



Strategy for Teaching Reading

September 2024

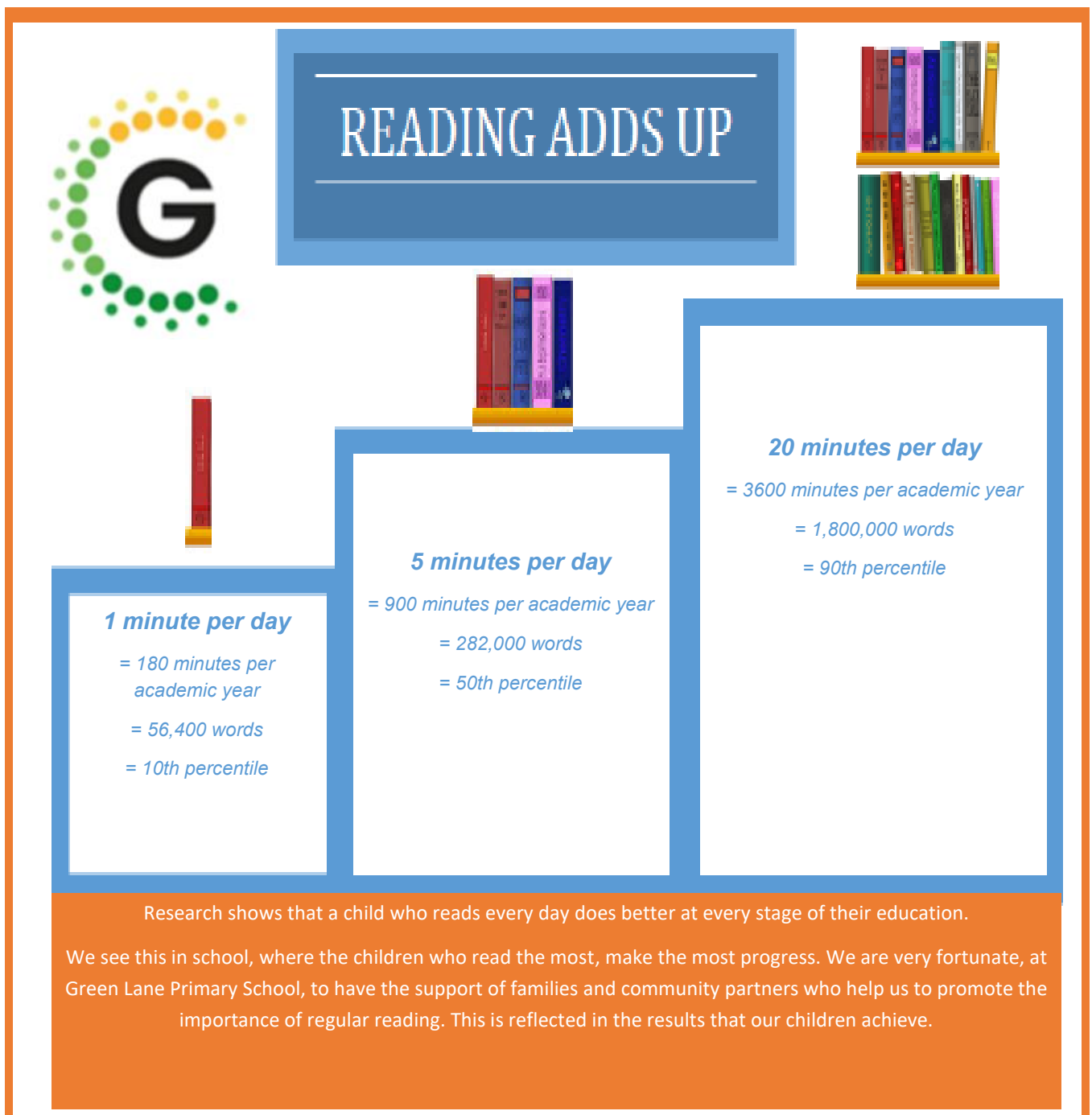
The Importance of Reading

'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

Reading Entitlement throughout School

Focus aspect of reading	Nursery	Reception	Year 1	Year 2	KS2
The mechanics of reading (decoding, fluency, prosody)	Daily input around sounds and rhymes	Daily phonics sessions (RWI) 5 x 50mins		Daily phonics sessions (RWI) 5 x 50mins Weekly spelling lessons (4 x 15mins)	Phonics interventions where needed Weekly spelling lessons (5 x 15mins)
	Reading Spine Books changed weekly and sent home	Phonics books changed weekly (pre-reads for target pupils) and sent home Reading Spine books checked weekly and changed when necessary			
	Daily input around book behaviours	1:1 reading with an adult (weekly minimum) 1:1 reading every week for target pupils			
Reading skills	Group reading lesson around a Scribble Club or Five-A-Day book (daily)	Group reading lesson around a Drawing Club or Five-A-Day book (daily)	Group reading lesson (4 x 15mins per week)	Shared Reading (3 x 30mins per week)	Whole class reading skills lesson (4 x 30mins per week)
Reading for Pleasure	Group story time / class read-aloud sessions (daily)				
	Library session for 30 mins (weekly)				
Reading for writing	Provision and Focused input around mark making (daily)	Daily whole class lesson around a Drawing Club Book	Daily whole class lesson around a Journey Through a Book text		

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.

In Year 3 & Year 4, pupils who require extra support with reading will continue to receive taught phonics interventions. These sessions are 30mins four times a week. These are organised across the Key Stage and works on rapidly filling gaps in their understanding.




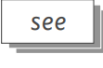
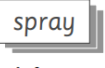



In Year 5 and Year 6, pupils will take part in Fresh Start is the 'grown-up' version of the Read, Write Inc Phonics programme. The lessons are similar, but with age-appropriate stories. Fresh Start programme builds children's reading accuracy, fluency and stamina.

Set1




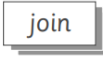
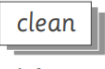



Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)	
s (stretchy - see p.34)	<p>Keep your teeth together and hiss</p>	<p>Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun</p>	<p>Draw the snake on the board, then write s next to it.</p>	<p>Spot the new sound in the pack</p>		<p>Select 3 sounds you have taught children so far.</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> <p>Spelling Using Fred Fingers</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>
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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



Fred Talk

Each RWI group has a frog called Fred that helps the children to read and spell. Fred can say the sounds in words but he cannot blend them together to say the whole word, so children have to help him.

So Fred (the teacher) says the sounds, and the children say the word.

Example – Fred says h-a-t, children say hat. Fred says m-o-p, children say mop. Fred says l-igh-t, children say light

Fred Fingers

‘Fred Fingers’ are used when spelling words. Children are encouraged to say the the word they want to spell and count how many sounds they hear on their fingers. As they spell they press the sounds onto their fingers to help them. Next, the child writes the letters – if they get stuck, say the sounds again.

Example - writing ‘play’ they would count the sounds on their fingers (3), hold up 3 fingers and then press them – p – l – ay.

Special friends

Special friends are a combination of two or three letters representing one sound, e.g. ay, ee, igh, air.

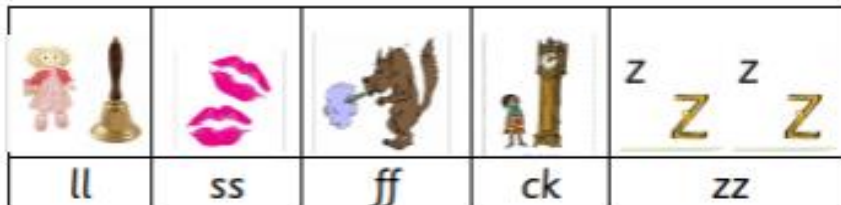


Phonics Teaching Schedule

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

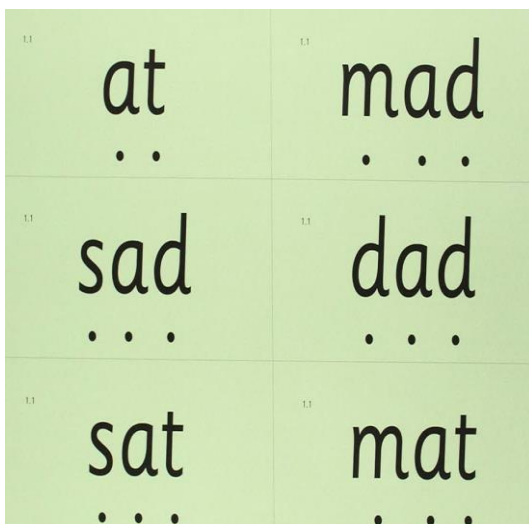


Set 3



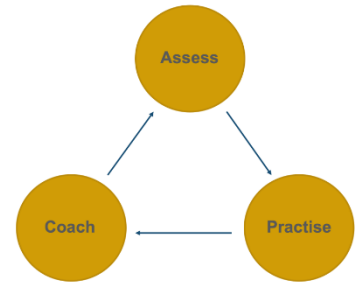
During the speed sound session pupils read words called 'green words'. These are words which they can sound out.

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



Catch-up in KS2

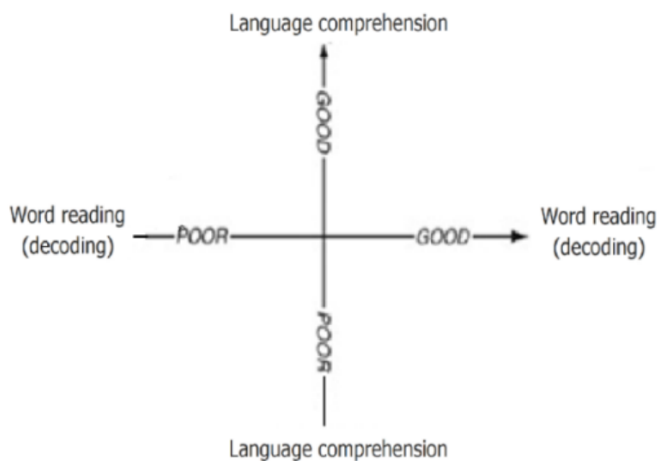
Children across KS2 who are finding reading difficult and are not meeting their year group expectations are given additional support to ensure they rapidly 'catch-up'. These children are read with daily in class and are provided with additional reading sessions 4 to 5 times a week that focuses on fluency, prosody and comprehension. These sessions are informed and structured around regular assessment that benchmarks children's phonic knowledge and their fluency. These robust and timely assessments allow staff to work out exactly what these children need and what the gaps are. This follows the cycle of carry out assessments, organise weekly practice and provide daily coaching.



In Year 3 & Year 4, pupils who require extra support with reading will continue the Reading, Write Inc Phonics programme from KS1, but these are delivered as phonics interventions during the key stage's reading lessons to ensure children aren't missing out on other curriculum areas. These interventions are organised across the Key Stage to utilise the staff, to ensure children are in appropriate groups and works on rapidly filling gaps their understanding. In LKS2 sessions take place four times a week for 30mins.

In Year 5 & 6 – Fresh Start Phonics

Our UKS2 children take part in Fresh Start Phonics which is a structured literacy programme, rooted in RWInc phonics, the children who take part in this programme are reading below age-related expectations, or who are new to English.











We recognise that assessment plays a vital role to determine whether these pupils have difficulty with word reading (decoding), language comprehension or both of these, as each need different kinds of teaching. The Simple View of Reading (left) can be useful when identifying children's reading difficulties and where they might lie in terms of three of the four quadrants. Fresh Start accelerates reading progress for pupils who have good comprehension but poor word reading (the top left-hand quadrant), and those who have poor comprehension and poor word reading (the bottom left-hand quadrant). Fresh Start is not for pupils who have difficulty understanding what they have decoded, but have good word reading skills (the bottom right-hand quadrant).

During the Fresh Start Programme pupils are taught to:

- understand the English alphabetic code in three sets of Speed Sounds lessons
- use simple mnemonics to help them read and write the letter-sound correspondences quickly
- review Speed Sounds daily, until they can read them effortlessly
- read and spell words containing the sounds they know
- read high frequency words that are not phonically regular
- read engaging, age-appropriate Modules, closely matched to their increasing phonic knowledge
- read each Module three times, focusing on: accuracy, fluency and comprehension
- practice spelling, vocabulary and grammar, linked to the Modules they read
- build and rehearse sentences out loud, until they are confident enough to write independently.

Fresh Start Anthologies provide pupils with additional age-appropriate reading material, to allow them to practice what they have learnt.

Fresh Start What to Teach when

Challenge point		In Speed Sounds lessons, teach students to:	To progress, students should be able to:
Part 1: learning Set 1 sounds - single-letter sounds		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3	Read first 16+ Set 1 sounds
Part 2: Blending sounds into words		Read 25 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.5	Read 25+ sounds Blend sounds into words orally
Part 3: Reading Phonics Green Word Cards: Word Time 1.1 – 1.5		Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 Phonics Green Words
Part 4: Learning Set 1 sounds - Best Friends		Read Set 1 Best Friends Read words with Best Friends: Word Time 1.6 Read Word Time 1.1 to 1.5	Read all Set 1 sounds speedily including Best Friends Read Word Time 1.5 to 1.6 Phonics Green Words
Part 5: Reading Phonics Green Word Cards: Word Time 1.6 and 1.7		Review Set 1 sounds Read 4/5 sound words: Word Time 1.7 Read Word Time 1.1 to 1.6	Read Word Time 1.6 and 1.7 Phonics Green Words
Part 6: Learning Set 2 sounds		Read Set 2 sounds and matched Phonics Green Words Read Set 1 Phonics Green Words (Word Time 1.1 to 1.7)	Read Word Time 1.6 and 1.7 Phonics Green Words Read Set 2 sounds speedily
Part 6: Learning Set 3 sounds		Teach Set 3 sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words	Read Set 3 sounds speedily Read assessment passage 1 (Module 16) accurately in under 50 seconds.
Reading longer words		Read longer words Read Set 1, 2 and 3 Phonics Green Words	Read assessment passage 3 (Module 32) accurately in under 40 seconds.

Timetable for Group Sessions from Module 14

The activities in **bold** are additional to the timetable in the FTT handbook.

Day 1	Day 2	Day 3	Day 4
Daily Speed Sounds lesson	Daily Speed Sounds lesson	Daily Speed Sounds lesson	Daily Speed Sounds lesson
Speed Sounds in Module	Partner Practice: Speed Words	Partner Practice: Speed Words	Spelling – Green Words
Module Green Word Cards	Red Word Cards	Second Read	Spelling – Red Rhythms
Partner Practice: Speed Sounds and Green Words	First Read	Questions to Talk About	Hold a Sentence
Red Word Cards	Read Aloud - Teacher	Questions to Read and Answer	Proofread
Partner Practice: Red Words			
Challenge Words			
Speeding up word reading (this is an extra activity if word reading needs an extra boost).			

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 (Mama, nest, cluck, hatch, crack, chick, quack, pond, quick as a flash, bank, upset, duckchick, pecked, shocked, grubs, flapped, stretched, chucks, 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-syllabic words and trickier single-syllabic words).

Names and single-syllabic 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 / a / 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-syllabic 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.

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.

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.

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 Fred Talk 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.

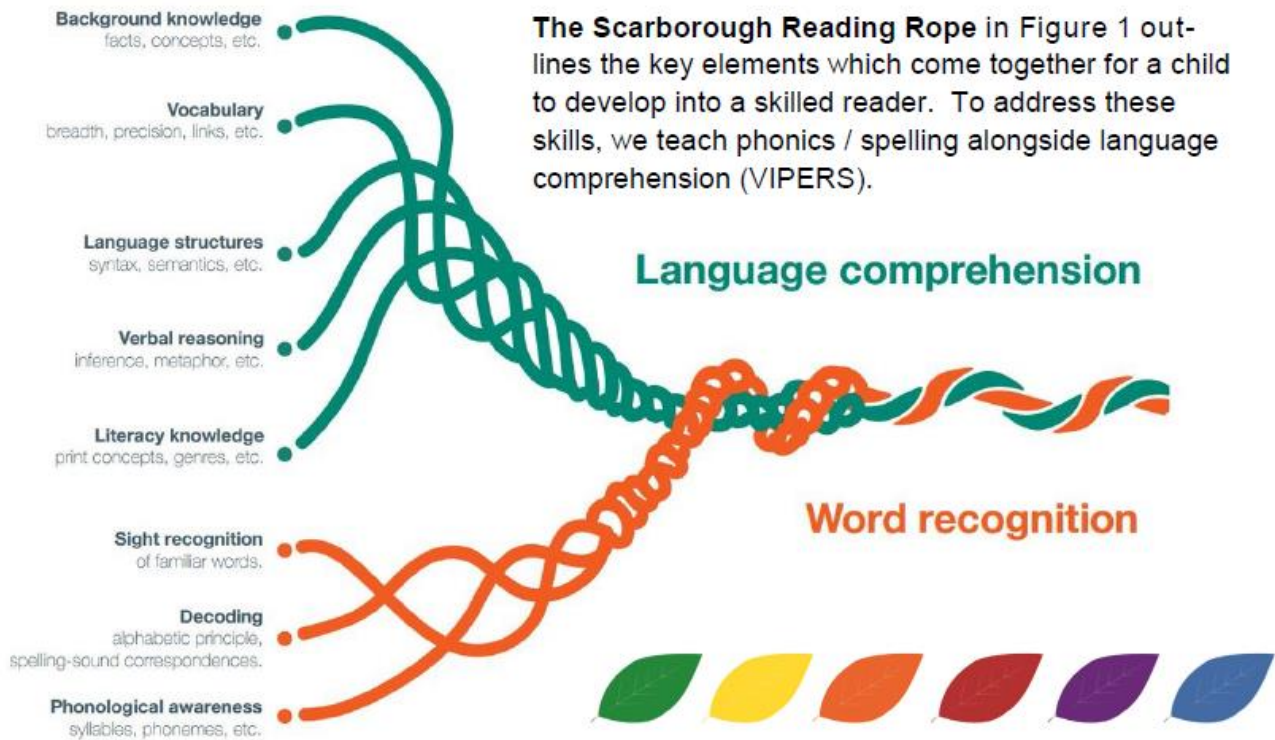
1. Write the first word on the board or flipchart.
2. Say the word and ask children to repeat it.
3. Point to each sound as you say it, then say the whole word. Ask children to repeat.
4. Help children to spot any tricky letters that aren't on the Speed Sounds Chart and circle these.
5. Point as you 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.

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 skills which tie into our reading assessment 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 Reading Spine Book and a Library Book which they take home with them daily. Reading Spine Books are chosen from the classroom book stock which has age appropriate, whereas Library books are any books that a pupil takes an interest in.

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



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

Structure of the VIPERS Shared Reading Session – KS2

Session 1	Session 2	Session 3	Session 4
Setting the Context (5mins) <ul style="list-style-type: none"> Find an image(s), maps, atlas to get the context of the story. Identify tier 2 and 3 vocabulary included in the image and text. E.g. canoe/long boat etc As a team identify the text type (non-fiction, narrative) Who is the audience? Identify the common themes (non-fiction, myth and legend) - What would they include? E.g. Myths and legends would have a hero, problem to overcome Is there any previous learning that could help or be linked to? E.g. traders in history 			
Reading for accuracy and fluency <ul style="list-style-type: none"> Focus on developing a fluency skill to develop one of the following skills: pausing, phrasing, integration, intonation, stress and rate. When reading independently set a time limit. Children to mark where they have read to. Developing fluency - Echo reading, choral reading, paired reading, class reading, repeated reading, teacher-led reading. 			
Vocabulary Instruction <ul style="list-style-type: none"> Prior to the session, the teacher identifies the word(s) that will be the focus of the session and shows the class the vocabulary to unpick and explore. Children skim and scan the text and highlight the selected words and phrases. Children use the strategies to work out the meanings (see Strategies for Word Knowledge and Study doc) 	Close Reading <ul style="list-style-type: none"> Posing a variety of questions about the text that explore children's understanding. These questions should be presented in a variety of ways including graphic questions. This may be guided, pair work or in small groups. See examples below 	Reading to Comprehend <ul style="list-style-type: none"> During this stage focus should be on detailed response using evidence from the text. Inference, Prediction, Explain, Summarise (Y3-6), Authorial Intent (Y3-6), sequencing (Y2) This could include: questions, prove me/it, how do we know that?, evidence from the text, How is the character feeling?, show not tell questions, explain using the text, exploring language in the text, who said what? The expectation would be that the children are posed one question, given time to explore and identify evidence and then articulate a detailed response followed by a written answer. Teachers can order these in any way they feel is appropriate. 	







Prior to planning identify the text and consider the reasons for the choosing that text. Does it meet the needs of the pupils? What do you want the pupils to do with the text? What do you want the children to get from the text?

Session 3 and 4 (Year 5 and 6) Mastery

As pupils move into UKS2 we develop a 'mastery' approach towards reading. We recognise the progression in individual skills as pupils move through school. Core reading skills are still taught but greater opportunities are given for wider discussion, opportunities for pupils to express opinion, analyse sections of texts and justify their answers.

Reading mastery: Questions that engage all reading skills previously taught. This may be done as a class; in pairs or independent. This would involve an open-ended question, using a variety of strategies for retrieval, inference and prediction as well as constructing rationales about themes, characters and plots.













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

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context. 	Make and justify inferences using evidence from the text. 	Predict what will happen based from the details given or implied. 	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. 	Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise the main ideas from more than one paragraph. 
Example questions <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..... 	Example questions <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? 	Example questions <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. 	Example questions <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? 	Example questions <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? 	Example questions <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?

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. Free readers will choose an appropriate book from the reading spine.

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.

Classroom Reading Areas

Our reading areas are a space in all of our classrooms that are dedicated to reading and exploring stories. The reading areas act as a mini-library with books from the school's Reading Spine (see below) that are suited to the pupils' ages. We believe in not displaying too many books at once, as the more choices children have, the less likely they are to engage with a book and offering children too many choices makes them less likely to engage with their final selection. These book-focused environments are engaging spaces that tempt children to read, borrow books, discover new authors and talk about texts. These areas support browsing and choice-led reading.

Why create them?

- To entice children to read for pleasure
- To build children's own reader identities
- To profile the importance of reading in school
- To encourage book talk and recommendations
- To promote books in common and grow reader communities



All reading areas at Green Lane follows the Reading for Pleasure Pedagogy, that states RfP must be explicitly planned for and must be:

- Learner-led
- Informal
- Social and supported by
- Texts that Tempt

We are all in agreement that reading areas at Green Lane must:

- Be cosy and comfortable areas
- Have an inviting and welcoming atmosphere
- Be a place where books are celebrated
- Display the Reading Spine
- Include front facing books to entice interest and show the work of the illustrator
- Include texts in common such as a teacher or class favourite box
- Includes a non-fiction box that is led by the children's interest or by current class topics
- Develop a love of 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: Elii Woolldard, Bethan Woolvin & Atinuke

Name: _____

Green Lane

Green Lane

Green Lane

	Book Suggestions	

Green Lane

Green Lane's Reading Passport



Year 6 Collection

Key Authors: Sharna Jackson, Elizabeth Laird & Stewart Foster

Name: _____

Green Lane

Green Lane

Green Lane

	Book Suggestions	

Green Lane

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 an increasingly good subject knowledge of authors and are encouraged to ask pupils what they are reading and share their book knowledge and help them in choosing books that are read aloud in class.

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

Teacher's Knowledge of Children's Books

At Green Lane we understand that to successfully foster Reading for Pleasure across our school, all staff need a wide and up to date knowledge of children's literature and other texts as developing this subject knowledge enabled teachers to:

- Engage enthusiastically and reciprocally as readers in school
- Make one to one reader recommendations tailored to specific children
- Articulate an informed and strategic rationale for selecting/using texts as part of their RfP pedagogy
- Identify multi-layered texts that inspire and enrich literary experiences
- Build reciprocal and interactive reader to reader relationships with staff and children.

Staff Lending library

Green Lane has created a staff lending library which focuses on new children's literature. It is a fantastic way to stretch teachers' knowledge and deepen their appreciation for the evolving landscape of children's books. By including a curated selection of recent award winners, the library not only exposes educators to the latest trends and themes in the field, but also encourages them to explore diverse authors, genres, and cultural perspectives. We know that the more teachers broaden their understanding of what children are reading today, it will support them in providing fresh ideas for classroom activities, lesson plans, and book recommendations. Our staff lending library fosters a culture of lifelong learning among educators, allowing them to stay informed about new publications and award-winning titles that they might otherwise overlook. As teachers become more familiar with these books, they can engage their pupils in meaningful discussions and guide them toward a more inclusive and enriching literary experience.



Reading Spine

It is non-negotiable that teachers read the reading spine for their year group. Senior leaders, teachers and children help in ensuring that the books are age-appropriate, diverse, and are representative of both beloved and emerging authors. The reading spine is carefully curated to include a range of much-loved classics alongside new, upcoming voices, as well as authors who reflect the diverse backgrounds and experiences within our community. This thoughtful selection of high-quality books creates a shared literary foundation, fostering a community of readers where both staff and pupils are united by the same stories. By engaging with these books, teachers not only deepen their own understanding of children's literature, but also model the joy of reading for their pupils. This shared reading experience provides natural opportunities for rich discussions, allowing both children and staff to connect over the stories they have in common, enhancing a culture of literacy and inclusivity across the school.

Advent Calendar



The annual Reading Advent Calendar is a much-anticipated tradition at our school, designed to inspire a love of reading and introduce pupils to new books and authors in a fun and interactive way. Each day, leading up to the 25th of December, a class is drawn from a hat and invited to open the corresponding wrapped book from the calendar. This surprise element builds excitement and curiosity, encouraging children to look forward to the next day's reading. Each year, the calendar focuses on a different genre, and this year, the spotlight is on poetry. By sharing poems with both adults and children, we foster a

communal experience where everyone—staff and pupils alike—can share their love of reading and explore the beauty of language together. The Reading Advent Calendar not only exposes pupils to diverse literary forms but also strengthens the connection between adults and children, creating a shared reading culture that transcends the classroom and brings the school community closer together.

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.