

Our Reading provision: Intent, implementation and impact

Date: Summer 2020 and reviewed on an on-going basis

Reading

More information about our intent and implementation of our Reading curriculum is available (eg see our Reading policy); more information about the impact of our Reading curriculum is available on our website ('Find Out' section, 'Results' page).

Reading



Intent

Reading is a vital form of communication for everyone. In developing the skill of reading, children gain access to and derive pleasure from rich and varied sources of literature and a wide variety of facts and figures contained within non-fiction. The ability to read and interpret the written language is a fundamental skill for accessing all other areas of the curriculum and is an essential life-long skill.

Key to improving outcomes in all subjects is fostering a love of reading. There is substantial evidence to show how reading impacts on a wide range of issues, including attainment, mental health, economic wellbeing and relationships.

When teaching reading and associated reading skills, we aim to raise and / or sustain pupils' levels of attainment / achievement in reading throughout the school by developing a number of attitudes and skills:

<p>Principally, we want our children to enjoy reading. We aim to develop, through our teaching of reading, the following attitudes:</p>	<p>Through all processes involving the teaching of reading, the following skills will be developed:</p>
<ul style="list-style-type: none"> 🌀 curiosity and interest 🌀 pleasure 🌀 sensitivity 🌀 critical appraisal 🌀 independence 🌀 confidence 🌀 perseverance 🌀 respect for other views and cultures 🌀 reflection 🌀 appreciation of the feelings and cultural experiences of others 	<ul style="list-style-type: none"> 🌀 phonic decoding 🌀 fluency with expression and clarity 🌀 understanding vocabulary 🌀 understanding of sentence structure and punctuation 🌀 comprehension, inference and implication 🌀 obtaining information quickly 🌀 understanding key features of different texts 🌀 critical reflection 🌀 interpretation of authors' language, meaning thoughts and feelings 🌀 performance of poetry, song etc

Implementation: cross-curricular

There is an expectation that reading is happening across the curriculum and that there are regular opportunities to read and apply reading skills in topic lessons. Where appropriate, this can be evidenced in topic or science books.

Children will be encouraged to:

develop their reading skills through all areas of the curriculum



develop learning in other subjects through reading non-fiction texts from a range of sources, including the internet

Implementation: range of texts

Class teachers read a range of texts with children (see reading policy for details):

- a class novel (minimum one per term in all classes, often linked to topic or other learning; this promotes love of reading; an exposure to more advanced vocabulary than children would normally get; engaging with a full text; and an interesting vehicle for other learning)
- extracts of texts, or poems that have been chosen for their cultural capital, topic or Living and Learning links or simply because they're good texts or poems that children will enjoy
- picture books, because they allow children to more easily explore complete texts in greater depth (and therefore support mastery), including key issues and characters' emotions
- non-fiction texts which link to topics or Living and Learning

Implementation: class novels

Class teachers read a class novel (minimum one per term in KS2, ideally linked to topic or other learning). This has a number of advantages: promoting love of reading; an exposure to more advanced vocabulary than children would normally get; and an engaging vehicle for other learning. We encourage the use of picture books throughout the school.

Implementation: library

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



Implementation: reading long-term overview

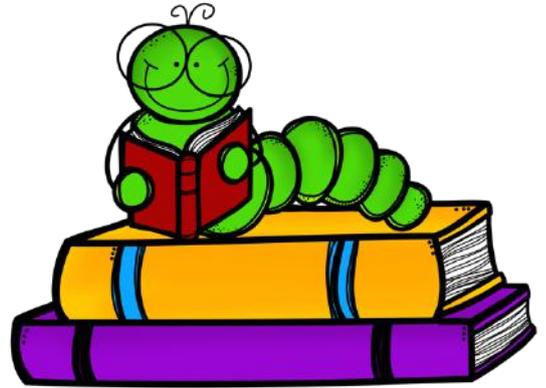
The tables below set out, across the year groups and terms, the texts that we will read. The lists were created with teachers and take into account a number of factors:

- cultural capital (CC)
- a balance of classic texts, fiction, non-fiction, poetry and picture books
- cross-curricular links with topic drivers and Living and Learning themes (L&L)

Teachers are welcome to consider other texts, especially for class novels, and to discuss alternative recommendations with the English Leader. For example, if there is a local link and/or the author or poet can visit, this would be a good reason to consider changing. As books are being written all the time, it will be important that the lists are flexible and kept current. As a result, the texts listed are subject to change.

Teachers introduce both the text and the author a little when beginning something new, paying particular attention to the following:

- any topic driver and Living and Learning links
- the age of the text
- messages or themes within it
- the heritage and nationality of the author
- a summary of the plot, especially when reading extracts



Class novels
These books have been chosen specifically to link to topics. Teachers choose a class novel to cover each term from those listed or, if a teacher prefers a text listed as an extract, they can choose to use this as their class novel instead. If time allows, especially in KS1, another text can be covered too. Class novels which are not chosen will often be used as extracts.
Poetry
Two or more poems listed will be read in class, with teachers encouraged to read more than this if time allows. They are a mixture of poems chosen for cultural capital and others for pure pleasure and/or to stimulate writing. Teachers may choose to read and enjoy a short poem for a session or could decide to spend a week or more exploring a longer one and taking learning from it, depending on the needs and interests of their classes.
Additional extracts
To help give children a well-rounded knowledge of literature by the time they leave our schools, we've chosen texts from which teachers use extracts. These will either link to class novels in some way or simply be a great story or author of which we want children to be aware. Teachers can choose how they engage with these texts: fluency for a week; a RIC; a one-off drama session; a week of learning; or something more.
Picture books
At least one picture books will be read from those listed. Important themes and topics are often easier to understand and engage with through picture books. They also are a powerful tool to use as a model to stimulate writing because the stories can be more easily be read in full.
Non-fiction
These texts help children build their knowledge of the world and are often wonderful texts in their own right. Most of the prescribed texts are fiction so teachers must make sure sufficient emphasis is given to non-fiction to give children a balance. Teachers can choose their own texts to read.

Implementation: reading long-term overview
Spring term

	Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
	Year A	Year B	Year A	Year A	Year B	Year A
Topics	History: <i>Toys</i> (Changes within living memory; with reference to local history)	Geography: <i>Environment / Natural disasters</i> ‘The streets around our school’ primary focus: environmental issues	History: <i>Romans</i> <i>Anglo-Saxons</i>	Geography: <i>Environment / Natural disasters</i> primary focus: volcanoes and/or earthquakes	History: <i>Vikings</i> <i>The Islamic Golden Age</i> (Early non-European civilisation)	Geography: <i>Environment / Natural disasters</i> primary focus: seas and oceans
	Computing primary focus: programming	Computing primary focus: programming	Computing primary focus: programming	Computing primary focus: programming	Computing primary focus: programming	Computing primary focus: programming
Class novel use one	<i>Naughty Bus</i> by Jan Oke <i>The Teddy Robinson Storybook</i> by Joan G Robinson <i>The Teddy Bear</i> by David McPhail	<i>The Lorax</i> by Dr Seuss <i>The Last Wolf</i> by Mini Grey <i>The Weed</i> by Quentin Blake	<i>How to be an Anglo-Saxon in 13 Easy Stages</i> by Scoular Anderson <i>Illustrated Tales of King Arthur</i> by Sarah Courtauld <i>Anglo-Saxon Boy</i> by Tony Bradman	<i>Firework Maker’s Daughter</i> by Philip Pullman <i>When the Mountains Roared</i> by Jess Butterworth <i>Escape from Pompeii</i> by Christina Balit	<i>Odd and the Frost Giants</i> by Neil Gaiman <i>Viking Boy</i> by Tony Bradman <i>Beowulf</i> by Michael Morpugo	<i>Song of the Dolphin</i> by Elizabeth Laird <i>Sky Song</i> by Abi Elphinstone <i>Nowhere Emporium</i> by Ross Mackenzie
Poetry read two or more	<i>Birthday Cinquain</i> by Emma Saxton (topic – contrast) <i>Growing</i> by Tony Milton (topic)	<i>Ning Nang Nong</i> by Spike Milligan (CC) <i>The Three Little Kittens</i> by Eliza Lee Follen (CC)	<i>Dream Variations</i> by Langston Hughes (L&L) <i>The Romans in Britain</i> by Judith Nichols (topic)	<i>Catch a Little Rhyme</i> by Eve Mirriam (CC) <i>The Sound Collector</i> by Roger McGough	<i>Jabberwocky</i> by Lewis Carroll (CC) <i>Railway Carriage</i> by Robert Louis Stevenson (CC) (Kennings are also used heavily in the original <i>Beowulf</i>)	<i>The Lost Words</i> by Robert Macfarlane & Jackie Morris <i>Proverbial Logic</i> by Debjani Chatterjee (topic)
Extracts read all (and use one instead of a class novel, if wanted)	<i>Owl Babies</i> by Martin Waddell <i>The Bog Baby</i> by Jeanne Willis	<i>The Tale of Peter Rabbit</i> by Beatrix Potter (CC) <i>Aesop’s Fables</i> (CC)	<i>A story</i> by Roald Dahl (CC) <i>How I Taught My Grandmother to Read</i> and other Stories by Sudha Murty	<i>Charlotte’s Web</i> by E B White (CC) <i>Bill’s New Frock</i> by Anne Fine (CC)	<i>Sinbad the Sailor</i> by Marcia Williams (topic) <i>Tin Tin: Destination Moon, or Explorers on the Moon</i> by Herge (CC)	<i>The Borrowers</i> by Mary Norton (CC) <i>Iron Man</i> by Ted Hughes (CC)
Picture books read one or more	<i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers (CC) <i>The Tiger Who Came To Tea</i> by Judith Kerr (CC)	<i>The Velveteen Rabbit</i> by Margery Williams (CC) <i>Voices in the Park</i> by Anthony Browne (CC)	<i>Asterix the Gaul</i> by Rene Goscinny (topic, CC) <i>Can I Build Another Me?</i> by Shinsuke Yoshitake (L&L)	<i>Leon and the Space Between</i> by Graham Baker-Smith <i>Black Dog</i> by Levi Pinfold	<i>Hugo Cabret</i> by Brian Selznick <i>Arthur and the Golden Rope</i> by Joe Todd Stanton (topic)	<i>Varmints</i> by Helen Ward (topic) <i>Flotsam</i> by David Wiesner (topic) <i>The River</i> by Allesandro Sanna (topic)
Non-fiction use at least two	selected by teachers	selected by teachers	selected by teachers	selected by teachers	selected by teachers eg <i>Daily Life in the Islamic Golden Age</i> by Don Nardo (topic)	selected by teachers eg <i>How Does a Lighthouse Work?</i> by Roman Belyaev (topic)

Implementation: reading long-term overview
Summer term

	Year 1 and Year 2		Year 3 and Year 4		Year 5 and Year 6	
	Year A	Year B	Year A	Year A	Year B	Year A
Topics	Geography: <i>Explorers</i> (Contrasting locations: UK and non-Europe)	History: <i>Heroes</i> (Lives of significant individuals – civil rights; including Leonora Cohen, local suffragette)	Geography: <i>Explorers</i> (Contrasting locations: UK and Europe)	History: <i>Local history</i>	Geography: <i>Explorers</i> (Contrasting locations: UK and the Americas)	History: <i>World War II inc evacuees and refugees</i> (Study of an aspect or theme)
	Design & Technology <i>primary focus: textiles</i>	Design & Technology <i>primary focus: construction</i>	Design & Technology <i>primary focus: textiles</i>	Design & Technology <i>primary focus: construction</i>	Design & Technology <i>primary focus: textiles</i>	Design & Technology <i>primary focus: construction</i>
Class novel use one	Man on the Moon: a day in the life of Bob <i>by Simon Bartram</i> Where The Wild Things Are <i>by Maurice Sendak</i>	Fantastically Great Women who Changed the World <i>by Kate Pankhurst</i> Rise Up: Ordinary Kids with Extraordinary Stories <i>by Amanda Li</i>	The Miraculous Journey of Edward Tulane <i>by Kate DiCamillo</i> Pirates Handbook <i>by Sam Taplin</i> A Bear called Paddington <i>by Michael Bond</i>	The Lottie Project <i>by Jacqueline Wilson</i> Loidis Ledes Leeds <i>by Tom Palmer</i>	The Explorer <i>by Katherine Rundell</i> Journey to the River Sea <i>by Eva Ibbotson</i> Forest of Doom <i>by Ian Livingston</i> (or another Fighting Fantasy book)	When Hitler Stole Pink Rabbit <i>by Judith Kerr</i> Letters From The Lighthouse <i>by Emma Carroll</i>
Poetry read two or more	The Owl and the Pussycat <i>by Edward Lear</i> (CC) Scissors <i>by Allan Ahlberg</i> (CC)	A poem from A Good Play, The Swing and My Shadow <i>by Robert Lewis Stevenson</i> (CC) Great-Grannie Mammie's Sunday Food <i>by John Lyons</i> (L&L)	Something Told the Wild Geese <i>by Rachel Field</i> (CC) The Magic Box <i>by Kit Wright</i>	Chocolate Cake <i>by Michael Rosen</i> (CC) I Opened a Book <i>by Julia Donaldson</i> (CC)	The Highwayman <i>by Alfred Noyes</i> (CC) Wings, Owl or City Jungle <i>by Pie Corbett</i> (CC)	In Flanders Fields <i>by John McCrae</i> (CC and topic) Photograph <i>by Roger Stevens</i> (topic) Macavity: The Mystery Cat <i>by T S Elliot</i> (CC)
Extracts read all (and use one instead of a class novel, if wanted)	Worst Witch <i>by Jill Murphy</i> (CC) Let's Go Time Travelling <i>by Subhadra Sen Gupta</i> (CC)	Amazing Grace <i>by Mary Hoffman</i> (CC)	Around the World in 80 Days <i>by Jules Verne</i> (CC) Peter Pan <i>by J M Barrie</i> (CC)	Wind and the Willows <i>by Kenneth Grahame</i> (CC) Swallows and Amazons <i>by Arthur Ransom</i> (CC)	Robinson Crusoe <i>by Daniel Defoe</i> (CC) Treasure Island <i>by Robert Louis Stevenson</i> (CC)	The Missing <i>by Michael Rosen</i> (topic) Goodnight Mr Tom <i>by Michelle Magorian</i> (topic, CC)
Picture books read one or more	The Book With No Pictures <i>by B J Novak</i> Grandad's Island <i>by Benji Davies</i> (L&L)	And the Dish Ran Away with the Spoon <i>by Janet Stevens</i> (CC) Tough Guys Have Feelings Too <i>by Keith Negley</i> (L&L)	Curiosity: The Story of a Mars Rover <i>by April Eberhardt</i> (topic) A World of Cities <i>by Lily Murray</i> (topic)	The Boy, The Mole, The Fox and The Horse <i>by Charles Mackesy</i> Orion and the Dark <i>by Emma Yarlett</i>	Town Is by the Sea <i>by Joanne Schwartz & Sydney Smith</i> (topic) Archipelago: An Atlas of Imagined Islands <i>by Huw Lewis-Jones</i> (topic)	The Island <i>by Armin Greder</i> (topic) The Journey <i>by Francesca Sanna</i> (topic) The Arrival <i>by Shaun Tan</i> (topic)
Non-fiction use at least two	<i>selected by teachers</i>	<i>selected by teachers</i>	<i>selected by teachers</i> eg Amazing Expeditions – Journeys that Changed the World <i>by Anita Ganeri & Michael Mullan</i> Usborn Outdoor Book <i>by Alice James and Emily Bone</i>	<i>selected by teachers</i>	<i>selected by teachers</i> eg Shackleton's Journey <i>by William Grill</i> (topic)	<i>selected by teachers</i>

Implementation: organisation and time

Statutory requirements for the teaching and learning of Reading are set out in the National Curriculum (2014). This Reading 'menu' shows the variety of ways we teach reading (left column), with notes on when and how Reading is typically taught.

	Year 1/2	Year 3/4	Year 5/6	notes
class novel	10 mins, daily	3 x 20 mins weekly		see reading policy can include: <ul style="list-style-type: none"> • explore sessions • drama just reading
book time to promote a love of reading	promoted through other aspects of reading	dedicated weekly session, 30-45 mins		must include: <ul style="list-style-type: none"> • hearing readers • library visits • checking on reading at home can include: <ul style="list-style-type: none"> • explore sessions • drama • just reading
phonics to develop decoding skills and fluency	15-20 mins, daily	15-20 mins, 2 or 3 x weekly for two half terms	no specific session (other than spelling sessions), but referred to regularly throughout teaching	children follow the Letters and Sounds teaching programme – see spelling policy
fluency to develop fluency	10 mins, daily	10 mins, 3 x weekly, if needed if not, as per Y5/6	no dedicated sessions; little and often throughout Reading sessions	mostly topic-linked texts to learn knowledge at the same time as practise reading fluency
vocabulary to develop a breadth and depth of vocabulary	taught within class novel time and embedded within fluency	1 x 20 mins and then 4 x 5 mins, weekly		can be within Writing sessions
skills to develop specific reading skills	when appropriate; increasingly more in Y2 through the year	20-30 mins, 3 x weekly		includes 1 or 2 RICs, and 2 or 3 non-RICs ARE grids present skills which should form the focus of these sessions see LO-driven and text-driven notes below
RIC to develop specific reading skills of retrieval, interpretation and understanding writer's choice	1 or 2 sessions in Reading sessions, using skills time; in addition, a RIC a week in Maths, Science or Topic			usually just three questions; different styles of questions; different stimuli – text, photo, video, object etc
guided to develop fluency and skills	as needed			included in first wave teaching, within Love of Reading, and additionally as intervention
one to one to develop fluency and skills	more for younger children; if children fall behind 'words per minute', 3 x weekly; timings vary			mainly used as intervention
comprehension to practise specific reading skills, and to assess reading attainment	rare eg half termly, as follow up to a test; Y6 might include question analysis			if used, replaces reading skills session
vehicles	use a variety of reading as the basis of reading skills development: <ul style="list-style-type: none"> • class novel • First News (classes may have access to First News; teachers should use accompanying activities eg quizzes and comprehensions) • visits • individual books • group books • topic texts • other cross-curricular reading 			

Impact

End of Key Stage 2 assessments provide one indication of impact of our Reading curriculum. Up-to-date information about pupils' attainment and progress is available on our website ('Find Out' section, 'Results' page).

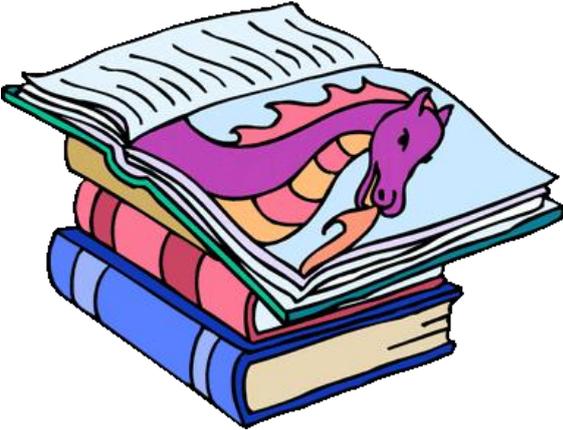
Age-related expectations: Reading, Year 1

<p>Fluency</p> <ol style="list-style-type: none"> 1. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5). 2. Apply phonic knowledge and skills to decode words by reading common words using phonic knowledge accurately, blending sounds in unfamiliar words based on known grapheme-phoneme correspondences. 3. Read phonically decodable texts with confidence and accuracy. 4. Read common exception words ('tricky words'). 5. Read words of more than one syllable which contain taught grapheme-phoneme correspondences. 6. Read words containing taught grapheme-phoneme correspondences and the following endings: s, es, ing, ed, er, est. 7. Read words with contractions (eg I'm, we'll); understand apostrophe. 8. Apply phonic knowledge and skills to decode words by responding speedily, matching all 40+ graphemes to their phonemes (Phase 3); where applicable, alternative sounds for graphemes (Phase 5). 9. Recognise and use the repetition of words and rhymes to aid reading. 10. Re-read to build up fluency. 11. Read accurately and confidently words of 2 or more syllables. 12. Understand both the books (and other texts) they can already read accurately and fluently and those they listen to. 13. Check that the text makes sense to them as they read and correct miscues, re-reading if necessary. 	<p>Explore and evaluate</p> <ol style="list-style-type: none"> 19. Understand the difference between fiction and non-fiction. 20. Develop pleasure in reading, motivation to read, vocabulary and understanding. 21. Say what they like or dislike about a text. 22. Talk about their responses in a group. 23. Listen to and discuss ideas about a text – narrative, non-fiction and poems – including at a level beyond that at which they can read independently.
<p>Retrieve</p> <ol style="list-style-type: none"> 12. Talk about the title and the events. 13. Re-tell main events. <p>Interpret</p> <ol style="list-style-type: none"> 14. Make predictions based on the events in the text. 15. Begin to draw inferences from the text and / or the illustrations. 16. Explain what they understand about a text. 17. Link what they read or hear read to their own experiences to support inference and empathy, for example. <p>Choice</p> <ol style="list-style-type: none"> 18. Answer and ask appropriate questions about writer's choice (eg Why has the author used the word 'heave'?) 	<p>Range</p> <ol style="list-style-type: none"> 24. Be very familiar with some key stories, including traditional and fairy tales. 25. Experience poems and rhymes. 26. Learn some poems and rhymes by heart. 27. Use context and vocabulary provided to understand texts. 28. Understand and talk about the main characteristics of the key stories known. 29. Use prior knowledge to understand texts. <div data-bbox="906 869 1390 1377" data-label="Image"> <p>A cartoon illustration of two children sitting on the floor and reading a large purple book together. The child on the left is a boy with brown hair, wearing a yellow shirt and green pants. The child on the right is a girl with blonde hair in pigtails, wearing a yellow shirt and pink pants. Both children are smiling and looking at the book.</p> </div> <p>Vocabulary</p> <ol style="list-style-type: none"> 30. Discuss and clarify word definitions, linking new meanings to known vocabulary. <p>Writing</p> <ol style="list-style-type: none"> 31. Begin to use punctuation to vary pace and expression when reading aloud eg pauses at full stops, asks questions with different intonation. 32. Identify narrative language. 33. Retell key stories orally using narrative language.

Age-related expectations: Reading, Year 2

<p>Fluency</p> <ol style="list-style-type: none"> 1. Apply phonic knowledge and skills to decode words by blending the sounds in words that contain the graphemes taught. 2. Apply phonic knowledge and skills to decode words by recognising and reading alternative sounds for graphemes. 3. Apply phonic knowledge and skills to decode words by reading accurately words of two or more syllables that contain the same GPCs as above. 4. Decode automatically and fluently: read most (93% - 95%+) words quickly and accurately when they have been frequently encountered without overt sounding and blending. 5. Read words containing common suffixes. 6. Read further common exception words. 7. Read and notice unusual correspondence between grapheme and phoneme (eg wash, jealous). 8. Read aloud books (and other texts) closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 9. Read these books (and other texts) fluently and confidently, possibly by re-reading to build up this skill. 10. Understand both the books / texts that they can read accurately and fluently and those they listen to. 11. Read for meaning, checking that the text makes sense and correcting inaccurate reading. 	<p>Explore and evaluate</p> <ol style="list-style-type: none"> 20. Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently. 21. Be aware that non-fiction books (and other texts) are structured in different ways. 22. Develop pleasure in reading, motivation to read, vocabulary and understanding. 23. Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions (eg plot, settings, characters). 24. Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently. 25. Use prior knowledge, context and vocabulary explored to understand texts. 26. Talk about favourite words and phrases. <p>Range</p> <ol style="list-style-type: none"> 27. Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 28. Become increasingly familiar with a wider range of stories, fairy stories, traditional tales and non-fiction. <div data-bbox="970 1025 1316 1400" data-label="Image"> </div>
<p>Retrieve</p> <ol style="list-style-type: none"> 12. Locate information using contents and index. 13. Recounts main themes and events by showing understanding of the main points of the text. 14. Answer appropriate questions about events and characters. 	<p>Vocabulary</p> <ol style="list-style-type: none"> 29. Discuss and clarify word definitions, linking new meanings to known vocabulary.
<p>Interpret</p> <ol style="list-style-type: none"> 15. Ask appropriate questions about events, inferred events and characters. 16. Draw simple inferences from illustrations and text on the basis of events, character's actions and speech. 17. Make predictions on the basis of what has been read so far. 18. Answer appropriate questions about inferred events and characters. 	<p>Writing</p> <ol style="list-style-type: none"> 30. Discuss the sequence of events in books (and other texts) and how items of information are related. 31. Make links between spellings, punctuation and grammar that has been taught 32. Use punctuation to vary pace (eg pauses appropriately at full stops and commas). 33. Retell orally key stories (a range, including fairy stories and traditional tales) using narrative language. 34. Begin to use punctuation to vary expression (eg questions with different intonation or character voices). 35. Know and recognise simple recurring literary language in stories and poetry.
<p>Choice</p> <ol style="list-style-type: none"> 19. Answer and ask appropriate questions about writer's choice (eg Why has the author used the word 'heave'?) 	

Age-related expectations: Reading, Year 3

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

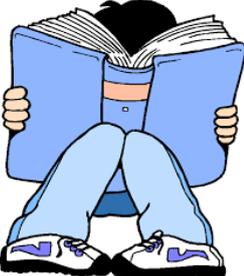
Age-related expectations: Reading, Year 4

Fluency	Explore and evaluate
<p>1. Can fluently read a set text appropriate for their age.</p> <p>2. Apply phonic knowledge and skills to read unfamiliar words.</p> <p>3. Apply knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y3,4 list) to read aloud and to understand the meaning of unfamiliar words.</p> <p>4. Apply knowledge of morphology and etymology to read and understand words.</p> <p>5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>7. Read aloud with intonation, tone, volume to show awareness of characters' speech, punctuation and some grammatical features (eg an embedded subordinate clause).</p> <p>8. Check the text is meaningful.</p>	<p>15. Identify and summarise main ideas / theme of a text (more than one paragraph).</p> <p>16. Ask questions to improve understanding of a text.</p> <p>17. Know non-fiction books / texts are structured in different ways and be able to use them effectively.</p> <p>18. Know and recognise some of the literary conventions in text types covered.</p> <p>19. Know and recognise themes in text types covered.</p> <p>20. Discuss texts that are read aloud and independently, explaining and listening to ideas and opinions, giving reasons.</p> <p>21. Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>22. Begin to build on others' ideas and opinions about a text in discussion.</p> <p>23. Make connections between other similar texts, prior knowledge and experience.</p>
Retrieve	Range
<p>9. Retrieve and record information from non-fiction by beginning to skim and scan.</p> <div data-bbox="225 947 751 1335" data-label="Image"> </div>	<p>24. Use dictionaries to check the meaning of unfamiliar words.</p> <p>25. Know which books (and other texts) to select for specific purposes, especially in relation to science, history and geography learning.</p> <p>26. Experience and discuss a range of fiction, poetry, plays, non-fiction and reference / textbooks.</p> <p>27. Know a wider range of stories, including fairy stories, traditional tales and myths.</p> <p>28. Recognise some different forms of poetry – list poems, free verse, rhyming verse, etc.</p> <p>29. Read aloud and perform poems and scripts, showing understanding through intonation, tone, volume and action.</p>
Interpret	Vocabulary
<p>10. Infer meanings and justify them with evidence from the text eg inferring characters' feelings, thoughts and motives from their actions.</p> <p>11. Begins to explain the (non-literal) meaning of words in context (eg 'My heart raced'), including figurative language.</p> <p>12. Predict what might happen from details stated and implied (deduced information).</p>	<p>30. Explain the meaning of words in context.</p>
Choice	Writing
<p>13. Discuss and record words and phrases that writers use to engage and impact on the reader, explaining the effect they have.</p> <p>14. Show understanding that literary conventions in text types can influence a writer's choice / style.</p>	<p>31. Identify some text type language features eg narrative, explanation, persuasion.</p> <p>32. Know non-fiction books / texts are structured in different ways, identifying and using these organisational features effectively.</p> <p>33. Know and recognise some of the literary conventions in text types covered.</p> <p>34. Identify some text type language features eg narrative, explanation, persuasion.</p> <p>35. Orally re-tell some known stories.</p> <p>36. Identify how a sentence type can be changed by altering word order, tense and punctuation, or by adding or deleting words.</p>

Age-related expectations: Reading, Year 5

Fluency	Explore and evaluate
<ol style="list-style-type: none"> 1. Can fluently read a set text appropriate for their age. 2. Apply phonic knowledge and skills to read unfamiliar words. 3. Apply growing knowledge of root words, prefixes and suffixes (see National Curriculum, Appendix 1, Y5,6 list) to read aloud and to understand the meaning of unfamiliar words. 4. Apply knowledge of morphology and etymology to read and understand words. 5. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 6. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 7. Read and re-read ahead to check for meaning 	<ol style="list-style-type: none"> 19. Understand books (and other texts) read independently, checking that text is meaningful and discuss what has been understood. 20. Identify significant ideas, events and characters and discuss their significance. 21. Raise queries about texts and ask questions to improve understanding. 22. Participate in discussions about books (and other texts) that are read to them and those they can read for themselves. 23. Explain a personal point of view, giving reasons for their view. 24. Recommend books (and other texts) to peers, giving reasons for their choices. 25. Identify the effect of the context on a text (eg historical or other cultures). 26. Make connections and comparisons between different versions of the same text, other texts, prior knowledge and experience. 27. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. 28. Identify and discuss themes and conventions in and across a wide range of writing.
Retrieve	Range
<ol style="list-style-type: none"> 8. Use scanning to find and identify key information. 9. Retrieve, record and present information from more than one source of non-fiction (eg when carrying out research). 	<ol style="list-style-type: none"> 29. Read for a range of purposes, discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 30. Increase familiarity with a range of books from our literary heritage and books from other cultures and traditions. 31. Read aloud and perform poems and plays, showing understanding through intonation, tone, volume and action. 32. Learn poems by heart eg narrative verse, haiku.
Interpret	Vocabulary
<ol style="list-style-type: none"> 10. Summarise the main points / ideas drawn from a text (more than one paragraph), identifying key details that support the main ideas, orally and in writing. 11. Distinguish between statements of fact and opinion. 12. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. 13. Justify inferences with evidence from the text. 14. Make predictions from details stated and implied information. 15. Present the author's viewpoint of a text. 	<ol style="list-style-type: none"> 33. Explore the meaning of increasingly complex words in context, eg by using meaning-seeking strategies. 34. Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
Choice	Writing
<ol style="list-style-type: none"> 16. Read non-fiction texts and identify purpose, presentation and structures and evaluate how effective they are (eg how much they contribute to the meaning of a text). 17. Identify purpose and comment on word choice and grammatical features of a text. 18. Discuss and comment on the writer's use of language for effect, including figurative language, considering impact (eg precisely chosen adjectives, similes and personification). 	<ol style="list-style-type: none"> 35. Read non-fiction texts and identify purpose, presentation and structures and evaluate how effective they are eg how much they contribute to the meaning of a text. 36. Use knowledge of structure of text type to find key information. 37. Read books (and other texts) that are structured in different ways. 38. Identify formal and informal language.

Age-related expectations: Reading, Year 6

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



Reading policy

Date: June 2020

Person responsible: David Owen

Introduction

Intent

Reading is a vital form of communication for everyone. In developing the skill of reading, children gain access to and derive pleasure from rich and varied sources of literature and a wide variety of facts and figures contained within non-fiction. The ability to read and interpret the written language is a fundamental skill for accessing all other areas of the curriculum and is an essential life-long skill.

Key to improving outcomes in all subjects is fostering a love of reading. There is substantial evidence to show how reading impacts on a wide range of issues, including attainment, mental health, economic wellbeing and relationships.

When teaching reading and associated reading skills, we aim to raise and / or sustain pupils' levels of attainment / achievement in reading throughout the school by developing a number of attitudes and skills:

Principally, we want our children to enjoy reading. We aim to develop, through our teaching of reading, the following attitudes :	Through all processes involving the teaching of reading, the following skills will be developed:
<ul style="list-style-type: none"> ☛ curiosity and interest ☛ pleasure ☛ sensitivity ☛ critical appraisal ☛ independence ☛ confidence ☛ perseverance ☛ respect for other views and cultures ☛ reflection ☛ appreciation of the feelings and cultural experiences of others 	<ul style="list-style-type: none"> ☛ phonic decoding ☛ fluency with expression and clarity ☛ understanding vocabulary ☛ understanding of sentence structure and punctuation ☛ comprehension, inference and implication ☛ obtaining information quickly ☛ understanding key features of different texts ☛ critical reflection ☛ interpretation of authors' language, meaning thoughts and feelings ☛ performance of poetry, song etc

Related policies: Writing, Library, Spelling, Curriculum Statement

Developing a love of reading

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

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

Following research

The way we teach reading matches guidance from the Education Endowment Foundation (EEF) Literacy Guidance documents for KS1 and KS2:

- 👉 We have a focus on oracy
- 👉 We balance decoding with comprehension skills
- 👉 We use a systematic synthetic phonics approach
- 👉 We teach pupils comprehension monitoring skills
- 👉 We actively develop reading fluency
- 👉 We teach reading comprehension through modelling and practice

Statutory requirements

Statutory requirements for the teaching and learning of English in KS1 and 2 are laid out in the National Curriculum in England - English programmes of study: key stages 1 and 2. For EYFS requirements, see the EYFS policy.

Reading diet

Children learn to read through a variety of strategies which are all given time in our weekly timetables, as seen in the table on the next page.

Implementation: class novels

Class teachers read a class novel (minimum one per term in KS2, ideally linked to topic or other learning). This has a number of advantages: promoting love of reading; an exposure to more advanced vocabulary than children would normally get; and an engaging vehicle for other learning.

Other texts such as poetry, picture books and extracts may also be read during class novel time, but the main texts will be the class novels themselves.

The class novel might be the stimulus for many reading skills sessions.

Reading Skills

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

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

Implementation: range of texts

Children read a range of texts (see Appendix: Reading long term plan for details):

- a class novel (minimum one per term in all classes, often linked to topic or other learning; this promotes love of reading; an exposure to more advanced vocabulary than children would normally get; engaging with a full text; and an interesting vehicle for other learning)
- extracts of texts, or poems that have been chosen for their cultural capital, topic or Living and Learning links or simply because they're good texts or poems that children will enjoy
- picture books, because they allow children to more easily explore complete texts in greater depth (and therefore support mastery), including key issues and characters' emotions
- non-fiction texts which link to topics or Living and Learning

Reading with a focus

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

Roles may include:

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

Implementation: organisation and time

Statutory requirements for the teaching and learning of Reading are set out in the National Curriculum (2014). This Reading 'menu' shows the variety of ways we teach reading (left column), with notes on when and how Reading is typically taught.

	Year 1/2	Year 3/4	Year 5/6	notes
class novel	10 mins, daily	3 x 20 mins weekly		see Appendix: Reading long term plan can include: <ul style="list-style-type: none"> • explore sessions • drama • just reading
book time to promote a love of reading	promoted through other aspects of reading	dedicated weekly session, 30-45 mins		must include: <ul style="list-style-type: none"> • hearing readers • library visits • checking on reading at home can include: <ul style="list-style-type: none"> • explore sessions • drama • just reading
phonics to develop decoding skills and fluency	15-20 mins, daily	15-20 mins, 2 or 3 x weekly for two half terms	no specific session (other than spelling sessions), but referred to regularly throughout teaching	children follow the Letters and Sounds teaching programme – see spelling policy
fluency to develop fluency	10 mins, daily	10 mins, 3 x weekly, if needed if not, as per Y5/6	no dedicated sessions; little and often throughout Reading sessions	mostly topic-linked texts to learn knowledge at the same time as practise reading fluency
vocabulary to develop a breadth and depth of vocabulary	taught within class novel time and embedded within fluency	1 x 20 mins and then 4 x 5 mins, weekly		can be within Writing sessions
skills to develop specific reading skills	when appropriate; increasingly more in Y2 through the year	20-30 mins, 3 x weekly		includes 1 or 2 RICs, and 2 or 3 non-RICs ARE grids present skills which should form the focus of these sessions see LO-driven and text-driven notes below
RIC to develop specific reading skills of retrieval, interpretation and understanding writer's choice	1 or 2 sessions in Reading sessions, using skills time; in addition, a RIC a week in Maths, Science or Topic			usually just three questions; different styles of questions; different stimuli – text, photo, video, object etc
guided to develop fluency and skills	as needed			included in first wave teaching, within Love of Reading, and additionally as intervention
one to one to develop fluency and skills	more for younger children; if children fall behind 'words per minute', 3 x weekly; timings vary			mainly used as intervention
comprehension to practise specific reading skills, and to assess reading attainment	rare eg half termly, as follow up to a test; Y6 might include question analysis			if used, replaces reading skills session
vehicles	use a variety of reading as the basis of reading skills development: <ul style="list-style-type: none"> • class novel • First News (classes may have access to First News; teachers should use accompanying activities eg quizzes and comprehensions) • visits • individual books • group books • topic texts • other cross-curricular reading 			

Good reading principles

KS1 reading lessons

In KS1, there are reading sessions four times a week. This may include:

- 👉 teachers reading aloud to children
- 👉 discussion of class novels and other texts (see Appendix: The interactive reading process)
- 👉 children reading with adults in groups focussing on a range of reading skills
- 👉 other reading-focussed activities to complete independently

In addition to this, children have:

- 👉 daily phonics sessions, following Letters and Sounds (see spelling policy)
- 👉 daily fluency sessions
- 👉 class novels and other texts read to them
- 👉 reading books which are changed at least weekly and read regularly with adults

Children will also be heard read individually, especially those that read less at home.

In Y1, the focus of reading sessions will often be more modelled and guided, with lots of time for listening to children read before moving, in Y2, towards more independent application of skills, as explained below for KS2.

KS2 reading lessons

Teachers in KS2 continue to support children’s phonics knowledge (especially in Y3 and Y4 – see Spelling Policy) and grammatical understanding through regular word and sentence level work

Once children have mastered decoding words, the focus shifts in KS2 to have a greater focus on other skills, such as information retrieval, understanding clues and an author’s choice of language. All children will continue to be heard read by an adult, though greater time will be spent with the children who need it most (ie those that read less at home or who lack fluency). Daily reading skills sessions include aspects of fluency, before focussing on particular learning objectives. Class novel sessions are interactive, following the guidance in the appendices.

We provide appropriately challenging, interesting and engaging texts from across a range of media, cultures and genres, eg leaflets, newspapers, stories, web pages etc to match and broaden the children’s interests. The use of familiar texts is also important.

English lessons

In a typical English unit, the shift of Learning Objectives gradually moves:

from reading (building up awareness of purpose, organisation and audience and the specific features of the text-type)	to writing (applying this awareness and practising the specific features)
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Within English lessons, teachers will often focus on reading to support writing: reading as a writer (both of the boxes above), rather than as a reader.

Books

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

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

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

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

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

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

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

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

Implementation: library

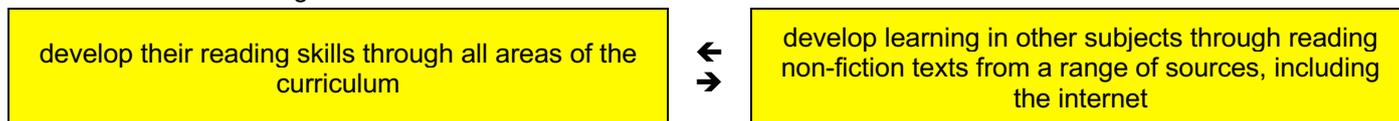
Classes have allocated times within which to access the school library. They will be encouraged to read a range of different books, and take one or two home each week. Adults will monitor children's book selections to ensure that they are varied, appropriate and changed regularly. The library not only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

See library policy for more details.

Implementation: cross-curricular

There is an expectation that reading is happening across the curriculum and that there are regular opportunities to read and apply reading skills in topic lessons. Where appropriate, this can be evidenced in topic or science books.

Children will be encouraged to:



Where possible, meaningful links to topics will be made in reading and English lessons.

There is an expectation that some use and application of reading skills is evidenced in Topic books or Reading books.

Reading as a...subject expert

When reading cross-curricular texts, teachers will support children to read as a 'subject expert' (reading, for example, as a...scientist/geographer/historian etc). This role will help them to focus on foundation subject knowledge and skills. An appendix provides guidance on how to read as a 'subject expert' – see the main Curriculum Statement document for the most up-to-date version.

Additional support and challenge

Commonly in Key Stage 1 and with lower attaining readers, there will be frequent one-to-one reading sessions (these might include daily reading, Catch Up Reading, a one-to-one intervention programme, and Lexia). The format of such sessions includes modelling by the adult, reading aloud to develop fluency, along with teaching of specific skills and asking questions of children to develop their understanding.

Higher attaining children will be challenged through the length, complexity and vocabulary within the texts they access, as well as through the use of higher order questions to extend their understanding.

Parents / carers are encouraged to support these aspects of our provision at home.

Vocabulary

Developing children’s vocabulary is an essential part of teaching children to read. There are numerous research findings that link good word knowledge to all manner of things from higher attainment and employment to better mental health and self-esteem.

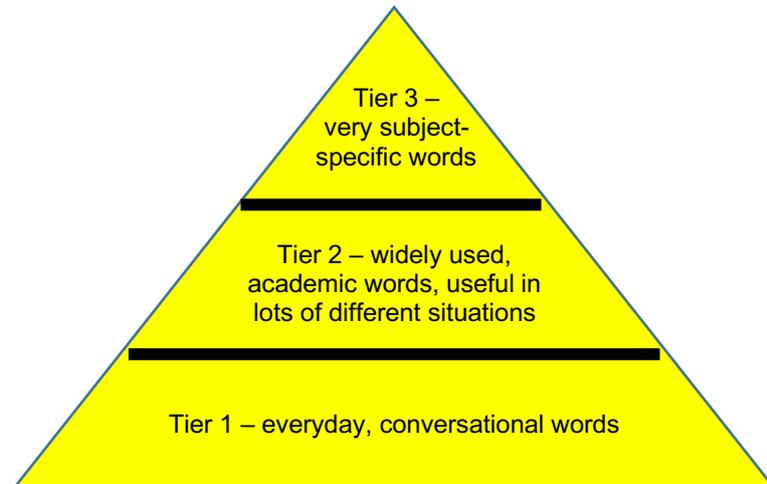
What words do we teach?

In order to have the best impact, we plan what words we will teach children. These are largely chosen from texts that children will use in order to give words genuine reasons for being learnt.

For English teaching, teachers should select words that are...

- crucial to understanding the text
- not a part of the children’s prior knowledge (not tier 1)
- unlikely to be learned independently through the use of context
- likely to be encountered in the future and are generally useful – this could be used in discussion, writing, other curriculum areas
- predominantly from tier 2 for English

We also teach subject specific vocabulary (predominantly from tier 3) for Science and foundation subjects. **This is explained in our Curriculum Statement.**



How many words do we teach?

Teachers should generally teach 5-10 tier 2 words each week as well as topic words taught in science and foundation subjects.

How do we teach vocabulary?

We recognise that there are two ways that we can teach vocabulary:

incidental teaching of vocabulary

briefly mentioning word meanings if obviously tricky ones come up (ie class novels or topic texts)

and/or

explicit teaching of vocabulary

deliberately teaching targeted words within context and giving children multiple opportunities to use them

We dedicate time each week to the explicit teaching of vocabulary, helping children improve their word understanding. This aids their reading, but also their writing.

Typical vocabulary teaching

Over a lesson or sequence of lessons, teachers will aim to teach new vocabulary in the way outline below:

revisit	Recap on previously learnt words (last week, and further back still), giving children an opportunity to recall word meanings and uses, or to re-engage with these words through short games and activities.
teach	Introduce new words, giving children some or all of the following which can then be displayed to aid memory: <ul style="list-style-type: none"> • definitions (use child-friendly language; avoid dictionary definitions on their own as they’re often confusing or lead to word misuse) • how to use the word in a sentence and how <i>not</i> to, giving more than one example of each (use as an opportunity to correct potential misconceptions – eg you wouldn’t climb over a <i>miniscule</i> door) • visuals (pictures or film clips to demonstrate a word’s meaning – eg a <i>snarling</i> dog)
practise	Children are then given time to explore a word’s meaning and/or practise using the words in sentences. Activities in the appendices are useful for this.
apply	At appropriate times, either orally or when writing, teachers model using newly learnt words and children are encouraged to do the same.

Pre-teaching vocabulary – We aim to pre-teach some vocabulary before it is encountered, especially for those with EAL or limited vocabularies. This allows for much greater understanding when reading or accessing other areas of the curriculum. We also teach children what to do (eg use root words, etymology and morphology, or ask someone) when they come across unfamiliar words so they have strategies to use when reading independently.

Role of the parent / carer

All children are expected to read at home with their parents or independently (see Homework: Parents' / Carers' Guide). At Key Stage 1, this will be noted in their Reading Record books. Occasionally, other reading activities may be given where appropriate, such as reading comprehension exercises, in accordance with the Homework Policy.

Our Active Reading leaflet is glued into Homework books and available on the schools' websites as a pdf document for parents / carers to print and use at home. (See appendices.)

Monitoring

Leaders will oversee the teaching and learning of reading and be responsible for its monitoring and evaluation.

Monitoring will be undertaken by leaders through discussions with staff and pupils to assess the effects of the policy on the quality of reading throughout school. SATs results in both Key Stages and other assessment results will be analysed by leaders and appropriate targets set for whole classes and vulnerable groups. The monitoring also includes feedback from parents and children, evidence from samples of work as well as classroom observations.

Appendices

The following pages of the policy contain useful resources for teachers (and, in some cases, parents / carers).

Appendices include:

- The interactive reading process
- Reading activities
- RIC guidance
- Reading fluency
- Understanding reading difficulty
- Reading as a subject expert
- Question ideas
- SATs-style question stems
- Responding to questions
- KS2 reading record
- Vocabulary activities
- Sources of good books
- Active Reading activities

The interactive reading process

Reading is vital to support children's understanding, as is creating routines when reading, but making reading sessions interactive is vital. The reading process is explained and expanded on below, with clear strategies for promoting active learning. Teachers should refer to this process when reading to or with children, whether that is during reading skills sessions, class novel time, foundation subject reading or so on.

Before reading with the class



In this session, teachers should read the text that they're going to use with the children, so they can remember it (ie two months ago is too long).

What is the main **gist** of the page/section/chapter? Are there key things for children to notice or understand?

What **background knowledge** will children need before reading it?

What **vocabulary** is needed to understand the text? Make note and consider when and how to teach these words, exploring them in a vocabulary session.

What **misconceptions** might children make when reading, particularly of vocabulary, but also of concepts and ideas that the book is trying to get across?

Which sections of the text are **most challenging**? You might need to slow down here or read them again for your class.

Before reading



When reading a text, give children a focus to have, such as a certain thing to look for or be aware of. Alternatively give them a role to take on, either as a summariser, questioner, clarifier and predictor. Research has shown that this helps children understand better and notice more.

About the text or topic.

Put your mind on what you're about to read so you notice key messages in the text. Think back, when you've read a text, and see if you've answered your questions.
 Where does it come from?
 When?
 What is it about?
 What's the text...?

Active prior knowledge.

By considering and remembering what you know about the type or content of a text already, it helps you to better understand what you're reading.
 For example, knowing that a diary entry is a personal piece of writing that's likely to have thoughts and feelings in, and that it's often written in chronological order, will help you to understand it.
I know ... travelled in/on... They lived in...
This type of character is usually quite... in films and TV I've seen of them.
This text is a... so I'm expecting...

Make predictions.

Anticipating what will happen in a story or a non-fiction text, aid a good reader's understanding of what they're reading. It also helps when they're not understanding something.
 If I'm reading what appears to be a story, for example, and there are no aliens or monsters, I'm probably missing something.
I think there's going to be a battle between the good and the bad.
It'll probably turn out ok in the end though.
This is a... story, so I'm expecting...
The author is trying to keep us guessing, so they've deliberately made us think it was so...

During reading



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

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

'Pair' (comprehension) strategies.

Help children understand what good readers notice and do when they read. They've learnt to employ a variety of strategies to overcome difficulties and improve understanding: think back to what you haven't understood, use a glossary, scaffolds or sentence stems for more information. See *Six-word story* in Appendix 3. What do you think that...?

Update and make new predictions or hypotheses.

As you read a text, what you originally thought would happen often doesn't. The same is true for what you thought about a character or event. A good reader adapts what they're expecting based on information and clues that they're given in a text. This helps with understanding.
 For example, if I thought some characters were going to fight and they are laughing together in a story, I've misunderstood something so might then use a reduce/repair strategy (listed below).
Actually, I don't think she's going to... because I've noticed...
When it said... I realised that it can't be... so I think now...

Make connections and inferences.

Good readers relate what they're reading to their knowledge of other things, including making links within and across a text, between texts, with films and TV, and to other general knowledge.
This reminds me of...
That person is holding the same things as the other character did when...
It could mean he's feeling...or...- it's probably ... in this situation.
I think the author is showing us that...

Visualise and devise activities of the text.

Using different graph types help to imagine what's in the text, understand it and create complex plots and timelines.
 • timelines – with or without pictures rather than text
 • story maps – for whole texts or sections
 • diagrams – Venn, flowcharts, fishbone and tree diagrams
 • pictures – *Draw a scene or character*
 These activities and strategies are in Appendix 3.

After reading



Read the text.

Appendix: Reading activities

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

<p align="center">Fact Finder</p> <p>Give children a short section of text and get them to come up with their own fact retrieval questions based on it.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • teach children easier and harder versions of these questions • do it under timed conditions – how many questions can they make in 1 minute? 	<p align="center">Reading Detectives</p> <p>Similar to Fact Finder, children are shown a short section of a text and must create questions about it. This time, guide children to create different sorts of questions. Focus on children needing to use evidence, like detectives, to answer them.</p> <p>Question types:</p> <ul style="list-style-type: none"> • retrieve • infer • predict 	<p align="center">Fill in the Blanks</p> <p>Having read a text, children are given a version with missing words or phrases to fill in.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • make this harder by re-writing the text using different words with the same meaning • this can be used to support younger/lower attainers by having answers to questions written with missing words 																									
<p align="center">Boundaries</p> <p>Children are given a text without paragraphs in and must read to decide where they should be.</p> <p>Other ideas:</p> <ul style="list-style-type: none"> • children decide on title for the text and subheadings for each paragraph • give the class a paragraph with no punctuation in for children to decide where each sentence ends 	<p align="center">Labelling</p> <p>Children are given a diagram or chart from the text that has had the labels removed and the children have to decide what they could be. They need to read a text to find out what each label is.</p> <p>Consider:</p> <ul style="list-style-type: none"> • works well for non-fiction • getting higher attainers / older children to add a sentence explaining something as well a label 	<p align="center">Diagrams</p> <p>Use diagrams to help children understand a text.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Venn diagrams can be used to compare characters, vocabulary and whole texts • spider diagrams/mind maps are good to make notes on a non-chronological report • Carroll diagrams can help sort events and character's responses • tree diagrams work well for plotting character's choices in a text 																									
<p align="center">Text Marking</p> <p>Annotate a text using underlining, highlighting or different colours.</p> <p>Examples:</p> <ul style="list-style-type: none"> • key parts • questions • bias • emotive words • examples of a given criteria 	<p align="center">In a Nut Shell</p> <p>Select the key points of a text and express them as briefly as possible.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • children summarise in a text in decreasing numbers of words, effectively working out what the most important words are • works well after Text Marking first 	<p align="center">Relationship Grid</p> <p>Complete grids with notes on how characters feel about each other eg trusting, love, jealous.</p> <table border="1" data-bbox="1034 1272 1449 1361"> <tbody> <tr> <td></td> <td>RRH</td> <td>Wolf</td> <td>Grandma</td> <td>Woodcutter</td> </tr> <tr> <td>RRH</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wolf</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grandma</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Woodcutter</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Extensions:</p> <ul style="list-style-type: none"> • include reasons for these feelings • include more than one feeling with reference to when in the story • include comments about how a character feels about themselves 		RRH	Wolf	Grandma	Woodcutter	RRH					Wolf					Grandma					Woodcutter				
	RRH	Wolf	Grandma	Woodcutter																							
RRH																											
Wolf																											
Grandma																											
Woodcutter																											
<p align="center">Six-word summaries</p> <p>Children summarise what they've read in just six words.</p>	<p align="center">Just a Minute</p> <p>Children summarise a text or section of a text in a minute. This can be done aloud on your own, in pairs, or to a whole class.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • Add extra challenge by insisting on no hesitation, deviation or repetition (just like the radio game) • Add sentence stems to support the talk structure • Give rehearsal or paired discussion time first to improve the quality 	<p align="center">Explore</p> <p>Complete the grid below, either as a class, in groups, pairs or individually.</p> <table border="1" data-bbox="1082 1713 1433 1863"> <tbody> <tr> <td>questions</td> <td>vocabulary</td> </tr> <tr> <td>connections</td> <td>likes/dislikes</td> </tr> </tbody> </table> <p>Ideas:</p> <ul style="list-style-type: none"> • This also works well with other headings: prediction and hypothesis • Some boxes can be pre-filled, or have children focus on one at a time 	questions	vocabulary	connections	likes/dislikes																					
questions	vocabulary																										
connections	likes/dislikes																										

Appendix: RIC guidance

What is RIC?

RIC was originally developed by Mrs P Teach, on Twitter but it's had a lot of attention in Leeds over the last couple of years because it was a Strategic School Improvement Fund project run by Noctua. It was chosen as a 'Promising Project' by the Education Endowment Fund. It focusses on teaching children three important skills: *Retrieval*, *Interpret* and understanding a writer's *Choice* of language.

Why is it useful?

RIC sessions focus on only three elements of reading because they're some of the most important reading skills for life (along with the massively important issue of getting children able to read fluently) but they're also the most assessed ones. Here's the FFT analysis of the last three years (2016-19) of KS2 SATs:

- inferences with evidence: 62, 41% marks
- retrieve and record information: 48, 32%
- understanding words in context: 26, 17%
- summarise main ideas: 6, 4%
- enhanced meaning, choice: 4, 3%
- comparisons within a text: 3, 2%
- related content: 1, 1%

We also use RIC because:

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

Choosing a text

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

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

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

Differentiation

Differentiate through a variety of methods, if needed, though aim to keep all children accessing the same session:

- **support**
 - Have a teacher or TA group with a larger version printed for the adult to point to, circle/underline, read aloud and discuss. Make sure children have their own copies too.
 - An adult could monitor certain children more than others, helping them with understanding, or even scribing their answers if needed (either writing on their sheet for them, or writing their oral answer on a whiteboard for them to copy) to remove the difficulty with writing.
- **pre-teaching**
 - If time allows, consider pre-teaching vocabulary to allow some children to more easily read a text, or reading the text to or with children prior to the RIC lesson.
- **the questions we choose**
 - Children with SEND might only be expected to answer the R and I questions, though give the C question too so we don't cap children's attainment – some children might sometimes answer the R and C questions and this would be fine.
 - Simplify the wording of questions.
 - Give simpler ways for children to answer: multiple choice ticking of boxes, circling answers or 'find and copy one word which tells you...' are easier to answer than open questions with lines to write on.
- **the texts we select**
 - Some children may benefit from a simplified version of the same text as the rest of the class. This can be achieved fairly easily by swapping complicated language that doesn't have an impact on answers for simpler versions, so some children can read and understand the text without such sophisticated language expectations. Again, be cautious of not over-simplifying this, remembering that adults are around to support children.
- **the outcome we expect**
 - Some children will write more than others, or answer questions more successfully

Writing questions

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

Retrieval

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

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

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

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

Interpret

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

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

This isn't an exhaustive list and shouldn't be viewed as one. If children have to 'read between the lines', they're inferring.

There's also an element of inferring in understanding an author's

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

Choice

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

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

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

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

Structure and timing

A RIC lesson should usually take 15-20 minutes. When children are familiar with the way the session works, it can be done successfully as a starter activity to a whole reading lesson, perhaps then only taking 10 minutes.

A typical lesson might be structured like this:

Reading → (up to 5 mins)	Answering → (up to 5 mins)	Reviewing (up to 10 mins)
<p>Remove the potential difficulty for some children of decoding the text by supporting this aspect of reading:</p> <ul style="list-style-type: none"> • read the text to the children, modelling expression and fluency, with children pointing to their own copies to track what's being read, or • echo read: read a sentence (or part of one for younger / lower attaining children) and have children repeat it back, while pointing to their own copies to track what's being read, or • allow children time to read the text in pairs or independently (works well in KS2 if most children are fluent readers) <p>Consider <i>briefly</i> exploring... ...an overall summary ...purpose and audience ...vocabulary</p> <p>but don't spend long on this.</p> <p>When using a picture stimulus or film clip, watch it and discuss briefly.</p>	<p>Help children understand what the questions say and how to answer them.</p> <p>Sometimes, model how to answer a particular style of question. Use a very similar one to theirs.</p> <ul style="list-style-type: none"> • read it aloud, identifying important words • think aloud (<i>"This one's definitely wrong, but these two seem possible, so it must be one of these. I'm going to read the sentence again..."</i> etc) • pointing out potential errors (eg ticking two not one) <p>Give a short, specific time for children to answer and then give reminders during that time: <i>"You're half way through your 4 minutes."</i> <i>"You've got two minutes left, so if you haven't circled an answer for C, have a go now."</i></p> <p>Support individuals or groups for most of this time, but occasionally circulate to check on children's progress.</p>	<p>This is where a lot of the learning from a RIC session can occur, so make sure there's enough time dedicated to it.</p> <p>Use a visualiser, iPad or other method of viewing a child's answers as a class.</p> <p>Discuss the right answers, giving simple, succinct explanations. Write these down for children or have them on a slide so the class can see what as well as hear it.</p> <p>Focus on how to get the answers, not just what the right answers are.</p> <p>Ask children to edit their own work to make improvements. Review some of this under a visualiser/iPad, praising and rewarding children for listening and making changes if needed.</p> <p>Repeat aloud simple procedures for getting similar question right in the future (eg <i>"Choose a key word in the R question. Skim for the word in the text. Read around it. Answer the question."</i>) Children might chant this back, or point to where in the room it's on display, such as a learning wall.</p>

Appendix: Reading Fluency

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

Fluency Strategies

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

Repeated reading – For KS2vocabulary, teachers read a section and children read it again themselves.

Choral reading – Everyone reads together.

Segmenting sentences (sometimes called 'scooping') – Model reading words that are meant to be read together, splitting the sentence into meaningful phrases and paying attention to patterns and punctuation. For example: *By lunch time, the golden sun had fought off the clouds and it was a beautiful day.* This makes far more sense as *By lunch time – the golden sun – had fought off the clouds – and it was a beautiful day* than if we read it as *By lunch – time the gold – sun had fought – off the – clouds and it – was a beautiful day.*

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

Appendix: Understanding reading difficulty

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

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

Appendix: Reading as a subject expert

When reading cross-curricular texts, teachers will support children to read as a 'subject expert' (reading, for example, as a...scientist/geographer/historian etc). This role will help them to focus on foundation subject knowledge and skills. For the biggest impact, teachers focus on one or two of the points, rather than all at once.

Reading as a...		
scientist (closely matching our working scientifically skills)	historian	geographer
<ul style="list-style-type: none"> • What scientific questions can you ask about this text? • What scientific questions does this text answer? • Can you visualise what this text is describing? • Can you draw diagrams based on the text? • Can you find and evaluate information in the text? • What are the similarities, differences or changes explained in the text? • What does the data show us? • Can you explain this science? • What conclusions can we draw from the text? • Why has the author chosen to present this information in this way? (ie diagram, bold, text) 	<ul style="list-style-type: none"> • What's the source of this text? When was it written? By whom? Why? What is their likely intent or viewpoint? How much should we trust it? Is it primary or secondary? • What's the context of the text? What time period was it written in? What was happening at the time that might impact on this evidence? • Can anything corroborate this evidence? Is there a different source that can back it up or that has an opposing view? • Why has the author chosen to present this information in this way? (ie diagram, bold, text) 	<ul style="list-style-type: none"> • What geographical vocabulary is being used? • Can I find this location on a map? If so, where? • What do I know already about the locations mentioned? • What geographical features are mentioned/shown? • How is this place similar or different to others that I know? • What human influences are mentioned in the text? • How have these places been influenced by humans? How can you tell? • Why has the author chosen to present this information in this way? (ie diagram, bold, text)
artist	designer or technician	programmer
<ul style="list-style-type: none"> • What art vocabulary is used? • What do I already know about the technique being described? • Can I visualise the process being described? • What sounds like the most difficult part? Why? Is it realistic to do? • Is there a better guide elsewhere? • What could I do differently? Why? 	<ul style="list-style-type: none"> • What technical vocabulary is used? • What do I already know about the process being described? • Can I visualise the process being described? • What sounds like the most difficult part? Why? Is it realistic to do? • Why has the author chosen to present this information in this way? (ie diagram, bold, text) • Is there a better guide elsewhere? • What could I do differently? Why? 	<ul style="list-style-type: none"> • What technical vocabulary is used? • What do I already know about the process being described? • Can I visualise the process being described? • What sounds like the most difficult part? Why? Is it realistic to do? • How has the author broken the task down into smaller steps? • What could I do differently? Why?
art audience	design appreciator	(safe) internet user
<ul style="list-style-type: none"> • Before I read this text, what are my views or thoughts about the piece of art or artist? • What is purpose of the text? To give me background information? To help me understand the art? To persuade me to like it? • Does the text help me to appreciate the art or artist? How? • Now that I've read the text, have my views or thoughts changed? How? Why? • Does it inspire my creativity? 	<ul style="list-style-type: none"> • Before I read this text, what are my views or thoughts about the piece of design, designer or product? • What is purpose of the text? To give background information? To help me understand the design or designer? To persuade me? Does the text help me to appreciate the design or product? How? 	<ul style="list-style-type: none"> • Is this content safe? How do you know? Is it something I've used before? Do I know the author or trust the website? • What is the purpose of the text? Is it trying to persuade me to do something or change my mind? If so, I need to be careful. • Is this content positive, negative or neutral? • Is the content and/or author trustworthy and reliable? How do I know? How can I check this?

See the main Curriculum Statement (our intent, implementation and impact statement for websites) for an up-to-date version.

	<ul style="list-style-type: none">• Now that I've read the text, have my views or thoughts changed? How? Why?• Does it inspire my creativity?	What else could I read to check it? See AREs for Staying safe online.
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Appendix: Question ideas

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

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

Appendix: SATs-style question stems

Retrieval

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

1 mark

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

The first one has been done for you.

Fact.

Fact.

Fact.

Fact.

Fact.

1 mark

3. Quote
Give **two** reasons why...

1. _____

2. _____

2 marks

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

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

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

1. _____

2. _____

3. _____

2 marks

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

Statement

Statement

Statement

Statement

1 mark

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

a) The text begins with...

Statement 1	Statement 2
Statement 3	Statement 4

b)Next,

Statement 1	Statement 2
Statement 3	Statement 4

c) Finally, ...

Statement 1	Statement 2
Statement 3	Statement 4

1 mark

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

Statement

Statement

Statement

Statement

1 mark

Inference

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

1 mark

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

1. _____

2. _____

2 marks

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

Statement

Statement

Statement

Statement

1 mark

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

Statement

Statement

Statement

Statement

1 mark

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

1 mark

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

	Fact	Opinion
Statement		

1 mark

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

8. **Look at page ...**

How is ... made to seem... (mysterious? funny? friendly?)

Explain **two** ways, giving evidence from the text to support your answer.

1 marks

9. **Look at the paragraph beginning ...**

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

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

2 marks

10. Look at page 1.

Quote

What else tells us that...?

1 mark

11. Think about the whole text.

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

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

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks

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

1. _____

2. _____

2 marks

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

amusing

shocking

puzzling

comforting

1 mark

14. Look at page 1.

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

1 mark

15. Quote

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

Tick **one** thought.

Thought 1	Thought 2
Thought 3	Thought 4

16. Quote

This suggests that...

Tick **one**.

Statement

Statement

Statement

Statement

1 mark

17. Look at the section headed:

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
Statement	
Statement	

1 mark

Vocabulary

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

1 mark

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

Tick **one**.

word.

word.

word.

word.

1 mark

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

1 mark

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

1 mark

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

Tick **one**.

word.

word.

word.

word.

1 mark

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

1 mark

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

Statement

Statement

Statement

Statement

1 mark

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

Tick **one**.

word.

word.

word.

word.

1 mark

Appendix: Responding to questions

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

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

Top tip

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

Answer (the right question – don't answer something different)

→ Prove it (with a reason)

→ Evidence by backing it up again

eXplain (give a reason for your answer / opinion)

→ eXample (find a brief quote from the text to back it up)

→ eXtra (add some more thoughts, perhaps a different view)

make the Point

→ eXplain (give a reason for your answer / opinion)

→ eXample (find a brief quote from the text to back it up)

Appendix: Sources of good books

The following websites can be used to help teachers keep up-to-date with age-appropriate texts:

www.clpe.org.uk
www.lovereadings4kids.co.uk
www.booktrust.co.uk
www.literacytrust.org.uk
www.booksfortopics.com

Looking at books that have won awards is also a good idea:

- Carnegie
- Kate Greenaway
- UKLA
- Costa
- Blue Peter
- Waterstones
- Caldecott
- Claus Flugge

See the long-term overview (Curriculum Statement) for a list of good books we have planned to read.

Also consider:

<p>Additional texts use any or none</p>	<p>Daisy and... by Kes Gray</p>		<p>Stig of the Dump by Clive King</p> <p>Varjak Paw by SF Said (good)</p>	<p>13 Storey Treehouse by Andy Griffiths and Terry Denton</p>	<p>Cogheart by Peter Bunzl (computing, good)</p> <p>Wild Boy by Rob Jones Lloyd</p> <p>Wonder by R. J. Palacio</p> <p>Beetle Boy by M. G. Leonard</p> <p>When You Reach Me by Rebecca Stead</p> <p>Malamander by Thomas Taylor – mystery</p> <p>Truckers by Terry Pratchett</p>	<p>The Silver Sword by Ian Serrallier</p> <p>The Curious Incident of the Dog in the Night-Time by Mark Haddon</p> <p>The Boy in the Tower by Polly Ho-Yen – sci fi</p> <p>How to Find a Lost Dog by Ann M. Martin – autism</p> <p>Brightstorm by Vashti Hardy (good)</p> <p>The Girl of Ink and Stars by Kiran Millwood Hargrave (good)</p> <p>Brothers Grimm versions of fairy tales – relate back to previous years, but check content before reading.</p>
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My reading record



Text:	Author:	Date started:
Overall comments: (What's it about? Did you like it? Why/why not?)		Rating:
Text:	Author:	Date started:
Overall comments: (What's it about? Did you like it? Why/why not?)		Rating:
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Overall comments: (What's it about? Did you like it? Why/why not?)		Rating:
Text:	Author:	Date started:
Overall comments: (What's it about? Did you like it? Why/why not?)		Rating:

My reading record



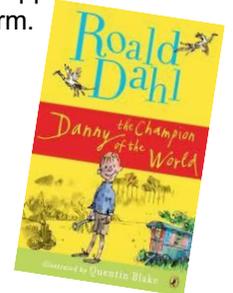
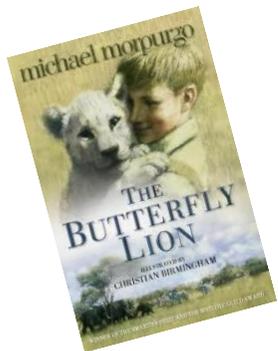
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Overall comments: (What's it about? Did you like it? Why/why not?)		Rating:

Can you think of any activities of your own?



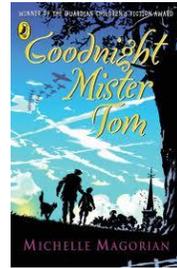
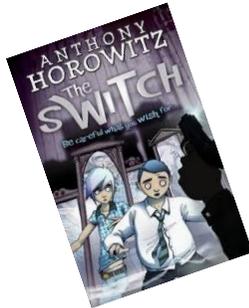
Activities whilst you're reading the story

- ✘✘ Does the story start with description, action, dialogue or a mixture? Does the story grab your interest? Write an evaluation of the story start with three reasons.
- ✘✘ **Re-read a chapter – find a 'Top Ten' of Wow Words that you will use in your own writing. (You could limit yourself to just verbs, adjectives or adverbs.)**
- ✘✘ Rewrite part of the story as a script.
- ✘✘ **Write about a memory or experience of your own that is similar to something you've read in your book.**
- ✘✘ Make a list of questions you ask yourself as you read a particular chapter.
- ✘✘ **Before you finish the book, write down your predictions for the ending. After you finish, check back and check the accuracy of your prediction.**
- ✘✘ When you are about halfway through, predict what might happen in the book. Your prediction could be a comic strip, notes or other form.
- ✘✘ **Write a description or an explanation of the setting.**
- ✘✘ Create a cartoon strip of main events so far.
- ✘✘ **Re-write an extract from the point of view of a different character.**
- ✘✘ Think about the ending. Write an evaluation of the resolution with three reasons.



Activities about the overall book

- ✖✖ Who else should read this book? Why? Who shouldn't read this book? Why?
- ✖✖ **Construct a time line to fit the story. Include all the main events.**
- ✖✖ Write a letter to someone telling them about the book and your opinion.
- ✖✖ **Write a book review.**
- ✖✖ Write a summary limited to just 100 words.
- ✖✖ **Create a poster or advertisement for the book. Make sure you write on the poster why people should read it!**
- ✖✖ Re-write the book's blurb with new ideas to tempt someone to read it.
- ✖✖ **Draw a picture of your favourite part of the book and write a sentence about what is happening. Say why you chose this bit.**
- ✖✖ Make up three questions you would ask to check someone had read the book carefully.
- ✖✖ **Design an alternative book cover for the story, or a book cover for the sequel.**



Activities about the author's writing

- ✖✖ Choose a description. Evaluate it thinking about similes, metaphors, Wow Words etc.
- ✖✖ **List the words and phrases used to create an atmosphere, such as 'scary', 'heart thumping', 'tension', 'palms sweating'.**
- ✖✖ Finish this idea: "I love the way the author..." Be complete and give examples to support your opinion. (Or, "I don't like the way the author...")
- ✖✖ **'Dear author' – write a letter to the author about the book.**
- ✖✖ Find new vocabulary (words) that you do not really know the meaning of and write them up with the meaning in your book. Use a dictionary to help.
- ✖✖ **Find a descriptive word, write it down and write down five synonyms (words that mean the same) and antonyms (opposites) for that word. Use a thesaurus to help.**

Activities about characters

- ✖✖ What kind of person is the main character? Think of the character's social and emotional aspects.
- ✖✖ **What do other characters think or say about the main character? Why do they feel this way?**
- ✖✖ How does your character treat others in the book? Give reasons for your answers.
- ✖✖ **How does the character change? Explain why the character changes.**
- ✖✖ Draw and label a character or a setting from a description in the book
- ✖✖ **Create a portrait gallery of the characters.**
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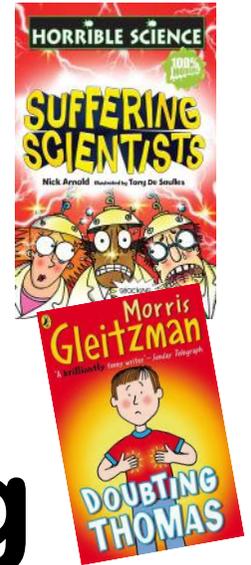
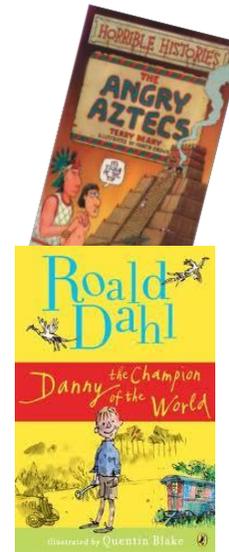


Activities about non-fiction texts

- ✖✖ **Create a glossary of technical vocabulary specific to a topic.**
- ✖✖ An annotated diagram using factual information – use labels and captions.
- ✖✖ **Write a 'Top Ten' of facts that you've learned.**
- ✖✖ Write notes made by picking out key points from the text.
- ✖✖ **What do you think about the layout of the non-fiction text? Compare two texts about same topic.**
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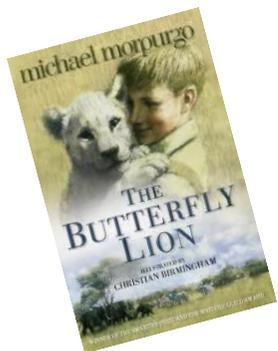
Can you think of any activities of your own?



Active Reading

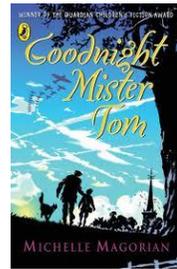
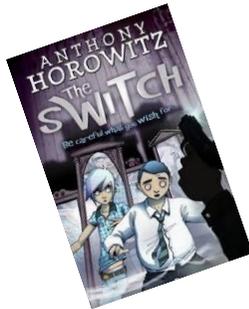
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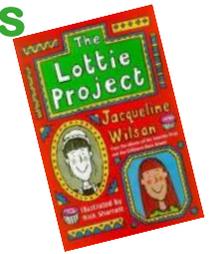


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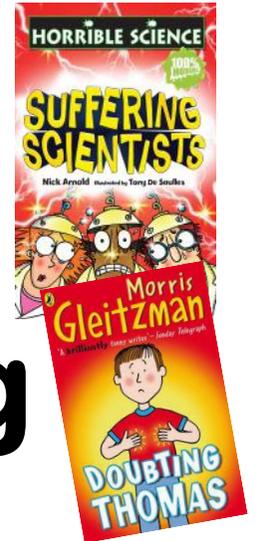
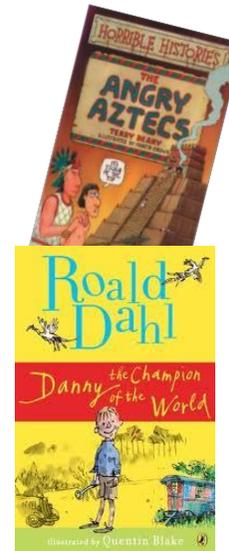
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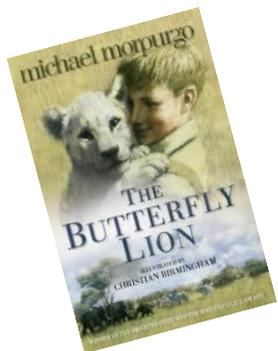


Active Reading



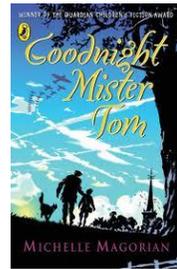
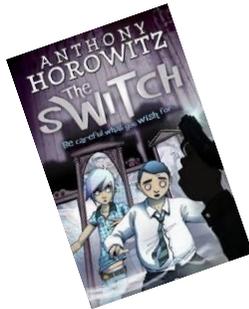
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- Write a summary limited to just 100 words.
- **Create a poster or advertisement for the book. Make sure you write on the poster why people should read it!**
- Re-write the book's blurb with new ideas to tempt someone to read it.
- **Draw a picture of your favourite part of the book and write a sentence about what is happening. Say why you chose this bit.**
- Make up three questions you would ask to check someone had read the book carefully.
- **Design an alternative book cover for the story, or a book cover for the sequel.**



Activities about the author's writing

- Choose a description. Evaluate it thinking about similes, metaphors, Wow Words etc.
- **List the words and phrases used to create an atmosphere, such as 'scary', 'heart thumping', 'tension', 'palms sweating'.**
- Finish this idea: "I love the way the author..." Be complete and give examples to support your opinion. (Or, "I don't like the way the author...")
- **'Dear author' – write a letter to the author about the book.**
- Find new vocabulary (words) that you do not really know the meaning of and write them up with the meaning in your book. Use a dictionary to help.
- **Find a descriptive word, write it down and write down five synonyms (words that mean the same) and antonyms (opposites) for that word. Use a thesaurus to help.**

Activities about characters

- What kind of person is the main character? Think of the character's social and emotional aspects.
- **What do other characters think or say about the main character? Why do they feel this way?**
- How does your character treat others in the book?
- Give reasons for your answers.
- **How does the character change? Explain why the character changes.**
- Draw and label a character or a setting from a description in the book
- **Create a portrait gallery of the characters.**
- Write a description of the main character: their looks, the way they dress, the way they talk and their personality.
- **Imagine you are one of the characters in the story. Write a diary entry that reflects thoughts and feelings about an event in the story.**
- Write a diary extract written by a character.
- **Give some advice to a character: write a problem page letter and response, or write it as a conversation (like a script).**
- Write an interview between you and the main character. Be sure you write detailed responses for the character. Write it like a script.
- **Write a conversation between you and one or two characters from the book. (Remember speech punctuation!)**
- Which character in this book are you most like? Which character would you most like to be? Explain
- **Write about what a character might be thinking or feeling at different stages of the story. You could write it in the first person, or in a speech bubble.**
- Think of five questions you would like to ask one of the characters. Swap these with someone else in your group and write the answers as if you were that character.



Activities about non-fiction texts

- **Create a glossary of technical vocabulary specific to a topic.**
- An annotated diagram using factual information – use labels and captions.
- **Write a 'Top Ten' of facts that you've learned.**
- Write notes made by picking out key points from the text.
- **What do you think about the layout of the non-fiction text? Compare two texts about same topic.**
- Create a quiz based on the facts you've learned from the text.



