

Reading Policy

Intent

At Whitchurch Combined School, we believe that a quality English curriculum should develop children's love of reading. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable:

- All children in KS1 to achieve the 'Expected Standard' in Phonics and Reading.
- All children leave Y6 achieving the 'Expected Standard' in Reading.

We set ourselves this challenging intention to ensure that there is clear dedication to supporting children to learn the skills of reading and comprehension. This ensures that we give the pupils at Whitchurch Combined School the life-long skills to read fluently with good understanding and develop a wide vocabulary.

It is also our intention that:

- Reading and the skills of reading are central to the development of the curriculum. Ensuring that children know more so that they remember more.
- Reading must be coherently planned and sequenced.
- Reading skills build each year with a clear pathway of progression of skills.
- Reading is more than words on a page, it includes:
 - Building phonics knowledge
 - Developing fluency
 - Comprehension
 - Understanding of the wider world and establishing context
 - Linking ideas together
 - Building pictures from words on a page
 - Understanding and developing vocabulary

By planning such a clear pathway of progression of skills, children will leave Whitchurch Combined School being able to:

- read easily and fluently, skilled in a variety of strategies for decoding new and unfamiliar words
- read accurately with understanding, able to infer, deduce and conclude

They will also:

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- receive exposure to a wide variety of high quality texts, allowing the appreciation of our rich and varied literary heritage
- experience oral storytelling, real author visits and watch theatre productions, including a visit to a real theatre.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in English which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

Phonics

At Whitchurch Combined Primary School, we follow Lesley Clarke's Letters and Sounds phonics scheme which is a government validated synthetic phonics programme. Based on the scheme, we have identified key milestones within each of the phonics phases that we would expect our children who are working at the expected standard to achieve. These milestones are identified in Reception, Year 1 and Year 2 and are expected to be achieved by set points throughout their phonics journey.

Children all receive whole class phonics teaching delivered by the class teacher, with same day interventions running for those children who need extra support with phonics. These interventions are run by either the class teacher or a trained TA. Where there are children who are significantly below what is expected in their phonics knowledge, separate phonics interventions will be run for them.

In addition to continuous daily assessment, children are assessed every half term against the milestones that they have been working towards to check their understanding. This half termly assessment is used to inform effective provision for all children, enabling staff to plan and deliver lessons that engage and challenge all children within the lesson. This assessment should inform the rate at which children progress through the phases and secure a sound understanding of phonics. For those children who do not meet the desired milestone, additional phonics interventions are put in place to help fill the gaps.

(see phonics policy for further details)

Reading Texts

To support the teaching of the Lesley Clarke's Letters and Sounds programme, all books have been sorted to match the sounds that are being taught that week, the principle being that any scheme books that are brought home to be read, should be fully decodable and should not contain any sounds that they have not yet been taught. 'Rogue' words have been identified in books and clearly labelled as read together words. This should support all readers to develop fluency and not experience that frustration of coming across words with sounds that they do not know and therefore cannot decode. After children have successfully completed phase 5 of phonics, scheme books are then organised through the use of the coloured book bands.

The school has recently purchased new and exciting banded texts that run from Year 3 to Year 6, allowing for a more structured approach to reading for those children who struggle with reading or need direction in text choices. Phonics based texts are available in KS2 as well as in KS1 to support those children who need further consolidation of their phonics skills or to support those children with SEN.

Class libraries have also been recently updated, with a rich selection of texts now available for free choice within each class. In the last few years, the school library has been redeveloped and new texts have been bought every year to continuously provide good quality texts within the library. Pupil voice saw an increase of graphic novels being bought for the library and new focused displays being

developed such as the culturally diverse section of the library. Pupil voice has also informed upcoming library development projects such as the redevelopment of the non-fiction section of the library.

Non-negotiables for Reading

At Whitchurch Combined School, we believe:

- Every child should be heard by an adult once a week, through 1:1 reading, guided reading or the sharing of text as a class. Targeted children will be heard to read more often, depending upon their level of need.
- In EYFS / KS1, every child will be heard once a week by an adult through 1:1 reading with their class reading book. Targeted children will be read with on a daily basis.
- A book / text / story in some form will be shared with the class every day for 10 – 15 minutes.
- Every child will have a reading book that is matched to their ability. In KS1, the book should match their current level in phonics.
- Every class will have an area that promotes the love of reading.
- If children are not read with regularly at home, extra time should be given to reading with that child in school.
- The teaching of reading is given priority throughout the school.
- We will promote a love of reading throughout the school.
- We will provide children with access to high quality and age appropriate texts.

Teaching of Reading

Our teaching will focus on developing pupils' competence in both decoding and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Good comprehension draws from linguistic knowledge (particularly of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Reading Approaches and Teaching Sequence

Whole Class Reading / Sharing of a Text

At Whitchurch Combined School, we subscribe to the Power of Reading. Every term, at least one of the teaching sequences taught through our English lessons is based upon a good quality text taken from the Power of Reading. This ensures that our English lessons target the National Curriculum reading objectives for each year group, using high quality texts to support. Additional texts are used in English lessons to promote cross curricular learning and provide creative experiences based upon class topics. EYFS also use Helicopter Stories and Poetry Basket to teach reading skills and promote enjoyment for reading.

Whole class novels are also used to teach reading skills through whole class guided reading sessions (see guided reading section).

Phonics Teaching Sequence

The teaching of phonics follows Lesley Clarke's Letters and Sounds programme:

EYFS / KS1

- Children all receive whole class phonics teaching delivered by the class teacher, with same day interventions running for those children who need extra support with phonics. These interventions are run by either the class teacher or a trained TA.
- Where there are children who are significantly below what is expected in their phonics knowledge, separate phonics interventions will be run for them.
- In addition to continuous informal assessment, half termly phonics assessments are carried out, measured against the agreed milestones.
- Additional phonics interventions are run to help fill gaps identified in half termly assessments.
- Phonics interventions include the use of Lesley Clarke's intervention programme, spelling shed and Lexia.

YEAR 3

- Daily phonics for targeted children who still have gaps to fill in their phonics knowledge.
- The milestones in phonics are assessed using Lesley Clarke assessment resources and then daily interventions are planned around targeted children.
- Phonics interventions include the use of Lesley Clarke phonics 10, spelling games, Direct Teaching and Precision Monitoring, Tracks Spelling, Spelling Shed and Lexia.
- All other children follow a phonics based spelling approach.

YEAR 4, 5, 6

- The milestones in phonics are assessed using Lesley Clarke assessment resources and then daily interventions are planned around targeted children.
- The number of weekly phonics intervention sessions is cohort driven.
- Phonics interventions include the use of Lesley Clarke phonics 10, spelling games, Direct Teaching and Precision Monitoring, Tracks Spelling, Spelling Shed and Lexia.
- If the phonics approach to reading is not successful, alternative interventions are used such as Toe by Toe and Snip.

Reading to the Class

The whole class read, whether it's a longer novel or a picture book, is an essential part of the Whitchurch Combined School classroom. It is one very important way that we can model our enthusiasm for reading and for books, and create magic and excitement around the special joy of reading a good book. The enthusiasm for reading as a class teacher is one of the most important things that we can do in our classroom and research shows that it has more of a positive effect on reading achievement and the life-long love of reading than any other reading intervention.

Consequently, reading to the class is part of the normal daily routine in our classrooms. In both EYFS/ KS1 and KS2, reading to the class occurs at least once day for between 10 to 15 minutes. This may take the form of sharing a story with the class, reading poems, the class novel or sharing a text in an English lesson. In EYFS and KS1, there is always a daily story time in addition to any sharing of texts in English lessons.

Reading Spine

At Whitchurch Combined School, we aim to provide opportunities all of our children to encounter a broad, interesting and inspiring range of books, enabling them to develop reading skills, to face increasingly complex texts, to cultivate a love of reading and to extend their knowledge and understanding of the world around them.

The complexity of books goes far beyond the Lexile level of the text. In *Reading Reconsidered* (2016), Lemov, Driggs and Woolway outline the 'Five Plagues of Reading' – five text types that all readers should have access to in order to navigate reading with confidence. These are complex beyond the lexical level. These are as follows:

1. Archaic Language

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.

2. Non-Linear Time Sequences

Stories where time flows back and forth in a complex manner not just flows in one direction.

3. Narratively Complex

Multiple, unreliable or non-human narrators which often create multiple plot-lines or alternative viewpoints

4. Complexity of Plot, Symbolic Text

Stories which can be steeped in figurative language and often exist on an allegorical or symbolic level, sometimes complex in plot and structure.

5. Resistant Texts

Texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

References:

<https://www.manicstreetteachers.com/post/2018/04/29/a-reading-reconsidered-reading-spine-for-primary-schools>

<https://teachlikeachampion.com/wp-content/uploads/5-Plagues-Reading-Spine.pdf>

We aim for children to encounter at least once of each of these text types per year, through guided reading, through English teaching/writing units, or through our class readers and story time.

Across these text types, we also aim to expose our children to diverse characters, settings and stories. In a small village community, it is vitally important that our children encounter the rich diversity of the wider world through as many avenues as possible, and reading is one of these.

Dedicated Reading Skills Sessions

At Whitchurch Combined School, we teach reading through a mix of whole class teaching, group reading, guided reading and individual reading. This is to ensure that all children are challenged, read more regularly and are exposed to high quality texts and teacher led discussions.

In KS2, reading skills are specifically taught through daily 20 minute targeted skills sessions. These sessions are in addition to any reading skills developed and taught through the daily English lesson. The sessions take the form of whole class guided reading sessions, each day focusing on different aspects of the teaching of reading (see KS2 whole class reading guide for further details).

Comprehension papers will be used to allow the opportunity to apply the skills practiced. Children identified as struggling with comprehension will have targeted interventions to help develop skills. Frequency of interventions will be cohort driven.

In KS1, targeted reading skills sessions happen 2 to 3 times a week.

(see appendix for examples of reading strategies, vocabulary teaching and stem sentences)

English Working Wall

The working wall is used to support the daily English lesson and is built as a unit of study develops. There is also a vocabulary part of the wall where words are added that are taken from the shared text.

Enrichment Experiences

Throughout their time in Whitchurch, pupils will have access to a range of enrichment experiences to promote a love of reading. These include:

- Pantomime productions
- Participation in the school nativity and end of Year 5 / Year 6 productions
- Watch a play in a theatre
- Book week activities
- Oral story tellers during book week
- Visiting authors
- Reading picnics
- Read-a-thon fund raising activities
- Dressing up as book characters
- The reading Olympics
- Snuggle up with a book day

S.E.N. and Inclusion

Reading forms part of the school curriculum which aims to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Reading activities takes into account the targets set for children in their SEN support plans.

Teachers provide help with communication and English through:

- Using differentiated texts that children can read and understand
- Using visual and written materials in different formats
- Using IT and other technological aids
- Providing support from teaching assistants
- Providing writing frames and word banks
- Using appropriate intervention programmes to match individual needs

Assessment of Reading

Most formal assessment takes place three times a year using a selection of resources, although phonics assessments happen half termly:

- EYFS – Lesley Clarke’s phonics assessment, including formal half termly assessment and Early Learning Goals to determine children’s progress.
- Year 1 - Lesley Clarke’s phonics assessment, including formal half termly assessment, past phonic screening assessments and NFER assessments.
- Year 2 - Lesley Clarke’s phonics assessment, including formal half termly assessment, past phonics screening assessments, past SATS papers, CGP and NFER assessments.
- Years 3, 4, 5, and 6 use past SATS papers and NFER assessments.

- Informal assessments are carried out during 1:1 reading sessions and guided reading sessions against reading objectives and targets.
- Sonar is used to track and record progress against each of the reading objectives and inform an overall judgment each term.

IMPACT

We measure the impact of our approach to teaching reading in the following ways:

Outcomes

- Percentage of children achieving the ELG in Reading.
- Percentage of children achieving the expected phonics standard in Year 1.
- Percentage of children achieving the expected standard in reading at the end of Year 2.
- Percentage of children achieving the expected standard in reading at the end of Year 6.
- Increasing percentages of children achieving the expected standard in the Reading across KS1 & KS2.
- More children reading at, or above, their Reading Age.
- High progress measures from a child's initial reading ability.

We would expect our pupils to leave Year 6 showing the following skills:

- Know more and remember more, making links between texts and genres experienced.
- Discuss similarities and differences between texts.
- Have a thirst for reading a range of genres and participate in discussions about books.
- Read books to enhance their knowledge and understanding of all subjects in the curriculum and communicate this to a wider audience.
- Read fluently and effortlessly, with understanding at an age appropriate interest level in readiness for secondary school.
- Display high levels of comprehension and vocabulary development.
- Display high levels of engagement in the books they read.
- Read for pleasure and enjoyment.

Pupil Voice

Through discussion and feedback, children talk enthusiastically about reading and understand the importance of reading fluently. They can also talk about books and authors that they have enjoyed and can make reading recommendations for other pupils. Their voice influences book choices for the library and events such as book week.

APPENDIX

Teaching Strategies


A variety of different strategies are employed to teach the skills of reading and to ensure engagement with a text. Sharing of texts will include such things as:





- Modelled reading
- Paired reading
- Guided Group discussion
- Skill development – choosing a content domain and developing children's responses
- Independent learning

The shared reading may include:

Technique	In Practice	Example
Spot Checking	Knocking on the table (or pausing) for all children to jump in and read the next word.	
Change the word	After reading a sentence, children should be asked to suggest alternatives to the selected word.	John lived in the secluded part of town, he never ventured out. He was happy with that. Suggest an alternative word for 'secluded'
Important words	The identification of which words are imperative to the understanding of the text.	John lived in the secluded part of town, he never ventured out. He was happy with that. Choose the most important words in this text. Justify why you choose them?
Spot the error	Teacher models the incorrect pronunciation of a word – children to spot.	Teacher – 'He ran though the door' Pupils – 'Excuse me, that should be through.'
Fastest Finger Word finger	Children given extract and be the first to find the word that is selected by the teacher.	'Find the word dilapidated'
Fastest Finger Antonym / Synonym	Children given extract and teacher selects a word for children to find a antonym or synonym.	'Look through the extract, find a word that is similar to old' 'Look through the extract and find a word that means the opposite to modern'

Activities may include:

	<p>Fact and Opinion:</p> <p>Can you write one fact and one opinion about this picture?</p>
<p>Short Sentences</p> <p>I left my clothes on the floor.</p>	<p>Cause and Effect:</p> <p>What might have caused this? What could the effect be?</p>

<p>Cinderella and the Ugly sisters both had one aim in life – to marry the Prince and live happily ever after. Cinderella was kind and sweet. Her sisters were selfish, vain and cruel.</p>	<p>Compare and Contrast:</p> <p>Were the ugly sisters and Cinderella similar in any way? Can you contrast their behavior with that of Cinderella?</p>
	<p>Inference / World Knowledge Development</p> <p>Why would the helicopter be flying towards the boat? Who is in the helicopter? Who is in the boat? How might the people in both modes of transport be feeling?</p>
	<p>Summarise</p> <p>Write a short sentence that summarises what main idea in the picture.? Can you write one statement that proves the main idea?</p>
<p>Susie got the cake out of the oven.</p> <p>She weighed out flour, sugar and butter and collected eggs from the basket.</p> <p>Susie put on her apron and took out her recipe book.</p> <p>She mixed the ingredients together and put the cake mixture into the oven.</p> <p>Susie washed up the dirty pots while she waited for the cake to cook.</p>	<p>Sequencing:</p> <p>Can you place these events in the correct order? How would you prove they are in the right order?</p>
 <p>_____ went into _____ to _____.</p>	<p>Complete the sentences / enter the missing word:</p> <p>What would make sense when written in context with the picture?</p>
	<p>Describe, think, say, feel.</p> <p>Look at the picture, can you describe what you see, give one thing the subject might be thinking, saying or feeling. Give a plausible reason for your thought, speech or feeling.</p>

KS1 Stem Questions

Content domain	Stem questions	Activities/strategies
<p>1a</p> <p>Draw on knowledge of vocabulary to understand texts</p>	<p>What word in the text tells you...?</p> <p>Find and copy (one word/phrase/sentence) that tells you...</p> <p>The author uses this word _____ What does it mean?</p> <p>The writer uses words such as _____ to describe _____.</p> <p>What does this tell you about _____?</p> <p>The writer uses words such as _____ to describe _____.</p> <p>How does it make you feel?</p> <p>Find and copy a word that describes how...</p> <p>Find and copy a word that means the same as...</p> <p>In the story, _____ is used repeatedly. Why?</p> <p>Draw a line to match the words to their meanings.</p> <p>How has the writer made you and/or _____ feel?</p> <p>Which words and /or phrases make you think/feel _____?</p>	<p>Find 5 interesting words in your book, discuss meanings. Now think of your own sentences that use the words.</p> <p>Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, together = to, get, her</p> <p>Find 5 adjectives in your book. Now try to use them in your own sentences</p> <p>Make a list of words from your book that other children may find hard to spell or may not know what they mean. Highlight the tricky part in each word.</p> <p>Find 5 adverbs in your book. Put them in alphabetical order.</p> <p>List any key words or phrases from the book.</p> <p>Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting.</p>
<p>1b</p> <p>Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information</p>	<p>Which...? What...? How...? Where...? When...? Why...? Who...?</p> <p>Draw a line to match these characters to events.</p> <p>Give one example of _____</p> <p>Which character _____?</p> <p>Where/when does _____ take place?</p> <p>What did _____ look like?</p> <p>How did _____ feel? Why?</p> <p>Who was _____?</p> <p>Where did _____ live?</p> <p>Who are the characters in the book?</p> <p>Who is the narrator?</p> <p>Where in the book would you find _____?</p> <p>What happened in the story?</p> <p>How does the _____ help me to find information in this book?</p>	<p>List all the characters that appear in the story.</p> <p>Write some questions about events in the story. See if a friend can find the answers to your questions by using the book.</p> <p>Choose one character from the story. Find three things the author says about this character.</p> <p>Draw a picture of your favourite character. Label it with words the author uses to describe the character.</p> <p>Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means.</p> <p>Write down some facts you have learned from your book.</p> <p>Make a fact file about a topic from your book.</p> <p>Make up some questions about your book. Give them to a friend and see if they can use the book to answer them.</p> <p>Create a true/false quiz about the book. Try the quiz out on a friend.</p> <p>Hot- seating</p>

<p>1c: Identify and explain the sequence of events in texts</p>	<p>Number the sentences below to show the order they happened in the _____</p> <p>Which of these events happened first?</p> <p>What happened after _____?</p> <p>What happened before _____?</p> <p>Which of these events happened last?</p> <p>Use three sentences to describe the beginning, middle and end of this text?</p> <p>Sum up the story in _____ words</p> <p><input type="checkbox"/> Sort these sentences/paragraphs/chapter headings from the story</p>	<p>List all the events in your story in the correct order.</p> <p>Draw a story mountain or story map to show the events in the book.</p> <p>Draw a cartoon strip of the main events in the story.</p> <p>Sequence events from the story.</p> <p>Re-write the story in your own words.</p> <p>Make a timeline of events from the story.</p> <p>Look at these jumbled-up pictures/sentences. Can you put them in order?</p>
<p>1d: Make inferences from the text</p>	<p>Why do you think _____?</p> <p>How do you know that _____?</p> <p>When do you think _____?</p> <p>How can you tell that _____?</p> <p>True or False</p> <p>Why did _____?</p> <p>How do you feel about _____?</p> <p>Can you explain why _____?</p> <p><input type="checkbox"/> How does _____ feel?</p>	<p>Imagine you are one of the characters from the book.</p> <p>Write a diary entry about an event from the book from that character's point of view.</p> <p>How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble?</p> <p>Write down three questions you would want to ask a character from the book. Now try to write their answers.</p> <p>Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description.</p> <p>Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character.</p> <p>Write three alternative titles for the book. Explain why you have come up with these titles.</p>

<p>1e: Predict what might happen on the basis of what has been read so far</p>	<p>What do you think will happen next? What do you think would happen if _____? What do you think will happen to _____? Why do you think this? Where do you think _____? Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end the same way? <input type="checkbox"/> How is _____ like someone you know? Do you think they will act in the same way?</p>	<p>After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter. Write/create a blurb for the book. Think of what might have happened before the story took place. Write/say this in your own words. Look at the front cover. What do you think is going to happen in this book?</p>
<p>Reading for Pleasure and Enjoyment</p>	<p>Did you choose this book? Why? What did you like about the text? Why? What did you dislike about the text? Why? Would you read the book again? Why? Why not? Would you recommend the book to your friend? Why? Why not? What will you read next? What books do you like to read? Do you have a favourite book that you like to read? Is this a new book that you haven't read before? Do you know anything about it already? Do you enjoy reading? What do you read at home? Who is your favourite author? Which books have you enjoyed that we have read together? And why have you enjoyed them?</p>	

Word reading and decoding skills	<p>What do you do if you are stuck on a word?</p> <p>Where do you start reading the word? Where do you look first?</p> <p>When you blend those sounds together, what word does it say?</p> <p>Can you tell me the word?</p> <p>Are there any clues in the word?</p> <p>Does it look like any other words you know?</p> <p>Can the pictures help you?</p> <p>Do you know what the word means or can you work out what it means (in this sentence)?</p> <p>What other word could the author have used that means the same sort of thing?</p> <p>Does the sentence make sense with that word?</p>	
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KS2 Stem Questions

Content domain	Stem questions	Activities/strategies
2a Give/explain the meaning of words in context. (also see vocab teaching pack)	<p>What does the word..... mean in this sentence?</p> <p>Find and copy a word/two words/a phrase which means....</p> <p>Which word in the text describes...?</p> <p>Which word means the same as....?</p> <p>Which word is similar in meaning to...?</p> <p>Find and copy one/two words which tell/show you....?</p> <p>Which word in this section do you think is the most important? Why?</p> <p>Which of the words best describes the character/setting/mood etc?</p> <p>Can you think of any other words the author could have used to describe this?</p> <p>Give two things that the word.... suggests about....?</p> <p>Which word most closely matches the meaning of the word...? (multiple choice)</p> <p>Why do you think is repeated in this section?</p> <p>What does suggest about....?</p> <p>What does this word/phrase/sentence tell you about...?</p> <p>In the story, imentioned a lot. Why?</p> <p>The writer uses words like... to describe What does this tell you about... (character/setting)?</p>	See separate vocab teaching pack

	The writer uses... words/phrases to describe... How does this make you feel?	
2b Retrieve and record information/identify key details from fiction and non-fiction.	<p>How did...?</p> <p>How often...?</p> <p>Who had...? Who is...? Who did...?</p> <p>What happened to...?</p> <p>What does... do?</p> <p>What can you learn about ... from this section?</p> <p>Give one example of...</p> <p>The story is told from whose perspective</p> <p>Where does the story take place?</p> <p>When did the story take place?</p> <p>What did s/he/it look like?</p> <p>Who was s/he/it?</p> <p>Where did s/he/it live?</p> <p>Who are the characters in the book?</p> <p>Where in the book would you find...?</p> <p>What do you think is happening here?</p> <p>What happened in the story?</p> <p>What might this mean?</p> <p>Write down three things you are told about ...</p> <p>How would you describe this text?</p> <p>What genre is it? How do you know?</p>	<p>Work on skimming and scanning skills as part of this (where's wally, busy pictures, word searches, time limits)</p> <p>Scan for key words and teach to read before and after key word for the context.</p> <p>Children write questions about book to test a friend.</p> <p>Draw a picture of character/setting and label it with words the author uses to describe this character.</p> <p>Draw a timeline to show the events in the story. Over what period does the story take place 1 day, 1 week etc.? Did the events take place in the order in which we are told them?</p> <p>Storyboard events from the story as a comic strip.</p> <p>Draw a bar chart to show the most exciting/dramatic parts of the story.</p> <p>Create a list of keywords from the book and create a glossary.</p> <p>Make a fact file about a topic from the book.</p> <p>Create a true/false quiz about the book.</p> <p>Hot seating characters.</p> <p>Find and copy.</p>
2c Summarise main ideas from more than one paragraph.	<p>Can you number these events in the order that they happened?</p> <p>What happened after...?</p> <p>What was the first thing that happened in the story?</p> <p>Use three sentences to describe the beginning, middle and end of this text.</p> <p>You've got 'x' words, sum up this story/these paragraphs.</p> <p>Make a table/chart to show what happens in different parts of the story.</p> <p>Why does the main character do 'x' in the middle of the story?</p> <p>How does ... save the day in the story?</p> <p>In what order do these chapter headings come in the story?</p>	<p>Highlight key words/parts only.</p> <p>Write a tweet</p> <p>Create an emoji summary</p> <p>Chapter summaries</p> <p>Practise summarising – summarise the events of special days, school trips, units of work. Write class tweets together.</p>

	<p>What's the main point in this paragraph?</p> <p>Can you summarise what happens in these three/four/five... paragraphs?</p> <p>Sort the information from the paragraphs. Do any of them deal with the same information?</p> <p>Which is the most important point in these paragraphs? How many times is it mentioned?</p> <p>List the main events in the story</p> <p>Summarise the main things you have learned from this book.</p>	<p>Draw a story map/mountain with key events</p> <p>Sequence events</p> <p>Write a blurb</p> <p>Rewrite section of book for a younger child</p>
<p>2d</p> <p>Make inferences from the text/explain and justify inferences with evidence from the text.</p>	<p>Why was... feeling... ?</p> <p>Why did ... happen?</p> <p>Why did ... say ...?</p> <p>Can you explain why ...?</p> <p>How does ... make you feel?</p> <p>Find and copy a group of words which show that ...</p> <p>How do these words make the reader feel? How does this paragraph suggest this?</p> <p>How do the descriptions of ... show that they are ... ?</p> <p>How can you tell that ... ?</p> <p>What impression of ... do you get from these paragraphs?</p> <p>What voice might these characters use?</p> <p>What was ... thinking when ... ?</p> <p>Who is telling the story? What makes you think that? Which words give you that impression?</p> <p>What evidence is there of/that ...?</p> <p>Can you explain why...?</p> <p>Why did X happen?</p> <p>Why does X do this?</p> <p>What are three ways that X shows ...?</p> <p>Explain what X (a phrase/clause with challenging vocabulary) suggests about ...?</p> <p>How is X made to seem ...?</p> <p>The person did not seem to be X. How can you tell this from his/her actions?</p> <p>Give one piece of evidence that shows ...</p> <p>What does this paragraph tell you about ...?</p> <p>What is the main message of the story?</p> <p>How do you think ... was feeling at ... point in the story?</p>	<p>Link with retrieval – I can see... I can infer... What do I know for certain? vs. What can I infer?</p> <p>Use pictures/video stimulus to model – Once Upon a Picture, Literacy Shed.</p> <p>Use Short extracts/sentences</p> <p>Character sort – e.g. sort characters into 'good' or 'bad'</p> <p>True/false/maybe</p> <p>Hot-seating</p> <p>Conscience alley</p> <p>Drawing pictures – inferences in thought bubbles</p> <p>Add thought bubbles to illustrations</p> <p>Make links between their own experiences and how characters act – how would they feel in that situation?</p> <p>Identify and highlight significant hints Understand and use vocabulary to articulate their speculations and justifications e.g. <i>This suggests that...</i></p> <p>Write a diary entry about an event from the book from a character's point of view.</p> <p>Write down three questions you would want to ask a character from the book and then try to write their answers.</p> <p>Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite</p>

		<p>food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character.</p> <p>Write three alternative titles for the book. Explain why you have come up with these titles.</p> <p>Write a telephone conversation between two characters from the book using evidence from text.</p>
<p>2e</p> <p>Predict what might happen from details stated and implied.</p>	<p>From the cover, what do you think this text is going to be about?</p> <p>What is happening now? What happened before this? What will happen after?</p> <p>What does this paragraph suggest will happen next? What makes you think this?</p> <p>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p> <p>Which of these options is most likely to happen next? Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?</p> <p>Do you know of another story which deals with the same issues; e.g. social; moral; cultural?</p> <p>Which stories have openings like this? Do you think this story will develop in the same way?</p> <p>Why did the author choose this setting? Will that influence how the story develops?</p> <p>How is character X like someone you know? Do you think they will react in the same way?</p> <p>Pausing the book/text – what will happen? What will they do? What would you do? Which is the most likely? (offer choices)</p>	<p>Use of modal verbs and adverbs to predict (see vocab resource pack)</p> <p>Role play/drama</p> <p>Crystal ball</p> <p>In 1 minute/5 minutes/an hour/a day...</p> <p>Making predictions and then reflecting on them later – did this happen? Why/why not? Refining predictions – altering as the plot progresses</p> <p>'I predict... because... (clues) and I know... (prior knowledge)'</p> <p>Think what would happen if there were an extra chapter; summarise what would happen in this chapter. Write a prequel/sequel to the text. Choose a character from the book and say what you think would have happened if they had behaved/reacted differently. Choose a key moment from the story and change the event – what would have happened next? Has this book changed your mind about anything? Was there something that you thought was true/was going to happen but you've found out is false?</p>

<p>2f</p> <p>Identify/explain how information/ narrative content is related and contributes to meaning as a whole.</p>	<p>Explain why the character is described in this way.</p> <p>Explain a character's different/changing feelings throughout a story. How do you know?</p> <p>What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?</p> <p>What is similar/different about two characters?</p> <p>Why is 'x' (character/setting/event) important in the story?</p> <p>How does the inclusion of this paragraph/section/flashback/dialogue influence your opinion of the character?</p> <p>What is the purpose of this scene?</p> <p>Why does the author reference the opening here?</p> <p>Why is there repetition of ... phrase?</p> <p>What is the story (theme) underneath the story? Does this story have a moral or a message?</p> <p>Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?</p> <p>How does the title/layout encourage you to read on/find information?</p> <p>Where does it tell you that...?</p> <p>Why has the writer written/organised the text in this way?</p> <p>In what ways do the illustrations support the instructions?</p> <p>How could these instructions/information/illustrations be improved?</p> <p>Would a diagram aid the reader's understanding of this topic?</p> <p>How?</p> <p>Who do you think this information is for?</p>	<p>Be the editor– change sections & reflect on the effect</p> <p>Analyse a range of story openings.</p> <p>General work on features of genres, writing from different perspectives, dialect and accents, formal and informal language</p> <p>Read books with a range of structures e.g. letters, flashbacks, chapters from different perspectives, fairy tales vs. twisted fairy tales</p> <p>Identify the organisational features (glossary, contents, index...) used by the author. How is it used to make the meaning of the text clear? What would happen if some of the features were missing?</p> <p>Identify different visual ways that the author has provided information (pictures, diagrams, photographs, line drawings...). Evaluate what the diagrams tell you that the words cannot.</p> <p>Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?</p> <p>Choose two books on the same topic and compare the way they are set out – what features are similar/different?</p>
<p>2g</p> <p>Identify/explain how meaning is enhanced</p>	<p>What does the word ... tell you about ... ?</p> <p>Find two or three ways that the writer tells you ...</p> <p>Highlight a key phrase or line. By writing in this way, what effect has the author created?</p>	<p>Draw characters and settings based on language used.</p>

<p>through choices of words and phrases.</p>	<p>In the story, ... is mentioned a lot. Why? The writer uses words like ... to describe What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses ...words/phrases...to describe ... How does this make you feel? How has the writer made you and/or character feel ...happy/sad/angry/frustrated/lonely/bitter etc? Has the writer been successful in their purpose or use of language? What do you think the writer meant by... ? Which words do you think are most important? Why? Which words do you like the best? Why? Why did the author compare ... to ... ? The author states that ... is something it isn't. What is the effect of this? Why have they done this? What mental image is the author trying to paint for us? Does the author want us to like this character? • Would you like to visit this place? Why/why not? What did the author do to make you feel this way? What mood did the author want to create? How did he/she do it? Is there anything surprising? Is there anything that could be improved? Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling. Find descriptive words in the text. Use a thesaurus to find antonyms and synonyms for the words. Now try to use the new words in your own sentences. Evaluate which is more effective – the author's original choice or the new words you have found. Identify where the author has used figurative language. Evaluate the effectiveness of the language choices and the imagery created. Are any words or phrases repeated? What effect does this create?</p>	<p>Use film - how is colour/sound/score/lighting/framing used to create a mood? Compare to text if film based on a book. Discuss the impact of language choices. Highlight/annotate the words/phrases used which suit the genre. 'What if...?' Re-write sentence/paragraph to have a different effect on the reader. 'Tweak it' – change one word in the sentence. Other children spot the change. How has the meaning/mood/scene changed? Hot-seat/interview the author Think about how the scene would be represented in a film (colour, soundtrack, sound, background, lighting). Create a storyboard or film version of the scene. Watch/read interviews with authors and illustrators. Find out more about their process of planning, writing/creating, editing. Tweet/write letters to authors to ask them more about their choices.</p>
<p>2h Make comparisons within the text.</p>	<p>Describe different characters' reactions to the same event in a story. How is it similar to ...? How is it different to ...? Is it as good as ...? Which is better and why? Compare and contrast different character/settings/themes in the text. What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? Does this character/setting/event/plot/style remind you of anything else? Is this a typical fairy tale/diary entry/newspaper...? Which of the books we've read this year is this most similar to?</p>	<p>Skimming to find the sections of text being compared Highlighting relevant text Recording information e.g. lists, tables, Venn diagrams Understanding and using technical vocabulary e.g. compare, comparison, contrast Draw a 'connections' map.</p>

	<p>Is this similar to any of (the author)'s other books?</p> <p>Did the character react in the same way when meeting ...(different characters/events)?</p> <p>Which other author handles time in this way e.g. flashbacks; dreams?</p> <p>Which is most effective and why?</p> <p>Which character is more trustworthy/likeable/intelligent... ?</p> <p>Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?</p> <p>Choose two books on the same topic and compare the way they are set out – what features are similar/different?</p> <p>Compare settings in the book. How do they work to support the emotions/storytelling at each point of the story?</p>	<p>Find evidence of themes in the text.</p> <p>Draw emotion graphs.</p> <p>5 alike; 5 different</p> <p>Play 'Looking for Links' - chn have an illustration/word/sentence/paragraph/chapter heading and move around the room. They pair up with someone and have to find a link between their stimuli. Giant version of Looking for Links...</p> <p>'Spider's Web' – have characters/events stuck up on walls around room. Have string, tape and strips of paper. If they can think of a link between two things, tape the string between them, write the link on the strip of paper and fold it so it hangs on the string.</p> <p>Links will build up to create a spider's web</p>
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