

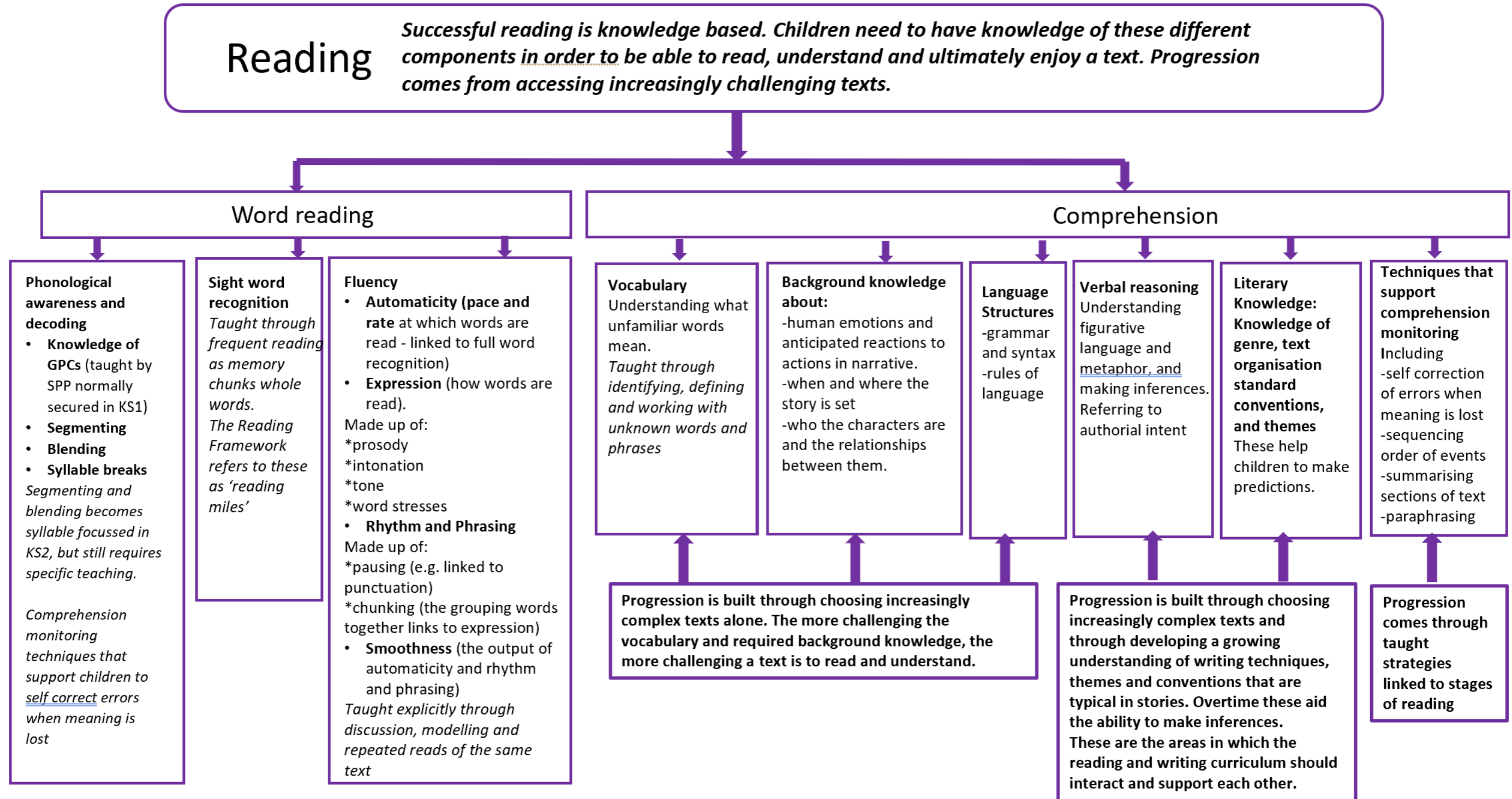
Reading at Trinity CE First School

The key components of reading.

Reading is made up of two components, word reading and comprehension¹.

Word reading refers to the mechanics of reading words, knowing GPC correspondences and using these to decode words, and developing segmenting and blending techniques to decode longer and more unfamiliar words. Word reading also consists of **how** these words are read which interacts with how a child understands a text (comprehension). **Comprehension** does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read². Children need both good language comprehension and good word reading to become good readers.

Below is a graphical representation of the composite areas of knowledge that make up these two components.



¹ Gough
² Reading
³ Adapte

Stages of reading:

Early Readers (usually EYFS-Y1)

Through a highly structured programme children learn the **phonetic code** and **practice reading these within words** through decodable reading books that are exactly matched to the sounds they know. This ensures that they experience success and are motivated to read more. Children then begin to **chunk whole words** due to frequently coming across these in their reading books. Slowly as more words become chunked, **recognition of high frequency words becomes automatic**. Children are able to **segment and blend** unfamiliar words because they know the full phonic code. Readers have also learnt to **pause their reading when they see a full stop**. Without this the meaning of the text will be lost. Cognitive load remains on the mechanics of word reading, so children should read the same passage multiple times so that they begin to build **fluency (especially automaticity, rhythm and phrasing, smoothness)**. **Expression will need to be explicitly modelled, when cognitive load for word reading is low.**

Oral questions can be used to check children have a **basic understanding** of what they have read and have attached meaning to sentences and the story as a whole. They should be able to use this understanding to make **very simple inferences** about what characters might do next - based on what they know about human behaviour. Children will need to be taught about the **range of human emotions and subtle clues that indicate these** so that they can begin to talk about how a character may be feeling.

Novice readers (usually Y2)

Children have a growing store of high frequency words that have been chunked in their long term memory. As a result their **reading speed increases**. Reading increasingly challenging and varied types of texts will ensure that their automaticity and vocabulary knowledge continues to grow. They need to **learn the strategy for segmenting and blending longer, polysyllabic words** (of at least 3-4 syllables). This **must be explicitly taught** as it is not covered in most phonics programmes.

As their cognitive load lowers linked to word reading, readers need to be taught how to respond to **other types of punctuation** (speech, commas, question and exclamation marks and ellipses) **and words that direct how characters should be speaking** and use this to develop their **fluency (rhythm and phrasing, smoothness and expression)**.

Expression will need to be modelled, until children are at a speed of reading, where they can scan ahead and notice these text directions for themselves. Re-reading a text multiple times will help them to practice this. **This will lead to greater understanding of a text and should not be overlooked**. Readers need to become **less reliant on an adult for comprehension monitoring** and should begin to correct themselves when their reading loses meaning (often linked to incorrect decoding). Children will need to be taught a wider **range of human emotions and subtle clues that indicate these, along with recognising conventions within certain story types** (e.g. adventure, traditional) **and usual themes within narrative** (e.g. good Vs evil) so that they can make more thoughtful inferences, including predictions about what may happen next. Questioning (linked to the NC content domains) can be used to check how deeply children have understood what they have read.

Growing expertise readers (Usually Y3-6)

Children have secured their knowledge linked to decoding, segmenting and blending unfamiliar longer words - although they may still benefit from practicing this with longer (4-6 syllable words). Their increasing automaticity means they can begin to **'skim read'** when needed and they have more working memory space to read with **expression on the first sight of a text**. However, they will still benefit from explicit practice to develop this - as this will lead to them becoming increasingly confident orators. They can read increasingly challenging texts, which in turn develops their vocabulary and background knowledge of different subject matter. They are reading to learn, rather than learning to read. Readers can draw knowledge across **longer passages, noting developments and changes in character behaviour**, and show understanding by assimilating and **quickly summarising whole sections of text**. They have developed their **own comprehension monitoring techniques linked to whole text understanding**, rather than just decoding and have developed the skill of **scanning** which helps them to locate information quickly. They are increasingly **aware of a range of devices that authors use to create effects** (e.g. build tension) and can use these to make **increasingly informed and justified inferences**. Deeper levels of questioning from an adult will help them to make connections between subtle text clues, **build a clear mental model** and appreciate the complexity and richness of different texts.

1.1 The discipline of reading

The discipline of reading can be broken down into reading behaviours. All of these need to be present if a text is to be both read and understood. The diagram opposite outlines **the constant process of how effective readers read**.

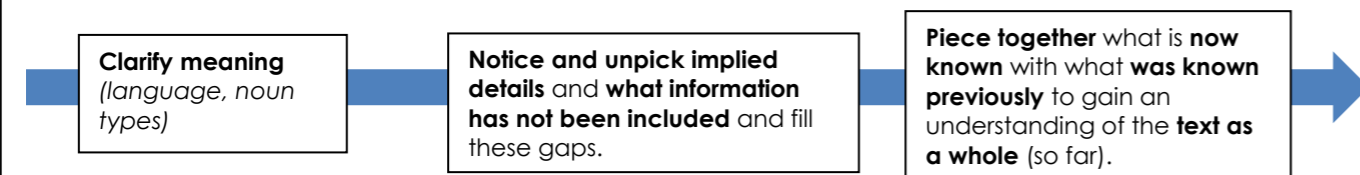
First readers **decode the words and try to attach meaning to them**. Depending on the stage of reading a child is at, this may take up all, or large portions of working memory. For this reason the meaning of the text is often lost and children must be supported to re-read texts so that they can begin to connect meaning across a sentences; sentences; and then sections. Children at all stages will be challenged in their word reading, because if text choice is right then it will cause them to encounter new vocabulary that they do not yet understand.

Comprehension monitoring supports word reading as its helps children to notice if the meaning across a sentence or section has been lost. Once they are aware of this, they need to **re-read the section of text to try and gain meaning**. For early /novice readers, this is normally because of incorrect decoding, or not noticing sentence punctuation. However for novice-growing expertise readers this may be because of complexities of language or syntax that require further unpicking so that full understanding is reached.

Noticing subtler clues that connect sections of text (characters behaviour, actions and consequences) will help children to infer. **Inferring is when the mind fills in the gaps between what has been said in the text and what hasn't**.

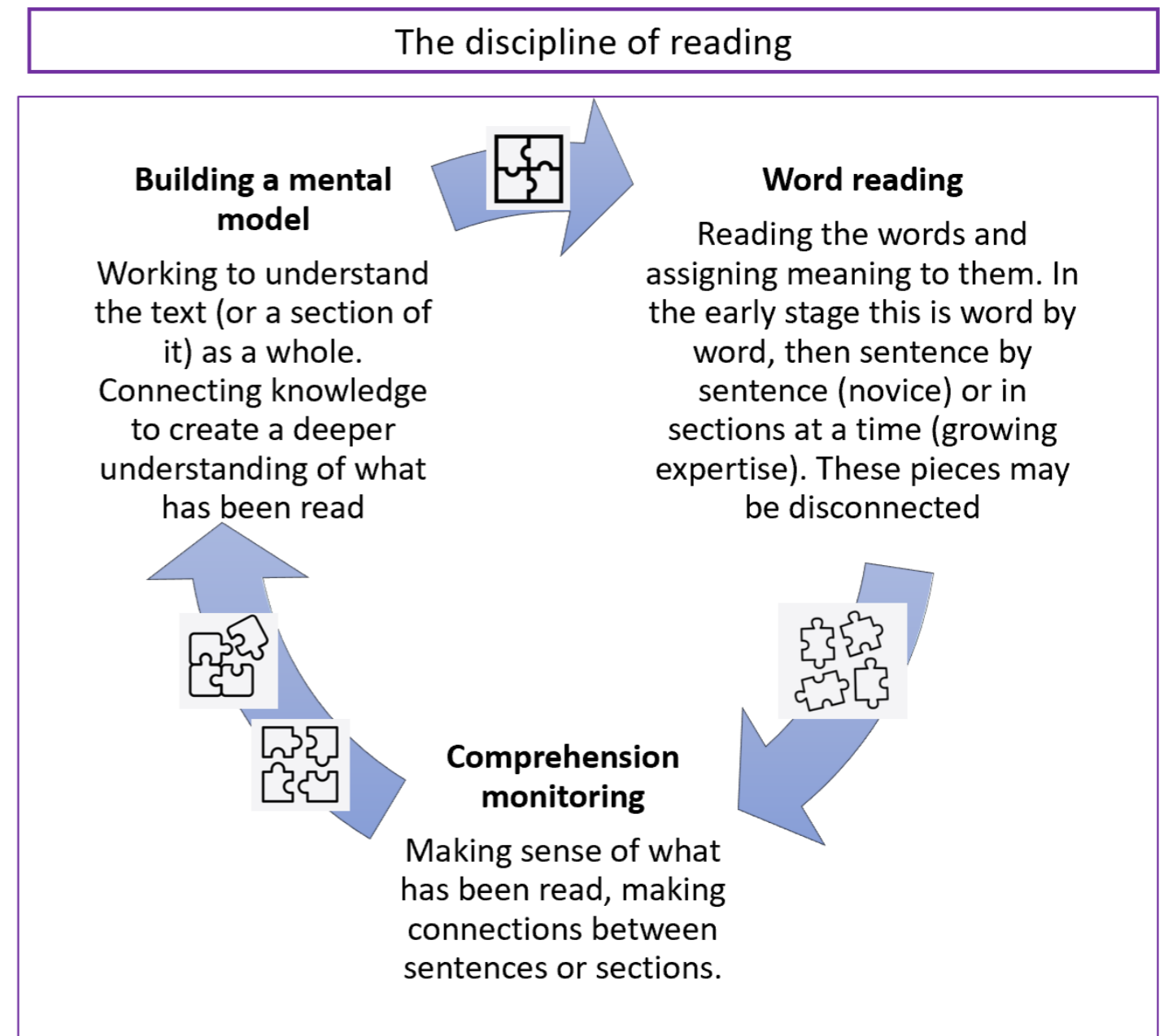
Children then work to begin to tie larger sections of text together to gain overall understanding of what has been read. Teachers will need to support children to do this by picking out and discussing the things they want them to notice, throughout the text.

Unlocking the meaning of a text happens as part of a process, outlined below.



As a result of comprehension monitoring, children should be able to have a good understanding of what they have read – however they now need to piece all of this together into **a mental model of the text as a whole**. Like pieces of a jigsaw, there should be a point where instead of looking at pieces, the final picture of a text (overall understanding) comes together – revealing the true meaning of what the writer was trying to achieve. Again, the teacher is instrumental in supporting this process.

All of the above supports children's **executive function** in helping them to over time, learn to internalise these reading behaviours that support them on the pathway to competency and reading enjoyment.



Progression through text challenge

Texts become increasingly challenging by careful choices that expose children to increasing complexity through the following components. Children are entitled to a wide variety of poetry, fiction and non-fiction texts

Early

Progression comes through the development of word reading and basic comprehension monitoring strategies. This is achieved through decodable readers, that become increasingly complex as the phonic code is learned.

Reading for pleasure/enjoyment

Children should be exposed to more complex texts than they can read, so that they can experience the flow and enjoyment of a whole story – which they are unable to access independently yet.

To choose these books, teachers should focus on enjoyment, diversity, and variation whilst working to establish a ‘common core’ of traditional tales /fairy stories that begin to teach some of the basic themes and conventions in text (e.g. defeating a monster).

Novice - Growing expertise

Text should be chosen of increasing complexity, not just in vocabulary, but also sentence length, syntax and story structure. Ways in which stories become more complex are outlined below

Length of text

As automaticity of word reading is developed, there should be a move to longer stories, especially for novice readers as they transition into chapter books.

Language

Use of technical language in non-fiction and in fiction, particularly the use of archaic language. This can be tackled first through choice of pre-complex texts, leading up to more archaic works (e.g. sections of Shakespeare/Dickens/poetry)

Plot structure

-especially non-linear time structures e.g. the use of devices flashback, flashforwards

Text structure

Children are entitled to a wide variety of texts for different purposes including non-fiction and poetry

Complexity of narrator

Stories told from multiple character’s perspectives

Stories set in another time or place

Historical or futuristic stories which will require background knowledge and inference skills to understand.

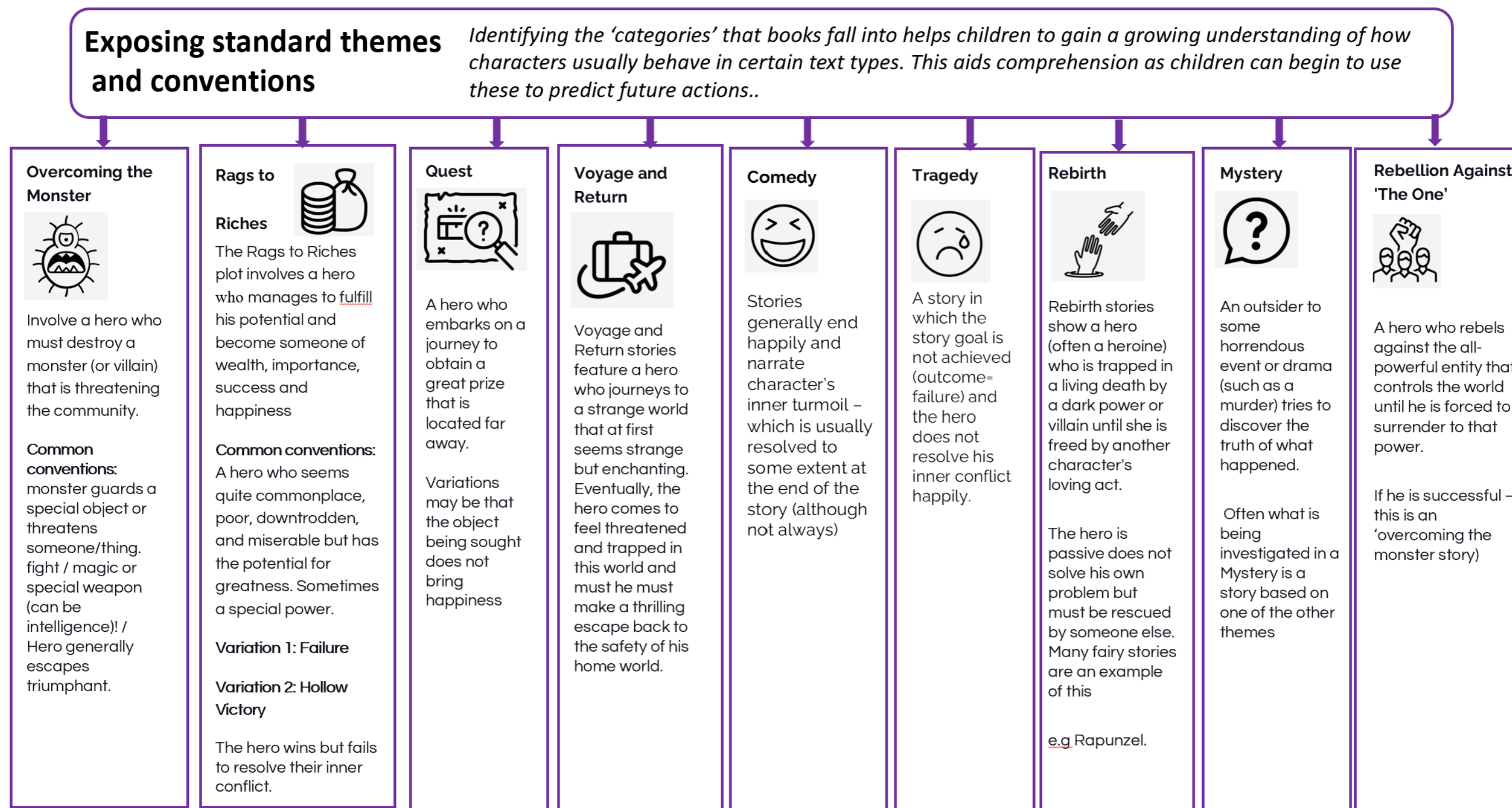
Sentence structure

Sentence length and grammar structures can make some texts more complex to read and understand

Reading for pleasure texts (class stories) should expose children to texts they would be unable to access themselves, and again should become increasingly complex each term/year – drawing on these components, as well as themes of diversity, foundation subject learning and school values

Developing knowledge of standard themes and conventions

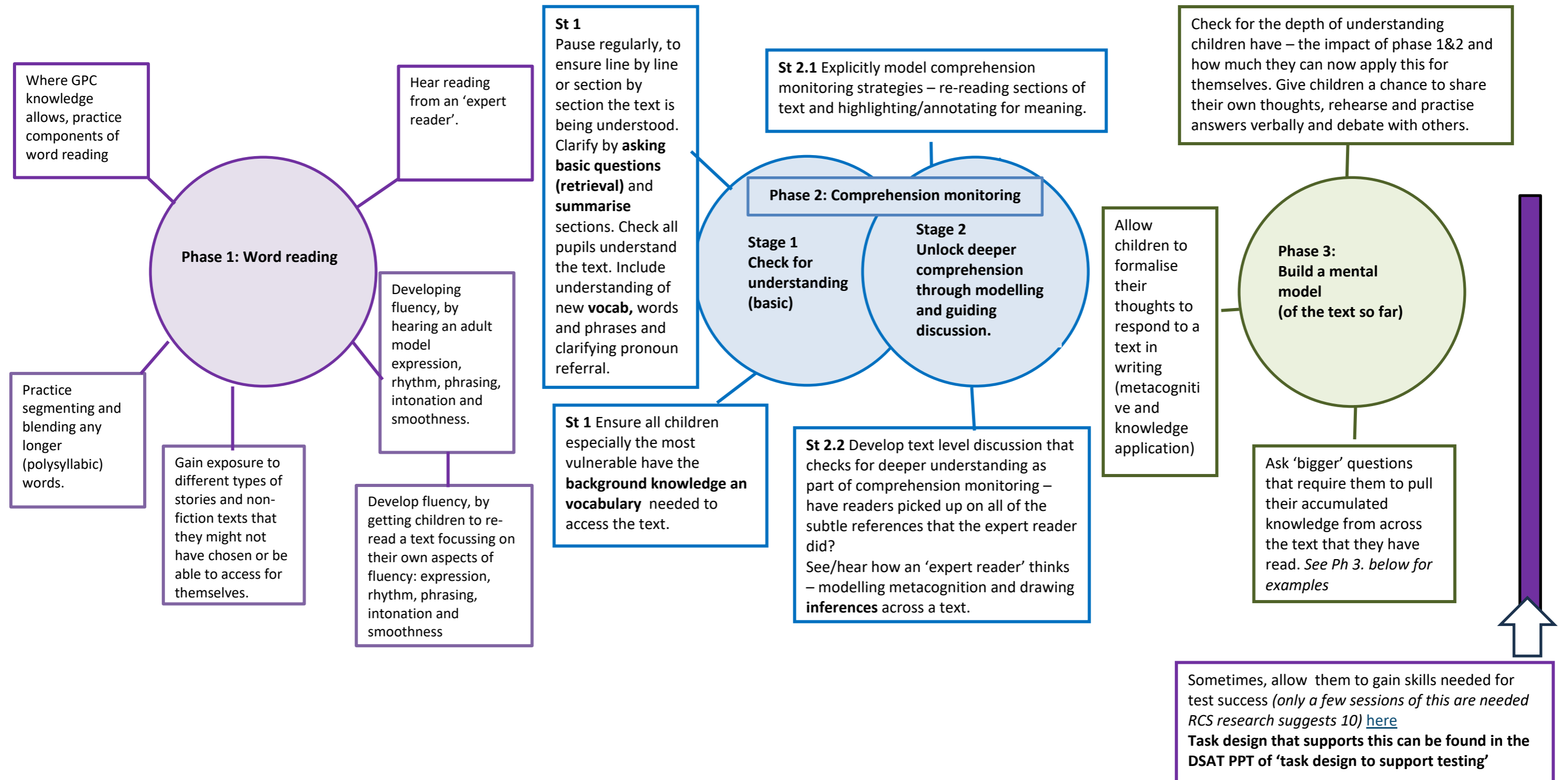
In order to support children to develop their understanding of themes and conventions – these should be openly identified and discussed. This will help children to infer likely plot developments and character actions and make connections between texts and text types.



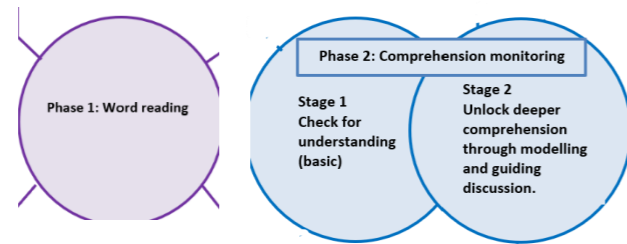
1.6 What does robust reading instruction entail?

Reading instruction should pick up on all of the different components of reading outlined above. It should give opportunity to read together, and discuss the meaning of the text. It should provide opportunities for pupils to read and read re-read texts to practice elements of fluency (automaticity, expression, rhythm and phrasing and smoothness). It should make explicit the techniques that an 'expert reader' (the teacher) uses to gain understanding of a text – demonstrating comprehension monitoring techniques and ensuring that all are keeping pace with the understanding of the text, by giving them the pieces they need to build their own mental model. None of this should be confused with test preparation, which whilst important, does not teach children to become better readers (see purple line below)

A three phase approach to the teaching of reading – the purpose of each phase is outlined below. More detail is then given on the content of each phase in the proceeding pages.



How the components of reading can be met through a (sequence of) reading lesson(s)



Phase 3:
Build a mental
model
(of the text so far)

Developing understanding of a text: the more challenging the book/late the stage, the more challenge there will be in each of these steps

Teacher behaviours: modelling metacognitive thinking process that expert readers go through in comprehension monitoring – building a mental model.

Before word reading

begins
The teacher should try to anticipate where children might get confused and **clarify unknown vocabulary** and give **background knowledge** needed.
-where/when is the story set?

To support connections being made they should ask the children **'what do we know so far?' (summarising)**

Clarify meaning of basics: who, what, where when.

(language, noun types)

Read the text together (individual, paired, modelled, echo, jump in, line by line)

Ask clarifying questions

-who what where when, how

-give further **unknown vocabulary definitions**

-Model re-reading sentences or sections again **where the syntax of sentence length makes understanding difficult so that comprehension monitoring is modelled**

-Don't assume that children have understood. Check!

Clarify meaning Of implied details:

What is said and what is unsaid – **verbal reasoning**

-unpick phrases 'what does it mean when it says..'

-Noticing gaps and modelling recognising this (I wonder if)

Clarify meaning figurative language and its effects (language structures and verbal reasoning)

Imagery, word choice, metaphor, simile etc

-Did anyone notice these words / this sentence / this section. What is being said here?
-What did we know already? How does this add to it?

Connect what I now know with what I knew previously (to get a better understanding of the character the plot or the overall text) literary knowledge of text

-What do I know now, that I didn't before?
-How would I organise this new information (esp NF)
-What do I know normally happens in stories like these?
-Does that influence what you will think?
-Does what happen match what we thought would happen? (look back)
-What does this make me think might now happen? (look forward).

The full meaning of the text is revealed.

Give chance for children to rehearse and formulate their own views/responses (sometimes written)

-what do you think? (Y3&4 Explain; Y5&6 justify).

Check how much they have understood by asking deeper questions that probe this.

-do you think

-is it true that?

-why do you think?

-What do you think X is thinking when?

-What do you think the author is trying to get us to think about?

-does this follow the same pattern as other stories we have read?

Progression in reading knowledge and techniques

The following tables detail what knowledge and techniques children need to be taught about **how to read**, however this does not constitute the whole curriculum. This must be coupled with increasingly challenging texts.

Please refer to appendix (3) which shows the NC focussed teaching that can be lost through a content domains approach, the vast majority of what is missing is oracy and fluency based.

	F1	F2	1	2	3	4
Word reading including fluency	Hear sounds in words	<ul style="list-style-type: none"> -New GPC knowledge -2 letters one sound -Sight recognition of words with unusual GPCs (CEW) and HFWs -Read phrases and sentences -Segmenting -Blending CVC CVVC? Join in with predictable phrases (NC Y1) 	<ul style="list-style-type: none"> -New GPC knowledge -Alternate graphemes -3 letters one sound -Sight recognition of words with unusual GPCs (CEW) and HFWs -Segmenting and Blending with new GPCs -Blending longer words (more than one syllable) -words with contractions -words with common suffixes s, -es, -ing, -ed, -er and -est -recite poems by heart -Pausing at punctuation – full stop 	<ul style="list-style-type: none"> New GPC knowledge -4 letters one sound (some phonic schemes only – adapt to fit) -read common suffixes (e.g tion, ness, ment, ship) -Read accurately polysyllabic (2+) words -Segmenting into syllables to blend -recognising simple recurring language -Correct errors in their reading where substituted words do not link to the context. -responding to text directions as to how a character may speak when reading (shouted) -Responding to punctuation that should affect expression . ? ! “” 	<ul style="list-style-type: none"> -Use alternate grapheme knowledge to test out pronunciation of unknown words -Apply their growing knowledge of root words, prefixes and suffixes to help break up and decode words and understand their meaning. -Read further unusual GPCs (CEW) -skimming -scanning -How “” and synonyms for said should change intonation and expression 	
Comprehension	Emotion words	-Correcting errors when prompted (word level)	<ul style="list-style-type: none"> Correcting errors when prompted (sentence level) Familiar story language Non fiction 	<ul style="list-style-type: none"> Word class links to vocab Repeated words 	<ul style="list-style-type: none"> Prefixes suffixes and root words to support meaning Repeated bold and italic words Give evidence to support an answer (not a quote) 	

	Early Readers			Novice Readers	Growing expertise St 1
	Pre-school	EYFS	Y1	Y2	Y3-4
Word reading supported by phase (1) teaching	<p>-Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and top to bottom -the names of the different parts of a book -page sequencing -Recognise own name, advertising logos and signs in the environment</p> <p>To learn songs and rhymes, pausing in the right places</p>	<p><u>Refer to phonics overview</u> <i>*Use phonetic and non-phonetic knowledge as stated on the phonics progression document*</i></p> <p>-Read words and simple sentences -Read some common irregular words (throughout the year refer to phonics overview) -Use phonic knowledge to decode regular words and read them aloud accurately -Segment and blend words of more than one syllable where these contain taught graphemes e.g. picnic, jumping -To follow each read word with their finger.</p> <p>To learn songs and rhymes, pausing the right places and developing control over volume and speed to add expression.</p>	<p><u>Refer to phonics overview</u> <i>To use phonetic and non-phonetic knowledge as stated on the phonics progression document.</i></p> <p>To read CEWs as stated in phonics progression document.</p> <p>To read words of more than one syllable containing taught digraphs.</p> <p>To use known patterns (analogy) to read unknown words (e.g. to read the word 'coat', use their known word 'boat').</p> <p>To read words containing –s, –es, –ing, –ed, –er and –est endings, and know this changes the meaning of the word (beginning of morphology).</p> <p>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>To re-read books to develop their confidence and fluency in word reading.</p> <p>To recognise known words within new words and link their meaning to those already known.</p>	<p><u>Refer to phonics overview</u> <i>To use phonetic and non-phonetic knowledge as stated on the phonics progression document</i></p> <p>To know phonemes may be represented by different (alternate) graphemes.</p> <p>To break up unknown polysyllabic words (2+ syllables) into syllables as a strategy to support decoding.</p> <p>-To sound out unfamiliar words accurately, automatically and without overt sounding and blending, when they have been frequently encountered.</p> <p>To develop additional strategies for decoding unfamiliar words (for example, prefixes and suffixes and contextual clues).</p> <p>To read words containing common suffixes (-ly, -ful -ment, -ness, tion), and know this changes the meaning of the word (beginning of morphology).</p> <p>To know that the root word carries most of the word meaning.</p>	<p>A teacher should always focus on developing fluency in word reading as the predominant skill, using retrieval questions to check that they understand what they have read. Once a pupil is assessed as a fluent reader in word reading, the teacher will continue to focus on decoding new and unfamiliar words, which may include technical vocabulary.</p> <p>To sound out unfamiliar words accurately, automatically and without undue hesitation (increasingly challenging texts will see an increase in syllable and sentence length to previous year groups).</p> <p>To skim read a text (Y4+) to get a 'gist' meaning or locate a section of text that refers to a key idea.</p>
			<p><u>Fluency</u> To read pausing at full stops.</p>	<p><u>Fluency</u> <u>Expression and intonation</u> -Develop the use of character's voices in a response to "" <u>Rhythm and Phrasing</u> -Understand how the placement of punctuation (! ?) changes the way in which something should be read (intonation). -Respond to punctuation (. , ! ?) to know where to pause when reading. <u>Automaticity and Smoothness</u> Read unknown 3 syllable words</p>	<p><u>Fluency</u> To develop automaticity when reading.</p> <p><u>Expression and intonation</u> -Understand how stresses on words can change the meaning of a sentence. -Understand how synonyms for said can be used to give cues for how speech should be read</p> <p><u>Rhythm and Phrasing</u> -Understand how the placement of punctuation (. , ! ? " ") changes the way in which something should be read (intonation).</p> <p><u>Automaticity and Smoothness</u> Read unknown multi-syllabic words</p>
			<p><u>Locating evidence</u> -Retrieve a specific word or phrase (about characters, settings and events) from a text Being able to answer 'what word tells you he is angry?'. .</p>	<p><u>Locating evidence</u> -To find a word or phrase in the text that states the answer, e.g. What words tell you how he is feeling?</p>	<p><u>Locating evidence</u> To know how to scan a text looking for key words or headings -Scan a text for specific information in response to written question -Know scanning is looking for explicit key words in a text -Scan for key words in specific paragraphs / page titles and sub-headings -Know how some of the key features of non-fiction texts can support scanning</p> <p>-Skim a text quickly to get a general idea of meaning -Know skimming is reading materials rapidly in order to get a general overview.</p>

Vocabulary Supported by Ph 2 teaching	To know words for human emotions: angry, happy, sad, scared, excited. PSED To use vocabulary related to topics taught and books they have read together and use these orally in play e.g. astronaut, tyrannosaurus	To know words for human emotions: angry, happy, sad, scared, nervous, frustrated, excited. To learn and use new vocabulary related to topics taught and books they have read together e.g. astronaut, tyrannosaurus. Identify favourite words or phrases	<u>Understand unknown vocabulary</u> To discuss and clarify the meaning of new words, linking new meanings to known vocabulary.	<u>Understand unknown vocabulary</u> To discuss and clarify the meaning of new words, linking new meanings to known vocabulary. -To identify the word class/job of the new vocabulary in the sentence and how this contributes to meaning.	<u>Understand unknown vocabulary</u> -To generate possible meanings of unfamiliar words using the context in the text, e.g. reading on or back, identifying word class etc. -To identify a wider range of root words and know that it carries most of the meaning. - To understand how prefixes and suffixes can change the meaning of a word and use this to work out word meanings. -To identify prefixes and suffixes, and how these alter the meaning of the root word when applied.
Background Knowledge (ph 2)	-Retrieve information from pictures of familiar objects -Discuss characters in books being read -Find the title of the book -Pick out familiar words and labels in the classroom Being able to identify some of the things that happened in a story / how it ended.	<u>Retrieval of key facts to demonstrate understanding</u> To describe main story settings, events and principal characters. -Pick out simple information from books (fiction and non-fiction)	<u>Retrieval of key facts to demonstrate understanding</u> -Retrieve simple facts linked to names (who), places (where), events (what), where the answer is explicitly in the text -To recognise that additional information may be contained in illustrations, diagrams etc.	<u>Retrieval of key facts to demonstrate understanding</u> To retrieve and explain details about characters, events and information. e.g. names, places, details about events, people, and vocabulary used.	<u>Retrieval of key facts to demonstrate understanding</u> -Retrieve to support a given opinion (actions / events rather than direct quotations) -Identify multiple separate answers / pieces of evidence
Language Structures (ph2&3)	<u>Patterns of language</u> To recognise rhyming and repeated language		<u>Patterns of language</u> To recognise rhyming language, repeated language or patterns of language. -To recognise familiar story language. -Through discussion explore the effect of repeated words and phrases.	<u>Patterns of language</u> -Recognise some recurring language in stories and poems To explain the effect of repeated words. - authors repeat words in order to emphasise them.	<u>Patterns of language</u> To explain why an author has selected words in bold, italics or repeated them. See below for guidance: - authors use bold print to signal important information or new words. - authors use italics to allow words to stand out from the surrounding sentence. - authors repeat words in order to emphasise them.
Verbal reasoning: Supported by (Ph2&3)	Use new words that they have learnt in their play		<u>Effects of vocabulary</u> -Discuss their favourite words and phrases	<u>Effects of vocabulary</u> -Discussing their favourite words and phrases why they like the word / phrase e.g. how this makes them feel -To discuss why an author might have chosen a particular word and the effect they were wanting to achieve e.g. identify words as positive or negative in feeling	<u>Effects of vocabulary</u> -discuss words that capture the readers interest or imagination e.g. what images are created? -Identify how language choices help build meaning e.g. why some words are better than others for building a precise picture
	<u>Inferring thoughts/feelings of characters/people</u> -Relate known sequences (e.g. getting dressed, their day) to the text -Recognise how someone is feeling from the way they behave (in real life)	<u>Inferring thoughts/feelings of characters</u> To recognise how someone is feeling from the way they behave (in real life). - To use this knowledge to link this to how characters behave in stories. -To infer character's feelings through linking them to their own experiences. To be able to identify an emotion a character might be feeling. -To give verbal explanations to explain why. -To represent their own ideas, thoughts and feelings through stories.	<u>Inferring thoughts/feelings of characters based on real life experience</u> -To infer character's feelings using information explicitly stated in the text. Make inferences about characters' feelings using what they say and do. -Find a word that tells them this -Explain why a character might have behaved a certain way -Identify how a character in a story might be feeling (using own experiences and explicit clues in the text)	<u>Inferring thoughts/feelings of characters and evidence this by referencing (not quoting) sections of text/actions</u> Make inferences about characters' feelings using what they say and do. -Find words and phrases to back up their thoughts -To use 'because' to support inferences	<u>Inferring thoughts/feelings of characters and evidencing this (quoting)</u> -Infer characters' feelings, thoughts and motives from their stated actions. -find evidence that supports their inferences by referencing words, phrases or specific points in the text. -Find subtler references. -Draw inferences across a paragraph(s) of text
	<u>Drawing on the text for predictions</u> -Join in with predictable phrases when books are being read to them.	<u>Drawing on the text for predictions</u> -To understand that a prediction is having a best guess but that it must be based on a reason. To predict key events. -To answer 'what do you think will happen next' questions where the outcome is clear. -To suggest how a story might end.	<u>Drawing on the text for predictions</u> -To know that predictions should be based on things that have already happened in the story. -To understand that predicting means guessing based on a reason. -To make a prediction based on stated facts.	<u>Drawing on the text for predictions</u> -To know that prediction is using evidence from a text to say what may happen next. -To explain why they have made a prediction using the word 'because' -Predict what might happen on the basis of what has been read based on plot and character behaviour	<u>Drawing on the text for predictions</u> -To predict what will happen from both implied and stated details in the book. -To understand that authors choose to give us clues through the text. To justify predictions and explain why using evidence from the text

		<p>-To anticipate repeated phrases in rhymes and stories.</p> <p>-Link a prediction to their own life experience</p>	<p>-To make a prediction that would make sense in the context of the story</p> <p>- To choose from a selection of options about what would be most likely to happen and say why (linking back to story).</p>	<p>- To choose from a selection of options about what would be most likely to happen (including character behaviour)</p>	<p>Make predictions drawing on specific pieces of evidence from the text to show that this is a likely outcome.</p>
			<p><u>Text themes</u> -To say where a story reminds them of another story and why.</p>	<p><u>Text themes</u> -Link a prediction to their knowledge of similar story themes (e.g. defeating the monster, good normally wins.)</p>	<p><u>Text themes</u> - To use what they know about text themes and plot/character conventions within certain genres to help form predictions. (e.g. entering the scary house alone – means a villain is probably inside).</p>
				<p><u>Language to create effects</u> -To be able to identify phrases which make the reader feel a certain way.</p>	<p><u>Language to create effects</u> -To identify effective words and phrases that work together to create atmosphere.</p>
Literary Knowledge: Themes, conventions, text organisation.	<p><u>Response to texts</u></p>	<p><u>Text features</u></p> <p>To understand the title tells us something about the book.</p>	<p><u>NF features</u></p> <p>To know the difference between a fiction and a non-fiction book.</p> <p>-To know that some books tell us information and some books tell us stories. -To know that fiction describes imaginary events and people. -To know that non-fiction is informative or factual.</p> <p>- To discuss different ways pages from an information book can be laid out and how this is different to story books. -To label some of the features of non-fiction texts, e.g. title, text, pictures, captions To identify headings, subheadings, captions to help organise information. -To know that the title tells us about the book, but a heading tells us about the information on that page. -To know that captions tell us about the pictures.</p>	<p><u>NF features</u></p> <p>To know that non-fiction books can be identified by the way they are organised and common features.</p> <p>To know some of the features of non-fiction books and how these are used to organise and quickly find relevant information. (headings, subheadings, paragraphs captions and diagrams)</p> <p>-To explain the use of different organisational features in non-fiction texts, including alphabetical order, contents, layout, illustrations, captions, diagrams. -To know that a contents page is a list, usually found before the start of any writing, that outlines what is included. -To know that a glossary is a list of words and what they mean. -To learn how to find the meaning of an unfamiliar word where this is explained in a glossary (supported)</p>	<p><u>NF features</u></p> <p>In NF, identify whether a text is to persuade, inform, explain or entertain.</p> <p>To know that the organisation and layout of a book vary according to the book's purpose.</p> <p>To identify some different language and structural features of different non-fiction text types -To understand that writers use headings and subheadings (Y2 revisit), plus paragraphs, numbering / bullet points to organise writing (link with scanning). -Use a glossary independently to support understanding of the text. -Retrieve and record from non-fiction</p>
		<p><u>Similarities across texts: genres/themes</u></p> <p>To find characteristics of fairy tales and traditional tales: repeated language e.g. Once upon a time..., simple story structure, good and bad characters.</p> <p>-To know that 'Once upon a time...' is a feature of how fairy stories open, and 'They all lived happily ever after.' is an ending. -To know that princes, princess, fairies, are generally good characters; and witches, trolls, wolves, are generally bad characters.</p>	<p><u>Similarities across texts: genres/themes</u></p> <p>To find characteristics of a wider variety of stories and compare these with fairy stories and traditional tales.</p> <p>-To recognise similar language features in stories e.g. common beginnings / endings.</p>	<p><u>Similarities across texts: genres/themes</u></p> <p>-Identify a key theme in a book -Know that a theme is a key idea / message in a book.</p> <p>-Link basic knowledge of conventions to evaluating predictions -Know a convention is something that is similar across books from the same genre (e.g. quest stories have the same characteristics). -Identify conventions across some of the books they have read</p>	
Techniques that support comprehension monitoring	<p><u>Summarising narratives</u></p> <p>To retell a familiar story or rhyme they have heard read several times, remembering what happened in it.</p>	<p><u>Reading for meaning</u></p> <p>To correct an inaccurate GPC when prompted.</p>	<p><u>Reading for meaning</u></p> <p>To re-read to correct inaccurate reading – first at word, and then at sentence level (may need supporting at first)</p>	<p><u>Reading for meaning</u></p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read and self correcting inaccurate reading (sentence level).</p>	<p><u>Reading for meaning</u></p> <p>Recognise when meaning has been lost tracking back and re-reading the same section of text.</p>
		<p><u>Summarising narratives</u></p> <p>To identify the main events and characters in a book they have been read.</p> <p>-Describe the beginning, middle and end of a story.</p> <p>To develop their own narratives and explanations by connecting ideas and events</p>	<p><u>Summarising narratives</u></p> <p>-Describe the beginning, middle and end of a story adding details to each section linked to character actions or events. -to tie events together in order so that narrative is told as a whole connected piece.</p>	<p><u>Summarising narratives</u></p> <p>-Summarise what has happened so far in what they have read, picking out several key events (fiction) or relevant factual information (non-fiction) <i>Note this should go beyond beginning, middle and end – to 4-5 events to show an understanding of how key events lead on to each other. The aim is for them to connect meaning across sections of text rather than retell a story.</i></p>	<p><u>Summarising narratives</u></p> <p>-Know that a sequence of events in a narrative is called a plot -Summarise the plot of a piece of narrative, knowing events/actions are relevant to the plot and which are irrelevant detail -Summarise information from across a paragraph and paragraphs – showing an understanding of how they are connected. -Summarise key information from a non-fiction text</p>

<p style="text-align: center;">Book talk to share preferences (to promote enjoyment)</p>	<p style="text-align: center;">-Identify favourite stories</p> <p style="text-align: center;">Respond to a text with their preferences</p>	<p>-Identify favourite stories or parts of stories</p> <p>-To say what they like about stories that they have read.</p> <p>-To name stories that they have read and enjoyed.</p>	<p>To participate in discussion, performances, role plays and improvisations.</p> <p>-To participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>To clarify choice of favourite stories, rhymes or poems.</p> <p>Be able to:</p> <ul style="list-style-type: none"> - retell fairy tales, key stories and traditional tales. - recognise and join in with predictable phrases. - recite some rhymes and poems by heart. <p>-Become very familiar with key stories, fairy stories and traditional tales, retelling them being able to talk about their characteristics</p>	<p>To participate in discussion, performances, role plays and improvisations</p> <p>To talk about books they have enjoyed, explaining why.</p> <p>To retell a wider range of stories, fairy stories and traditional tales.</p>	<p>To be able to identify different book themes (those that have been taught) e.g. defeating the monster and use this to help them to classify texts</p> <p>To recognise some different forms of poetry, e.g. free verse, narrative poetry and talk about their preferences</p> <p>To discuss what they like about stories they have read, sharing favourite parts and explaining why they liked it so much.</p> <p>To make generalisations about of genre of books they enjoy and use this to help them choose other books.</p> <p>To accept and give recommendations to others.</p>
<p style="text-align: center;">Using Resources</p>			<p><u>Using dictionaries</u></p> <p>-To use simple picture dictionaries and begin to understand their alphabetical organisation</p>	<p><u>Using dictionaries</u></p> <p>To use simple dictionaries to locate words by the initial letter.</p> <p>-To understand that the word definition is a meaning.</p>	<p><u>Using dictionaries</u></p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>-To discuss the definitions given in a dictionary and agree which is the most useful, given the context.</p> <p>-To locate words in a junior dictionary by the first two letters.</p>
<p style="text-align: center;">Terminology</p>	<p>Cover, book, page, page number, front, back, title, author, left, right, print, picture, story, question, comic, magazine, newspaper, characters, start, end</p>	<p>fiction, non-fiction, setting, action, event, plot, left, right, next, first, beginning, illustrator, blurb, title, fairy tale</p>	<p>retrieve, retrieval, find, pick out, infer, inference, suggest, suggestion, predict, prediction, order, traditional tale, poem, rhyme, rhythm, re-read</p>	<p>locate, sequence, structure, fiction, narrative, non-fiction, poetry, modern, traditional, opinion, view</p>	

How does this translate into classroom practice and how does this change between stages of reading?

Phase 1: word reading and vocabulary - every lesson

Purpose: Develop word reading and vocabulary.

Components met in this phase:

Decoding **Full word recognition** **Fluency** **Vocabulary**

Background knowledge Language structures (grammar and syntax)

Verbal reasoning (inference and figurative language/imagery)

Literary knowledge (conventions, themes and authorial devices)

Comprehension monitoring techniques

National Curriculum content domains met:

Word reading

In the **early stage**, this can reinforce phonics by choosing key words, phrases or sentences that children can read.

You can choose these key words and sentences where this can be achieved using a mixture of the 4 techniques alongside teacher modelling (see below).

Sequence of learning

1) Share key vocabulary (ideally 3 words for younger children and up to 5 words for older children) should be shared with a clear, short definition. These will then be 'noticed' again as they appear in content in the text in phase 2.

2) Read the text

3) Where the flow of reading is lost due to shared reading of a paragraph, the teacher may wish to read the paragraph or line again.

Techniques to be used in this part of the lesson are:

- **Teacher model (fluency strategy - modelling)** read (to increase pace of the lesson – after an individual or choral read, or to regain fluency of a text or model expression.
- **Jump in read (engagement strategy)** e.g. 'jump in Dan' which should through cold calling to increase engagement and be for no more than a few lines at a time. For LA readers give them the part of the text you will ask them to read in advance and practice this together before the lesson
- **Choral read (engagement strategy)** stop the teacher read and the whole class knows they must immediately pick up reading together. Continue for a line or so. Then say 'thanks' and carry on teacher reading. This could also be done at a group/table level.
- **Echo read (fluency strategy)** Say a line in particular that exemplifies an area of fluency you want them to practice. Get them to copy (echo) the line back until the automaticity, intonation, rhythm and phrasing and smoothness is just write. For early readers this should focus mainly on responding to punctuation. Novice and growing expertise readers need to respond to punctuation and pausing as well as intonation.
- **Line by line read (engagement strategy)** children read the text in pairs, a line each.

EYFS early readers

Do: teach unknown vocabulary words.

This would be most helpful if they focusses on emotions in the first instance.

Do not: expect children to contribute to reading. This should be fully teacher modelled.

However you can focus on

- Getting children to anticipate and join in with repeated phrases
- Echo reading for pausing (punctuation and intonation)
- Spot the vocab word (that was introduced at the start of the lesson)
- Grapheme hunts – you *may* wish to get children to spot recently taught gpcs of HFWs in the text

Y1 Early readers

Word reading works to can **reinforce phonics** by choosing key words, phrases or sentences that children can read and practicing fluency, especially **responding to full stops**. These types of tasks can help because there is no cognitive load linked to word reading. **Children must notice full stops and respond to them in Y1 as part of the core purpose of word reading.**

Now you try

Bim bim bim. Bim bim bim bim bim. Bim bim.

Start by sharing new **vocabulary** that will come up in the text and giving short, clear definitions (see blue words below)

Then choose **key words and sentences** (e.g. see red words below) that children could read. Combine adult modelled reading (where lack of phonic knowledge prevents decoding) with children reading where this is possible, using the **different reading techniques**. If the reading is 'jerky' because of this shared reading, the adult should re-read the paragraph so the understanding of the text is maintained.

As Kevin **sat watching them chatter** and share, **a part of him wished he could join in down there**. But he knew he'd miss home in the dark and the late. The whole thing was **risky**, adventure **could wait**. Whatever the **invite**, he'd always say **NO**. Oh, it seemed Kevin just

Novice Readers

As in the early stage, begin with **vocabulary definitions** that they will need, spotting the words again when they come across them in the text. **Word reading** should focus should be on teaching children to read longer polysyllabic words by breaking these up into syllables. This can first be done out of context, using the syllable word strategy mag/ni/fi/cent at/mos/phere. You can choose use this as a lesson starter using words from the text or with words unknown to all and may not be in the text (which helps when some readers will already be able to sight read some of the more common polysyllabic words). You can also do this in context – but make sure you know how to break down these words in advance so that you can model this to pupils, remember children find it hard to blend rather than segment – so this is both strategies that should be modelled.

You can choose to mirror taught spelling patterns if you wish (see below). Children should now have the GPC knowledge needed to decode all words, but you may need to remind them of certain rules to aid reading. Read the text using a mixture of the techniques Opposite (purple text)

Set 1: ti ous		
scrumptious	nutritious	infectious
obediently	generously	doubtfully

In the North, where the thick-needled pine forests are deep and dark and the snow falls **bride-white**, there once lived three Princesses, **daugh**ters of a King and Queen. All three were beautiful, but with her long **fair** hair and her dreamy eyes, the youngest was the **fairest** by far. And her father loved her best.

One night, the youngest Princess dreamt **of** a golden crown, and the gold of the crown was **brighter** than the sun itself. When she awoke, there was nothing she wanted more than to go back to sleep and **keep company with her dream**.

When the King heard about his daughter's dream, he ordered all his **smiths** and **craftsmen** to **forge fine** crowns. But some crowns were too big and others too small; some were too **intricate** and others were too **plain**. None of the crowns made at her father's **command** were as fine as the one the Princess had dreamt about.

In the opposite excerpt of a shared text, the teacher may need to remind children of the gpcs linked to

Soft c and ge sound

in princess, forge

Augh: alternate sounds

Suffixes: es (plural) est fairest,

Youngest

Irregular past tense: dreamt, heard

Vocab definitions would be

Intricate – very complicated, lots of different parts

Command – tell people what to do

Fine – very well made / thin (but well made in this context)

Fair - beautiful / blonde. Both contexts used

Plain – simple / Ordinary

Phase 1 continued

Purpose: Develop word reading and vocabulary.

Components met in this phase:

Decoding Full

word recognition

Fluency

Vocabulary

Background

knowledge

Text Structures

Grammar and Syntax

Knowledge of

conventions, themes

and authorial devices

Comprehension

monitoring

techniques

National Curriculum

content domains

met:

Word reading

Novice Readers

Fluency

In order for fluency to be developed the cognitive load for word reading must be low. This can be achieved by:

- Giving children time to ensure multiple re-reads of the text – where they can practice different elements of fluency
- Discrete fluency practice that focuses on intonation, and responding to punctuation and text directions, which can be a useful lesson starter.

Activities like the below will help

She could run
She could run
She could run

Developing intonation and phrasing (and meaning)

Now you try...

Blah blah? Blah blah, blah blah
blah blah? Blah blah blah
blah blah?

Blah! blah blah blah! blah blah,
blah blah! blah blah blah blah
blah blah!

Developing rhythm, phrasing, expression and intonation

embarrassed scared

excited

angry

confused

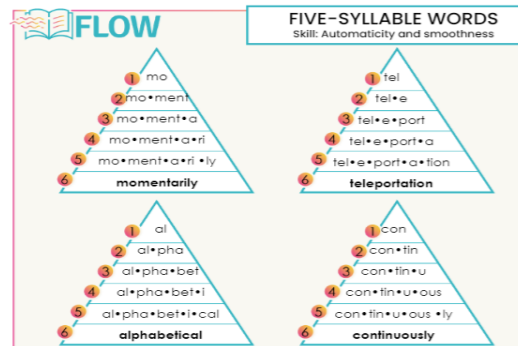
“ My mum came to collect me.”

Growing Expertise

Decoding

Texts should now be increasingly complex in regards to sentence length and vocabulary. Children should have all of the GPC knowledge they need, but still may need help decoding technical or multisyllabic words, which will especially be apparent in NF texts). This can be modelled out of context of the story / NF text and then ‘spotted’ back in context. ‘We are going to see these words in the text – lets use our syllable strategy to practice them so that when we see them, we can read them fluently’

Activities such as syllable pyramids may help



Developing all aspects of fluency

Marking Up Expression (Y5)

Text Signal	Marking	What to do whilst reading
,	/	pause briefly
.	//	pause
?	↵	raise your tone at the end of the line
!	*	read with excitement or other emotion
“ ”	☹ ☺ ☹	read in the voice of whoever is speaking
...	...	trail off, as if there is more to the passage
	underline to highlight points you want to emphasise	alter your voice to emphasise the point
	↓	slow down
	↑	speed up

Remember:
You already know how the different pieces of punctuation (, . ? ! " " ...) should be read. Now apply this knowledge to the text below. Mark where the punctuation should change your voice when reading. Practice reading it in this way to add expression.
Also think about where you want to put stresses or emphasis on certain words or part of the text.

Vocabulary

There be many words that could be taught or explained. In the first instance choose to define no more than 5, choosing those that have most significant to the understanding of the text or are ones that children are most likely to be able to use in different contexts beyond the text (therefore increasing the chance this will become one of the words that is remembered beyond the lesson).

Fluency

Word reading should focus on fluency, responding to punctuation and text directions (words for said/bold/italics/capitals) etc.

These techniques will need to be explicitly taught - activities such as ‘marking up expression’ may help. It may be that those earlier in this stage (Y3&4) will need to focus on just some aspects of this (responding to punctuation and pausing) rather than all of the techniques outlined on the adjacent image. In this task, children re-read a text multiple times and focus on how to read this aloud.

There are additional sets of resources that can support children to hone and practice different aspects of fluency as lessons starters. This will improve overall comprehension and understanding of a text, as well as providing opportunities for children to meet performance, speaking and listening objectives from the NC

Use the shared **reading techniques** to support engagement and fluency building. NB where techniques such as marking up expression are used (above), it is likely that this would take a whole reading session. This is perfectly acceptable, but like everything its about balance and making sure children experience all of the phases throughout the week, multiple times.

It may be that as texts are more challenging, the reading lesson will move between word reading of a few paragraphs (ph 1) to checking for understanding (ph 2) before reading some more (ph1). This movement between ph1 and ph2 activities will ensure children are developing their **own comprehension monitoring strategies** and have understood what they have read, rather than just re-reading and unpicking it only at the end.

Phase 2: Comprehension monitoring - every lesson (always oral occasionally may be written).

Purpose Developing strategies for comprehension monitoring, ensuring all children understand what they have read.

Components met in this phase:

Decoding Full word recognition **Fluency**

Vocabulary

Background knowledge Language structures (grammar and syntax)

Verbal reasoning (inference and figurative language/imagery)

Literary knowledge (conventions, themes and authorial devices)

Comprehension monitoring techniques

National Curriculum content domains met:

Retrieve Infer and justify (including prediction) Summarise

authorial intent

themes and conventions text structure and organisation

Check for basic understanding

Stage 1

Reading texts can be confusing and phase 2 is about ensuring all children have understood what they have read. This is best done 'live' highlighting and writing on a photocopy of a text under a visualiser with the teacher guiding discussion. The purpose is understanding, not ensuring question coverage (e.g. VIPERS content domain coverage). However, by ensuring children understand the text you will automatically cover many of these domains.

Key questions should work to establish

-Who (new characters are; how they are related to others; who is speaking; is there at any one part of the story) **basic retrieval**

-What has just happened in this paragraph / chapter / story so far **(sequencing and summarising)**

-When the narrative is now set, where there are changes in time. This can sometimes be an essential question in non-linear narrative.

(retrieval/inference)

-Where the characters are; where have they come from/going **retrieval/inference)**

-Why (a character has acted a certain way) **retrieval/inference/summarising)**

These simple questions who how well children have understood the text overall and ensure all children have the background knowledge needed to examine the text at a deeper level.

Check for deeper understanding (modelled and guided)

Stage 2

Once all children have shown they have understood the text at a basic level, the teacher should draw their attention to certain subtle clues that they may have missed, or techniques the writer has used, that help them to understand the deeper structures or the text. **The aim of this is that children start to make connections across sentences and sections of text.** To do this, the teacher will need to redirect the students to re-read certain parts of the text with them again, modelling thinking and extracting information from the excerpt until the whole meaning is revealed. This can also be used as guided practice to help them develop an answer to a bigger question – which will form phase 3: building a mental model.

Early readers

Stage 1

Use some of the **key questions** for understanding to ensure all children have understood what has happened (oral). You may ask children to **find and copy** (the words that tell me that) as this forces children to re-read and comprehend what they are reading **fluency + retrieval + inference)**

Children should be able to sequence a story orally by retelling the whole story (or parts of it). The number of parts they can sequence will depend on their age/development, but instruction should be focussed on helping them connect sections together.

Stage 2

Check for deeper understanding

The teacher acts as the expert reader, guiding children to the additional words or clues that they want children to notice. In particular this should focus on changes in **characters emotions** (supporting PSED learning) and the clues that tell you this.

'I've noticed some clues here that he's starting to get angry.. what did he do?' Or 'here it says his face has gone red, I wonder how he's feeling now...' **This promotes the child's ability to notice gaps in the text and infer by filling these in.**

Also children should be supported to **make inferences about what might happen next** – teachers should model picking up clues and connecting them throughout this second read, that together collect to help form a **prediction** – as this ultimately shows understanding of the text.

'I've noticed the story has mentioned 3 times the big new windows in the school.. now Alfie has a football.. and how is he feeling? That's right we know he's in a bad mood... oh no.. something bad might be about to happen – what do we think it might be? Let's make some class predictions – perhaps we can come up with 2-3 and vote which we think is most likely to happen (and why).

This approach helps children to focus on the text to structure their answers.

Sentence stems that would support this

-I think X is feeling X do you? Why?

-I wonder...

Novice readers

Stage 1 Check for basic understanding

Use some of the **key questions** for understanding to ensure all children have understood what has happened (oral). They should be able to **sequence and summarise** key points or events that have happened across a paragraph, or a section of a story and verbalise this.

What is this paragraph telling us about Cheetahs? What happened in the last chapter that was significant?

Children should be given the opportunity to **independently re-read the text** to build their own fluency and monitor their own comprehension.

This can be especially useful when something has been misunderstood. The teacher will need to model the strategy of re-reading when meaning has either been lost, or clues have not been understood and connected to each other to give deeper understanding. *'We're not sure who is now with the main character Joe – shall we go back and have a look? I think it tells us in this paragraph(Y2).* NB older children should be able to re-read longer portions of text.

Can anyone find out? I don't think Sam is with him, I'm sure she went home, can anyone find where it says that?... (highlighting text once found by a child) when it said 'I gotta go – mam'll be angry if I don't..' so actually it looks like Joe is now all alone. I wonder how that is adding to how he's feeling...

This is also where additional **vocabulary phrases** (e.g. keep company with her dream) or events that require some **background knowledge** can be unpicked and annotated with the meaning on a photocopy of the text under a visualiser.

Stage 2

Check for deeper understanding

The teacher acts as the expert reader, guiding children to the additional words or clues that they want children to notice. These might be subtle clues that lead to thinking/predictions or comments on text organisation that make a text easy to read *(I nearly missed this caption, but actually, it's really useful – what extra information is it giving me? That's right its telling me how often caterpillars lay their eggs).* *I think there's a big hint here, about what's going to happen at the fairground can you find it? Yes it's here, where it talks about the screw being loose. Shall we make a prediction and see if we're right?*

Sentence stems that would support this

-I like this bit here, did you notice that... **verbal reasoning (authorial intent/devices)**

-That's making me think...I wonder **verbal reasoning (inference – prediction)**

- **I think X is starting to feel..** hmm what emotion is it? Let's read back and look for clues...**(fluency + verbal reasoning retrieval + inference)**

-I think there's a clue here about what might happen... **verbal reasoning.(inference – prediction)**

-Who/ what does this character/ story remind you of? What normally happens in these types of stories? **Literary knowledge (themes and conventions + prediction)**

The teacher may sometimes wish to check the extent of independent understanding with given a written question/response task.

Phase 2 continued
Purpose Check for understanding through 'book talk'
Components met in this phase:
 Decoding
 Full word recognition
 Fluency
 Vocabulary
 Background knowledge
 Text
 Structures
 Language structures, grammar and Syntax
 Literary knowledge of conventions, themes
 Verbal reasoning (e.g. inference and authorial devices)
 Comprehension monitoring techniques

National Curriculum content domains met:
 Retrieve
 Infer and justify (including prediction)
 Summarise authorial intent themes and conventions text structure and organisation

Growing expertise

Stage1: Check for basic understanding:

Use the **key questions** for understanding to ensure all children have understood what has happened (oral).

As part of their developing comprehension techniques, children should increasingly be able to **summarise** whole sections of text into a few short sentences saying what each section is about. Do this together, annotating a text under a visualiser with the key points from the text (NF) or actions/events/emotions in a story. This is unpicking the text live, in front of the children and also modelling **comprehension monitoring technique** of stopping and ensuring that meaning is developing section to section.

This is also where additional **vocabulary phrases** (e.g. keep company with her dream) or events that require some **background knowledge** can be unpicked and annotated with the meaning on a photocopy of the text under a visualiser. As texts are now more complex, **sentence structure, syntax, grammar and archaic/ figurative language** also could act as a barrier to understanding and will also need to be unpicked, sometimes line by line by the teacher and children, with the teacher modelling this thought process out loud. *'hmm this is a nice phrase, its means... so what is it that is being said here... (taking ideas) yes that's right its saying he's feeling emotional about leaving – can anyone be more specific? What emotion is he feeling? How do you know? Does it tell you? This bit here is tricky to understand, I'm going to go back and read it again.* Remember the focus here is mastery of the text. All should understand the text equally because of the shared discussion.

Getting the children to **re-read the text** to find the answer will work to develop their fluency and **information location skills (skimming and scanning)**. These will need explicit teaching. **Skimming is quickly reading over a whole paragraph to collect a 'gist' of it. Scanning is looking for a key word in the text to locate it (looking for capitalised proper nouns for example is good technique)**. Both need very different teaching approaches to be developed. Skimming can only develop once children have a high rate of automaticity, whereas scanning can be taught at any point.

Stage 2: Check for deeper understanding

As in previous stages, the teacher acts as the expert reader, guiding children to the additional words or clues that they want children to notice. These might be subtle clues that lead to thinking/predictions or comments on text organisation that make a text easy to read. As the texts are becoming increasingly challenging, clues will become more subtle (as plots become more complex) and hints to plot development (that will happen in later chapters) may be missed unless they are noticed. You may of course want them to intentionally not notice something so the plot is not ruined – but it is sometimes good, after a big surprising event in a story to go back and work out where the first clues for the plot development were dropped – this can be a great phase 3 response to a text task.

Paraphrasing is also a useful skill in knowing how well children have understood the text. This where children as asked to stay in the voice or the character or narrator, stating:

-what they know now that they didn't before

-how they feel or what they think about a situation, event or person (using detail from the text).

Get children to build on each other's answers so that you have a detailed narration of what the character may be thinking or feeling at any one time

This helps with immersion in the story and shows exactly what has been understood and what has been missed. This is an important tool which can be picked up on in stage 2 where understanding can be deepened.

You should be able to draw on children's growing understanding of themes and conventions is your discussion, which will work to inform your predictions. For example, *'the electricity isn't working in the building and its dark.. normally, when something like this happens in a story.. what happens next? Argh.. I hope you're not right.. I'm really worried for Jamie (the character) right now. (narrating your thoughts whilst staying in the role of the reader of the story – rather than a teacher helps to stay in the 'story world' of enjoyment.* This is totally different to saying: there are some authorial devices that build tension in this story can you find them – which totally undermines the hope that children will 'get lost in a story'. **This is also a recommendation from the reading framework July '23**

Section summaries – take a section and summarise it into one sentence which contains the main idea of the section.

As it is the text that adds layers of complexity, the sentence stems that support this remain broadly the same as in novice stage but you will be able to start to link them together to create deeper inferences and connections:

-I like this bit here, did you notice that... **verbal reasoning (authorial intent/devices)**. That's making me think that **(inference – prediction)**

-I wonder what X will do when they find out that X **verbal reasoning (inference – prediction)**

- **I think X is starting to feel..** hmm what emotion is it? Lets read back and look for clues...**(fluency + verbal reasoning retrieval + inference)**. Yes it's jealous, that's interesting.. why? **(summarise, infer)**

-I think there's a clue here about what might happen... **verbal reasoning (inference – prediction)**, I hope that does/doesn't mean that **verbal reasoning (inference – prediction)** what do you think? How likely is that?

verbal reasoning (retrieval, inference, prediction, explain and justify)

-How do you know that... find me the words that tell me... **verbal reasoning (retrieval, inference, prediction, explain and justify)**

-Who/ what does this character/ story remind you of? What normally happens in these types of stories? **(themes and conventions + prediction)**

However you should also begin to ask deeper questions that support an understanding of authorial choices and their effects. This can most likely be best achieved through looking at language choices in songs, poems and speeches. This can include

- **Word pattern questions** (for example, why the author has repeated words or phrases)
- **Questions related to imagery** (why has the author compared the sun to a bayonet? What is the impact of this? How might it be different if it were a soft ray?)
- **Figurative/literal meaning questions** – why personification here or a simile / metaphor. How might this be different if it were a worm instead of a snake?
- **Missing information** – what don't we know yet? What has the author chosen to leave out and why?
- **Noting the way in which the author has laid out or divided part of a text** (e.g. How do we know when a flashback has happened? Or when the alternative narrator is speaking)?

PHASE 3:

Purpose: Build a mental model of the whole text

This phase is about allowing children to formulate and organise their thoughts to construct a mental picture of the text as a whole. Phase 2 reading has been about 'zooming in' to ensure understanding of the text line by line or section by section. This phase is now about 'zooming out' to connect what was previously known to what is now known as a result of reading.

Through a deep understanding not only of each section, but how these connect a deeper understanding of a character, plot, or subject area (NF) can be developed.

Previous discussions in Ph 2, should give them the tools to give a well developed, detailed answer to a question. This phase is about helping them to construct this, thinking about what they know and how it connects together.

It allows them to apply the discussions in phase (2) to their own thoughts and opinions as well as using the text as evidence to back up their views. This is at the heart of successful debate, persuasion and presentation of views.

SOMETIMES this will lead to a written response. This is important so that children learn to express their views in a written format.

Components met in this phase:

- Decoding Full word recognition **Fluency**
- Vocabulary
- Background knowledge Text Structures
- Language structures, grammar and Syntax**
- Literary knowledge of conventions, themes**
- Verbal reasoning (e.g. inference and authorial devices)**
- Comprehension monitoring techniques**

National Curriculum content domains met:

- Retrieve** **Infer and justify (including prediction)**
- Summarise** **authorial intent**
- themes and conventions** **text structure and organisation**

EYFS early readers

Need the opportunity to **respond to what they have read, drawing together what they have noticed or enjoyed across a text.** This will **always be oral** and most likely be at the end of a story (or story section) or the sharing of a NF page/book. This is important so that children can formalise and rehearse their thoughts before stating them out loud.

Their responses to the text could be about their preferences:

- For example
- what did you like best about the story?
- who was your favourite character and why?
- what was your favourite bit?
- What was the best fact we learnt?
- What was your favourite word?

Or draw on their comprehension of the text as a whole

- Do you think the title matched the story? -
- What else would be a good title for this story?
- Did this story remind you of any others you have read?
- Do you think X did the right thing? Why? What should she have done?
- We noticed that X was feeling X at the start of the story. How are they feeling now? Did it change? Why/what happened?

Y1 early readers

Should have the opportunity to draw on the same key (oral) questions listed in EYFS which support children to draw connections across a whole text as well as helping them to develop connections across sections of text.

Questions (**oral**) will feel like retrieval questions but really should be about supporting children to connect the different pieces of information that they have read across sections of text.

For example

-can you remind me **what happened when..** and **then because of that** what happened? (connected event - **sequencing**)

-**Why** did X get angry? (connected event **sequencing/inference**)

-**What did X do when they found out** (connected event **sequencing**)

This type of questioning guides children to make connections between small details in narrative and how they build up to bigger actions or events. (comprehension monitoring and verbal reasoning)

Making predictions is a great way to do this, as it forces children to connect what they have read with what they think may happen in the future. **Ask children to make their own prediction or give a selection of predictions** And ask which would be most likely to occur and state why.

Children **can record in writing what outcomes they think will be most likely** and describe what in the text tells them this. Prediction tables (below) will support children to do this independently. Asking children to sequence events in the order that they happen will also check that children have a secure mental model of the events in the text and can be completed with both fiction and NF texts. (Examples of both of these, suitable for Y1 are pictured below, and example templates can be found in the DSAT tasks doc).

Children should be encouraged to re-read the text where they are able to find key words as this will also work to support their automaticity (sight word recognition). **Can you find the word that tells me that?**

The teacher **may sometimes** wish to check children's wider understanding by asking them to respond to a text in a written format, however the recording of children's thoughts should be supported – this can be achieved through:

-true/false tables

-Which word best describes how a character is feeling (2-4 options given)

These help the child to read the question themselves and practice finding /recalling information from the text to show they have understood it.

They should also be encouraged to make connections across different texts to identify (orally) how texts they have read are similar or different to others. Using the themes classification labels (1.5) will support this.

Prediction tables

Tick all of the things that you think are likely (or not likely) to happen in the next chapter?

	Likely	Not likely
Characters will fall out		
They will run away		
One character will go back home		

Which of these do you think the child is likely to say at the end of the outing?

	Tick One.
That was fun, Mum. Can you do it all over again?	
That was so scary. I never want to do it again!	
That was really boring, Dad.	
That was great, Dad. Let's do it again!	

L1: To sequence 3-4 events (sequence)

Task: Number the following sentences from 1-4 to show the order in which they happen. The first one has been done for you.

	<input type="checkbox"/>
	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

	True	False	Can't tell from the text

PHASE 3:
Purpose: Build a mental model of the whole text

Components met in this phase:

Decoding
Full word recognition
Fluency
Vocabulary
Background knowledge
Text Structures
Language structures, grammar and Syntax
Literary knowledge of conventions, themes
Verbal reasoning (e.g. inference and authorial devices)
Comprehension monitoring techniques

National Curriculum content domains met:

Retrieve and justify (including prediction)
Infer
Summarise authorial intent themes and conventions text structure and organisation

Novice readers

For novice readers, this phase should focus on helping them to make connections between sections of narrative, how characters are behaving over time or in NF understanding of key information develops across a text. This can be achieved **choosing a 'lens'** through which to

- looking back (what have we read so far, what do we know) *evaluative inferencing*
- look at the present (what have we just learnt that add to this, what still don't we know yet)?
- look forwards (what do we think that may mean for the future, or in NF what do we think the next section will be about) *predictive inferencing*

An example 'lens' might be

- looking at a particular character and what we learn about them, or how they change over time
- looking at how a plot develops
- looking at how what we have read so far tells us about (NF topic.. Mary Anning's early life)

Growing expertise readers

This is about the children having a chance to **bring together all of the knowledge they have acquired throughout their reading of a text to create a connected understanding of the text as a whole so far**. Children should be supported to engage **with a key (big) question orally and then in written form** as this **forces them to connect their own ideas** together however, **it is not necessary that children write in every lesson** (this is dependent on the reading model that is followed and the length of each session – see section 2.0 example reading lesson structures), but writing will force children to formulate thinking and so is a useful tool in ensuring children have made connections.

Questions should force children to draw across the text that they have read, helping them to formulate their own mental model of the text, connecting the discussion points from phase 2 to form their own opinion evidence (Y3&4) and in Y5&6 justify this.

The looking back, looking at the present and looking forwards technique from the Novice stage can be used to scaffold thinking in enabling children to do this.

The **main difference between responses in LKS2 and UKS2 is the extent to which they can use the text to support their answers**. In **LKS2**, this may just be one or two pieces of evidence – whereas by **UKS2** the must provided 'reasoned justification' for their views. Certainly by **UKS2**, children should be expected to **directly quote the text and find multiple pieces of evidence to back up their answer** as this means that their mental model of the text as a whole is more developed. They may also be able to find **conflicting pieces of evidence** that in turn will promote debate.

In addition to this, the **length of text that children should be expected to re-read to draw information from should increase with age**. In Y3, children should draw across paragraphs, increasing to a page or two in Y4 and pages or chapters in Y5-6.



It is useful to ask a **'big question'** early on in a lesson, before the text is unpicked in phase 2. This is called a **'stop and jot'**. This enables a teacher to see what the child has and hasn't picked up on as part of their first read, meaning that phase 2 can be more focussed on what the teacher wants them to notice. Then **repeating the same question at the end of phase 2 reading** will help a child to change and enhance their answer, as well as helping them understand all that they missed on the first read (*comprehension monitoring*)

'Big questions' should force children to think about how something is developed throughout a text. Example focusses of these questions are:

- how imagery, atmosphere or mood is developed over time *how is the reader made to feel X across this section/text*
- how word choice has made a text seem more/less formal or scientific (e.g. NF) *what type of text do you feel this is, what makes you say that?*
- how knowledge of a particular topic has deepened as more of the text is read (what do we know about why pandas are endangered, what are the multiple reasons for this). *What do we know so far about (NF)*
- how feelings have developed *How have the feelings of X changed from the start of the story to now?*
- how a character's traits are developed to become more extreme, nuanced or conflicting (e.g. strong and weak) (e.g. evidence that a character is or isn't a particular thing). *What evidence is there that.. How has the writer made the setting / character seem... State an opinion- is there any evidence to support or disprove this?*
- a prediction forwards which draws explicitly on what has happened so far, or draw upon literary knowledge of similar themes and conventions in stories
- how something has changed (impressions of a character what was thought before and is now thought)
- the impact of an action or an event *What might have happened if X had/hadn't happened? How might it have affected the story?*
- How well the text fits the standard themes or conventions associated with the text type *How would you classify this poem, this story? How typical is this characters actions in a story of this type link to themes and conventions*

Other phase 3 tasks that force pupils to connect ideas (and are best completed in writing) are:

- 1) 3, 2, 1:** Generate 3 essential points to consider, 2 vocabulary items to know and use and one big idea to understand and explain. (this forces children to summarise learning effectively especially useful for NF)
- 2) Six word summaries:** In 6 words / one sentence, summarise this story/section of text

NC reference	Y3-4
<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (Y3-6) provide reasoned justifications for their views (Y5-6 only) 	<p>Example 1: Responding to a given character trait Finding evidence in the text to support an answer Find quotes that support a given view. Here the view is given, and using the text they can say how well they agree with it. Statement: 'Tom is a caring man' Written task 1:</p> <ul style="list-style-type: none"> Ask children to jot down or talk through initial ideas to the statement and talk it through (ph 2) Then go back and find evidence in a given section of text (ph 3)  <ul style="list-style-type: none"> Revisit statement through discussion once evidence is found (guided support for ph 3) Construct an answer to the overall statement (written) (ph 3) <p>Example 3: Paraphrasing in the character or narrators voice. Take a section of text. Get the children to stay in the character's voice and state What I'm (the character) may be thinking here (Harry, Ron, Hermione) How I (the character) may be feeling What I've (the character) learnt about X</p> <p>"Pudding might not be finished yet," said Ron hopefully, leading the way toward the steps to the entrance hall. And then Harry heard it. ". . . rip . . . tear . . . kill . . ." It was the same voice, the same cold, murderous voice he had heard in Lockhart's office. He stumbled to a halt, clutching at the stone wall, listening with all his might, looking around, squinting up and down the dimly lit passageway. "Harry, what're you -?" "It's that voice again - shut up a minute -" ". . . soo hungry . . . for so long . . ." "Listen!" said Harry urgently, and Ron and Hermione froze, watching him. ". . . kill . . . time to kill . . ." The voice was growing fainter. Harry was sure it was moving away - moving upward. A mixture of fear and excitement gripped him as he stared at the dark ceiling; how could it be moving upward? Was it a phantom, to whom stone ceilings didn't matter?</p> <p>Example 4: What do we know so far about.... (fiction) Mapping out what they know so far about a character With quotes from the text that prove it.</p> 

Supporting children with deficits in the classroom

Reading framework p68

It is likely that pupils with a reading age (RA) of 8 or below will need the support of an SSP programme, though few will need to start at the beginning and pupils with RAs of 8 and 9, are likely to need support in developing their reading speed and fluency.

	<u>Barriers children will face</u>	<u>In the classroom</u>	<u>Outside of the classroom (additional intervention)</u>
<div style="border: 1px solid purple; border-radius: 20px; padding: 10px;"> <p>Early Readers (usually EYFS-Y1)</p> <p>Through a highly structured programme children learn the phonetic code and practice reading these within words through decodable reading books that are exactly matched to the sounds they know. This ensures that they experience success and are motivated to read more. Children then begin to chunk whole words due to frequently coming across these in their reading books. Slowly as more words become chunked, recognition of high frequency words becomes automatic. Children are able to segment and blend unfamiliar words because they know the full phonic code. Readers have also learnt to pause their reading when they see a full stop. Without this the meaning of the text will be lost. Cognitive load remains on the mechanics of word reading, so children should read the same passage multiple times so that they begin to build fluency (especially automaticity, rhythm and phrasing, smoothness). Expression will need to be explicitly modelled, when cognitive load for word reading is low.</p> <p>Retrieval questions can be used to check children have a basic understanding of what they have read and have attached meaning to sentences and the story as a whole. They should be able to use this understanding to make very simple inferences about what characters might do next - based on what they know about human behaviour. Children will need to be taught about the range of human emotions and subtle clues that indicate these so that they can begin to talk about how a character may be feeling.</p> </div>	<p>Children who are still early readers, but in a Y2+ classroom will be surrounded by children who can read.</p> <p>Their barriers are most likely to be:</p> <ul style="list-style-type: none"> not yet fully unlocked the phonic code have a limited sight vocabulary which hampers their automaticity lower motivation to read because they will not be experiencing success at the same rates as their peers. This may cause them to want to read less (at home) which further builds the barriers. 	<ul style="list-style-type: none"> If you are going to ask the child to read aloud a section of the text in front of their peers, make sure you have given them the sentence in advance by highlighting the text. Pair with an able reader. The aim of the whole class reading session for this child is comprehension, not word reading as they will need to receive this through intervention. Therefore having a partner who can re-read sections of the text for them will support them If they can read sections of the text themselves, they are most likely a novice rather than an early reader (see next section for further strategies) In mixed comprehension questions give the child a scaffold to support them in answering the question. E.g. true false tables that contain a statement (that the child has to read and state whether it is true or false) that is phonetically decodable. E.g. instead of 'AJ's reaction to his mum was anger' try 'AJ was cross at his mum' 	<p>Use of school phonic diagnostic for any child who has a reading age of below 9 (recommendation from reading framework)</p> <p>Additional and systematic phonic intervention (daily if possible but as a minimum 3 times a week) that</p> <ol style="list-style-type: none"> addresses the exact GPC gaps in knowledge a child has. teaches the GPCs from the point in the sequence where multiple errors seem to occur (e.g. often alternate phonemes) not from the start of their lowest error. These should be picked up in (1). Reading framework states <i>Pupils who need the support of an SSP should start at the highest point in the programme that is necessary for them to make progress.</i> Teaches children to recognise by sight the high frequency words for EYFS/Y1/Y2 as outlined by the school's phonic programme. <p>If a child has an IEP/support plan and reading is a barrier to learning, their should be a SMART target linked to reading of HFW or GPCs on there.</p> <p>Daily reading with an adult trained in phonics focussing on:</p> <ol style="list-style-type: none"> Application of taught GPCs Teaching ch to 'tap' a finger when they see a full stop to create a pause Developing segmenting and blending skills <p>Pre-reading the text that will be used in the whole class readings session</p> <p>Notes</p> <p>Children must be accessing both phonics and whole class reading to ensure that they are accessing the NC for their year group relating to comprehension and spoken language.</p>
	<p>Children who are novice readers, but in a Y3+ classroom have 'unlocked' the phonic code, but will be struggling to read with enough speed to 'keep up' with their peers in a session. They may well also be struggling with breaking down unfamiliar polysyllabic words. As a result reading is jerky, meaning that the comprehension across longer sentences and paragraphs is lost. This child will present as 'just not getting it' or having poor comprehension. This is</p>	<ul style="list-style-type: none"> Start lessons with GPC or HFW flashcards that some children in the class may still need to secure. Reduce the amount of text needed for a re-read to answer questions from. You can do this by highlighting a particular section of the text that the answer is in. or example, where the rest of the class children may be asked to re-read and 	<ul style="list-style-type: none"> Use of school phonic diagnostic for any child who has a reading age of below 9 (recommendation from reading framework) Additional and systematic phonic intervention (daily if possible but as a minimum 3 times a week) that <ol style="list-style-type: none"> addresses the exact GPC gaps in knowledge a child has. teaches the GPCs from the point in the sequence where multiple errors seem to occur (e.g. often alternate

LO: Retrieve information from a text. Peer support

	True	False
She had a voice like a bell.		✓
Her flesh was tanned.		✓
Her hair was golden.	✓	
She had a pretty laugh.	✓	
Her eyes were like cat's eyes.		✓

Novice readers (usually Y2)

Children have a growing store of high frequency words that have been chunked in their long term memory. As a result their **reading speed increases**. Reading increasingly challenging and varied types of texts will ensure that their automaticity and vocabulary knowledge continues to grow. They need to **learn the strategy for segmenting and blending longer, polysyllabic words** (of at least 3-4 syllables). This **must be explicitly taught** as it is not covered in most phonics programmes.

As their cognitive load lowers linked to word reading, readers need to be taught how to respond to **other types of punctuation** (speech, commas, question and exclamation marks and ellipses) **and words that direct how characters should be speaking** and use this to develop their **fluency (rhythm and phrasing, smoothness and expression)**.

Expression will need to be modelled, until children are at a speed of reading, where they can read ahead and notice these text directions for themselves. Re-reading a text multiple times will help them to practice this. **This will lead to greater understanding of a text and should not be overlooked**. Readers need to become **less reliant on an adult for comprehension monitoring** and should begin to correct themselves when their reading loses meaning (often linked to incorrect decoding). Children will need to be taught a wider **range of human emotions and subtle clues that indicate these, along with recognising conventions within certain story types** (e.g. adventure, traditional) **and usual themes within narrative** (e.g. good Vs evil) so that they can make more thoughtful inferences, including predictions about what may happen next. Questioning (linked to the NC content domains) can be used to check how deeply children have understood what they have read.

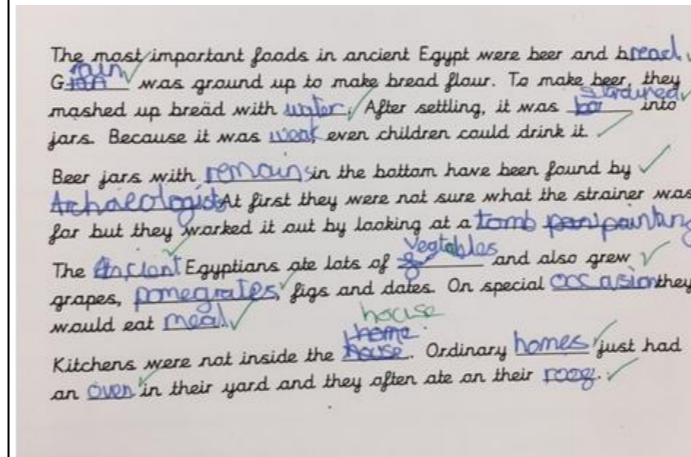
because their working memory will be overloaded with word reading.

Their barriers are most likely to be:

- Lack of strategy for breaking down polysyllabic words. They will most likely be segmenting into sounds rather than syllables.
- Lack of automaticity, which may be either due to a smaller sight word vocabulary than their peers.
- Some gaps in their GPC knowledge (e.g. tion/cian or some alternate GPCs)
- Lower motivation to read because they will not be experiencing success at the same rates as their peers. This may cause them to want to read less (at home)

draw evidence from 2 pages, a novice reader may be asked to look particularly at a certain few lines or paragraph.

- If you are going to ask the child to read aloud a section of the text in front of their peers, make sure you have given them the sentence in advance by highlighting the text.
- Consider using cloze texts that encourage children to re-read the text to find what the missing words are. This promotes word reading.



phonemes) not from the start of their lowest error. These should be picked up in (1). Reading framework states *Pupils who need the support of an SSP should start at the highest point in the programme that is necessary for them to make progress*

3) Teaches children to recognise by sight the high frequency words for EYFS/Y1/Y2 as outlined by the school's phonic programme.

- **For those that have completed the school phonics programme – they will still require very carefully chosen texts for reading at home/in school.** Phonic books will often end when GPC have been taught, but this child will need books that allow them to practice alternate graphemes within longer words. They will not get better at these by accessing 'free reading' books.
- **An implication for schools is therefore that the school phonic book spine must continue beyond the phonic programme of Y2.**
- **Daily reading with a adult trained in phonics**
- **Pre-reading** the whole class reading text before the session(s)

Growing expertise readers

Children have secured their knowledge linked to decoding, segmenting and blending unfamiliar longer words - although they may still benefit from practicing this with longer (4-6 syllable words). Their increasing automaticity means they can begin to 'skim read' when needed and they have more working memory space to read with **expression on the first sight of a text**. However, they will still benefit from explicit practice to develop this - as this will lead to them becoming increasingly confident orators. They can read increasingly challenging texts, which in turn develops their vocabulary and background knowledge of different subject matter. Readers can draw knowledge across **longer passages of text, noting developments and changes in character behaviour**, and show understanding by assimilating and **quickly summarising whole sections of text**. They have developed their **own comprehension monitoring techniques linked to whole text understanding**, rather than just decoding and have developed the skill of **scanning** which helps them to locate information quickly. They are increasingly **aware of a range of devices that authors use to create effects** (e.g. build tension) and can use these to make **increasingly informed and justified inferences**. Deeper levels of questioning from an adult will help them to make connections between subtle text clues and appreciate the complexity and richness of different texts.

Some children will be in the early stages of growing expertise (e.g. LKS2) when they are actually in an UKS2 year group.

Their barriers are most likely to be:

- Lack of automaticity in applying syllable breaking down of longer words (still some reliance on GPC segmenting)
- Lack of automaticity (speed) in reading making accessing more structurally challenging texts difficult
- Not applying comprehension monitoring across sections of text
- Understanding of punctuation and responding to their in expression (which will support their comprehension)
- Exposure to different text types: children who find reading difficult will be drawn to texts that are easier to read (David Walliams/Dog man).

- Reduce the amount of text needed for a re-read to answer questions from. You can do this by highlighting a particular section of the text that the answer is in. or example, where the rest of the class children may be asked to re-read and draw evidence across a chapter, you may ask them to look particularly at one page or section.
- Use 'layered questioning' so that questions class access get gradually harder and direct children to start in different places e.g. children with deficits start on Q1, others start on Q3. Green= basic retrieval and are first, amber = some inference, red = opinion and evidence needed.

Find and copy the word or phrase that tells you	Word or phrase
Where the wolves met	
When the wolves met	
Where big rock is	
A word that means big	
A word that means serious	
A word that means thinking	
A word that tells you the Wolves want to look after Mowgli	

- **Further diagnostics** to understand needs for example the multidimensional fluency scale to identify which areas of fluency a child may need to build.
- **Fluency based interventions** such as those from 'The Megabook of Fluency' or the online programme 'reading plus'.
- If a child has secured phonic knowledge and just needs to build automaticity, **a reading mentor** could support daily reading (an older Y6 child with a younger Y3 child for example). However, this should not be in place of structured intervention.
- **Pre-reading** in school and giving the child the same text to re-read at home.
- Supporting the child to **choose home reading books beyond their comfort zone.**

Identifying additional intervention support children with deficits may need

Diagnosing need (and appropriate support) when a child is below ARE in reading in KS2.

Child is below ARE in reading
Measures:
-below benchmark levels in book band
-scoring 94 or below consistently in test papers

1. Does the child have deficits in phonic strategies for decoding *(likely if reading age is age 8 or below)*
Check GPC knowledge
Check blending strategies
-segmenting and blending into sounds
-segmenting and blending into syllables

Phonic intervention
-teach target GPCs
-teach CEWs
-teach strategies to segment and blend in longer words (gpc first, then syllables)

No

2. Does the child have phonic knowledge but is overly slow or segmenting and blending many words
-establish correct book band to read fluently
-HFW asst
-CEW asst

Need to build sight word bank
-multiple re-reads of same texts at decodable level
-HFW and CEW word flashcards

No

3. Child is not reliant on phonic strategies but still lacks speed and stamina for longer texts
-use multidimensional fluency scale to diagnose need
-check words per minute
-possible YARK asst

Building speed
-speed reads (read same text at level, see how far they get in 2m, repeat, track progress)
-mega book of fluency intervention for automaticity
Consider interventions like reading plus

4. Child is able to read text at speed and prosody required, but does not show comprehension of the text
-test QLA analysis
-focussed reading and completing comprehension work together to help further diagnose needs

Comprehension support:
-small group discussion to support in the connecting of ideas across a text (building a mental model)
Test preparation techniques

Please note, for SEND – these approaches should be tried first as part of the graduated response. If there has been little or no impact, further conversations and diagnostics will be needed that sit outside of this model liaison with the school SENCO.

Appendix 1: Evaluation of text choices for reading lessons

As part of the National Curriculum, what texts types are children entitled to read?

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG SP) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG Comp) Sing a range of well-known nursery rhymes and songs. (EAD ELG) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (EAD ELG) 	<p><i>(Non statutory)</i> By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, <i>pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.</i></p>	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <i>(non statutory)</i> Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. <i>These activities also help them to understand how different types of writing, including narratives, are structured.</i> 	<p>Aims state: <i>They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects.</i></p> <p>Statutory reading:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Non Statutory</p> <ul style="list-style-type: none"> <i>listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.</i> Reading, re-reading, and rehearsing poems and plays for presentation and performance <i>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information</i> 	<p>Aims state:</p> <ul style="list-style-type: none"> Read aloud a wider range of poetry and books written at an age-appropriate interest level Prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. 		
<p><i>Reading Framework recommends:</i></p> <ul style="list-style-type: none"> <i>Daily poetry, rhyme and singing session is a priority.</i> <i>Poems, rhymes and songs for each year group are listed.</i> <i>Use of ‘call and response poems’</i> <i>Use of rhymes, poems and songs</i> <p>‘Teachers should identify a core set of poems for each year group, including rhyming poems, poems where alliteration is a strong feature, word games, traditional songs and rhymes, nonsense rhymes, and poems that are particularly rhythmical. Those chosen should be able to withstand a lot of repetition, elicit a strong response and extend children’s vocabulary in different areas of learning.’ P30</p>					<p>Statutory content for Y5&6</p> <ul style="list-style-type: none"> Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience for a range of purposes § increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 	

• Questions to provoke review

- How well does your current reading spine meet these expectations?
- Do texts get more complex? Does the range build and vary?
- How often do children experience poetry? Do they learn it by heart?
- Do they experience fairy stories and traditional tales (KS1) plays and myths and legends
- *Do you have ‘poems rhymes and stories’ listed for EYFS and Y1 (and beyond). Recommendation reading framework – non statutory.*

Appendix 2: Reading for pleasure texts – Recommendations for story time in EYFS-Y2 (reading framework)

Choosing the right books:**Does the book:**

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend children’s vocabulary?
- have illustrations which are engaging and reflect children from all backgrounds and cultures?
- help children connect with who they are?
- help children to understand the lives of people whose experiences and perspectives may be different from their own?

A school should

- **Identify a core set of stories for each year group.**
- **Consider a range of stories set in the UK and around the world, both traditional and modern, as well as non-fiction.**
- Refresh the list regularly, at least once a year, as new books are published, and new teachers arrive, to avoid its being set in stone.
- Encourage teachers to familiarise themselves with the stories their class will know from previous years.
- Supplement the core ‘read aloud’ stories with others of the teacher’s choice.
- Consider sharing the list with parents, and explaining its purpose, so they could buy or borrow the books.

A good ‘read aloud’ or story time should

- Expose children to a wide variety of texts they might not otherwise access
- Allow for many reads of the same book (with repetition comes familiarity and a deeper understanding of the words and story).
- Emphasize certain parts of the story: expressive reading, character voices, word meanings, pausing.
- See appendix 4 in the reading framework: for teachers: preparing to read a story

Appendix 3: What is teaching is lost if a content domain approach to reading is adopted?

Content domain area	EYFS	Year 1	Year 2	Y3&4
<p>Word reading KS1 (70 mins) Paper 1 (a selection of texts, 400–700 words) Paper 2 (a selection of texts, 800–1100 words)</p> <p>KS2 (60mins) (a selection of texts, 1500–2300 words)</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG WR)</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending (ELG WR) • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG WR) <p>Non Statutory (DVT Matters) 3-4 Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. <p>Reception</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading • NON STAT: When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. • Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. • <i>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print</i> NON STAT
<p>Retrieval KS2b retrieve and record information / identify key details from fiction and non-fiction (16-50% of total marks)</p>	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG Sp) 		<ul style="list-style-type: none"> • answering and asking questions 	<ul style="list-style-type: none"> • retrieve and record information from non-fiction only in Y3 not before then!

<p>Vocabulary KS1a draw on knowledge of vocabulary to understand texts (3-20% of total marks) KS2a give / explain the meaning of words in context (10-20% of total marks)</p>	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG Comp) 	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known <i>Non Stat: Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard.</i> 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases <i>NON STAT: The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</i> 	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
<p>Text Structure and organisation KS1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (40-80% of total marks)</p>		<ul style="list-style-type: none"> recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry 	
<p>Summarising and sequencing KS1c identify and explain the sequence of events in texts (0-8% of total marks) KS2c summarise main ideas from more than one paragraph (2-12% of total marks)</p>		<ul style="list-style-type: none"> discussing the significance of the title and events participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these
<p>Inference KS1d make inferences from the text (10-35% of total marks) KS2d make inferences from the text / explain and justify inferences with evidence from the text. (16-50% of total marks) KS1e predict what might happen on the basis of what has been read so far (0-5% of total marks) KS2e predict what might happen from details stated and implied (0-6% of total marks)</p>	<ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories; (ELG Comp) 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
<p>Authorial choices KS2f identify / explain how information / narrative content is related and contributes to meaning as a whole. (0-6% of total marks) KS2g identify / explain how meaning is enhanced through choice of words and phrases (0-6% of total marks) Ks2h make comparisons within the text (0-6% of total marks) Content of the curriculum that can-not be grouped in this way (response to a text)</p>				
<p>Statements in the national curriculum that need to be taught, but do not fit in a content domain' approach (and therefore may be missed) These are about HOW reading should be taught</p>	<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding (ELG L&A) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG Comp) 	<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events 	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read identifying themes and conventions in a wide range of books asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

		<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> NON STAT: <i>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</i> <i>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</i> 	<p>NON-STAT <i>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</i></p> <p><i>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</i></p> <p><i>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part</i></p>
	EYFS	Year 1	Year 2	Y3&4
Statutory statements that link to reading entitlement of different text structures (met through chosen books spine)	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG SP) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG Comp) Sing a range of well-known nursery rhymes and songs. (EAD ELG) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (EAD ELG) 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics learning to appreciate rhymes and poems, and to recite some by heart NON STAT <i>By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.</i> 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally recognising some different forms of poetry [for example, free verse, narrative poetry] <p><i>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</i></p>
Statutory statements that relate to fluency	<ul style="list-style-type: none"> <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action <i>Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</i>