



# **Reading Policy and Guidelines**

## **2022-23**

**S Greenaway, M Khalid, R Thomas, C Calvert**





## Reading Policy and Guidelines

Teaching children to read is fundamental to all other activity that takes place in the classroom. It demands our time, energy, and commitment.

### A teacher who loves reading

Even the most finely-crafted reading lesson will miss the mark if the teacher is not enthusiastic about reading. All this will come more naturally to someone who reads and understands books themselves. A national project based on 'Teachers as Readers' revealed that teachers who were readers "made a positive impact on children's desire to read and frequency of reading at home and at school" and showed that attainment was positively impacted as a result.



### Principles of the teaching of reading at Thameside

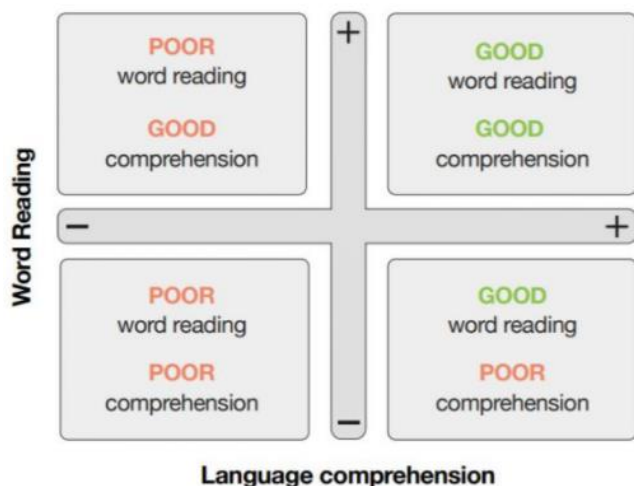
These guidelines have been written to ensure that every child within the school becomes a reader.

Teaching a child to read is a simple ask, but a complex undertaking.

The [Simple View of Reading](#) (from the EEF) provides a helpful point from which to understand that complexity. Breaking down to its component parts, the model highlights that successful reading is a product of two complex, but separable processes:

- **Word reading:** The ability to recognise, decode and understand the meaning of individual written words.
- **Language comprehension:** A multidimensional process that is used to access the underlying meaning of spoken and written language. This involves the integration of multiple sources of knowledge and skills, including knowledge of word meanings and syntax, and making inferences (for example, drawing on background knowledge as we listen and read).

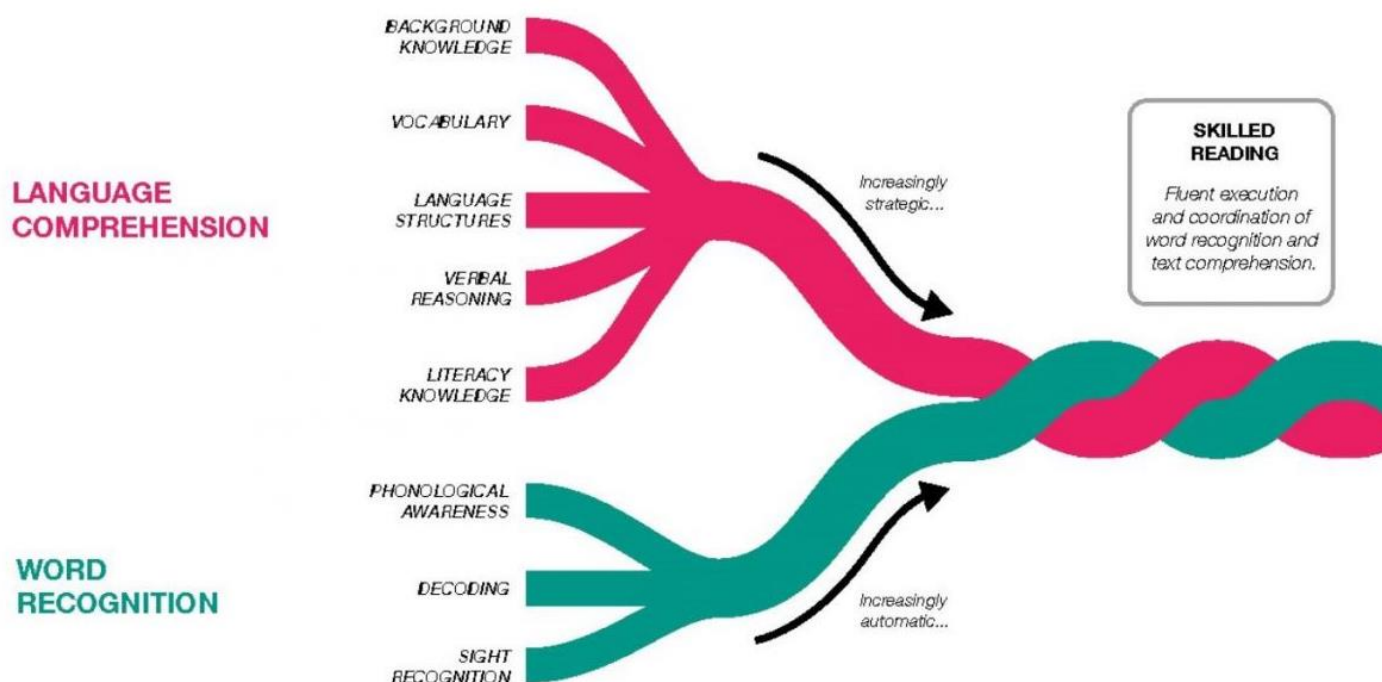
There is the need for a balanced approach to the teaching of reading. At Thameside, we understand the importance of word reading through systematic teaching of **phonics**. We also focus our attention to the development of **comprehension of the spoken and written word**.



Like in most primary schools, the teaching of **phonics** at Thameside is a priority. Without the foundation of decoding, reading simply doesn't develop.

However, the goal of reading is to comprehend what we read, so we also have to develop our pupils' **reading fluency**. Additionally, **reading comprehension** strategies offer a further thread to strengthen our pupils' ability to go on to confidently comprehend what they read.

Hollis Scarborough's '**reading rope**' (below) helps remind us of the many different threads that are essential to develop our pupils as skilled readers at all key stages. Tending carefully to each thread in the rope matters if we are to weave a strong reading rope in every classroom.



Reading should be an enjoyable experience, and allow children to develop both their imagination and their vocabulary. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'. Children must also read in order to access the curriculum in all key stages. Reading is vital for future learning.

Baseline data shows that many children enter this school with low levels of language, phonological awareness, and independence. They can present as passive children who are not involved in their own learning. Therefore, we have to find a way of reaching these children, as there is no real reason why they shouldn't learn to read. School ethos, expectations and commitment to Assessment for Learning, ensures that children can become independent and motivated. Success through reading is the greatest motivator of all.

The programme for early readers is almost entirely based on phonics using the Read Write Inc programme to develop phonic knowledge and fluency. In Read Write Inc. phonics lessons, children learn to read accurately and fluently with good comprehension.

Reading in groups is based on continuous assessment of need, phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding.

Children from Year 1 up should be taught to both comprehend and love books in whole class reading lessons.

# SUMMARY OF THE DFE'S Reading Framework



## THE IMPORTANCE OF TALK

High-quality talk and a language-rich environment are central to the approach to developing literacy. The quality of adults' interactions with children affects their vocabulary acquisition and cognitive development. Developing pupils' spoken language is integral to all subjects in the National Curriculum and EYFS so that they can articulate their understanding, develop their knowledge, and build the vocabulary they need to support their learning.

## READING IS A CATALYST

Reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation, proficiency and motivation in reading. Those who are good at reading do more of it: they learn more and expand their vocabulary and knowledge. This enables them to understand more of what they read. For those who read less, or who find reading difficult, the opposite is true. Reading more makes children more academically able.



## VOCABULARY ACQUISITION THROUGH TALK

High-quality adult interactions and purposeful experiences can build children's vocabulary size. The report provides an example for how a visit to a fire station might unleash the teaching of semantic fields linked with some of the key information. For example, by talking of fire, pupils would learn and connect words such as blaze, flames, heat, smoke, plumes and extinguish. This supports later reading by helping children comprehend texts when they see such words.

## ADULTS MODELLING SPEAKING AND LISTENING

Adults can plan to develop children's vocabulary through every-day experiences. This can include adding adjectives and adverbs into interactions so that children begin to expand their word knowledge and understand them in a greater range of contexts. Children should also be explicitly taught what good listening is like, both through direct instruction and through teacher modelling. Good listening should also, of course, be reinforced and rewarded with praise.



## THRIVING ON REPETITION

By re-reading stories to children, teachers can deepen the children's familiarity with a story and increase their emotional engagement. Re-reading allows children to hear new vocabulary over again, which helps them commit the meaning of new words into their long-term memory. Additionally, children have new opportunities to connect with characters and their feelings, and to relive the excitement and emotion of stories.



## DEDICATED TIME FOR STORIES, POEMS AND RHYMES

There should be a dedicated story time each day as well as a dedicated poetry or singing time in Reception and Year 1. This should be a priority. Extra small-group storytimes can be used as additional inputs for children with speech, language and communication needs. Schools should encourage parents to read aloud to their children and to provide opportunities for children to read at home.

## THE LANGUAGE OF STORIES

Listening to stories enables children to encounter vocabulary they are unlikely to hear in everyday speech (Tier 2 vocabulary). Teachers can support this vocabulary acquisition by explicitly explaining the meaning of new words and providing additional examples of their usage to enforce their meaning. Listening to stories also allows children to hear a wider range of sentence structures which not only supports their grammatical understanding, but also the bank of sentences they can draw from when they come to speak or write.



## BOOK CORNERS

The quality of the books in a book corner is what makes a difference - as beautiful as the decorations may be. Book corners should enable children to browse the best books, revisit ones they have been read to in class, and to borrow books to read or retell at home. Every child should be able to spend time in the book corner, where they should also be able to share books with each other. The focus should always be on making a big difference to children's reading habits.



## SYSTEMATIC PHONICS INSTRUCTION

Schools should implement a systematic phonics programme.

There is not enough space here to capture the full importance of phonics, but it is important to point out that fidelity to a systematic programme, with the implementation monitored by the school's leadership team, is one of the most effective ways of teaching all children how to read and write. Decodable books allow children to practise and memorise their learning from phonics lessons, so that they build their accuracy, fluency and confidence with their phonics knowledge.



## CHILDREN WITH SEND



The framework quotes a range of recent research findings which supports the teaching of systematic synthetic phonics for children with SEND. Teachers will have to adapt the pace of instruction, based around their understanding of a child's unique needs and profile; however, all children should be considered as being able to learn to read using a phonics programme




This is a very condensed overview of the DfE's Reading Framework and I would definitely recommend reading the full document, which also has some additional guidance for parents and leaders. You can download the DfE document and a hi-res version of this graphic from my website.

[www.marcrhayes.com](http://www.marcrhayes.com)

 [@mrmarchayes](https://twitter.com/mrmarchayes)



# Phonics at Thameside on A4

<b>Design/Intent</b> <b>(or what we're moving towards and why)</b>
<p>At Thameside, we believe that every child has the ability to <b>read accurately and fluently with good comprehension</b>. RWI phonics teaches children to <b>decode words by sounds</b>, rather than recognising whole words. Children are taught the letters (graphemes) that represent these phonemes and also learn to blend them into words.</p> 
<b>Implementation</b>
<p><b>What might you typically see?</b></p> <ul style="list-style-type: none"> <li>In KS1, all phonics will be recorded in phonics books from the start of the year</li> <li>In FS, children will record in books when appropriate (but all by the end of the year)</li> <li>Resources which are appropriate to each group e.g. green word cards, frog puppet</li> <li>The RWI speed sound lesson plan pdf will be followed and used as a script in each session</li> <li>Children will be taught phonics in differentiated ability groups which are reviewed half termly by class teachers after a phonic assessment</li> <li>Teachers teaching the lowest 20% of the cohort in FS and KS1</li> <li>When writing sounds on a whiteboard, they will always be modelled by adults in school hand</li> <li>Adults using appropriate sized sound cards for their group</li> <li>Staff will teach sounds according to the order as suggested in the RWI handbook</li> <li>Adults taking responsibility and ownership for their own phonics resources</li> <li>Fast paced teaching where progress is easily seen</li> <li>Sessions which include a range of activities enabling children to revise their knowledge, learn new sounds and apply and practise their skills.</li> </ul> <p><b><u>How the school intervenes swiftly to help those having difficulty to make sure they keep up, and to stretch and deepen the learning of the 'rapid-graspers':</u></b></p> <ul style="list-style-type: none"> <li>All children in the Foundation Stage have a phonics input every day</li> <li>All children in Year 1 have a daily phonics input every day</li> <li>All children in Year 2 who did not pass the phonics screening in Year 1, join a Year 1 phonics group for a daily input</li> <li>Across FS and KS1, Years 3&amp;4 children identified at pupil progress meetings as being below ARE or not making enough progress in phonics will have 1:1 tutoring and use the phonics virtual classroom.</li> <li>In Years 5&amp;6 children identified at pupil progress meetings as being below ARE or not making enough progress in phonics will have Fresh Start tutoring and use the phonics virtual classroom.</li> </ul> <p><b>What won't you see?</b></p> <ul style="list-style-type: none"> <li>Children unengaged in phonics</li> <li>Inconsistency in teaching</li> <li>Mixed ability groups</li> </ul> <p><b>What opportunities are there for intelligent practice of knowledge and skills?</b></p> <ul style="list-style-type: none"> <li>Fluency for reading and storytime</li> <li>Writing across the curriculum</li> <li>Enrichment activities linked to reading and writing where phonetic knowledge will be applied</li> <li>Extra-curricular activities involving reading and writing</li> <li>Day to day tasks and activities</li> <li>An Oxford Owl e-book assigned to children weekly based on the sounds they have been taught that week</li> </ul>
<b>Impact on knowledge and skills</b> <b>Assessment information is used to improve pupil knowledge and skills.</b>
<p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>Immediate feedback used so that teachers intervene swiftly to help children who are struggling</li> <li>Assessment takes place daily and is used to identify individual needs and to inform future planning</li> <li>Termly phonics assessments using Ruth Miskin resources</li> </ul> <p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>All children taking part in daily phonics sessions (FS, Year 1 and some Year 2 children) will be screened termly using Ruth Miskin resources</li> <li>All Year 1 and those children in Year 2 who have not yet passed the phonics screening, will be assessed termly using past phonics screening materials to track progress</li> </ul> <p>The assessment assesses the child's understanding of:</p> <ul style="list-style-type: none"> <li>Recognition of phonemes/graphemes</li> <li>Ability to blend and read words (including alien words)</li> <li>Ability to segment and spell words (including alien words)</li> <li>Recognition of high frequency words (red words)</li> </ul> <p>At the end of Year 1 there is a statutory assessment (Year 1 phonics screening check) which usually takes place in June each year. Parents are informed of the outcomes of this check. Those children that do not achieve the pass standard have the opportunity to retake the test in Year 2.</p>





# Learning to read at Thameside on A4

## Design/Intent

(or what we're moving towards and why)

Reading should be an enjoyable experience, and allows children to develop both their imagination and their vocabulary. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'. Children must also read in order to access and make progress across the whole curriculum both in Key Stages 1 and 2. Reading is vital for future learning.

Baseline data shows that many children enter this school with low levels of language, phonological awareness, and independence. They can present as passive children who are not involved in their own learning. Therefore, we have to find a way of reaching these children, as there is no real reason why they shouldn't learn to read. School ethos, expectations and commitment to Assessment for Learning, ensures that children can become independent and motivated. Success through reading is the greatest motivator of all.

The programme for early readers is almost entirely based on phonics using the Read Write Inc programme to develop phonic knowledge and fluency. In Read Write Inc. storybook lessons, children learn to read accurately and fluently with good comprehension.

## Implementation

### What might you typically see in a Storybook session:

- Children will be taught in differentiated ability groups which are reviewed half termly by class teachers after a phonic assessment
- Teachers teaching the lowest 20% of the cohort in FS and KS1
- Children reading books matched to the phonics sounds they are taught
- Thought provoking story introductions
- Prompts used to encourage thinking out loud and discussion
- Teachers modelling reading
- Children reading red and green words
- Children reading the same story three times
- The first read developing accuracy
- The second read developing fluency
- The third read developing comprehension
- Oxford Owl e-book assigned at the beginning of each week (same book as reading in school)

### How the school intervenes swiftly to help those having difficulty to make sure they keep up, and to stretch and deepen the learning of the 'rapid-graspers':

- All children in the Foundation Stage from red ditty group up have a storybook session every day
- All children in Year 1 have a storybook session every day
- All children in Year 2 who did not pass the phonics screening in Year 1, join a Year 1 phonics group for a storybook session
- Across FS and KS1, Years 3&4 children identified at pupil progress meetings as being below ARE or not making enough progress in phonics will have 1:1 tutoring and use the phonics virtual classroom.
- In Years 5&6 children identified at pupil progress meetings as being below ARE or not making enough progress in phonics will have Fresh Start tutoring and use the phonics virtual classroom.

### What won't you see?

- Adults reading 1:1 with children throughout the day
- A daily entry into children's reading records
- Children unengaged in storybooks
- Inconsistency in teaching
- Mixed ability groups

### What opportunities are there for intelligent practice of knowledge and skills?

- Fluency for reading and storytime
- Writing across the curriculum
- Enrichment activities linked to reading and writing where phonetic knowledge will be applied
- Extra-curricular activities involving reading and writing
- Day to day tasks and activities
- An Oxford Owl e-book assigned to children weekly based on the sounds they have been taught that week
- Additional book bag books sent home

## Impact on knowledge and skills

Assessment information is used to improve pupil knowledge and skills.

### Formative assessment

- Immediate feedback used so that teachers intervene swiftly to help children who are struggling
- Assessment takes place daily and is used to identify individual needs and to inform future planning
- Termly assessments using Ruth Miskin resources

### Summative assessment

- All children taking part in daily storybook sessions (FS, Year 1 and some Year 2 children) will be screened termly using Ruth Miskin resources

### The assessment assesses the child's understanding of:

- Ability to blend and read words (including alien words)
- Recognition of high frequency words (red words)
- Fluency and accuracy of reading



# Learning to Comprehend at Thameside on A4

## Design/Intent

Successful reading is a product of two complex, but separable processes:

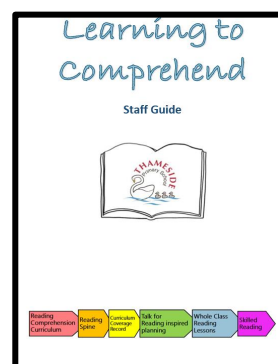
- **Word reading:** The ability to recognise, decode and understand the meaning of individual written words.
- **Language comprehension:** A multidimensional process that is used to access the underlying meaning of spoken and written language. This involves the integration of multiple sources of knowledge and skills, including knowledge of word meanings and syntax, and making inferences (for example, drawing on background knowledge as we listen and read).

**Learning to comprehend at Thameside Primary School is inspired by Talk for Reading to help children to read critically, appreciatively and confidently. For maximum impact, our intent is for children to learn to read age/stage appropriate texts, learn to comprehend age/stage appropriate texts and read for pleasure because that is the culture instilled by our school.**

## Implementation

### What will you typically see in Whole Class Reading lessons?

- Staff teaching according to the sequence set for Learning to Comprehend lessons in our bespoke staff guide
- Staff using techniques as laid out in Thameside's Reading Policy & Guidelines Booklet
- Staff teaching using the correct book from the Reading Spine
- Children evidencing work in yellow whole class reading books, taking care with their presentation
- A large emphasis on the teaching and learning of words, especially tier 2
- Teachers modelling written responses to the big questions and as appropriate
- Children who can use thesauruses and dictionaries proficiently, including Lexipedia
- Thameside word class colours being used when annotating texts
- Inviting book corners and displays
- Timetabled reading for pleasure opportunities with fluency lessons taking place for children who need them
- Children exploring topics or themes in reading lessons that they are learning about in other subject areas – they are encouraged to make links/connections to other/prior learning
- Children enjoying a wide variety of texts including: picture books, fiction, non-fiction and poetry
- Teacher may use more than one book at a time in reading lessons e.g. Snow Goose (fiction) and Circle (non-fiction) so that children have deeper knowledge and understanding of real-life phenomena
- Children making links between books/texts/subjects/characters/themes (including abstract nouns e.g. hate, hurt, love and characters who are lonely, for example)
- Children being exposed to texts related to relevant Personal Development issues e.g. friendship, healthy living, families, diversity
- Oral book recommendations at the end of units
- 1000+ extracts being used once a week in Year 6 (from specially chosen books with Lexile counts of over 1000)



### What else might you see?

- 1:1 reading tuition <https://www.thamesideprimary.co.uk/page/?title=1%3A1+Reading+tutorial&pid=295>
- Paired Reading
- Use of resources from Vocabulary Ninja or Literacy Shed Plus
- Random Reads by SLT
- Reading detectives in English lessons
- Word Aware in Foundation Stage
- Teachers reading to their class
- Books being used in whole school assemblies
- Book talk in English lessons and use of high quality texts as the basis of writing lessons
- Children making reference to what they have learnt in Whole Class Reading in other lessons e.g. science, history
- Children using books from topic boxes in foundation subjects
- Children making good use of their timetabled library slot and enjoying exploring books
- Children wearing their Millionaire Club badges with pride
- Staff actively involved in special book days to encourage a love of reading
- A school community with a strong reading culture, who loves books
- Recommended book of the week in the HT's newsletter
- Children magpie-ing ideas from books to use in their own writing
- Parents volunteering to read in classes and reading to children in other languages

### How do children catch up in reading?

- They read more often with adults
- Nessy & Symwriter to support accessibility
- Adapted texts for children with disabilities
- Encouraged to read for pleasure
- Learning broken up into smaller chunks / scaffolded
- Being exposed to high quality discussions about texts
- Teaching and learning of tier 2 words

### What opportunities are there for intelligent practice of knowledge and skills?

- Reading opportunities across the Thameside curriculum to make progress in other subjects through reading
- AR quizzes
- Own-work research

## Impact on knowledge and skills

**Assessment information is used to improve pupil knowledge and skills.**

### Formative assessment

- AR quizzes
- Whole Class Reading discussions and performance in independent activities
- Ability to use reading to make progress (know more, remember more, do more) across the Thameside curriculum offer

### Summative assessment

- Accelerated Reader Star Tests
- Optional SATS in Years 3-5 are used in Term 5 & SATS in Year 6

## English lessons

**Book talk** is a fundamental part in our Pie Corbett 'Talk for Writing' teaching sequence and is taught from Foundation Stage onwards.

- 'Book talk' is about **reading as a reader**. It is where an adult models a reader's thoughts and encourages children to do the same through their analysis of the model text, for example. The teacher shows children how to use the book talk template through modelling answers to questions, either verbally or in writing. Children are then encouraged to give independent written responses to questions; following which, discussions provide them with the opportunity to add to or edit their answers.

**Example book talk template:**

What do you like?	What do you dislike?
What puzzles you?	Are there any patterns? Common features?

NB The 'what do you like/dislike' sections must be completed but the other two questions can be changed to suit your needs.

## Expectations at FS and KS1

For pupils to attain at National Expectations at the end of KS 1, the following must happen;

Pupils must leave Foundation Stage in RWI green group.

Pupils must leave KS1 1 reading in RWI yellow group

End of Y1 benchmarks:

Emerging - orange and below

Expected - yellow

Exceeding - blue and above

End of Y2 benchmarks:

Emerging - grey and below

Expected – Accelerated reader (see Star reader test)

Exceeding – Accelerated reader (see Star reader test)

At each assessment point throughout the year, an expected reader will be reading within the following RWI group:

	AP1	AP2	AP3	AP4	AP5
Expected reading FS	Group B White book bag books	Group C Pink book bag books	Ditty PCM pink/red book bag books	Red Ditty Red book bag books	Green Yellow book bag books
Expected reading Y1	Purple Yellow book bag books	Pink Blue book bag books	Orange Green book bag books	Yellow Orange book bag books	Yellow Turquoise book bag books
Expected reading Y2	Blue Turquoise book bag books	Grey Purple book bag books	Grey purple book bag books	AR	AR
Expected reading Y3	Accelerated Reader				
Expected reading Y4					
Expected reading Y5					
Expected reading Y6					

## Teaching of RWI Phonics and Early Reading

All children will be taught daily for 45 minutes using the Read Write Inc. lesson plans for Speed Sound lessons and Storybooks. Children will be assessed daily and moved if necessary, they will be formally assessed by Phonics and Reading leaders half termly and regrouped. Teachers must use the 'What to Teach When' document found on the Oxford Owl website or saved on common (P:\PLANNING\7. CORE SUBJECT RESOURCES\PHONICS\2022-23) and record the sounds they have taught daily on the record sheet in phonics boxes.

### Phonics

Phonics is the primary aspect of reading and is promoted above all learning to read strategies. At Thameside, we use the RWI scheme to teach phonics.

Phonological awareness is a pre- requisite for reading. Children in Reception should be introduced to sounds in words through 'Fred Talk', eg 's – i – t' sit down' etc. Older Reception children should start to be formally taught the sounds of the letters of the alphabet, and how to blend and segment.

The order of teaching should be as follows.

#### Speed sounds set 1

m a s d t i n p g o c  
k u b f e l h s h r j v y  
w t h z c h q (qu) x n g n k c k

#### Speed sounds set 2

ay ee igh ow oo oo oar  
or air ir ou oy

#### Speed sounds set 3

a-e i-e o-e u-e ea aw are ur  
er ow ai oa ew ire ear  
ure tious tion  
wh ph kn au e-e ie ue

For further information, please see;

*Read Write Inc; 'Speed Sounds Lesson Plans – Handbook 1 & 2' Ruth Miskin Oxford Owl Website*

### Phonics 5 Day Timetable

<b>Monday</b> <i>Set e-book and quiz on Oxford Owl for yours and your TA's groups</i>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b> <i>Check on Oxford Owl that your group and your TA's groups have read their e-book. Send text reminders to those who haven't</i>
Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson	Daily Speed Sounds Lesson
Speed Sounds from the Storybook	Speed Sounds from the Storybook	Speedy Green Words- in book	Think About the Story	Fourth Read- Children
Story Green Words-cards	Story Green Words-cards	Speedy red words- in book	Third Read- Children	Questions to Talk About
Speedy Green Words	Speedy Green Words	Second Read- Children	Hold a sentence 2	Questions to read and answer (yellow, blue and grey)
Red Word Cards	Red Word Cards	Hold a sentence 1		Proofread
Partner Practice-Speed Sounds and Story Green Words	Partner Practice-Speed Sounds and Story Green Words	Read Aloud- Teacher (if time)		
Story Introduction	First Read- Children			
Read Aloud- Teacher	Read Aloud- Teacher			

## Daily Speed Sound Lesson (using 'ay' as an example)

### Read the sound Say the sound

- Say the sound ay (without showing card)
- Show the speed sound card picture (picture side) and explain the picture e.g. *This little girl wants to play. She says...may I play?*
- Say "ay – may I play?" and ask children to repeat
- Say one of the words listed on the speed sound card in Fred Talk – ask children to repeat in Fred Talk and then say the whole word. Repeat for 3 – 4 words
- Show the speed sound card (picture side) – when we look at this side we say "ay – may I play?"
- Show the letter side – when we look at this side we say "ay"
- Explain that when we have two or more letters together they make just one sound e.g. ay. Explain that these are special friends
- Point to the sound on the Simple Speed sound poster and say the sound
- Flip the card a few times and ask children to say the sound or the phrase

### Review sound

- Hide sound in pack of sounds taught so far. Include some set 1 sounds which need practice. Ask children to read sounds and spot new sound

### Word Time

- Use the phonics green word cards listed – spray, play, day, way, may, say
- Hold up the first card (dots and dashes side) e.g. spray – ask children to tell you the sound of the special friends e.g. ay
- Ask children to Fred Talk e.g. s-p-r-ay and then say the word 'spray'
- Adult says the word with exaggerated pronunciation. Ask children to repeat.
- Repeat with all words

### Review the words (already taught from previous set 2 lessons and 1.6 and 1.7 word time words)

- Ask children to read the words without the dots and dashes for all words
- Ask children to tell you the special friends or to shake their heads if there are not any
- Ask children to say the sounds in Fred Talk and then read the word
- Use Fred in Your Head to gain speed

### Reading assessment

- Ask children to read a few alien words that with sounds already taught
- Show the word and ask them to tell you the sound of the special friends or to shake their heads if there are no special friends
- Ask children to say the sound and read the word

### Spell with Fred Fingers

- Say the word e.g. spray and ask children to repeat it
- Ask children to:
  - Hide their fingers as they count the sounds on them
  - Hold up their fingers, palms facing them, when you say fingers
  - Repeat the word, then pinch their fingers as they say the sounds, e.g. s-p-r-ay
  - Write the word as they say the sounds, underlining any special friends
- Ask children to say the sounds as you write the word on the board, underlining any special friends
- Ask children to tick/fix the spelling of each sound in their own work
- Repeat with 2/3 words from the list provided

### Spell review

- Ask children to write 2 or 3 previously taught words using the steps in 'spell with your Fred Fingers'

### Final challenge

- End with one final challenge to check children can read the new sound

## Storybook Lesson

### Speed sounds from the story – On the bus (as an example)

- Find the circled graphemes on pg. 4 of the story book. Point to each grapheme on the Simple Speed Sound poster and use MTYT

### Story Green Words

- Start hard – select the hardest Story Green words first:

Names and single-syllable word:

- Hold up the card 'black'. Ask the children to tell you the special friends (ck) or to shake their heads if there are not any.
- Ask children to say the sounds b-l-a-ck and then say 'black'
- Say the word 'black' using pronunciation that gives the word meaning (where possible). Ask children to repeat
- Explain the meaning in the context of the story if an unfamiliar word
- Ask the children to read the word again without MTYT
- Repeat for other words

Root words and suffixes:

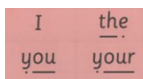
- Fold the card jumping so that you can only see the root word (jump) and hold it up. Ask children to read it in Fred Talk first and then read the word
- Unfold the card and ask children to read the whole word with the suffix
- Say the word 'jumping' tweaking the pronunciation if necessary, and using pronunciation that gives meaning, where possible. Ask children to repeat
- Explain the meaning in the context of the story
- Ask children to read the word again without MTYT
- Repeat for other words

### Speedy Green Words

- Display first speedy green word
- Fred in your head then ask children to say the word aloud when you push the word forward
- Repeat with other speedy green words
- Review speedy green words from other story books

### Red Word Cards

- Found in the blue box within your phonics box
- Display the first word e.g. your
- Say the word and ask children to repeat it
- Point to card and say the sounds you can hear e.g. y-or and say your – ask children to repeat
- Point out the tricky letters 'our'
- Ask children to read the word again (without MTYT)
- Repeat for other Red Words



### Partner Practice

- Children practise the speed sounds and story green words
- With a partner, children have 1 book between 2 and lolly sticks for pointing
- Ask one partner to teach the sounds out of order using MTYT
- Ask the other partner to teach the words out of order using MTYT
- Adult to note any sounds/words that need further practice
- Next, children practise the Red Words
- Repeat until they can read all Red Words at speed

### Story Introduction

- Adult to read story introduction to children using expression (printed from Oxford Owl website)
- Ask children to turn to their partner to ask the question at the end of the introduction

### First Read Children

- Partners need to sit next to each other with a lolly stick
- Choose a partner 1 and a partner 2
- Partner 1 points to the words in the story on the first page whilst partner 2 reads it
- Remind children to prompt their partner to use Fred Talk
- Swap roles for the second and third page
- If children finish quickly they need to re-read the story
- Note any words that need further practice

### Second Read Children

- Ask partners to read the whole story again, taking turns to read each page
- Ask partner 2s to point on the first page this time

### Third Read Children

- Ask partners to read the whole story again, taking turns to read each page

### Read Aloud Teacher

- Children close their story books then read the book to children with expression

### Questions to Talk About

- Read out the relevant questions on page 15 of the Ditty Book
- Children to turn to their partner and discuss

### Think about the story

- Adult to re-read the story displaying the pictures as you read
- Adult to model thinking out loud about the story for children to listen to e.g. thinking aloud about who is sitting on the bus
- MTYT – the **big red bus**
- TOL – about what the animals are doing on the bus
- TOL – about who else is on the bus
- TTYP – would you like to travel on such a noisy bus? Why or why not?

## Hold a Sentence

- Use the selected sentence for each book from Oxford Owl
- Say the sentence and ask children to repeat it
- MTYT until children remember the whole sentence and then add punctuation mimes
- Write the sentence on the board and ask children to help you:
  - Use Fred Fingers to spell Green Words
  - Think out loud about how to spell the Red Word
  - Use punctuation and finger spaces
  - Re-read the sentence to check it makes sense
- Hide the sentence and ask children to write it in their phonics books
- Ask children to check their sentence

## Monitoring

Pupil progress will be tracked using Target Tracker. In addition to this, reading leads will update the Ruth Miskin tracker on the school portal. Progress will be discussed at termly Pupil Progress meetings. Pupils identified not to be making good progress must have 1:1 tutoring implemented.

## Reading for Pleasure

To encourage reading for pleasure children will also take home a library book and a book bag book (old colour band books), they may need more support to read this.





## Reading/Language Comprehension: Progression Framework

The reading comprehension strategies or skills highlighted below are a series of techniques which support children to comprehend the meaning of what they are reading. For example, where weaker readers may be less successful in asking questions of a text, modelling and scaffolding supports them to do so. We may also support children to summarise what they have read so that they are able to consolidate the meaning of the text effectively.

Classes each have a 'Reading Curriculum Folder' which contains their Reading Comprehension framework and other useful resources to effectively teach reading comprehension, as referenced in this section of our guidelines.

This section identifies the progress within the 8 different strands of language/reading comprehension, pulling together the year by year objectives, to help make the next step more obvious.

Children will be taught these comprehension skills in Whole Class Reading lessons and will then further develop and apply them to make progress (know more, remember more, do more) in other areas of the curriculum.

### 1. Develop positive attitudes to reading

Take pleasure in reading: Develop positive attitudes to reading  
Read independently and in groups. Enjoy listening to books read to them

Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say  
Extend their range of reading

### 2. Skills and Strategies to read for understanding

Use prior knowledge to support understanding  
Check that books make sense to them  
Ask questions to improve their understanding  
Skim, scan and read closely  
Use strategies to locate or infer the meaning of unfamiliar words

Annotate text  
Visualise their understanding of what they read  
Make predictions  
Summarise understanding  
Adapt reading strategies for different purposes or according to the text type

### 3. Understand the vocabulary used in texts

Build a wide vocabulary  
Use a dictionary effectively

Use strategies to locate or infer the meaning of unfamiliar words (*also included in the Skills and Strategies strand*)

### 4. Express, record and present their understanding

Develop and express their understanding  
Answer questions about a text and record their understanding  
Justify their ideas about a text

Annotate the text to support understanding  
Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

### 5. Understand the whole text

Identify main ideas and themes in a wide range of books and understand how these are developed over a text  
Identify how structure and presentation contribute to meaning

Make comparisons within and across texts  
Identify how language contributes to meaning  
Evaluate the text

### 6. Retrieve information from texts

Retrieve and record information from texts  
Retrieve the meaning of unfamiliar vocabulary where this is explained in the text

Identify how language, structure and presentation contribute to meaning  
Ask retrieval questions about a text  
Distinguish between fact and opinion (Y5/6)

### 7. Inferential understanding

Infer from what characters say and do  
Predict what might happen

Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices  
Ask inferential questions  
Adapt reading strategies in order to make inferences

### 8. Reading to find out

Retrieve and record information from non-fiction texts  
Ask questions to find out  
Identify how the structure and presentation of non-fiction texts contributes to meaning

Identify how language ... contributes to meaning  
Apply strategies for reading non-fiction texts  
Distinguish between fact and opinion (Y5/6 only)

## 1. Develop positive attitudes to reading

### 1a. Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them.

Progression	
1	Select books for personal reading and give reasons for choices
2	Read and listen to whole books, make choices for their personal reading
3	Sustain their reading for enjoyment and to find out
4	Read independently complete short texts and sections from information books
5	Listen to texts read to them.  Read favourite authors and choose books to read on the recommendation of others
6	Listen to texts read to them and sustain their reading of longer and more challenging texts

### 1b. Read independently and in groups. Enjoy listening to books read to them.

This is a 'universal' objective and therefore not broken down into specific year objectives.

In all years	Read independently and in groups.  Enjoy listening to books read to them
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### 1c. Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say.

Progression	
1	Discuss books they like and give reasons for choices
2	Justify their choices of books and their preferences from the books they have read or have had read to them
3	Discuss why they like particular books or authors with others, giving reasons
4	Describe and review their own reading habits
5	Talk about books referring to details and examples in the text
6	Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader

### 1d. Extend their range of reading.

Progression	
1	Select books to read and listen to
2	Make choices from a selection of texts to hear and to read themselves
3	Extend the range of books read by browsing and selecting texts, including poetry, to read independently
4	Develop their reading stamina as they read longer texts
5	Plan personal reading goals which reflect their interests and extend their range
6	Develop their reading stamina and complete the independent reading of some longer texts.

## 2. Skills and strategies to read for understanding.

### 2a. Use prior knowledge to support understanding.

Progression	
1	Think about what they know about events or topics prior to reading.
2	Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard.
3	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.
4	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.
5	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.
6	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read

### 2b. Check that books make sense to them

Progression	
1	Listen to their own reading, and that of others, and make a sense check at regular intervals.
2	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding.
3	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.
4	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.
5	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.
6	Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning

### 2c. Ask questions to improve their understanding

Progression	
1	Ask questions about aspects of a text they don't understand.
2	Ask questions about a text to ensure they understand events or ideas in a text.
3	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.
4	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.
5	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.
6	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.

### 2d. Skim, scan and read closely

Progression	
1	Skim read to gain an overview of a page/ text by focusing on significant parts –names, captions, titles. Scan the text to locate specific information – using titles, labels.
2	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings. Scan pages to find specific information, using key words or phrases and headings. Read sections of text more carefully, e.g. to answer a specific question.
3	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.
4	Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.
5	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.
6	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions



## 2e. Use strategies to locate or infer the meaning of unfamiliar words

Progression	
1	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.
2	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
3	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.
4	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g. re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.
5	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.
6	Check the plausibility and accuracy of their explanation of or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning

## 2f. Annotate text

Progression	
1	Mark significant incidents in a story or information in a non-fiction text.
2	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.
3	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.
4	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.
5	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.
6	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful

## 2g. Visualise their understanding of what they read

Progression	
1	Visualise what they have been reading, e.g. through drawing or acting out.
2	Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.
3	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.
4	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.
5	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.
6	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.

## 2h. Make predictions

Progression	
1	Make predictions based on clues such as pictures, illustrations, titles.
2	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.
3	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.
4	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.
5	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.
6	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.

## 2i. Summarise understanding

Progression	
1	(There is no Year 1 objective in this strand)
2	Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.
3	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.
4	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.
5	Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.
6	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.

## 2j. Adapt reading strategies for different purposes or according to the text type

Progression	
1	Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading where necessary to regain understanding.
2	Stop and think about what they have read. Put what they've read or heard into their own words.
3	Identify where they don't understand what they've read, stop reading and take steps to fix the problem.
4	Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Take steps to re-establish understanding when comprehension is lost.
5	Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it
6	Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information

## 3. Develop positive attitudes to reading

### 3a. Build a wide vocabulary

Progression	
1	Make collections of interesting words and use them when talking about books and stories.
2	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.
3	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.
4	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.
5	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts.
6	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.

### 3b. Use a dictionary effectively

Progression	
1	Use simple dictionaries and begin to understand their alphabetical organisation.
2	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.
3	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.
4	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.
5	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.
6	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.



### 3c. Use strategies to locate or infer the meaning of unfamiliar words

Progression	
1	Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.
2	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
3	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.
4	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.
5	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.
6	Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

## 4. Express, record and present their understanding

### 4a. Develop and express their understanding

Progression	
1	Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.
2	Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non- fiction texts.
3	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.
4	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.
5	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.
6	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

### 4b. Answer questions about a text and record their understanding

Progression	
1	Match events to characters in narrative and detail and information to objects or topics in non- fiction texts.
2	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Use different formats (matching, ordering etc.) to answer questions on a text.
3	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.
4	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).
5	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open- ended responses.
6	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.

#### 4c. Justify their ideas about a text

Progression	
1	Answer simple questions where they recall information from a text.
2	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
3	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
4	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.
5	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.
6	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.

#### 4d. Annotate the text to support their understanding

Progression	
1	Mark significant incidents in a story or information in a non-fiction text.
2	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.
3	Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.
4	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.
5	Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.
6	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

#### 4e. Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

Progression	
1	Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.
2	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.
3	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.
4	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.
5	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.
6	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.

## 5. Understand the whole text

### 5a. Identify main ideas and themes in a wide range of books and understand how these are developed over a text

Progression	
1	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.
2	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.
3	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.
4	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.
5	Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.
6	Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

### 5b. Identify how structure and presentation contribute to meaning

Progression	
1	Identify and compare basic story elements, e.g. beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.
2	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.
3	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.
4	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.
5	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.
6	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.

### 5c. Make comparisons within and across texts

Progression	
1	Discuss and compare events or topics they have read about or have listened to.
2	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.
3	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author.
4	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.
5	Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.
6	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

## 5d. Identify how language contributes to meaning

Progression	
1	Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language.
2	Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.
3	Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.
4	Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.
5	Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.
6	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.

## 5e. Evaluate the text

Progression	
1	Talk about aspects of the text that they like.
2	Explain why they like a particular text.
3	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.
4	Identify aspects or features that make a text entertaining, informative or useful.
5	Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.
6	Identify the features that make some texts more effective than others.

## 6. Retrieve information from texts

### 6a. Retrieve information from texts

Progression	
1	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Find specific information in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic.
2	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc. Express and record their understanding of information orally, using simple graphics or in writing.
3	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing.
4	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.
5	Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
6	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.



**6b. Retrieve the meaning of unfamiliar vocabulary where this is explained in the text**

Progression	
1	Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text.
2	Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.
3	Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.
4	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.
5	Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.
6	Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.

**6c. Identify how language, structure and presentation contribute to meaning**

Progression	
1	(No year 1 objective)
2	Notice how information is presented.
3	Notice how information is presented across a range of texts.
4	Use knowledge of different organisational features of texts to find information effectively.
5	Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.
6	Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier.

**6d. Ask retrieval questions about a text**

Progression	
1	Ask questions to understand what has happened in stories they have read or been read to them.
2	Ask what, where, and when questions about a text to support and develop their understanding.
3	Clarify their understanding of events, ideas and topics by asking questions about them.
4	Identify elements of a text which they do not understand and ask questions about it.
5	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
6	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.

**6e. Distinguish between fact and opinion (Years 5/ 6 only)**

Progression	
5	In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.
6	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.

## 7. Inferential Understanding

### 7a. Infer from what characters say and do

Progression	
1	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks.
2	Make inferences about characters from what they say and do, focusing on important moments in a text.
3	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.
4	Deduce the reasons for the way that characters behave from scenes across a short story.
5	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.
6	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.

### 7b. Predict what might happen

Progression	
1	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.
2	Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.
3	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded
4	Use information about characters to make plausible predictions about their actions.
5	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.
6	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.

### 7c. Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices

Progression	
1	Explore the effect of patterned language or repeated words and phrases in familiar stories.
2	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.
3	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.
4	Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.
5	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.
6	Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.

### 7d. Ask inferential questions

Progression	
1	Ask questions to explore what characters say and do.
2	Ask questions to understand more about characters and events in narrative or the topic in non-fiction.
3	Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.
4	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.
5	Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.
6	Ask questions to clarify and explore their understanding of what is implied in the <u>text</u> .



## 7e. Adapt reading strategies in order to make inferences

Progression	
1	Link what they are reading to their own experience.
2	Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and events.
3	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text.
4	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.
5	Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.
6	Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.

There is an overlap with the reading skills and strategies strand

## 8. Reading to find out

### 8a. Retrieve and record information from non-fiction texts

Progression	
1	Find information in a text about an event, character or topic.
2	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Express and record their understanding of information orally, using simple graphics, or in writing.
3	Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing.
4	Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.
5	Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.
6	Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.

### 8b. Ask questions to find out

Progression	
1	Pose questions and use a text to find answers.
2	Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.
3	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.
4	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.
5	Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.
6	Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.

### 8c. Identify how the structure and presentation of non-fiction texts contributes to meaning

Progression	
1	Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagram
2	Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.
3	Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research.
4	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.
5	Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.
6	Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts. Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.

### 8d. Identify how language ...contributes to meaning

Progression	
1	Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics.
2	Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.
3	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.
4	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.
5	Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.
6	Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts.

### 8e. Strategies for reading non-fiction text

Progression	
1	Locate parts of the text which give particular information, including labelled diagrams and charts.
2	Scan a text to find specific sections using key words or phrases, sub headings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings.
3	Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.
4	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.
5	Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.
6	Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.

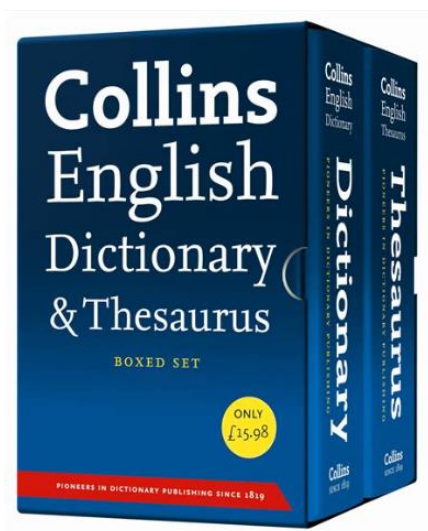
This strand includes aspects identified in the 'Skills and Strategies to Read for Understanding' strand.

### 8f. Distinguish between fact and opinion (Years 5/ 6 only)

Progression	
5	In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.
6	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.

## Dictionary and Thesaurus Guidelines

*'Reading and Writing float on a sea of language and vocabulary'*  
*James Britton*



### Aims

#### *Children:*

- Have access to high quality Dictionaries and Thesauri
- Enjoy exploring vocabulary and experimenting with it
- To be immersed in a language rich environment
- Be provided with opportunities to apply new vocabulary to writing
- Develop resilience and independence

#### *Teachers:*

- Offer a range of language opportunities
- Encourage and promote independence
- Read high-quality texts to children
- Teach the full range of reading strategies required for their year group
- Understand the progression in language acquisition and development
- Promote reading for enjoyment and as a life skill
- Maintain home/school links
- Expose children to a range of new vocabulary and in still a sense of enthusiasm when exploring vocabulary

### EYFS –

- **Engagement:**
  - Showing particular interests
  - Seeking challenge
  - Showing a 'can do' attitude
  - Taking a risk, engaging in new experiences, and learning by trial and error
- **Motivation:**
  - Maintaining focus on their activity for a period of time
  - Showing high levels of energy, fascination
  - Being proud of how they accomplished something – not just the end result
- **Thinking:**
  - Finding new ways to do things
  - Changing strategy as needed

### **KS1 -**

- **Year One:**
  - I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
  - I can name the letters of the alphabet in order
- **Year Two:**
  - I can spell words with different alternative spellings, including a few common homophones
  - I can spell longer words using suffixes such as: ment, ness, ful, less and ly
  - I can use knowledge of alternative phonemes to narrow down possibilities for accurate spelling

### **KS2 -**

- **Year Three:**
  - I can use the first two or three letters of a word to check its spelling in a dictionary
  - I can make links from a word already known to apply to an unfamiliar word
  - I can make improvements to grammar, vocabulary and punctuation
  - I can proof-read to check for errors in spelling and punctuation
  - I can make links from a word already known to apply to an unfamiliar word
- **Year Four:**
  - I can recognise and spell homophones, for example, accept and except, whose and who's
  - I can use the first two or three letters of a word to check a spelling in a dictionary
  - I can improve my writing by changing grammar and vocabulary to improve consistency
  - I can recognise and spell homophones, for example, accept and except, whose and who's
- **Year Five:**
  - I can spell words with silent letters, e.g. knight, psalm, solemn
  - I can distinguish between homophones and other words which are often confused
  - I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary
  - I can use a range of spelling strategies
  - I can use grammar and vocabulary to create an impact on the reader
- **Year Six:**
  - I can distinguish between homophones and other words which are often confused
  - I can convert verbs into nouns by adding a suffix
  - I understand that the spelling of some words must be learnt specifically
  - I can use any dictionary or thesaurus independently to improve the quality of my writing
  - I use a range of spelling strategies
  - I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect

### **Entitlements and Expectations**

- High quality Dictionaries and Thesauri available in each classroom, for every lesson
- Planned activities as part of English/SPAG teaching to utilise Dictionaries and Thesauri to equip children with the skills needed to access and use new vocabulary
- Conferencing should regularly prompt children to use the Dictionaries and Thesauri to edit/evaluate/up-level writing
- Vocabulary should be celebrated and have a high profile in each classroom
- Children should be immersed in age-appropriate rich vocabulary through reading and writing and the use of high quality texts
- Teachers, Teaching Assistants and additional adults to promote the use of Dictionaries and Thesauri and ensure they are embedded into daily classroom practice and impact on children's outcomes
- Children to become increasingly responsible for self-correction

### **Outcomes**

- To provide children with a high-quality, stimulating and rich learning environment where language and vocabulary is taught effectively and systematically, celebrated and promoted to improve the reading and writing outcomes of all groups in order to prepare our young people to be life-long learners demonstrating resilience, confidence and independence.

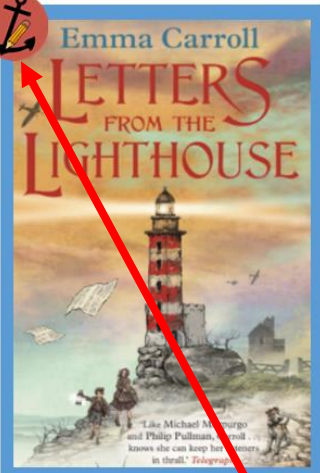


## Reading Spine

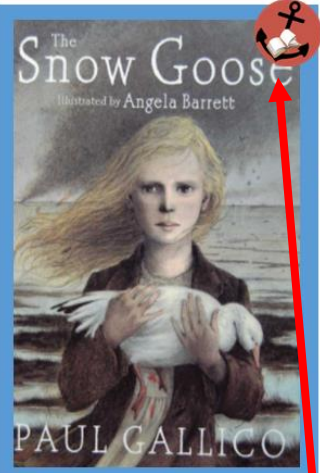
The Thameside Reading Spine and its Rationale are updated annually and both are located on the school website:  
<https://www.thamesideprimary.co.uk/page/?title=Our+READING+Spine&pid=110&action=saved>

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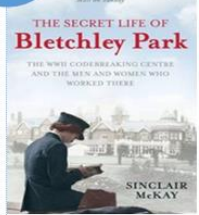
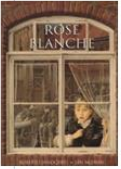




World War II

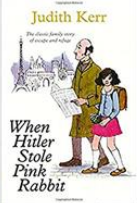




Lexile Count	700
Text type	Symbolic
Key concept links:	Conflict — war time, emotional attachment




Lexile Count	1100
Text type	Non-linear time sequence/ symbolism
Key concept links:	Conflict — war, judgement of beauty, personal

Comprehension plus




World War II


The Reading Spine is a core list of texts that teachers must use in English lessons, Whole Class Reading lessons and as their Class Readers, which **MUST** be read to children on a daily basis by the teacher.

6


Class Readers



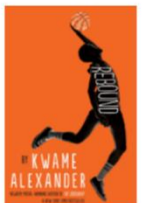
Term 1




Term 2




Term 3



Term 4



Term 5



Term 6

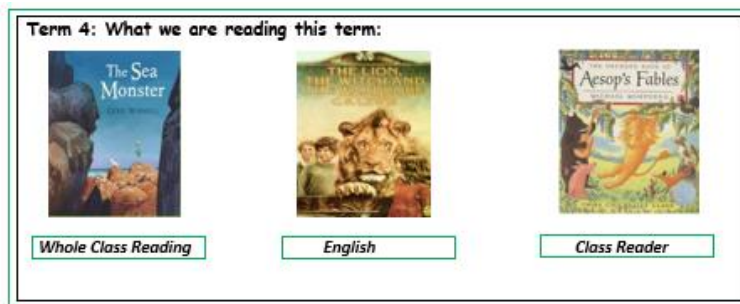
### Class Readers:

Across the school, teachers read a year group text to their class at some point during every day - modelling reading is an essential skill that we encourage. Reading aloud allows children to access high level texts, enables them to hear how unfamiliar language

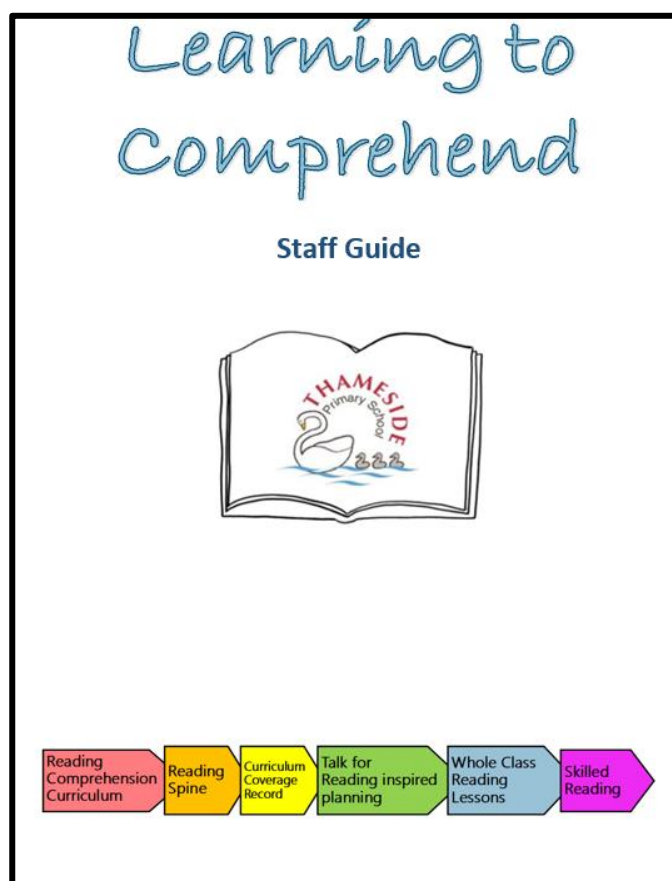
and sentence structures should sound and is proven to aid comprehension of a text. Children also benefit from opportunities to read aloud themselves, which is why we use some children as reading coaches across the school.

All classes have specific texts that have already been chosen as class readers to ensure a consistent approach across the school.

We make sure that children have a label stuck inside their yellow share reading books to indicate which three books they are focusing on that term:



## Whole Class Reading / Learning to Comprehend



When planning Whole Class Reading / Learning to Comprehend lessons at Thameside Primary School, staff should refer to our bespoke Learning to Comprehend Staff Guide'.

### Key components

#### [A deliberate focus on skills](#)

The Thameside 'Learning to Comprehend' sequence of lessons supports this focus on teaching a particular skill from our Reading Curriculum and these guidelines provide additional strategies/ideas for staff on how to do so.



## Retrieval examples

### Speed Read

An activity which enables pupils to record facts from the text. This can be under time limit so that pupils are able to build on retaining the information as well as their speed.


- Ask pupils to record the most important facts on post it notes. They can then rearrange their 'important facts' on the speed read sheet. This can also lend itself to sequencing.
- Have questions on the Speed Read sheet. Pupils can look for answers for questions as they are reading – have they retrieved the correct fact?
- Pupils to record information that may be linked to a specific overall question e.g. why was the character angry? There may be multiple reasons in different parts of the text that answer this one question.

### Find the W's

Pupils to look for the different W's – who, what, where and when. This activity can be broken down into different groups (pairs, tables) looking for different words.

- Pupils could record their words on post it notes and share with another group. They could then write a question which would fit their 'W' word.
- Using their 'W' words, pupils could create their own true or false statement or match-up questions for a different group or pair.
- Pupils can then feedback to the class where they stand to share their Ws. This can be highlighted on IWB.

Investigator's Clue Key	
<input type="checkbox"/>	Who – box all the possible 'who' answers in <b>red</b> .
<input type="checkbox"/>	What – circle all the possible 'what' answers in <b>green</b> .
<input type="checkbox"/>	Where – tick all the possible 'where' answers in <b>purple</b> .
<input type="checkbox"/>	When – underline all the possible 'when' answers in <b>blue</b> .



### SWAP

Pupils are provided with different retrieval questions. Child 1 will ask the question and child 2 reads the text to find the answer. After this, the Child1 answers Child 2's questions. When both children have found the answers to the questions they swap the questions and then find another partner with a different question. This continues until all pupils have answered X amount of different questions.

What did the bed turn into? <b>A green Goblin</b>	A car was heading through the valley. True or false? <b>False – A train was heading through the valley</b>
At what time was the room back to normal? <b>12:01</b>	What does the boy do when it is 12:00? <b>Clench his eyes shut and count to 60</b>
When the boy reached for the rock, what did he find out? <b>The rock was a gooey eyeball</b>	When the boy reached for the vines, what did he find out? <b>The vines were slithery snakes</b>
What does the boy think looks like two evil red eyes? <b>The clock when it is 00:00</b>	The boy has a television in his room. True or false? <b>False – The television is down the hall</b>
Antonym for midday <b>Midnight</b>	Antonym for stood <b>Sat</b>

### Jigsaw

Pupils discuss facts with their tables. Number pupils 1 – 4 and allocate spaces in the classroom where all the 1s, 2s etc will meet to discuss what they think is the most important fact, what they have discussed on their tables etc. The pupils then return back to their seat to feedback to their group. This is to ensure that all pupils have to participate and be actively involved because they are all expected to feedback to their groups.

## Summarising examples

### Write the subtitle

Pupils read paragraphs and write a suitable subtitle for that paragraph. The pupils will need to identify the main point of the paragraph thus summarising what they have read.

- Once subtitles have been written, pupils can share their ideas and vote which is the best subtitle and why.
- Teacher could randomly select a subtitle and the class have to decipher which paragraph is being described. If the subtitle is accurate and summarises well then it will be easier to identify the paragraph. This could be something that you draw out from the pupils. Why was it difficult to find the paragraph for this subtitle?

## Title writing

Writing titles for a whole text that needs to be concise but accurate.

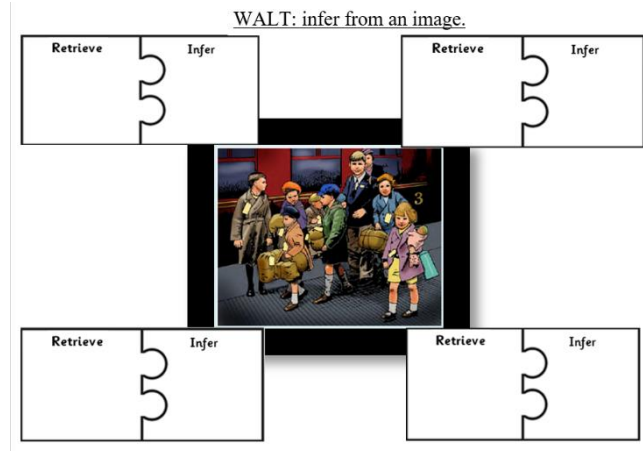
This could also be:

- A 10 word challenge.
- Write a blurb
- Comparing titles – which is better and why?

## **Inference examples**

### Image jigsaw

Pupils to focus on one image and think about what the image shows (facts that they can retrieve) and what this means (what can they infer). The jigsaw pieces need to be linked and the number of jigsaws can be altered to suit the pupils needs (differentiation).



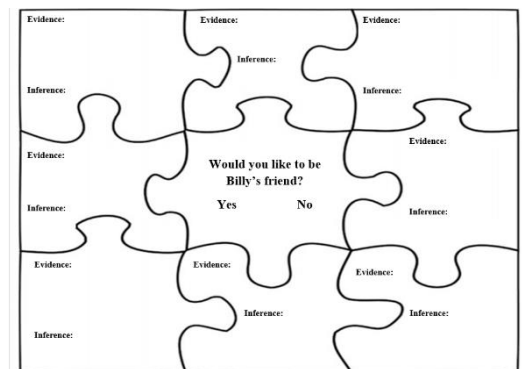
### Make the inference

Give pupils key words (to begin with a place until pupils are familiar with the activity). Pupils work in pairs or groups to create sentences where they must show and not tell what their key word is. This activity enables pupils to think of the inferences. Pupils can then swap with other pairs or groups to find out their key word. For example, key word: shop. There are many shelves which are filled with stock. Music plays in the background as people fill their baskets down the aisles. Where am I?

### Clue hunt jigsaw

For this activity, pupils read a text and are given an inference question. Pupils fill in the different inference jigsaw with clues which help them create a strong answer with evidence.

- This can be changed so that the answer is already given but pupils need to investigate the text to find the clues.
- It is important that the pupils do formulate and write a final answer to the question at the end of the activity.



## Explicit teaching of vocabulary

Our 'Learning to Comprehend Staff Guide' directs teachers to complete a Whole Book Overview (WBO) as the initial part of the planning process. The WBO contains a section where teachers select the tier 2 and 3 vocabulary from the text that children need to be explicitly taught so that they are able to fully comprehend the book. This website can support staff to select the vocabulary to teach from the longer texts on their Reading Spines: <https://www.vocabulary.com/lists/>

### Teaching/exploring vocabulary ideas for teachers:

*NB: See Vocabulary section below for more information on these strategies.*

### **Sematic mapping and word tables**

#### **Games**

- Countdown corner: challenge to write the correct dictionary definition
- Which definition? Two definitions on the board – one is correct and one is close to being correct. Which one is it and why?

#### **Juxtapose words**

For example: Can you make a hesitant declaration? Can you be a kind bully? Can you be a beautiful ugly person?

## Visualisation of words/passages/sentences

- Draw what you see/hear

## Questioning

Effective questioning has a very important role to play in whole class reading lessons. Alongside effective questioning, we use these 'Talk Tactics' from Voice21 to encourage students to think strategically about their contributions to group talk/discussions:



## Questioning ideas for teachers:

### All you need is 3 questions

- Literal e.g. What can you see? Inference e.g. need to use evidence from the text to answer Explanation e.g. text to world

### Questioning

- Children speak about a picture/text in questions. If a child answers a question, everyone shouts 'statement' at them!
- Teacher writes up questions as they are offered. This will give you a long list of children generated questions that you could pick from to explore.

### Question quadrants, tables & Book Talk

As a group write questions about the text and lay them out in a quadrant or table (see templates in folder).

### Statements

- Start with a statement about the text. Children to agree/disagree/undecided using reasons from the text.

## Engaging children in the text whilst teaching the LO/reading skill

### Exploring the text ideas:

#### Reading for enjoyment

Work sequentially – group has a book each and has to turn over pages all together. They can talk about whatever they find interesting.

#### Silent discussion

- Children have 8 minutes to read and enjoy the whole book but in silence. Then children write any thoughts, feelings, questions on a piece of paper. This is passed on to the next person who responds and so on.

#### Large scale silent discussion

- Large sheets paper around the classroom with headings e.g. what does the text remind me of; what do I like/not like about the text; what questions do I have etc. Children have time to write under each heading in silence.

**Speed rating** (child B will gather a host of new ideas/thoughts and have more to say about the text)

- Children stand up behind their chairs and face outwards (child A). Another child stands in front of them (child B).
- Child A has 1 minute to tell child B what they wrote about during their silent discussion or what they thought during their silent exploration. Child B listens and then moves around to a new child A, who repeats their information again to a new partner.

**Circle of thoughts**

- Write down your thoughts in silence about what read and take it in turn to express thoughts round the circle.

**Freeze frame and caption**

**Thought circles**

- As we do in writing lessons

**Theme cards**

- Thinking about themes using evidence form the text

### Opportunities for independent written work

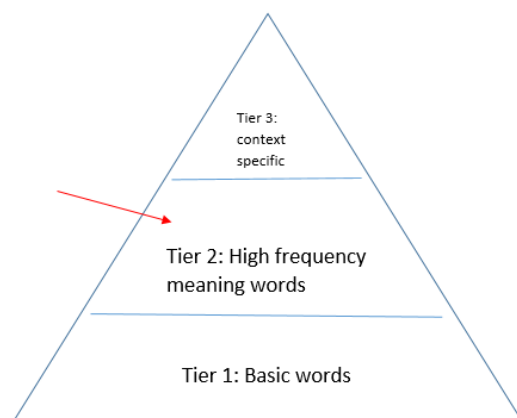
In real life, our comprehension of a text is rarely verbalised, let alone written down. But tests that require written answers to comprehension questions are embedded in our education system. As part of our 'Learning to Comprehend' lessons, we must prepare children to answer written questions well, so that they have the ability to show the true depth of their level of understanding. We do this through our SATs style DOK challenges at the end of each session.



## Teaching Vocabulary

Having a good vocabulary is the gateway to understanding – if we don't understand the words we read, then we can't understand a text. We need to provide children with opportunities to hone skills such as morphemic and contextual analysis. In our 'Learning to Comprehend' teaching sequence, we explicitly teach unfamiliar words to the class before the children encounter them in the text.

**Our aim from Foundation Stage to Year 6 is to teach robust vocabulary instruction of 2 tier words.**



Tier one words are the everyday words that almost all children just know: table, happy, lucky, fast.

Tier three words are specific technical words to a particular area: isotope, piano, volcano; words that children might not know at the start of a topic, but are easily taught and have a fairly fixed definition.

Tier two words, by contrast, are powerful because of the way they carry latent shades of meaning. Distraught is much more precise than sad because it tells us about the degree of sadness. 'Genuine' is more complex than 'real' because it connotes authenticity, honesty and trust.

### How do we teach words?

Comprehension skills we need to teach for robust vocabulary instruction
Making connections Thinking aloud Visualisation Predicting Questioning and question making Summarising (theme/character) Seeking clarification Text marking

## STAR: Teach

### Teaching sequence

**Symbol:** link it to visual

**Phonology:** clap, rhyme, initial sound, say to partner

**Semantics:** meaning, word parts, different contexts

**Sentence:** put it into a sentence

**Action:** act it out

**Song:** song or rap

**Word wall:** write it to go on the wall

Word rap  
say the word  
clap the word  
read the word  
act the word  
shout the word  
whisper the word

Across the school, we use this sequence from 'Word Aware' for the teaching of new words.

### How else can we teach words?

#### 1. Example/non-example

When discussing the adjective 'sleek', a teacher might share a range of nouns in turn, asking pupils to answer 'smooth man' if sleek is an appropriate descriptor and saying nothing if it isn't. So, for example, the teacher might share this list: a porcupine, a duck, a tree, a car.

#### 2. Concrete examples

The teacher supports pupils to generate situations, contexts and examples. How might a cook, a musician, a basketball player, a teacher show they are:

- Versatile?
- Industrious?
- Clever?
- Expert?

We might ask pupils, have you ever done something cautiously or furtively? Or clap if you would like to be described as: vivacious, sullen, dejected, triumphant, loathsome? Or ask them: which would you rather be? Infuriated or elated? Belligerent or ecstatic? Would you admire someone who did x? Would you be flabbergasted if your friend did y?

#### 3. Questioning

Then finally, we ask clusters of four true or false questions.

- If you are toppling, you are the best at something. True or false?
- Toppling means wobbling so badly you might fall off. True or false?

- If you are toppling, you are right at the top of something? True or false?
- Toppling means something that might happen if you are unbalanced. True or false.

### Quick definitions

Display definitions for a range of words for pupils to match up.

- You can add in an extra definition to make this challenging or two definitions which are very close but one that can be proven incorrect.
- This activity could be used as a quick fire activity on the whiteboard.

<p><b>aggressive</b></p> <p><b>precious</b></p> <p><b>craning</b></p>	<p>something of great value; not to be wasted or treated carelessly.</p> <p>to stretch out one's body or neck in order to see something.</p> <p>ready or likely to attack or confront; behaving in a determined and forceful way.</p>
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### Synonyms & antonyms

Give pupils chosen word with different possible synonyms/ antonyms. Pupils to circle/underline the word which is the best fit synonym/ antonym. The words that are selected should address any misconceptions pupils may have. For example, pupils may think that something 'precious' is something that is extraordinary and out of this world however, if they have a strong understanding of the word then they would be able to explain how they know it means something which is valuable.


Circle the synonym

**precious**      extraordinary      valuable      beautiful

### Match the word with images

Give pupils different images and ask them to choose which word shows the chosen word. The key is to find misconceptions and address them (similar to the activity above). Again, if pupils have a strong understanding of the definition, they will be able to choose the correct image.

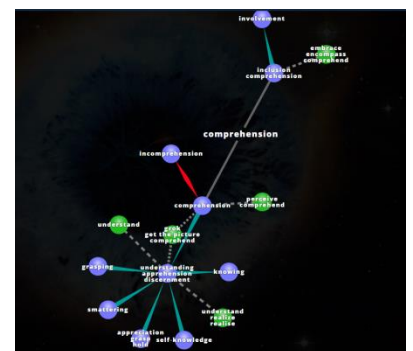
**Which image shows craning?**



### Word association

Allowing pupils to make links between words is a powerful activity. Pupils can think of all the words associated to a topic or theme depending on the text. Pupils to map out all the words they have encountered or they may encounter. This enables pupils to activate their prior knowledge as well as expose them to new vocabulary.




### Fastest finger

Pupil to practise skimming and scanning as well as exposure to words and consolidating their understanding of definitions. Display different definitions and pupils locate the word in the text.

- This could be used in the speed read sheet as a bingo activity.

**Activity 1: Fastest Finger!**

Can you point to the words that have the following definitions:



When something is absolutely necessary.

**Essential**

When you have a strong liking, interest or excitement.

**Enthusiasm**

When something is closed.

**Sealed**



### Three in a row

Pupils match an image, definition and the word together. Pupils must be given the word and the sentence in which the word was found so that it is context and helps them to read around the word for clues.



### Example/ Non-example

Provide pupils with two sentences which are similar. Pupils to decide and explain which sentence shows the chosen word. If their definition of the word is accurate, they will be able to choose the correct sentence.

#### aggressive

Mel broke Zac's toy so he screamed and threw himself to the floor.

Mel broke Zac's toy so he stared at her and marched towards her with his fists clenched.

*Which one is an example of 'aggressive'?*

### Replace the word

Provide pupils with a sentence and ask which word could be replaced with the chosen word. This activity helps pupils revisit the definition of the word but also widens the synonym vocabulary.

#### aggressive

From the way that she scowled at people and how angry she looked, Jen thought that Dee was quite threatening.

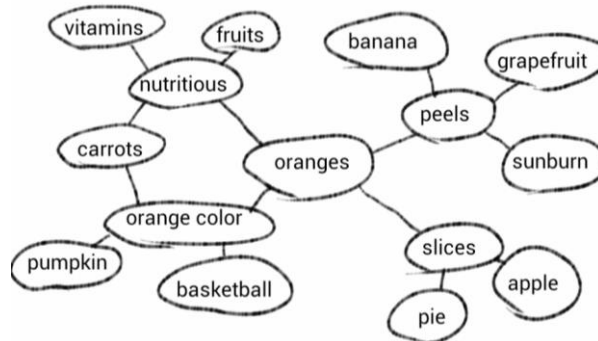
*Which word could be replaced with aggressive?*

### Making it stick

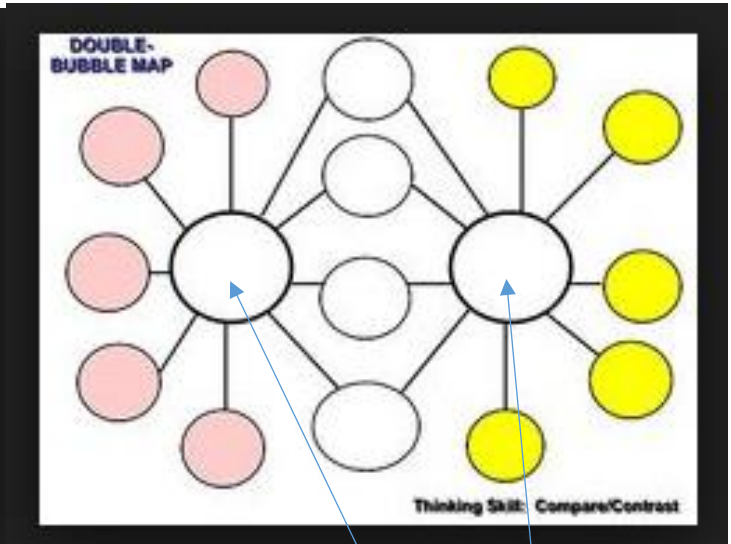
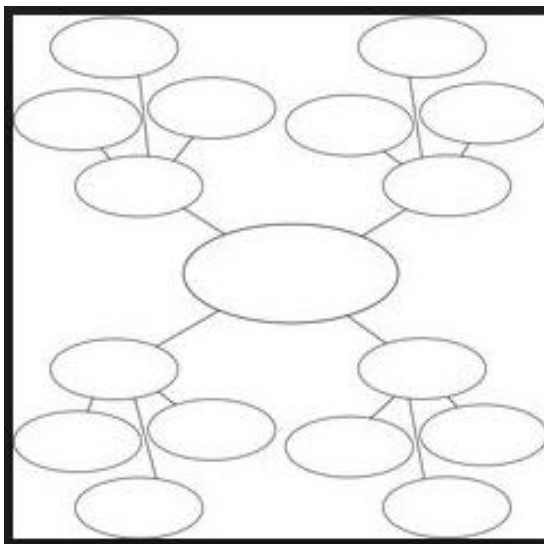
These kinds of activity allow the complexity and precision to be illustrated by placing the word in different contexts: some correct, some incorrect. But all this work will go to waste if children only encounter new words once. In order to keep new vocabulary on the boil, best practice is to place new words on cards in a word bank, which grows larger and larger as the year progresses. Then each day you can draw out a couple of words from your word bank so that over time, all words are revisited.

### Semantic mapping

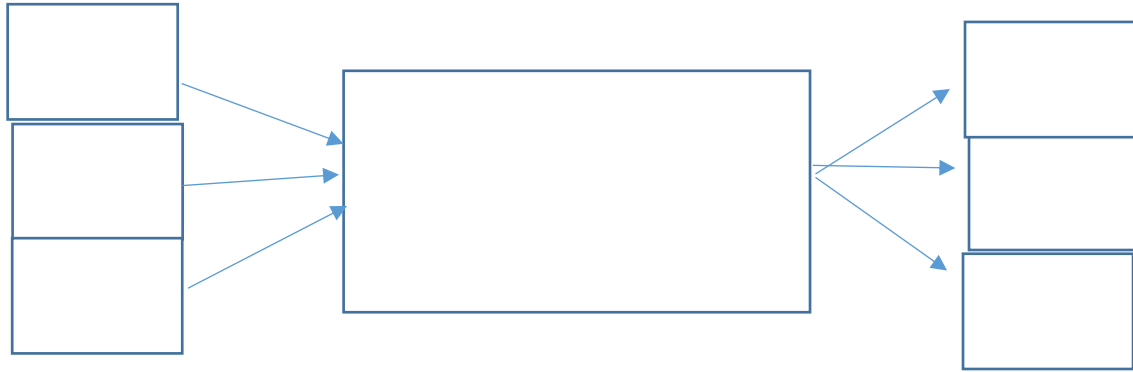
Semantic mapping of words helps us to see links and make connections between words:



Examples of how words can be mapped:



The double bubble is great to compare two words e.g. 'ugliness' and 'beauty'.



Cause and effect semantic mapping above e.g. 'beauty' in the middle and what causes it going in and the effects it has coming out.

**Lexipedia** <http://lexipedia.com/>, is a useful website that can support teachers/pupils to find exciting synonyms for words that you are learning in class.

### **Word table**

Find a variety of templates in the vocabulary journal folder in planning on common.

Using more than one publisher if possible.

Target word	Examples of how the word is used in the text	Examples of where you have seen or heard the word being used before	What does the word mean in the text? What clues can you see?	Dictionary definition of the word	New examples

### **Games**

**Countdown corner:** challenge to write the correct dictionary definition

**Which definition?** Two definitions on the board – one is correct and one is close to being correct. Which one is it and why? E.g. declaration.

### **Juxtapose words**

For example: Can you make a hesitant declaration?

Can you be a kind bully?

Can you be a beautiful ugly person?

### **Find cognates**

In linguistics, cognates are words that have a common etymological origin.

EAL children may show a strength in this area.

### **Visual word walls**

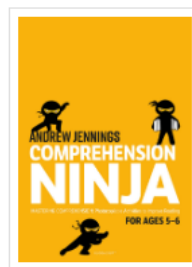
Pinterest is good for this. We have made us a school login and started pinning underused words for us e.g. susurrus (whispering or rustling sound). Login to Pinterest: [deputy@thameside.reading.sch.uk](mailto:deputy@thameside.reading.sch.uk) Password: Thameside2016

## Vocabulary Ninja

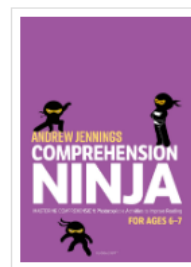
Comprehension Ninja is designed to be a core part of your arsenal for teaching reading comprehension skills. Comprehension Ninja specifically focuses on the retrieval of information and word meaning questions using eight core comprehension skills that underpin the reading domains set out by the National Curriculum.

Each book contains 24 high-quality non-fiction texts that align themselves to the primary National Curriculum, the corresponding foundation subjects and subsequent topics taught within them. The first 12 should be used to teach the eight core skills associated with retrieval, while the last 12 provide both formative and summative opportunities to assess how pupils have progressed in each skill.

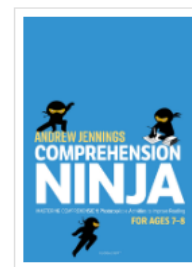
Mastery of reading retrieval skills are the foundation of effective reading comprehension. Comprehension Ninja focuses on eight skills, labelling, matching, fill in the gap, multiple choice, true or false, find and copy, sequencing and underline/highlight questions. All of which, are essential in KS1 and KS2 statutory tests.



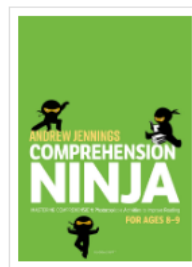
Year 1



Year 2



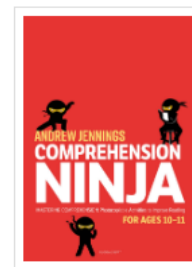
Year 3



Year 4



Year 5



Year 6



On our class ipads: The App provides 100 commonly overused words and offers over 600 possible alternatives!

Great for up levelling vocabulary in writing and promoting independence.

## Word of the Day Summer Term 2020

Week 9 - 15th June 2020



'Words unlock the doors to a world of understanding...'

## MEMORY MASTERCLASS

And many, many other free amazing resources on the Vocabulary Ninja Website and saved on common! <https://www.vocabularyninja.co.uk/>

We also have word banks for topics we teach saved on common from the Ninja himself!

## Making connections

### Making connections using words

Classrooms should have 'live' semantic maps for their word from the whole school topic map:

YR	Y1	Y2	Y3	Y4	Y5	Y6
Stories	People	Change	Creativity	Settlements	Trade	Conflict

## Fluency

### What is reading fluency?

Reading fluency can be defined as reading with accuracy, automaticity and prosody. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.



#### Accuracy



Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

#### Automaticity



The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

#### Prosody



Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

### How can reading fluency be developed?

#### Guided oral reading



Guided oral reading instruction is when fluent reading of a text is demonstrated by an adult or peer, modelling the 3 Ps (pronunciation, phrasing and prosody). Pupils then read the same text aloud with appropriate feedback.

This may also include assisted reading strategies such as paired reading and use of technology.

#### Repeated reading



Repeated reading is when pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Strategies such as choral, echo or mumble reading can help to provide oral support for reading for pupils.

[Reader's Theatre](#) is also a widely used teaching strategy that exemplifies how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency.

## Teaching Fluency at Thameside: Readers Theatre

For children who are not fluent in their reading, Readers Theatre will happen every day whilst other children have their timetabled 'Reading for Pleasure' sessions:

### Objectives:

Children can make inferences about characters and story events

Children understand how language contributes to meaning

Children will be able to evaluate their own and others' performances

Children will read accurately and fluently using appropriate rate, prosody, stress, phrasing, pausing and intonation

**Starter:** Warm up with reading part of a song! **Or** a Daily Word Ladder (for example)

**Top tips:** Don't forget about poetry – it works really well at a text in Readers Theatre

### A GUIDE to READERS THEATRE

<p><b>Step 1: Adult as model</b></p> <p>The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.</p>	<p><b>Step 2: Echo reading</b></p> <p>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.</p>	<p><b>Step 3: Text allocation</b></p> <p>Children work in pairs or triads. Each group may:</p> <ol style="list-style-type: none"> <li>1. all have the exact same short section of text, <b>or</b></li> <li>2. a longer section might be split into short parts, so that each group has a different piece.</li> </ol>
<p><b>Step 4: Repeated choral reading</b></p> <p>In their groups children read their section aloud. Echoing the initial reading by the adult.</p>	<p><b>Step 5: Close reading</b></p> <p>In their pairs/triads children make a close reading of their section of text and think about meaning, audience and purpose. This requires children to look closely at the writer's use of language and consider characterisations etc.</p>	<p><b>Step 6: Text marking</b></p> <p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.</p>
<p><b>Step 7: Practise</b></p> <p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.</p>	<p><b>Step 8: Perform</b></p> <p>Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).</p>	<p><b>Step 9: Reflect</b></p> <p>Children evaluate their own and/or others' performances and give feedback. <b><i>They may use the fluency rubric or the prompts as success criteria to support articulation of evaluations.</i></b> (These documents are saved on common)</p>

#### Other information for teachers:

Select a section/chapter of the text. Children can all have the same short section or a longer section might be split into short parts, so that each group has a different piece. Teacher will read aloud the same section of text modelling fluency, intonation, movement, volume and expression whilst pupils follow the text with their own copy.

Explain to the class that you are going to adapt this section for Readers Theatre, where groups will take the same text and perform it for the class.

In each group of 2/3, there will be both characters and narrators - children may need to take on multiple roles.

In their groups children will make a close reading of their section of text and think about meaning. This requires children to look closely at the writer's use of language and consider characterisations.

Provide a copy of the text for children to annotate, making notes (text marking) to inform their performance. This should be discussed and agreed as a group.

Give the children prompts to direct their reading.

Encourage children to reread their section of their text to give them time and opportunities to think carefully about the text and the language used by the writer.

Provide time for groups to rehearse their reading and to discuss.

They may decide to change or add to their performance slightly as a result of their rehearsal.



Encourage each group to perform their rehearsed piece.

Take digital images of children in role or video QR codes (for example).

Encourage the children to evaluate performances and give feedback to peers. Use the success criteria grid. Use prompts to support articulation of evaluations: I liked it when... because... Model this for the class/group.

Source: <https://researchschool.org.uk/shottonhall/news/how-i-teach-reading-fluency>

## More on Fluency

### Myth 1: 'Accurate decoding automatically leads to good comprehension'

- Word reading fluency is important, but is not sufficient to guarantee comprehension.
- Some pupils become skilled at word recognition but then struggle to comprehend what they read.
- Fluency practice helps to bridge this transition to better comprehension.



### Myth 2: 'A fluent reader is a fast reader'

- Fluency is sometimes confused with how quickly a pupil can read a piece of text. In fact, faster reading does not lead to better reading.
- The aim of fluency practice should be to support pupils to read at a pace which allows comprehension to flourish (whether reading aloud or silently).



### Myth 3: 'Silent independent reading improves fluency'

- Silent reading in itself does not lead to improved reading fluency. However, the connection between oral reading and silent reading is clear: fluent oral reading leads to fluent silent reading.
- Teachers modelling oral reading is an important part of fluency practice, so that pupils have the opportunity to 'hear' what fluent reading sounds like.
- Assisted reading strategies, such as paired reading or the use of technology, can be helpful in supporting independent reading.



### Myth 4: 'Teacher modelling of oral reading alone improves fluency'

- Reading aloud to pupils is an opportunity to model expert reading but is not sufficient on its own to improve fluency.
- Scaffolding pupils' reading through a gradual release of responsibility from teacher modelling to independent reading is an important process when developing fluency and independence.



### Myth 5 'Reading a text once is enough'

- Pupils face many challenges when reading an unfamiliar text such as navigating new vocabulary, grappling with text structure or a lack of background knowledge to draw upon as they read. Therefore, reading a text once is rarely enough for good comprehension.
- Repeated reading allows pupils to rehearse and refine their reading of complex texts with improved fluency and comprehension, and these benefits can then be applied to the reading of future new texts.



### Myth 6: 'Fluency practice is best suited to fiction texts'

- From exploration of character in a drama text to understanding photosynthesis in a scientific text, developing fluency will support comprehension of all types of texts.
- However, picking the right text is crucial. It should be motivating, challenging and diverse.
- Texts should offer opportunity to deepen subject knowledge and encounter aspirational tier 2 vocabulary and longer sentence structures.



### Myth 7: 'Fluency practice is not appropriate for older pupils'

- Reading fluency is not linked to age and therefore fluency practice shouldn't be either.
- We can all struggle to read a text fluently if it's pitched at a level that's too difficult for us. Equally, we can all be very fluent when reading a text which is too easy.
- Some older pupils will require fluency instruction to support them to access and comprehend texts appropriate for their curriculum.



### Myth 8: 'Practices such as 'round robin reading' improve fluency'

- 'Round robin reading' or 'popcorn reading' are strategies that are often used with good intention. However, selecting pupils at random to read aloud, without time to practise, can lead to unnecessary embarrassment, stress and cognitive load for pupils. Likewise, listening along to slow, dysfluent reading can put other pupils' comprehension at risk.
- Assisted reading or repeated reading are better alternatives when seeking to include more pupils in reading practice.



# Fluency: the bridge from phonics to comprehension

Source: Herts for Learning 15 December 2020

‘Words mean more than what is set down on paper. It takes the human voice to infuse them with shades of deeper meaning.’  
Maya Angelou – I know why the caged bird sings

## Highlights, key learning and juicy tips!

Begin each reading session with a fluency exercise (aka a song!). Why? It’s reading! When children sing a song with the words in front of them, they are accessing great material to develop their fluency. Also, children love to sing (as do most adults)!

Make good use of poetry. Many poems are short and accessible and can do wonders to boost the confidence of weaker readers.

Fluency instruction sits between word study and comprehension, hence the reference to it being a bridge. Some children can traverse that bridge by themselves, whilst others need a helping hand to get across. To begin the journey, children need a good foundation with words. Word Ladders are a great way for children to get playful with word-based learning, whilst at the same time bolstering their vocabulary knowledge. Resource: [Daily Word Ladders](#) (saved on common in planning, core subjects, reading)

The goal of phonics instruction is to get readers to the point where they do not (consciously) need to use phonics! Aim for ‘automaticity’ – reading words with no apparent mental effort so that we are releasing mental resources for the task of reading comprehension.

Phrasing matters - children who read words within sentences word by word will have a hard time extracting meaning. Pay particular attention to children who voice generic words e.g. prepositions, or perhaps determiners (for example, a child who reads the word ‘the’ in isolation from the words around it when there is no good reason for that emphasis).

## Instructional tools for teaching fluency:

**Model fluent reading:** in order to become fluent, you have to know what fluency sounds like. The answer lies in reading to our children.

- **Top tip:** When discussing a text with the children, be sure not to just talk about the story/poem/text, but how it was read to them!

**Assisted reading:** reading alongside the children in unison so that they can hear your voice and follow your lead.

### Practice:

- **Type 1: Wide reading practice** – encouraging lots of reading of a range of different genres and text types. As opposed to little and often; aim for lots and often!
- **Type 2: Deep reading practice** – repeated reading of the same text until adequate fluency is achieved.
- **Top tip:** To encourage repeated re-reads, invite children to perform the text they have been practising to as many ‘Lucky Listeners’ as possible. Each Lucky Listener can sign the back of the text. PS. Dogs make great listeners (Cats? Not so much!)

**Focus on phrasing:** Teach high frequency words within phrases, rather than as individual words (see point above about the word ‘the’). Use text marking to guide a phrased reading. Aim for the children to ultimately ‘perform’ the text without the text marking to guide them – by this point, the phrasing should be internalised.



## Teaching reading fluency with the Seven-step model

### Stage 1: Activating prior knowledge

This is a short and sharp part of the lesson designed to ‘set the scene’ for the fluency practice. One favourite strategy is to ask quick ‘show me’ questions using mini-whiteboards to recall the most important information from the previous chapter. Another is to write post-it note summaries of each chapter of our class novel to keep on a cumulative summary display. This way, lessons can begin with a rapid recap of ‘the story so far’.

In my experience, a little and often approach to teaching the strategy of summarising is more beneficial than attempting to teach it as a discrete skill.

### ***Stages 2–3: Explicit strategy instruction and modelling of learned strategy***

Following the activation of prior knowledge, the teacher then reads the text aloud, modelling expert prosody. A passage will have been chosen for pupils to practise their own fluent reading.

Choosing the right text or extract here is key. It should be challenging enough that the pupils wouldn't comfortably decode it independently, but a level of difficulty that's attainable with teacher modelling and scaffolding.

In my school, we use the term 'performance reading' to refer to a prosodic, meaning-laden style of reading. We regularly share the importance of practising this to train pupils to develop their own 'performance reading voice'.

Performance reading in my school is comprised of the 6 P's:

☐ pace

☐ pitch

☐ pauses

☐ punctuation

☐ personality

☐ power

At this stage of the lesson, the teacher might 'cue the pupils in' to what they should listen for ("I'm going to read a part of the story now where the characters are going into a scary new setting — pay special attention to the way I use pace and pauses to create tension").

The teacher can then model reading aloud in a way that best illuminates the meaning of the text. This might involve a slightly slower than natural prosody, or giving extra emphasis to certain words or phrases, so pupils' attention is drawn to salient parts of the text.

### ***Stages 4–5: Memorisation of strategy and guided practice***

What happens at this phase will vary depending on the age and experience of the pupils. At the simplest level, it might involve asking pupils 'what did you notice?' or 'what happened to my reading when...?' It may involve using echo reading to practise certain sentences or paragraphs.

With pupils who have had plenty of practice of performance reading, we might complete some text marking, annotating the text using an agreed code to show where extra emphasis is placed, to show rising or falling pitch, or to 'scoop' words and phrases into clause or sentence units. This marked-up version of the text then acts as a guide for their own practice.

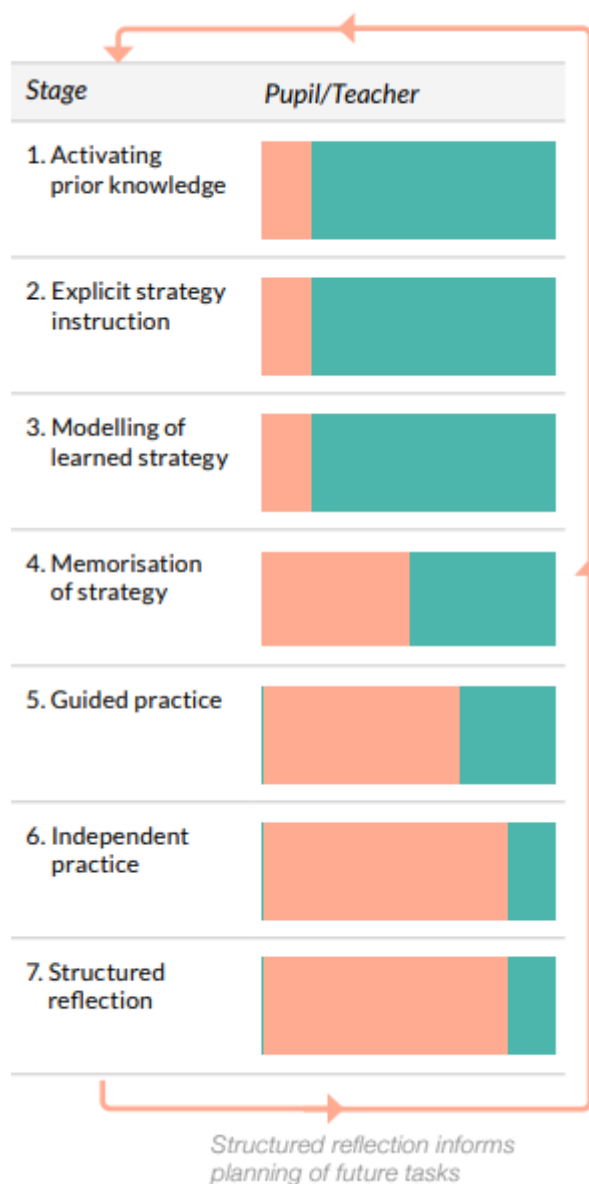
### ***Stages 6–7: Independent practice and structured reflection***

Pupils should now be ready for the challenge of decoding the text independently and with increasing fluency. They do this with a response partner: one pupil reads the text while the other listens and follows with a ruler. At the end of the extract, the listener offers feedback about what went well and what might be improved next time before the pupils swap roles.

The teacher's role at this stage will vary. In the early stages of implementing fluency practice, they will need to 'be seen listening', walking the room to listen and ensure that agreed routines are being stuck to. As the pupils become more familiar with routines, the teacher's role can transition more to guiding practice and supporting pupils who might find reading difficult.

Pupils should be given time to practise their extract multiple times, aiming for greater fluency each time with the support of their partner. Partners should offer feedback on challenging words and phrases, using the language of the 6 Ps.

Research evidence indicates the promise of a focus on reading fluency, so these practical approaches, translated to the classroom can go a long way towards helping a greater number of pupils to 'cross the bridge' to become accomplished readers.



### Examples

*I ask pupils a series of questions about what they have learned previously that is relevant to today's learning*

*I talk to pupils about how they will complete the task and take them through each step as well as discussing possible strategies and how to manage their emotions*

*I verbalise my thought processes to pupils about the task, my choice of strategy and how I am managing my emotions*

*I check to see what pupils have understood and that they can remember the key aspects that have been taught*

*Multiple opportunities are provided for pupils to practice and support is gradually removed as pupils take on more responsibility*

*Pupils then complete the task by themselves without support*

*Pupils consider any changes they think they should make next time, whether the strategies they chose were effective and how their emotions affected their behaviour*

## Accelerated Reader

At Thameside, children use a programme called 'Accelerated Reader' to monitor and facilitate their progress in reading.

### Step 1:


- Children take a Star reading test (at each assessment point).

### Step 2:

- Children select a book within their ZPD (zone proximal development).



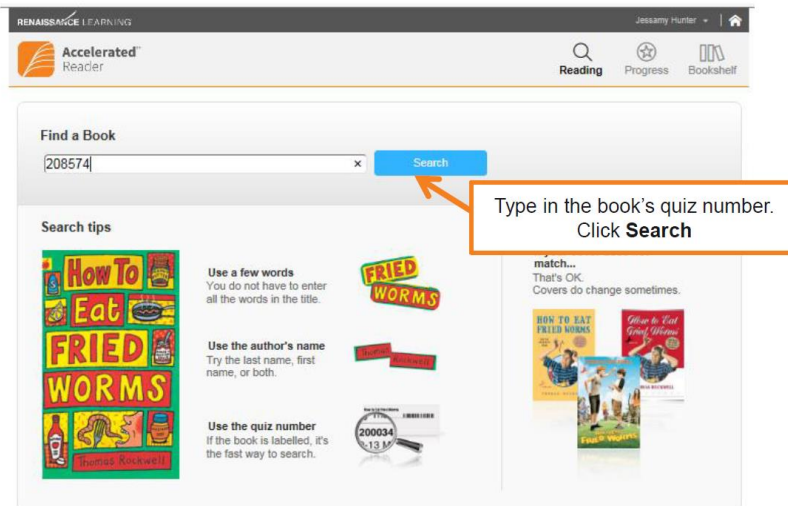


Too Easy	ZPD: Just Right					Too Hard
2.8	3.2	3.8	4.8	5.0	5.4	
						

We also use AR to track word counts as children try to join our Millionaires' Clubs!

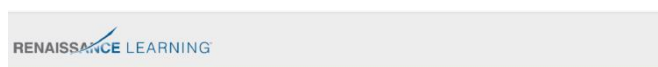
### Step 3:

- Children read their book. They then log into AR, type in the book's quiz number and click 'search'.



### Step 4:

- They then take the quiz.



Teachers can monitor the progress and scores of their class through their AR logins.

## Taking an Accelerated Reader Quiz

- Take the quiz within 24 hours.
- There is no time limit to the questions.
- If you do not understand a question, ask a teacher or librarian to explain it.
- Be sure you have actually read the book. If you have seen the film or read it long ago, you are unlikely to pass this quiz.



Parents can do the same via Home Connect which they can access through the school website.

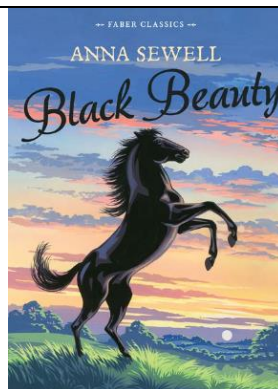
Once children are reading 7.0 AR books, they should be directed to specially selected books from the **Purple Shelf** in the library which contains books with a Lexile count of 1000+ to further support the reading development of able/confident readers. They can also 'free read' for pleasure.

## Reading for Pleasure

Reading is rarely collaborative. So, whether preparing children for tests or not, we need to set them up to be independent readers – for future schooling and for their own pleasure. Studies have found that the amount of time students spent in independent reading was the best predictor of reading achievement. However, children shouldn't spend endless amounts of time reading without purpose; all reading in the classroom should be purposeful or should support children reading for pleasure.

**To ensure children make progress in their independent reading, Thameside staff should ensure that:**

- They are first able to fluently read the book that they are reading independently for pleasure (correct ZPD)
- Reading records are checked on a daily basis.
- All children have daily access to books.



Children should be supported by staff to read books from across these '5 Plagues' of the developing reader:

### Archaic Language

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read James Madison, Frederick Douglass and Edmund Spenser when they get to college.

### Non-Linear Time Sequences

In passages written exclusively for students—or more specifically for student assessments—time tends to unfold with consistency. A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them by a thoughtful teacher or parent.

### Narratively Complex

Books are sometimes narrated by an unreliable narrator- Scout, for example, who doesn't understand and misperceives some of what happened to her. Or the narrator in Edgar Allan Poe's "The Tell-Tale Heart" who is a madman out of touch with reality. Other books have multiple narrators such as Faulkner's *As I Lay Dying*. Others have non-human narrators such as the horse that tells the story in *Black Beauty*. Some books have multiple intertwined and apparently (for a time) unrelated plot lines. These are far harder to read than books with a single plot line and students need to experience these as well.

### Figurative/Symbolic Text

Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience.

### Resistant Texts

Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

## A wide range of texts

We need to ensure that children read widely. Anything with printed or spoken words, films and pictures are all fair game for a reading lesson. Pairing a fiction and a non-fiction text (for example: The Snow Goose and Circle in Year 6) can increase understanding of the fiction text and give more contexts for the non-fiction text. It's also a great way to provide opportunities for discussion of other issues, from world affairs to grammar and punctuation use.

### The News Shed

Our subscription to the Literacy Shed includes access to its News Shed.

<https://www.literacyshedplus.com/en-gb/browse/the-news-shed>



**We pay for membership to the Literacy**

**Shed +**

Username: Thameside1

Password: Torday55



### Resources

EARLY YEARS - AGE 4-5

AGE 5-7

AGE 7-9

CHRISTMAS RESOURCES

AGE 9-11

Comprehension Plus

DADWAVERS

VOCABULARY NINJA

READING VIPERS

More Resources

Free Resources

Curriculum

Teachers are encouraged across the school to use the films and other teaching resources available on **The Literacy Shed Plus**.

It is a website for teachers filled with ideas for literacy teaching using visual resources such as film, animation, photographs and picture books.



## Book corners



- Make sure your classroom 'screams' reading!
- Book corners should stand out from every entrance to your classroom.
- Book corners should be welcoming and be comfortable to sit in.
- Book corners should have welcoming displays of books and be well looked after.
- Ask your boys about your book corner – does it encourage them to read?
- Children should have the opportunity to read for pleasure in your book corner
- Teachers should promote other books by same author (as the class reader or Whole Class Reading text) or linked to the topics the year group is learning about that term – don't forget about RE, PE etc.
- Book corners should have questions to make children think about the texts they are reading.
- Our Learning to Comprehend lesson sequence ends with an oral book recommendation, some of which could be written up by teacher/TA and shared in your book corner.

DfE...



### BOOK CORNERS

The quality of the books in a book corner is what makes a difference - as beautiful as the decorations may be. Book corners should enable children to browse the best books, revisit ones they have been read to in class, and to borrow books to read or retell at home. Every child should be able to spend time in the book corner, where they should also be able to share books with each other. The focus should always be on making a big difference to children's reading habits.

## Library

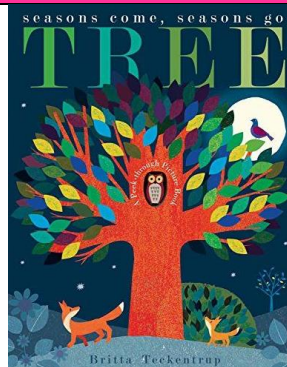


We have over 4000 up-to-date children's books in our library, both fiction and non-fiction and covering a wide range of interests and reading abilities. We'd like all the children to have the very best opportunity to make the most of what our library has to offer, so here is some information that we hope will be useful:

- Each class has a weekly timetabled visit to the library. Please make sure your child brings his or her library books into school on library day so they can be exchanged for new ones.

- Once a week after school (until 4.00 pm) we have a special time for parents/carers and children to visit the library together, either to borrow books or simply to browse and read. We can also give advice on reading choices. Children and parents are all welcome to come along whenever they can.
- Please ensure your library slot is being used to give children regular access to the library.
- Please ensure the library is being used by your class to support their learning in other subjects e.g. research in topic lessons.

### Cross curricular links



[www.booksfortopics.com](http://www.booksfortopics.com)

6

Character Flaws/Transition

Lexile Count	1010	Lexile Count	940
Text type	Archaic text	Text type	Symbolism and narrative complex
Key concept links:	Conflict—poor and rich, injustice	Key concept links:	Conflict—internal emotions

Comprehension plus

Myths and Legends

Books to support learning of knowledge in topics/other subject areas are highlighted on our Reading Spine.

- Please ensure reading skills are being applied in other subjects and this should be evident in books e.g. topic, science
- Librarians can produce a box of books for the topics you teach, so long as you give plenty of warning in advance.

### Reading Support

- Progress tests (or mock SATs) and Star Reading assessments used to inform assessment points.
- Ensure children have access to Nessy (if they have a subscription)
- Use Nessy worksheets, as left hand page word work, to consolidate children's learning on the computer programme.
- See the Assistant Head of Inclusion or an Assistant SENDCO if you have a particular concern about a pupil's reading abilities (Assistant Head of Inclusion or an Assistant SENDCO to carry out WRAT test and possible interventions).
- Please consider that children will learn best when they read regularly with the teacher



- Teachers use reading/peer coaches to support reading.
- Symwriter to support SEND children with their reading in lessons.
- 1:1 daily reading for target children
- Weekly catch-up tuition sessions for selected children
- Audio books used for some children

### Homework

- KS2 there is an expectation of 10 minute a night of 'Independent Reading', which teachers must support and ensure happens.



### Enhancement



- We celebrate World Book Day, World Story telling Day and hold an annual Book Week and expect teachers to be positively involved in these events
- We hold a KS2 poetry slam
- Thameside writes its own whole school book each year
- We have a central display on a book each term
- We learn about the authors of books and try to invite them into school, where possible
- We use books as the focus of our annual Number Day
- Books are used in all subjects to support children's learning in a wide range of subject areas
- Teachers support our termly reading challenges to raise the profile of reading in the school.
- Teachers use the story telling chair to read outside to children
- Children are encouraged to do read as much as possible in lessons e.g. off the IWB, or sheets NOT the teacher.
- We invite parents, who can speak other languages, to come into school to read stories to the children.
- Children know that their teachers love books
- Books are the focus of nearly all of the HT's assemblies
- We celebrate our achievements on social media and run reading workshops for parents to keep them informed.
- Enrichment activity days focus on books.

