In one world, I had a pet dragon that flew me through hoops to score goals. It was amazing!' Gerald -Y3

'It helps me learn about the world around me and learn lots of new words. Reading is fun because you can make interesting sounds and voices and make guesses about what will happen next.' Nusaybah -Y2

'The thing I like about reading is that it makes me relaxed because I don't have to do anything else. It helps my brain and take me to a new place. I enjoy learning about new words I never knew before.' Aariz -Y4

At the Priestley Academy Trust we want our children to develop into confident readers who have a love of words and books. We want all our children to develop a comprehensive understanding of texts and be able to apply these skills in different contexts. This journey starts as soon as children enter our school in EYFS and continues through to Year 6 where we prepare them to be ready for the move into secondary. We use a range of strategies to make this happens and weave reading throughout every strand of learning.



Reading Through School

Overview

At the Priestley Academy Trust we are committed to teaching all of our pupils to become skilled readers. We aim to develop a love of books and language as well as the skills to comprehend a variety of texts and expose them to a rich diet of vocabulary as they move through school. We begin by teaching pupils the skill of reading with our aim being to develop the will to read and to read for pleasure.

“Once you learn to read, you will be forever free.”

Frederick Douglass



Developing children’s spoken language

At the Priestley Academy Trust, we recognise that becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time. As such our schools provide a language rich environment in which adults talk with children throughout the day. Adults in our schools engage children in high-quality dialogue and direct teaching so they can:

develop their knowledge across all areas of learning, using the vocabulary they need to support their learning.
articulate what they know and understand.

These back-and –forth interactions with adults form the foundations for language and cognitive development across our schools.



Organisation of Reading

The teaching of reading within the school day will vary between year groups. These are as follows:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	Twice-weekly key person sessions following a clear timetable of planned activities. Daily rhymes and singing and a dedicated phonics activity area in provision.	Daily 45 min phonics sessions focusing on set 1 with additional interventions for any pupils 'falling behind'.	Daily 45 min phonics sessions focusing on sets 1, 2, and 3, with additional interventions for any pupils 'falling behind'.	At the beginning of the year, daily 45 min phonics sessions focusing on sets 1, 2, and 3, with additional interventions for any pupils 'falling behind'.	Regular sessions for pupils requiring additional phonics support as required. Additional sessions may be required for the lowest 20% to ensure catch-up is as rapid as possible.			
Whole-Class Reading	Twice-weekly key person session based around a class book	On a daily basis, children listen to a story and discuss their thoughts and opinions.		Once more children have developed their reading skills, whole class guided reading will take place using VIPERS.	Whole class guided reading using VIPERS.			
1:1 reading	Library session, sharing stories and teaching book handling.	The whole cohort are heard read at least once a week. Individuals are heard with different frequency depending on need (daily, twice weekly or weekly), this should be identified on the Reading Record sheet.						
Reading books	Children access wordless books which they explore in class and at home.	Children will read using the Read Write Inc books. We use these as the text for 1:1 reading and the text for home reading ' Learning to Read Book '. Children who have completed the Read Write Inc scheme of book will become ' Free Reader ' They will choose a book from the classroom collection and this must be at an appropriate level. This is called a ' Free Reading Book '. Children may also take home an additional book chosen from the classroom collection or the library. This is a book of their own choosing ' Library Choice Book '.			For whole class reading, children read from texts and extracts chosen by the teacher from the VIPERS scheme of work from the Literacy Shed website. For children who are still require phonics will need an appropriate phonologically decodable book from the Read Write Inc scheme ' Learning to Read Book '. Children who have completed the Read Write Inc scheme of book will become ' Free Reader ' They will choose a book from the classroom collection and this must be at an appropriate level. This is called a ' Free Reading Book '. An additional book may be chosen from the library or classroom collection ' Library Choice Book '.			
Reading aloud	Every day and at every chance, all children will take part in reading aloud sessions with an adult. During this time, we share a range of texts such as stories, poems, picture books and information books. We all share, laugh and discuss what we have read together. This daily session allows Green Lane to create a reading community.							

Phonics

Evidence shows that teaching phonics is the best way to teach children to read words. At Green Lane Primary School, we use a validated systematic synthetic phonics programme (SSP) to deliver phonics and early reading to pupils who are learning to read. Each of our programmes teaches pupils grapheme phoneme correspondence, to blend phonemes into spoken words and segment spoken words into phonemes. Alongside explicit phonics teaching children also receive reading practice to develop their fluency in reading. Pupils have access to phonetically controlled book which they read and re-read over the course of the week to develop automaticity with words reading.



"Teach a child to read, and keep that child reading and we will change everything. And I mean everything."
Jeanette Winterson

We teach phonics exclusively through **Read Write Inc** alongside carefully chosen resources to ensure complete consistency and fidelity to the scheme.

In Nursery, we teach phonics in key worker groups. Sessions typically begin with repetitive tasks e.g. recap of names, singing rhymes followed an activity appropriate to the phase.

In Reception and Key Stage 1, children follow a five-day plan. The daily lesson structure ensures consistency across all year groups and develops familiar learning routines. Lessons are 45 minutes long. Group sizes will vary depending on class size, the range of pupil abilities and staffing.




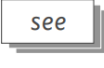
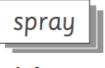



From Year 3 onwards, pupils who require it will continue to receive taught phonics lessons. These are organised within the year group or across the Key Stage.

Set1




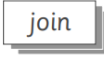
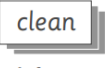



Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)
s (stretchy - see p.34)	<p>Keep your teeth together and hiss</p>	<p>Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun</p>	<p>Draw the snake on the board, then write s next to it.</p>	<p>Spot the new sound in the pack</p>		<p>s-a-dsad s-a-t sat s-i-t sit</p>

<p>Learning to blend Review the sounds</p> <p>1. Blending orally without Speed Sounds Cards</p> <p>2. Blending with Speed Sounds Cards</p> <p>3. Blending with magnetic sound cards</p>	or	<p>Blending independently Read the Phonics Green Word Cards: 'Special Friends', 'Fred Talk', read the word</p> <p>Review the words: 1. 'Special Friends', 'Fred Talk', read the word 2. 'Fred in your head' 3. Speedy reading</p> <p>Reading assessment: 'Special Friends', 'Fred Talk', read the word</p>
<p>Spelling Using Fred Fingers</p>		

Set 2

Speed Sounds				Word Time				
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
ay	See blueprint lesson on p.50.							
ee	 ee – what can you see? Choose 3–4 words: see, three, been, green, seen, keep, need, sleep, feel	 ee	 ee Spot the new sound in the pack.	 see Use Phonics Green Word Cards: see, three, been, green, seen, sleep	 spray Words from previous Set 2 lessons and Word Times 1.6 and 1.7.	 blig Ask children to read a few nonsense words printed from online. (Search for Set 2 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): see, three, been, green, seen, sleep	 Ask children to write two or three previously taught words.

Set 3

Speed Sounds				Word Time				
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Reading assessment	Spell with Fred Fingers	Spell review
ea (special friends)	See blueprint lesson on p.56.							
oi (special friends – see p.56)	 oi – spoil the boy Choose 3–4 words: join, coin, voice, choice, noise	 oi	 oi Spot the new sound in the pack.	 join Use Phonics Green Word Cards: join, voice, coin	 clean Words from previous Set 2 and 3 lessons.	 blig Ask children to read a few nonsense words printed from online. (Search for Set 3 Nonsense Words in Read Write Inc. Phonics Online.)	 Words to spell (choose 2–3): join, voice, coin	 Ask children to write two or three previously taught words.

Fred Talk

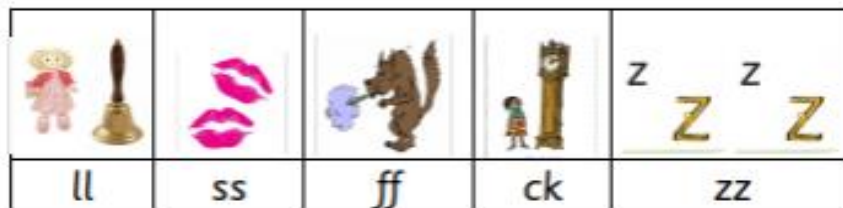


Phonics Teaching Schedule

From Monday to Wednesday a new sound is taught to the pupils in the order below.

Thursdays and Friday are review days where pupils review the 3 new sounds learnt that week, including multisyllabic words.

Set 1



Set 2

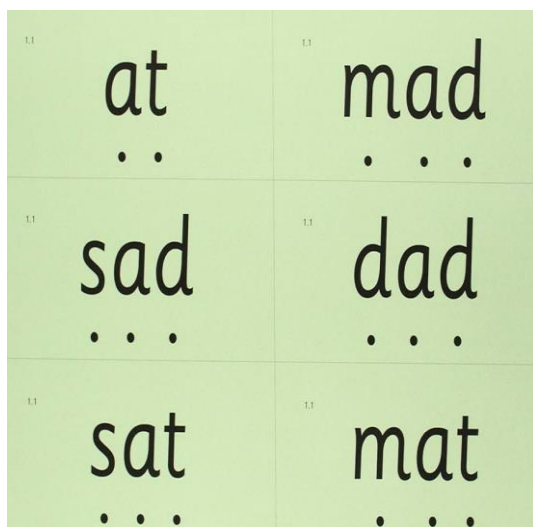


Set 3



During the speed sound session pupils read words called 'green words'. These are words which they can sound out.

Pupil also read 'red words' which are common exception words which they learn by sight.



Whole-class Reading

In Reception and Key Stage 1, group reading teaching takes place daily with the Phonics teaching time. This is in groups and sizes vary, depending on the cohort and staffing. The focus of the reading sessions follows the teaching schedule for phonics, using phonetically decodable books from the **Read Write Inc** books, Sets 1 to 3.

Pupils take black and white copies of the books home to continue to practice their reading. Books are organised into colours and there are multiple books, so that children who need additional practice have a number of opportunities to read different books that focus on the same set of sounds appropriate to their current learning.

Where children require further support, additional teaching and activities takes place. Staff hear children reading their **Read Write Inc** book independently outside of the group reading session and accurately assess their own reading successes and needs. Assessments (taken in either a group or independent session) of a child's reading are recorded on the online portal and are reflected on the Coloured Reading Cards.

Teaching of Whole-Class Reading in Reception and Key Stage 1 follows this outline schedule:

Yellow Storybook 1 * * * * *

The duckchick

Teacher's Preparation

1. Print out the Story Green Words (see online file 5.1 The duckchick) and stack them into your pocket chart (some, nest, cluck, hatch, crack, chick, quack, pond, quick as a flash, bank, upset, duckchick, pecked, shocked, grubs, flapped, stretched, crabs, hopped, grabbed).
2. Display these Red Word Cards in your pocket chart: some, saw, her, to, all, was, they, watch, of. These are the Red Words in the Storybook text.
3. Practise reading the Storybook Introduction (below and printable online file 5.1a) and the whole story with expression, for reading aloud to children.
4. Prepare sticky notes you may need for activities such as Build a Sentence and Write About How Mama Hen Got a Shock. Ideas are provided but you may wish to add your own.

Daily Speed Sounds Lesson

1. Review one Set 3 Speed Sound with a particular focus on spelling. See pp.39–51.
2. Review Set 2 and 3 Speed Sounds. See pp.33–51.

Speed Sounds from the Storybook

Find the circled focus graphemes on p.4 of the Storybook. Point to each focus grapheme on the Complex Speed Sounds poster and use MTTY (My Turn Your Turn) to say them: w, lch.

Story Green Words

Follow the steps below to read the Story Green Words (printed from online) with the children. Definitions for some of the words can be found in the Vocabulary Check on p.7 of the Storybook. Start hard: select the hardest Story Green Words first (root words and suffixes/multi-syllable words and trickier single-syllable words).

Names and single-syllable words

1. Hold up the card 'cluck'. Ask children to read the word using 'Fred in your head'. (If children have difficulty, ask them to spot the 'special friends' (ck) or to shake their heads if there aren't any. Say the sounds (c / u / ck) and then say the word (cluck). If children can already read the word, ask them to read the word speedily.)
2. Say the word 'cluck' using pronunciation that gives meaning, where possible. Ask children to repeat.
3. Explain the meaning in the context of the story if an unfamiliar word.
4. Ask children to read the word again without MTTY.
5. Repeat steps above for the other words.

Multi-syllable words

1. Hold up the card 'upset'. Ask children to read the first syllable (up) using 'Fred in your head'. (If children have difficulty spotting the syllable, hold the card.) Repeat with the next syllable (set).
2. Ask children to read the whole word.
3. Say the word 'upset' breaking the pronunciation if necessary, and using pronunciation that gives meaning, where possible. Ask children to repeat.

4. Explain the meaning in the context of the story if an unfamiliar word.

5. Ask children to read the word again without MTTY.

6. Repeat steps above for the other words.

Root words and suffixes

1. Hold up the card 'pecked'. Ask children to read the root word ('peck') using 'Fred in your head'. (If children have difficulty spotting the root word, fold the card.)
2. Ask children to read the whole word with the suffix.
3. Say the word 'pecked' breaking the pronunciation if necessary, and using pronunciation that gives meaning, where possible. Ask children to repeat.
4. Explain the meaning in the context of the story if an unfamiliar word.
5. Ask children to read the word again without MTTY.
6. Repeat steps above for the other words.

Speedy Green Words

1. Display the first Speedy Green Word (online file 5.1b).
2. Tell children to first read the sounds silently using 'Fred in your head'. Then ask them to say the word aloud when the word animates, or when you push the word towards them if you have printed out the words.
3. Repeat Steps 1 and 2 with the other Speedy Green Words, increasing the pace as children become more confident.
4. Review Speedy Green Words from a previous Storybook that need further practice.

Red Word Cards

1. Hold up the first card, e.g. 'some'.
2. Say the word some and ask children to repeat it.
3. Point to the card and say the sounds you can hear: s-u-m and say some. Ask children to repeat.
4. Help children to spot the tricky letter 'o'.
5. Ask children to read the word again without MTTY.
6. Repeat for the other Red Words.

Partner Practice

Children practise the Speed Sounds and Story Green Words on pp.4–6. Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask one partner to teach the sounds out of order using MTTY. Ensure that children point accurately underneath the sounds.
2. Ask the other partner to teach the words out of order using MTTY.
3. During the activity, note any sounds/words that need further practice and review together at the end of the activity.

On subsequent books, ask a different partner to start teaching the sounds.

Next, children practise the Red Words on p.8. Note that the grid contains Red Words from the Storybook text, plus some revision Red Words.

1. Ask partners to take turns reading the words across the rows or down the columns. Ensure that children point accurately underneath the words. (Partners help each other if stuck.)
2. Repeat until they can read all the Red Words at speed.

Story Introduction

Read the introduction (below and printable online file 5.1a) to children using expression. Explain the meaning of any words children may be unsure of. Ask children to TYP (Turn to your partner) to discuss the question and then select two pairs to feed back. (Choose two – see p.18).

In spring, Mama hen laid six eggs. One day, when she was busy keeping them warm in her nest, she noticed that egg 6 was bigger than the others.

"Why is it so big?" she clucked to herself.

The first five eggs soon began to hatch and out popped five soft, fluffy chicks. Then there was another very big ccccc-a-ck and egg 6 hatched too. But this chick wasn't soft and fluffy like the rest. Mama hen was shocked. This chick was a duckchick!

"Cluck!" went Mama hen, and the chicks clucked too.

"Quack!" went the duckchick.

Mama hen took all the chicks down to the pond. She showed them how to peck grubs from the mud, but the duckchick wasn't interested. He flapped his long wings, stretched his long neck and jumped into the water.

"Cluck!" went Mama hen and the chicks.

"Quack!" went the duckchick.

When they had eaten as many grubs as they could, Mama hen led the chicks onto a log. They were having so much fun hopping along, they didn't notice a fox spying on them from a nearby bush.

TTYP: What do you think will happen to the chicks?

First Read – Children

Ensure partners sit at the table with one Storybook between them and one lolly stick for pointing.

1. Ask Partner 1s to:
 - point to the words while their partner reads the first page of the story.
 - prompt their partner to read words they read incorrectly.
2. Swap roles on the second page. Continue to swap roles page by page.
3. Remind children who finish quickly to re-read the story.
4. Note any words that need further practice and review these when children have finished reading.

Read Aloud – Teacher

Ask children to close their Storybooks. Then read the whole story aloud with expression.

TTYP: How did the duckchick save the chicks?

Red Rhythms – Spelling Red Words

The children should keep their *Get Writing!* Yellow Book closed. However, you will need to use the Red Words in the panel on p.3 of the *Get Writing!* Book: some, saw, her, all, watch.

1. Write the first word on the board or flipchart.
2. Say the word and ask children to repeat it.
3. Point to each sound as you say it, then say the whole word. Ask children to repeat.
4. Help children to spot any tricky letters that aren't on the Speed Sounds Chart and circle these.
5. Point as you say the letter names in a rhythm (exaggerating the tricky letters) and then say the word.
6. Repeat with all the Red Words in the panel on p.3 of the *Get Writing!* Book.
7. Hide the words that are on the board or flipchart. Say the first Red Word again. Ask children to say the letter names as they write the word in their exercise book. Write the word on the board and ask children to tick/correct the spelling of each sound. Repeat with the other Red Words.

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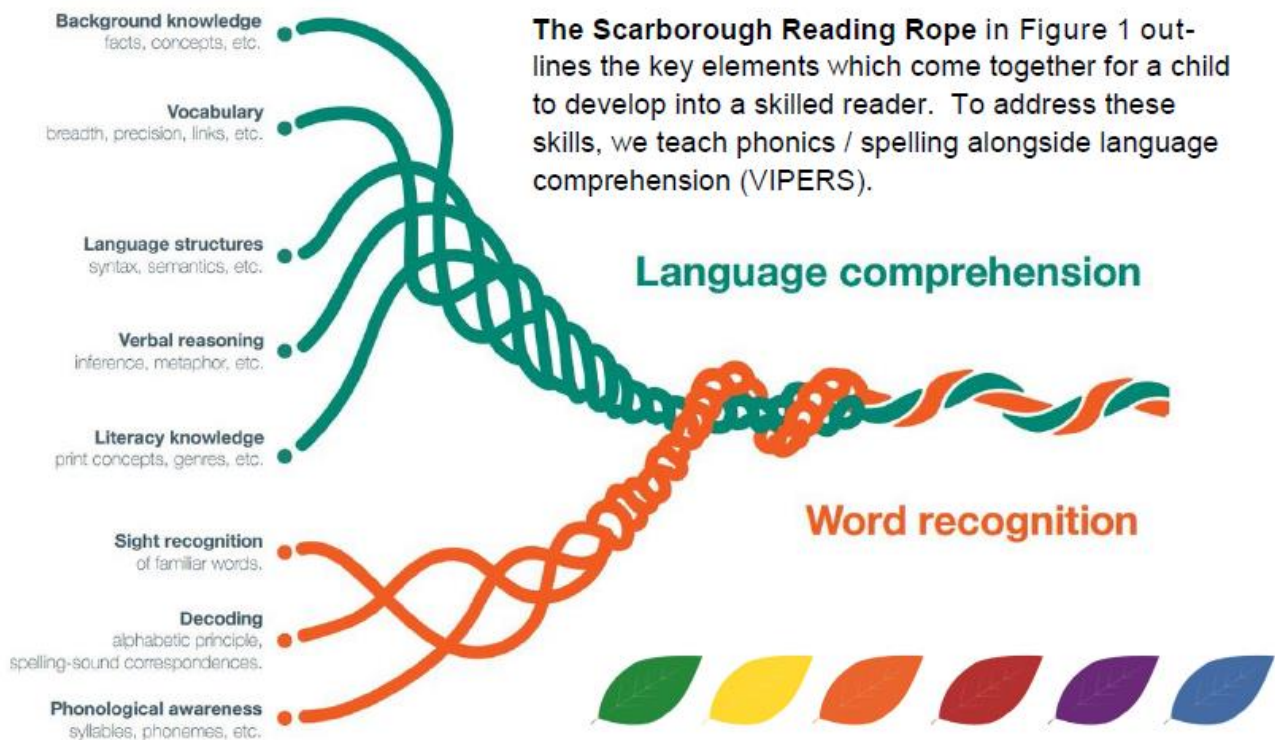
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Teaching of Whole-Class Reading in Key Stage 2 follows this outline schedule:

Reading sessions, as a whole class, take place across KS2 3 to 4 times a week. The sessions are focussed around high quality texts that tempt and excite pupils. Lessons are linked to a specific reading domain/s which tie into our reading assessment scheme as well as continuing to develop children's fluency in reading. These reading skills are specifically taught and practised with the guidance of the teacher. Once these skills have been developed, pupils are given the opportunity to demonstrate these independently.

Pupils in Key Stage 2 have a reading to Free Reader Book and a Library Choice Book which they take home with them daily. Free Reader Book are chosen from the classroom book stock which has age appropriate, whereas Library Choice books are any books that a pupil takes an interest in.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



The Scarborough Reading Rope in Figure 1 outlines the key elements which come together for a child to develop into a skilled reader. To address these skills, we teach phonics / spelling alongside language comprehension (VIPERS).

VIPERS

Teaching of whole-class reading in Key Stage 2 follows a weekly cycle following the VIPERS method to reading on the Literacy Shed website.

What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise







The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. VIPERS allows teachers to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

What a VIPERS week could look like

Year 2 to Year 6 - VIPERS Whole Class Reading Plan (30 - 45mins)

	Revise	Teach	Practise	Apply
<p>Session 1</p> <p>Focus:</p> <p>What is Prediction?</p> <p>What skills does it require?</p>	<p>Prediction</p> <p>Look at front cover/title/chapter title/blurb/layo 3:2:1/Big Envelop and discuss or research potential themes/topics/Tell Me Grid</p> <p>Key Questions</p> <ul style="list-style-type: none"> What do you notice in the image/picture/photograph? What does the image tell us or suggest? What might the theme/topic be? What might the genre be? how do you know? What makes you think this? 	<p>Modelling</p> <p>With help from the children in the class model a possible prediction. Using evidence from the image/title etc to support answer.</p> <p>Teacher model the thought process of their prediction 'thinking out loud'.</p>	<p>Independent Prediction</p> <p>Children make notes around the image/title or create a mind map of their initial thoughts.</p> <p>Children orally rehearse their prediction with a partner, sharing their thought and their reasons for their thought.</p> <p>Children write a prediction that is supported by reasoning.</p> <p>Sentence Stems</p> <p>When I look at the front cover/image of the text, I predict that _____.</p> <p>Within the text, I think _____ is going to happen because _____.</p> <p>Based on what I already know about _____ I think that _____.</p> <p>From what I have seen/read, I think that _____ will happen next because _____.</p>	
<p>Session 2</p> <p>Focus:</p> <p>Vocabulary/Decode</p> <p>What does the word vocabulary mean?</p> <p>Why is it important to understand the vocabulary?</p>	<p>Modelling Reading (Tier 2 words)</p> <p>Have 1 word as the teacher reads the book/text ask the children to put up their hands when the teacher says the word.</p> <p>While reading the text stop and model how to decode any tricky words.</p> <p>Teacher models the 8-step strategy for finding the meaning of the word.</p> <p>Teaching 'thinking out loud' to explain the process of finding the meaning.</p>	<p>Shared Reading (Tier 2 words)</p> <p>In pairs or small groups, children take turn reading the text and highlighting language they are unfamiliar with.</p> <p>Together they use the 8-step strategy to work out the meaning.</p> <p>Children practice explaining their thought processes to each other, just as the teacher had done.</p> <p>The pair/group present their findings to the class.</p>	<p>Independent 8 Step Vocabulary Check (Tier 2 words)</p> <p>Children choose 2 to 5 words which they would like to explore further. They use the 8-step strategy to work out the meaning.</p> <ol style="list-style-type: none"> Read through the sentence which contains the word. Think about what it might mean. Does it remind me of another word I know? Can I identify the root word? Could I replace it with another word that I know, so that the sentence still makes sense? Do the illustrations give you any clues? Has it got a prefix or suffix? What does the prefix or suffix tell me about the meaning? What word class is it? What job is it doing in the sentence? Using all the information you have now, can I make a sensible guess? LAST RESORT! If you still don't know, use a dictionary to find out the meaning. <p>How could it be presented?</p> <ul style="list-style-type: none"> Match key words to the picture/definition Mind map Match words to synonyms Draw the word Writing key words in a sentence Vocabulary Comprehension question printed or displayed on IWB 	
<p>Session 3</p> <p>Focus:</p> <p>Summarising or Fluency</p> <p>Why is fluency important?</p> <p>What is a summary</p> <p>Why are they helpful?</p>	<p>Modelling Reading</p> <p>Teacher reads a part of the text aloud. While reading discuss punctuation and how this impacts the way you read the text. Teacher explaining why they have taken a pause or breath at a certain point, have emphasised a word or changed the speed in which they have read (thinking aloud).</p> <p>For example, I have paused here because there is a comma that separated two phrases.</p> <p>Echo Reading</p> <p>Teacher reads aloud a sentence and children imitates the pauses, tone and intonation.</p> <p>Unpicking a summary</p> <p>Explore what a summary is and what it contains.</p> <p>Ways to demonstrate this:</p> <ul style="list-style-type: none"> Using information from the whole text, identify which statements are true. Which of the following would be the most suitable summary of the whole text? Which statement is the best summary for the whole of page... Look at the first two paragraphs. Which sentence below best describes the... 	<p>Scaffolding</p> <p>As a class or a small group, text mark where they might pause or take a small breath, empathise a word or phrase and where they might change the speed.</p> <p>Encourage children to consider how the punctuation and the type of sentence may impact on how they read.</p> <p>Practice reading aloud together.</p> <p>Shared Summary</p> <p>Pose a question about the whole text, the setting or the character. Write a summary together discuss which parts are the key pieces of information that must be included.</p> <p>For example:</p> <p>What is the purpose of this text? How does the character feel at the end of the story?</p>	<p>Independent</p> <p>Choose a paragraph to read independently. Text mark using skills taught and practice reading aloud.</p> <p>Perform the paragraph to the class/group.</p> <p>Independent Tasks</p> <p>Pose a question about the whole text, the setting or the character. Write a summary independently and children must consider which parts are the key pieces of information that must be included.</p> <p>Comprehension Tennis</p> <p>Learners 'hit' back and forth the key information they have learnt.</p>	
<p>Session 4</p> <p>Focus:</p> <p>Comprehension</p> <p>Discuss the reading focus of that day.</p>	<p>Questioning</p> <p>Read the book and stop to ask questions to see if the children are understanding what they are reading.</p>	<p>Discussion</p> <p>Children talk about what they have read and discuss knowledge and key words.</p> <p>Teach modelling how to answer the question and how they skim and scan the text for information.</p>	<p>Answer and discuss the comprehension questions</p> <p>A varied range of comprehension questions that covers appropriate content domains for the year group (VIPERS).</p> <p>Children to work through the questions by referring to the text and underlining key information that supports their answers.</p>	

Teachers use a range of texts for whole class teaching, including text extracts and occasionally film.

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p> 	<p>Make and justify inferences using evidence from the text.</p> 	<p>Predict what will happen based from the details given or implied.</p> 	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> What do the words and suggest about the character, setting and mood? Which word tells you that....? Which keyword tells you about the character/setting/mood? Find one word in the text which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are How can you tell that..... What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when..... Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What affect does have on the audience? How does the author engage the reader here? Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did...? What happened to...? What does.... do? How is What can you learn from from this section? Give one example of..... The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> Can you number these events 1-5 in the order that they happened? What happened after What was the first thing that happened in the story? Can you summarise in a sentence the opening/ middle/end of the story? In what order do these chapter headings come in the story?

Tracking the Whole-Class Reading Texts

To ensure there is a broad range of coverage, which includes a range of text types and content domains, teachers should track the texts completed. This ensures children are receiving a broad and balanced diet. It is essential that there is a poetry unit at least once every half term.

You can view a list of all the comprehensions, their text type and their focus by clicking the 'overview' button on the Literacy Shed website. This list also indicates which comprehensions have accompanying teaching slides.

[Stage 1 Overview](#)[Stage 2 Overview](#)[Stage 3 Overview](#)[Stage 4 Overview](#)[Stage 5 Overview](#)[Stage 6 Overview](#)[Full Overview](#)

The overview could look something like this.

Autumn 1

	Text Name	Text Type	Content Domain
Week 1	Hansel and Gretel	Narrative	Retrieval
Week 2	The Frog Prince	Narrative	Inference
Week 3	Homes Around the World	Information	Retrieval
Week 4	How <u>To</u> Build A Den	Instructions	Retrieval
Week 5	Fireworks Night	Poetry	Vocabulary
Week 6	Little Red Riding Hood	Narrative	Vocabulary
Week 7	What is Recycling?	Information	Mixed













Autumn 2

	Text Name	Text Type	Content Domain
Week 1	The Stone Age	Information	Retrieval
Week 2	<u>Krag</u> and The Beast	Narrative	Retrieval
Week 3	Ho to Mummify a Tomato	Instructions	Summary
Week 4	On a Mission	poetry	Vocabulary
Week 5	Important Animals	Information	Retrieval
Week 6	Floods and Droughts	Explanation	Vocabulary
Week 7	The Wave	Letter	Inference
Week 8	The Place for me	Narrative	Inference

1:1 Reading

In **Reception and KS1**, the whole cohort are heard read at least once a week. Individuals are heard with different frequency depending on need (daily, twice weekly or weekly), this should be identified on the Reading Record sheet (in addition to the daily whole class reading and phonics). Staff use this to assess the pupil's phonics ability and book skills as well as begin some oral comprehension. All 1:1 reading will be carried out using the child's *Read Write Inc* book relevant to their stage of phonics learning. This reading book will be taken home the following week for additional practice.

In **KS2**, 1:1 reading will take place each week, the whole cohort will be heard at least once a week with frequency depending on need and this will be recorded on the Reading Record sheet that is set up in each classroom. For children who are still require phonics will need an appropriate phonologically decodable book from the Read Write Inc scheme '**Learning to Read Book**'. Free readers will choose an appropriate book from the classroom stock or the library.

Group		In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read first 16 single-letter sounds speedily
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C		Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM		Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily including ll, ff, ss, and ck Read words with Special Friends; words with double consonants and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

The Reading Card

The **Reading Card** is an individual record of a child's reading journey while reading their Read Write Inc book. As the child moves through the scheme, their **Reading card** will log their achievements in phonics; track them as they progress through the 'Learning to Read Books' and record their achievements as they move onwards to become independent readers.

Read Write Inc.
Phonics

Date moved into group:

Red Group

To move on to Green Group, children must know all set 1 sounds, including diagraphs. Children must read words containing four sounds.

Set 1 Sounds



Green Words 1.6-1.7

Word	Read	Spelt	Word	Read	Spelt
Time 6			Time 7		
bang			bell		
bat			best		
chat			blob		
chin			blip		
chop			brat		
fox			clip		
fix			dress		
quit			drip		
quiz			drop		
sing			flag		
six			flop		
thick			frog		
thin			from		
thing			gran		
this			grin		
wing			mess		
zap			pram		
zip			prop		
			skip		
			slid		
			slip		
			test		
			think		
			trip		
			well		
			wink		

Red Words Set 1

I	the	my	you	said
your	are	be	of	no

Philip Webb Question Stems

1= Poor / 2 = support

3 = confident

What happened at...? What happened when?

What did ... do/ask?

Why did...?

Where did ... go?

Describe...?

What did you find out about ...?

How can you tell?

What in the text makes you think this?

What does ... think/feel? How do you know?

The School Library

The aim of our school library is to promote a love of reading and encourage pupils to develop a lifelong interest in reading for pleasure.

Pupils make use of the school library as frequently as possible. There are regular timetabled sessions per class as well as use of the library at playtime and lunchtimes.

Within timetabled sessions, pupils are taught to develop their attitudes to reading, for example, by enjoying shared stories, selecting books to build their own libraries back in classrooms, discussing book choices, likes, favourite authors etc.

Staff identified a number of activities they regularly use as part of library time, using a variety in each library session to keep them purposeful and interesting:

Suitable for	Grouping	Activity
EYFS	Whole class	Practise listening skills with a story followed by book talk.
EYFS		Sticker quiz – match books to sections of the library.
EYFS/KS1	Whole class	Read a book without looking at the blurb, and then ask children what the blurb should say.
KS1/2	Groups/pairs/individual	Set a question, which children need to ask by finding relevant books.
KS1/2	Groups	Have a book hunt based on author, genre, character etc.
All	Individuals	1:1 reading alongside a suitable activity e.g. others reading independently.
All	Whole class	Recommend a book they have read, talking about reasons.
All	Whole class	Story session, adults modelling expression.
All	Whole class	Story session, with more able readers playing the role of a storyteller.
All	Pairs	Peer reading, children matched in a variety of ways to suit the group dynamic.
All	Whole class or group	Re-stock classroom book stock, opportunities to select specific book types, discuss choices etc.
All	Whole class as individuals	Exchange books borrowed from the library. (Instead of using valuable library time writing a list, take pictures or a video of children with their book as a record).
All	Group or individual	Purposeful choosing: look through books children have chosen, learn how to handle the book appropriately, turn pages, talk about pictures, follow the print with a finger.
All	Class	Book handling skills: taking and returning books correctly, knowing that the spine faces the reader.

Children have free choice when using the library, and the books chosen from the library to create the classroom collection. Whilst staff guide and advise pupils with their book choice, children sometimes choose a book that interests them, but is not at their reading level. For this reason, considerable emphasis is placed upon ensuring we help parents to make a distinction between how they use these types of books at home to support their child's reading development and pleasure in reading.

Reading Spine

Our whole school Reading Spine has been developed alongside teachers and pupils to provide a range of books tailored to our school.


Each year group has key authors who feature repeatedly on their class Reading Spine. Authors have been selected from a diverse range of authors and genres including graphic novels and poetry, fiction and non-fiction. Our Reading Spine adapts each year to respond to pupils' interests and pupil/teacher recommendations. This allows us to add current authors and the latest book award winners to keep children engaged and their knowledge of literature up to date. Our Reading Spine starts in Nursery and runs through to Year 6.

Teachers subject knowledge of children's literature lies at the heart of reading for pleasure at our school. Teachers are encouraged to read books from the Reading Spine and to develop an in-depth knowledge of the books the pupils are reading. This allows adults to engage in high quality informal book talk with pupils.

As a school we regularly invite new and upcoming authors into school to share their journey into writing and to read extracts from their books to inspire children.

Here are some examples of our Reading Spine:

Green Lane's Reading Passport



Year 2 Collection

Key Authors: Elli Woollard, Bethan Woollvin & Atinuke

Name: _____

Green Lane		
The Giant of Am by Eli Woollard Date: _____	The Dragon and the Mistletoe Knight by Eli Woollard Date: _____	Green Yarn Tales by Eli Woollard Date: _____
Life by Eli Woollard Date: _____	Anna's Garden by Eli Woollard Date: _____	Little Bear's Christmas by Eli Woollard Date: _____
Just So Stories by Eli Woollard Date: _____	The Great Day Party by Eli Woollard Date: _____	I Can Catch a Monster by Eli Woollard Date: _____
Little Red Riding Hood by Bethan Woollvin Date: _____	Mistake by Bethan Woollvin Date: _____	Let's Go to the Moon by Bethan Woollvin Date: _____
A House Without Walls by Bethan Woollvin Date: _____	Meet the Moon by Bethan Woollvin Date: _____	What the Moon is Thinking by Bethan Woollvin Date: _____

Green Lane		
Three Little Kittens by Bethan Woollvin Date: _____	The Small Tree When it Grows by Atinuke Date: _____	Anna's Mitten by Atinuke Date: _____
The Frog by Atinuke Date: _____	Africa by Atinuke Date: _____	My Cat by Atinuke Date: _____
Anna's Mitten by Atinuke Date: _____	Sally, Anna, Mitten by Atinuke Date: _____	Baby's Sleepy Book by Atinuke Date: _____
The Little Red Hen by Atinuke Date: _____	The Sun by Atinuke Date: _____	Bear and Bird: The Poem and other poems by Atinuke Date: _____
A Bear Book of Observations by Atinuke Date: _____	Milk by Atinuke Date: _____	The Little House Book by Atinuke Date: _____

Green Lane		
Winter Bear: A Mistletoe Story by Bethan Woollvin Date: _____	Mistletoe by Bethan Woollvin Date: _____	LOOK UP! by Bethan Woollvin Date: _____
Up at Night by Bethan Woollvin Date: _____	DO NOT OPEN THIS BOOK by Bethan Woollvin Date: _____	Daisy and the Friends with Nature by Bethan Woollvin Date: _____
My Cat Goes to the Moon by Bethan Woollvin Date: _____	The Missing Mitten by Bethan Woollvin Date: _____	The Couch Potato by Bethan Woollvin Date: _____
Book Suggestions		
<div style="border: 1px solid black; padding: 5px;"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div>		

Green Lane's Reading Passport



Year 6 Collection

Key Authors: Sharna Jackson, Elizabeth Laird & Stewart Foster

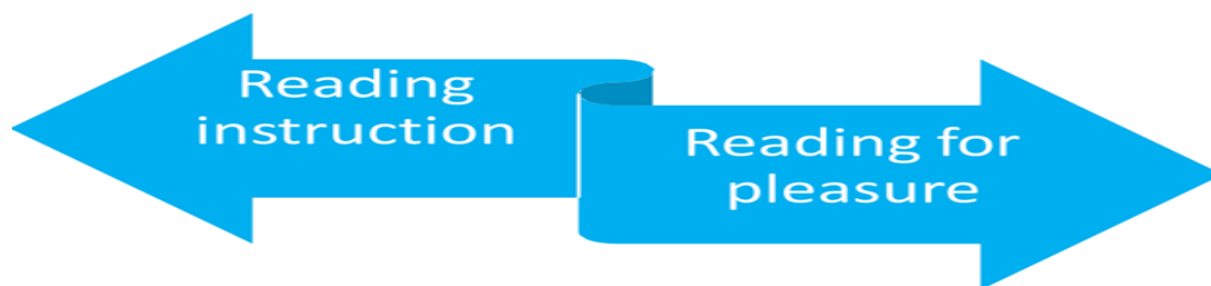
Name: _____

Green Lane		
The Day by Sharna Jackson Date: _____	High Rise by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____
The Day After Tomorrow by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____
The Day After Tomorrow by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____
The Day After Tomorrow by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____
The Day After Tomorrow by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____	The Day After Tomorrow by Sharna Jackson Date: _____

Green Lane		
The Perfect Food by Stewart Foster Date: _____	Cheek Mates by Stewart Foster Date: _____	The Things That Go on When the World Stops by Stewart Foster Date: _____
Bubble by Stewart Foster Date: _____	The Ballet Shoes by Stewart Foster Date: _____	The Ballet Shoes by Stewart Foster Date: _____
The Ballet Shoes by Stewart Foster Date: _____	The Ballet Shoes by Stewart Foster Date: _____	The Ballet Shoes by Stewart Foster Date: _____
The Ballet Shoes by Stewart Foster Date: _____	The Ballet Shoes by Stewart Foster Date: _____	The Ballet Shoes by Stewart Foster Date: _____
The Ballet Shoes by Stewart Foster Date: _____	The Ballet Shoes by Stewart Foster Date: _____	The Ballet Shoes by Stewart Foster Date: _____

Green Lane		
When do you go, Mr. G. by Stewart Foster Date: _____	Animals, Animals, and the White by Stewart Foster Date: _____	Animals by Stewart Foster Date: _____
When do you go, Mr. G. by Stewart Foster Date: _____	When do you go, Mr. G. by Stewart Foster Date: _____	When do you go, Mr. G. by Stewart Foster Date: _____
When do you go, Mr. G. by Stewart Foster Date: _____	When do you go, Mr. G. by Stewart Foster Date: _____	When do you go, Mr. G. by Stewart Foster Date: _____
When do you go, Mr. G. by Stewart Foster Date: _____	When do you go, Mr. G. by Stewart Foster Date: _____	When do you go, Mr. G. by Stewart Foster Date: _____
When do you go, Mr. G. by Stewart Foster Date: _____	When do you go, Mr. G. by Stewart Foster Date: _____	When do you go, Mr. G. by Stewart Foster Date: _____

Reading for Pleasure



As well as developing the skill of reading there is a strong focus on developing pupil's love of reading and the 'will' to read. Each class has access to a class library with books which have been carefully chosen by our pupils and teachers. These books are taken home by pupils to read and run alongside the pupils read to read books.

Reading for pleasure is the single biggest indicator of a child's future success, more than family circumstances, parents' educational background or income*.

We have worked extensively with the Open University and the Reading for Pleasure project team to support the development reading for pleasure from the moment pupils come to school. Children are encouraged to talk about their likes and dislikes around reading and to recommend and share what they are reading with others. Teachers have a good subject knowledge of authors and are encouraged to ask pupils what they are reading and share their book knowledge.

Reading Instruction is oriented towards:	Reading for Pleasure is oriented towards:
❖ Learning to Read	❖ Choosing to read
❖ The Skill	❖ The Will
❖ Decoding and Comprehension	❖ Engagement and Response
❖ System Readers	❖ Lifelong Readers
❖ Teacher Direction	❖ Child Direction
❖ Teacher Ownership	❖ Child Ownership
❖ Attainment	❖ Achievement
❖ The minimum entitlement: reader in school	❖ The maximum entitlement: lifelong reader
❖ The standards agenda	❖ The readers own agenda

Appendix 1 Progression in Reading Year 1-6

Literacy		1	2	3	4	5	6
Reading	Word Reading	<ul style="list-style-type: none"> Match all 40+ graphemes to their phonemes Blend sounds in known and unfamiliar words based on known GPCs Read words containing GPCs and s, es, ing, ed, er, est endings Read words of more than one syllable that contain taught GPCs Read words with contractions, understanding that the apostrophe represents missing letter(s) Read phonically decodable texts 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words that contain the graphemes taught. Recognise and read alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same GPCs as above Read words containing common suffixes Read common exception words 	<ul style="list-style-type: none"> Read further exception words from the Y3 list, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read exception words from the Y4 list, noting unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
	Reading for Pleasure	<ul style="list-style-type: none"> Learn some poems and rhymes by heart. Know and retell some key stories, including traditional and fairy tales. 	<ul style="list-style-type: none"> Listen and respond to a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. Know and retell a range of stories, fairy stories and traditional tales. Increase repertoire of poems learnt by heart, reciting them with appropriate intonation 	<ul style="list-style-type: none"> Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books. Know and retell an increasing range of stories, including fairy stories and legends. Prepare poems to read aloud and to perform; recite with appropriate intonation, tone, volume and action. 	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books. Recommend books to peers, giving reasons for their choices. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action 		
	Comprehension	<p>Understanding the text</p> <ul style="list-style-type: none"> Read and correct miscues. Check that the text makes sense to them as they read. Talk about the title and the events. Understand and talk about the main characteristics of key stories. Use context and vocabulary provided to understand texts. Explain what they understand about a text. Link what they read, or hear read, to their own experiences and prior knowledge. <p>Predicting, inferring, deducing and retrieving</p> <ul style="list-style-type: none"> Make predictions based on the events in the text. Begin to draw inferences from the text and/or the illustrations. 	<p>Understanding the text</p> <ul style="list-style-type: none"> Read for meaning, checking that the text makes sense and correcting inaccurate reading. Discuss the sequence of events in books and how they are related to each other. Use prior knowledge, context and vocabulary explored to understand texts. Answer and ask appropriate questions about texts. <p>Predicting, inferring, deducing and retrieving</p> <ul style="list-style-type: none"> Make predictions on the basis of what has been read so far. Draw simple inferences from illustrations and text on the basis of what is being said and done. <p>Text structure</p> <ul style="list-style-type: none"> Be aware that non-fiction books are structured in different ways. <p>Language</p> <ul style="list-style-type: none"> Know and recognise simple recurring literary language in stories and poetry. 	<p>Understanding the text</p> <ul style="list-style-type: none"> Identify the main idea of a text. Explain the meaning of words in context. Ask questions to improve understanding of a text. <p>Predicting, inferring, deducing and retrieving</p> <ul style="list-style-type: none"> Predict what might happen from details stated. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Retrieve and record information from non-fiction. <p>Text structure</p> <ul style="list-style-type: none"> Begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas. Know that non-fiction books are structured in different ways and be able to use them effectively. Identify how structure, and presentation contribute to the meaning of texts. Know some of the literary conventions in text types covered. <p>Language</p> <ul style="list-style-type: none"> Use dictionaries to check the meaning of unfamiliar words Begin to recognise some different forms of poetry. 	<p>Understanding the text</p> <ul style="list-style-type: none"> Identify and summarise main ideas. Understand the themes in books. Ask questions to improve understanding of a text. Make connections between other similar texts and own experiences <p>Predicting, inferring, deducing and retrieving</p> <ul style="list-style-type: none"> Predict what might happen from details stated and deductions. Infer meanings and begin to justify them with evidence from the text. Retrieve and record information from non-fiction. <p>Text structure</p> <ul style="list-style-type: none"> Know that non-fiction books are structured in different ways for different purposes and be able to use them effectively. Understand and explain that narrative books are structured in different ways. For example, historical stories and fantasy stories. Identify some text type organisational features. For example, narrative, explanation, persuasion. Know some of the literary conventions in text types covered. <p>Language</p> <ul style="list-style-type: none"> Use dictionaries to check the meaning of unfamiliar words. Recognise some different forms of poetry. Explain the meaning of words in context. 	<p>Understanding the text</p> <ul style="list-style-type: none"> Make comparisons between books. Identifying and discussing themes and conventions in and across a wide range of writing Ask questions to improve understanding. Summarise the main ideas drawn from a text. Make connections between other similar texts, prior knowledge and experience. Present a summary of a text. Distinguish between statements of fact and opinion. Identify the effect of the context on a text. For example, historical or other cultures. <p>Predicting, inferring, deducing and retrieving</p> <ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence from the text. Make predictions from details stated and implied information. Retrieve and record information. Collate information retrieved. <p>Text structure</p> <ul style="list-style-type: none"> Read books that are structured in different ways. <p>Language</p> <ul style="list-style-type: none"> Use strategies to explore the meaning of words in contexts including idiomatic and figurative language. Identify how language, structure and presentation contribute to the meaning of a text. 	<p>Understanding the text</p> <ul style="list-style-type: none"> Identify and discuss the conventions of different text types. Identify and discuss themes in a range of writing and across longer texts. Ask questions to extend understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Make connections between other similar texts, prior knowledge and experience and explain the links. Explain the main purpose of a text and summarise it. Identify and explain the effect of the context on a text. For example, historical, geographical. <p>Predicting, inferring, deducing and retrieving</p> <ul style="list-style-type: none"> Draw inferences e.g. inferring characters' feelings/thoughts/motives from their actions and develop explanations. Predict what might happen from details stated/implied across a text. Find relevant information and evidence from a range of texts. Record, collate and organise information or evidence appropriately <p>Text structure</p> <ul style="list-style-type: none"> Read books that are structured in different ways. <p>Language</p> <ul style="list-style-type: none"> Use strategies to explore the meaning of unfamiliar words, figurative and idiomatic language in context. Identify and explain how language, structure and presentation contribute to the meaning of a text.

Authorial Intent				<ul style="list-style-type: none"> Discuss and record words and phrases that writers use to engage and impact on the reader. 	<ul style="list-style-type: none"> Discuss and record words and phrases that writers use to engage and impact on the reader. Identify how writer has used precise word choices for effect to impact on the reader. 	<ul style="list-style-type: none"> Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification. Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader. Present author's viewpoint of a text. 	<ul style="list-style-type: none"> Identify and comment on writer's choice of language. Identify and explain how writers use grammatical features for effect e.g. use of short sentences to build tension. Show awareness of the writers' craft by commenting on use of language, grammatical features and structure. Present and explain the author's viewpoint in a text.
Evaluating	<ul style="list-style-type: none"> Say what they like or dislike about a text. Talk about their responses in a group. 	<ul style="list-style-type: none"> Talk about favourite words and phrases. Talk about and give an opinion to a range of texts. Talk about their responses in a group. 	<ul style="list-style-type: none"> Express a personal point of view about a text. Explain ideas and opinions, giving reasons. 	<ul style="list-style-type: none"> Express a personal point of view about a text. Explain ideas and opinions, giving reasons. Listen to and build on other's ideas about a text. 	<ul style="list-style-type: none"> Express a personal point of view about a text, giving reasons. Listen to and build on others' ideas and opinions about a text. Compare different versions of texts. 	<ul style="list-style-type: none"> Express own point of view, giving reasons linked to evidence from texts. Listen to and build on others' ideas and opinions about a text, including offering counter arguments Compare versions of texts and explain the differences and similarities. 	