

St Mary's

Catholic Primary School



Reading Policy – February 2024

Statement of intent

At St Mary's Catholic Primary School, we intend to create confident readers who have the ability to develop a deep and true understanding of what they read; we provide our children with not only a reading curriculum that is varied, engaging and challenging, but also nurture them to appreciate the wonderful opportunities and experiences a love of reading can bring. We aim to foster and promote a love of reading, fluency and a secure ability to comprehend information. It is important for us that children are able to comprehend at a high level rather than just sight read. We aim to create a love of reading through encouraging reading at home and working closely with parents to do this is vital. At St Mary's, English and reading lessons are based around high-quality texts and extracts, which helps to nourish our children's understanding of the world around them. We believe it important to provide our children with a variety of rich and engaging text types, that often link to their current topic work, as this will support their journey in developing their imagination and reading comprehension skills. We introduce our children to the world of authors, new ideas and imagination at the beginning of their school journey with us and strive to develop these vital skills as they progress through school, to enable them to become accomplished writers.

How do we implement this?

Our school day is based around developing our children's love of reading and the wonderful world of literature. At St Mary's, children have the opportunity to: be immersed in a class novel or text; explore a whole class book in a relaxing environment; read aloud to a familiar adult in school; enjoy some time in our Reading Room and be excited about our reading challenges and reward systems!

We continue our celebration of literature through our reading sessions each morning, where we immerse our children into a range of novels and text types, created by different authors. We explore the use of vocabulary and language through these novels and supporting texts: we believe these reading experiences will support our children on their journey to becoming confident, expressive and imaginative readers and writers.

During reading comprehension lessons, we focus on improving our children's understanding of the content domains. We use the Lexile index of texts to ensure that we are providing each class with the appropriate level of enjoyment and challenge. When sharing a text, adults will model a good level of expression and intonation, in order to encourage the children to do the same, when they begin reading aloud. Children at St Mary's are taught to fully appreciate and analyse a text through a range of different strategies and focuses such as: analysing vocabulary used and the purpose of this in the particular text; developing the skills of prediction and summarising; acquiring and then developing the ability to make inferences. We understand the importance of children being able to successfully communicate, whether this be orally or through writing.

In EYFS, we concentrate on developing our children's speech, language and communication skills before they move on to other aspects of the early years framework. This continues and progresses throughout school as in all our teaching and learning, we aim for our pupils to communicate orally to a high level, therefore we place a lot of emphasis on all forms of speaking and listening. We strive for our children to enjoy reading for pleasure and thus have implemented weekly reading challenges that our children really enjoy engaging with.

What is the impact of this?

If there is a clear and consistent approach to reading, right from the very beginning of a child's journey at St Mary's, we believe that will provide them with all the necessary tools and experiences they need to become confident, lifelong readers. We strive to provide our children with a robust, exciting curriculum that will give them the ability to understand and analyse a text and have strong comprehension skills that will support them on their reading journey. All of our children have the opportunity to leave St Mary's with a good level of reading skill, which should in turn increase their opportunities, once they leave our school.

Reading in KS1

Foundation Stage and Key Stage One

In Foundation Stage and Key Stage 1, we use a balanced and engaging approach to developing reading, integrating both decoding and comprehension skills. Phonics is taught on a daily basis from Foundation Stage through to Year 2 following the revisit, teach, practice, and apply systematic approach using Read, Write, Inc. as its sequence. Children are provided with multiple opportunities to practice applying their phonic knowledge through the use of phonically decodable texts, carefully matched to the needs of the children. Additionally, Foundation stage ensure Phonics activities are constantly available for children to use within all areas of provision promoting opportunities for independent revisiting and challenge.

Phonics

Every child deserves success right from the start. We know that the sooner children learn to read, the greater their success at school. This is why we put reading at the heart of what we do.

We use a programme called *Read Write Inc.* Phonics to teach our children to read. Some children complete the programme in Year 1 and others in Year 2. Year 3 and 4 children who need extra support follow this programme too.

As a school, we teach synthetic phonics as the initial, and most important, approach to the teaching of reading. Our pupils learn to read and write effectively using the Read Write Inc (RWI) Phonics Programme. RWI is a systematic programme for the teaching of phonics and reading.

As a school, we want to teach children to:

- Decode texts effortlessly so they can build skills to be used to comprehend what they read.
- To use their phonic knowledge to spell effortlessly so they can concentrate on the writing they are creating.
- To enable children to be enthusiastic readers and lifelong readers.
- Read common exception words on sight.
- Read aloud with fluency and expression.

3 – Implementation

The RWI programme is delivered to:

- Pupils in EYFS to Year 2 who are learning to read and write.
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly.
- Struggling readers in Years 5 and 6 who need extra support.

Pupils are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings (common exception words).

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, teachers regularly read a wide range of stories, poetry and non-fiction to pupils.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

The RWI scheme advocates that lessons should be delivered using the 5 Ps:

- Pace – good pace is essential to the lesson
- Praise/Positive Teaching – children learn more effectively in a positive climate
- Purpose – every part of the lesson has a specific purpose
- Participation - a strong feature of RWI lessons is partner work (based on research which states that we learn 70% of what we talk about with our partner)
- Passion – this is a very prescriptive programme. It is the energy, enthusiasm and passion that group leaders put into the lesson that bring the teaching and learning to life!

4 – Impact

After two years of implementation, it is expected that:

- Reception children will be able to read Green Storybooks by the end of the summer term.
- Year 1 children will be able to read Blue Storybooks by the end of the summer term.
- Year 2 children will have completed the Phonics programme by the end of the spring term.

We have high expectations for our children to meet the expected standard in the Phonic Screening Check, and help all children to be accurate and fluent readers by the time they enter Key Stage 2.

5 – How do we ensure children can read every book?

The first thing we do is to give children books we *know* they can read – without any guessing. (We read lots of other stories *to* them, but do not expect them to read these for themselves until they start to read the Grey Storybooks.)

Before they read the story, they sound out the names of characters and new words, practise reading any of the ‘tricky Red’ words, and we tell them a thought-provoking introduction to get them excited about the story.

Then, over five days, children read the story five times: to focus on reading the words carefully; to help them read the story fluently; and we talk about the story together for example, how characters might be feeling and why. By the time children read the story at home, they will be able to read it confidently with expression.

6 – How do we assess and track children’s progress?

For children to make the best possible progress, they will read Storybooks closely matched to their reading level, every day.

This means we group children by their word reading and fluency – not by their progress in comprehension or writing, or by their age.

Every half-term, we assess all children in YR to Y4 who have not yet met end of Key Stage 1 National Curriculum expectations for reading.

The Reading Leader carries out the assessments to ensure that children are placed in the correct group.

6 – How are slower progress readers supported?

We identify those children who are at risk of falling behind their peers immediately.

We make sure children ‘keep up not catch up’ from Reception.

The slowest progress readers in both KS1 and KS2 receive daily one-to-one tutoring for 10 minutes, in addition to their group session in the morning. Children practise reading sounds speedily, learn to blend sounds into words and read a Storybook that is matched to the sounds they know and the quantity they can read.

7 – How is the programme led to ensure expectations are achieved?

The Reading Leader’s role is vital to ensure that the teaching of reading is of the highest quality and all children make rapid progress. They organise one-to-one tutoring for children who need extra support.

All staff have been thoroughly trained to teach reading. They attend a two-day Phonics training course and receive termly coaching from one of Ruth Miskin's training consultants to ensure that children are making the best possible progress. They also have access to all the training on the Ruth Miskin Training School portal.

7 – How can parents help at home?

The children take home two books every few days: a *Read Write Inc.* 'phonics' Storybook for children to read to parents, and a picture book for parents to read to them.

We also send home interactive, animated lessons from our Virtual Classroom so you and your child can join in with lessons at home. The online teachers help children to practice the sounds and words they have learnt in school.

Read Write Inc. 'phonics' Storybooks

Children will have already read the 'phonics' storybook two or three times in the reading lessons so they should be able to read it confidently. We encourage parents not to say 'this is too easy'! There is guidance in the storybooks to guide parents too.

Children also take home a Book Bag Book which matches the book they have read in school.

8 – What is the role of the Phonics Leader?

- Oversees the assessment of all Reception & KS1 & KS2 (still requiring phonics interventions) and designates pupils to the correct groups.
- Tracks children's progress and analyses data.
- Assigns leaders to groups - 'drops in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks.
- Where necessary models lessons.
- Attends up-date meetings when they occur and reports back to the RWI group leaders.
- Speaks with the head teacher regarding groupings, teaching spaces and other pertinent matters.
- Organise intervention groups for children not making progress .
- Organise and deliver training for reading leaders.

9 – Assessment and Recording

Children are assessed throughout every lesson. Every time partner work is used the teacher assesses the progress of the children.

The teacher assesses how children: - read the grapheme chart - read the green and red word lists - decode the ditty/story - comprehend the story.

When the children are assessed, target children who haven't made as much progress will be identified and an additional intervention will be set up. Parent workshops may also be provided for children who are not on track.

10 – Resources

Resources are listed in the RWI handbook and include simple and complex speed sounds charts, small and large phonic flash cards, magnetic letters, fiction and non-fiction graded reading books, green and red word flash cards, phonics wall friezes, Fred the Frog toys, Phonics handbook, speed sounds lesson plans book, ditty book, computer software. All storybooks and book bag books are kept in the store cupboard and should be returned here once finished with. All reading leaders have their own phonics box with flashcards, word cards, multisyllabic words and alien words. Staff should inform the RWI manager if they require any additional resources.

Reading lessons in KS1

All pupils from the Spring Term in Reception, and through Key Stage 1 take part in Reading lessons to develop comprehension skills. Varied literary experiences are provided to develop children's understanding of written texts in a range of forms. A focused learning objective is given for each session and children work in small groups according to their ability. Key reading skills are modelled and practised to allow them to become embedded and fluent for children. Teachers and support staff will work with different groups throughout the week and all pupils are heard reading by their class teacher at least once a week in these sessions. Pupils are encouraged to explain how they will read new/unfamiliar words. Pupils in Key Stage 1 will read individually to an adult a minimum of 2 times a week - this may be reading to the class teacher or classroom assistant.



Comprehension learning – KS2

Class novel

Day 1

Skimming, scanning and deep reading of text.

Teacher to read text with fluency and expression.
Echo reading

Vocabulary – going through the meaning of tier 2 and 3 words that children may not know the meaning of.

Background information – expose children to background information they may not know through images, videos and teacher explanations.



Class novel

Day 2

Teacher to read text with some echo reading.

Dissection of text in detail – focus on the use of language and grammatical feature with annotations on the impact on the reader. This should be done using the I, we, you approach.
Some dictionary work.
Talk tasks.
Specific Content Domain.



Class novel

Day 3/4

Recap text by asking children to summarise.

Text comprehension – teacher to model answering of comprehension questions based on text linked to either retrieval, inference or word in context.

Children to then complete questions based on the text focusing on one specific domain (Years 3/4) or mixed domains (Year 5/6). Questions should be in test style format.



Day 4/5 – 45 mins

Independent comprehension - children given new text that can be linked to the one used throughout the week.

Skimming, scanning and deep reading of text.

Teacher to read text with prosody.

Children to then complete questions based on the text focusing on one specific domain (Years 3/4) or mixed domains (Year 5/6). Questions should be in test style format.

Class novel reading –At the beginning of the lesson/sequence, teachers will read the class novel with the children. All children should have a copy of the class novel when reading. This will take place on Monday to Wednesday for ten-minutes. You may use excerpts from the class novel in your reading lessons however, this is down to the teacher to decide as you may want to use a text linked to a particular topic linked to foundation subjects.

Text selection – during the 4-day process, teachers will use a variety of extracts, stand-alone short texts or excerpt from novels. Teachers have the professional trust and freedom to select texts themselves, but these must be age appropriate. We have a number of banks of texts available for teachers to select from on the shared drive.

Day 1 – Scan read - Start the lesson by recapping what each type of reading is and first get children to scan read – sheet is facing down on the table so the children cannot see the text. Pupils are told they will have 30 seconds to scan for as much key information as they can. This time allocation may vary on the size and complexity of the text. After 30 seconds, turn sheet back over and get children to feedback what information they gathered. This is a great time to conjecture... oh, it says something about diseases... maybe that is related to diseases that are caused due to sewage? Slowly build the picture with the pupils based on the key words that ‘jumped out’ at pupils when scanning.

Skim read - Followed by this with be skim reading, explain to pupils that at this point, they will be given longer to skim read. Remind them how to do this and recap methods of how to do this. Get them to turn over and give them 1 minute to skim read. This time again, may vary based on size and complexity of the text. After allocated time, get them to turn back over and feedback on what information they have gathered. At this point, make clear how skim reading has given us a clearer picture and allowed us to take in more information.

Deep read – Remind the children at this point, we are going to deep read and go over what we do when we deep read. Remind them to re-read sentences, sections and paragraphs to get a clear understanding if we are not sure of the information being given. Explain that if needed, we may ask a partner or adult to explain something you are not sure. Give an allocated time based on your teacher judgement.

Teacher read with prosody – At this point, the teacher will read the text aloud to the class ensuring that they read with prosody. When doing so, you may want to ask questions related to prosody to develop an understanding of why you are reading in a certain way. E.g. why did I whisper when I read this line? Why did I read these sentences quicker than the others? How should I read this line? Why?

WHAT IS PROSODY IN READING?

Prosody in reading is the ability to read and understand the text while sounding like natural speech.

Prosody includes stress, phrasing, intonation, expression, and pauses.

Prosody is one part of reading fluency:

1. accuracy
2. rate
3. expression (prosody)

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ELEMENTS OF PROSODY

Intonation - the variation in pitch or tone of your voice to match punctuation or convey meaning and emotion

Stress - the emphasis placed on certain syllables or words

Pace/Tempo - the rate at which you read words

Phrasing - the way in which you group words together in a sentence

Pause - pausing for punctuations

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Vocabulary – After reading the text, highlight key vocabulary (minimum of five and maximum of seven) that you feel the children may not know the meaning of (tier 2 and 3 words). Teach the meaning of these words through sharing the definition and showing images related to these words. These words should be printed and displayed - see below for examples. Years 3 and 4 should have the word, word class, definition and appropriate image. Years 5 and 6 should have the word, word class, definition, and example sentence, synonyms and an appropriate image. Model the use of these words in sentences and get children to put these words into their own sentences.

campaign (verb)



an organised course of action to achieve a goal

resign (verb)



to give up your job voluntarily

cacophonous - adjective

Definition – a harsh mixture of sound.

Example – The cacophonous screams of dying men and blasts all around me were too much to bear.

Synonyms – loud, noisy, deafening, blaring



apprehension – noun

apprehensive – adjective



Definition – fear that something bad or unpleasant will happen.

Example – I was full of apprehension as our boat neared the shoreline.

Synonyms – anxiety, alarm, worry

Background information – At this point, share any background information related to the text that children may be unaware of or have had no experience of. For example –

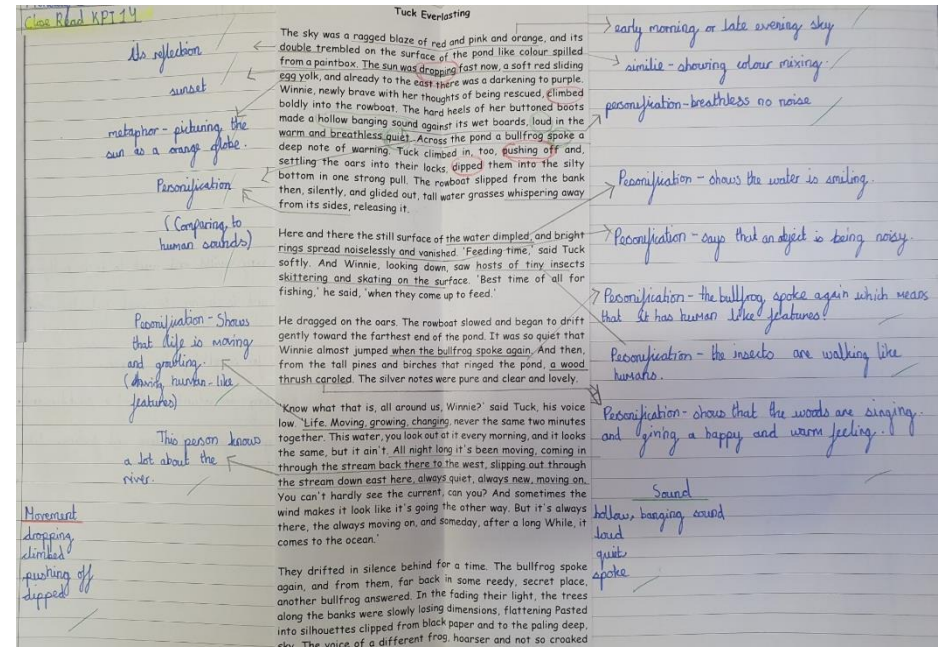
- if a text is a story based on a character living in a high-rise block, show images of this and explain what this type of domicile is.
- if a text is based on Matilda and the children are unaware of what a car salesman is or car showroom in America looks like, show them images or videos linked to this or explain the concept yourself.
- if a text is based on a haunted doll, show children images of this or show them the Alma animation.
- if a text is based on the D-Day landings, share facts and images related to the event.

Where texts are linked to a foundation subject, children should be given/have background information and knowledge prior through these lessons.

Day 2 - Teacher read with prosody – As with Day 1, the teacher will read through the text again with prosody where the children follow along with their finger.

Dissection of text using I, WE, YOU – Here, the teacher will start by modelling how to pull the first paragraph/section of the text by analysing and commenting on the use of language, grammatical features, authors choice and intent and how these elements impact the reader (I stage). Following this, the teacher will 'share dissect' where the next paragraph is analysed with input and questioning of the children (WE stage). Finally, the children will independently analyse the reminder of the text (YOU stage).

It is important that this is not just a highlight and label exercise but instead one where children are made to delve deeply into the text and understand how language and writing tools are manipulated in order to have a desired impact on the reader. See images of what teachers should model and expect from children.



Setting - Spooky Doll Shop

The familiar sound of the bell clanged softly over my head as I entered the old, quaint antique shop. I loved coming here. You never knew what you'd find, and that's what kept me coming back every time. The surprise. The mystery. The anticipation. It was a **dated shop, but that was part of its charm**.

Today, the shop was completely empty. Where was Mr O'Rourke? I thought. He'd normally be at the counter with a welcoming smile on his face whilst tinkering with a toy or polishing an antique. I liked Mr O'Rourke. Sometimes, if I'd nothing better to do, I'd listen to him talk about 'the good old times.' Tilting my head to see along the aisle, I expected to spot him in the storeroom, but the door was closed. "Hello, Mr O'Rourke? Are you there?" I called out. I waited, yet there was no response. "Mr O'Rourke, are you ok?" There was concern in my voice as he was always at the front of the shop during opening hours, only leaving to fetch his tools. Suddenly, a muffled whimper **coming from the storeroom** instantly caught my attention. My heart started to beat faster. Something was wrong.

Slowly and cautiously, I walked towards the shop's storeroom. My mind was screaming for me to run, however, my curiosity got the better of me. My heart was telling me something was wrong, so I couldn't leave Mr O'Rourke if he was hurt or in danger. I pushed open the heavy door, which creaked and moaned as it did so. The storeroom was normally filled with clutter and piles of junk but today, it was empty except for a single table in the middle. Sitting on top of the table in a neat row, was a line of very old dolls.

They looked distorted, sinister and unnerving. Their skin was cracked, and the paint on their faces was peeling, their clothes were torn and dirty and their mouths were stretched with disturbing smiles. Just then, the bell rang out front and I shot around to see who was there, but the shop was empty apart from me. My heart raced faster, and my hands started to shake. I was ready to leave, but something about one of the dolls stopped me abruptly in my tracks.

The doll nearest to me had a black moustache and a gold filling; it looked exactly like Mr O'Rourke. My eyes widened as I began to understand the horror of what I was seeing... Mr O'Rourke's soul was **imprisoned** in the doll. **Hurried**, **creeping** whispers began echoing from the walls like little slivers of poison. I screamed, but no words came out.

Verb - the word 'loved' suggests a strong emotion. An emotion greater than simply liking something and shows how valuable this shop is to the character.

Prepositional phrase - details where the sounds are coming from. This may indicate to the reader where there may be danger.

Verb - the word 'trapped' could be used here instead but by using 'imprisoned', the reader understands that Mr O'Rourke is being held against his will with no escape.

Expanded noun phrase - this builds an image of a shop that may be old but is warm and welcoming too.

Fronted adverbial - makes the reader aware of the way the character is moving. Moving slowly and cautiously would suggest to the reader that the character may fear what is behind the door.

Commas in a list for adjectives - describing the whispers as hushed and creeping would help create the sense that they are eerie and unnatural.

Day 3 -

Setting - WW2 Air Raid

The countdown from ten within the opening paragraph creates a feeling of suspense. By the end of the paragraph, the countdown finishes at one to portray the attack is has begun.

Passive voice - this has been used to draw attention to the people who are doing the action. The repetition of 'bomb' is used to provide emphasis of the continuous bombardment.

Dashes for parenthesis - these have been used to add extra information to the main clause. This helps the reader picture happier and safer times.

Ten... nine... eight... the sinister sirens wailed, filling the deadly silence with despair. Once again, it was that time of evening when fear spread like wildfire. Seven... six...five... darkness had shrouded the streets for several hours before: winter was knocking at the door, and with its arrival, it seemed to steal the light away from the earth before it was destined to leave. Four... three... two... with darkness brought the demons in the shape of the Luftwaffe. High above, the enemy lurked malevolently knowing that they could obliterate streets, towns and cities in less than forty seconds. The lights were out, yet they knew. They knew their prey was there, poised to attack with a final word of command. One... the bombs began to fall. Fear, destruction and mayhem rained down. People cowered in their shelters.

The assassins were closing in on their target. In the distance, a huge explosion erupted causing houses to tremble and shake violently. Blast after blast. Closer and closer they came, tormenting what lay beneath them. Sadly, a once busy city was now just a pile of shattered glass and rubble, yet the bombs didn't stop coming. Rising from the debris, flames swallowed everything in its grasp. The fires were hot enough to melt the strongest of metal.

Morning seemed to take longer than usual to arrive. The aerial bombardment had continued long into the night. The Anderson Shelters had provided protection to the people but was evident that the attack had brought devastation and destruction to the city. Throughout the night, flashes of explosions and flames illuminated the shattered streets and despite the constant reassurance from loved ones, **fear gripped you with its murderous hands and would not let go. Bomb after bomb after bomb was dropped by the Jerries;** this had been the twelfth consecutive night of raids.

As the light of the morning shone and the sounds of explosions subsided, the residents of the city gingerly edged the door of the shelter ajar. The people saw the devastation unveiled like a horrific nightmare. A once vibrant community of terrace houses **- filled with warmth, loving memories and the harmonious laughter of young children playing carefree -** was unrecognisable. Stepping out, the realisation of war hit residents hard. No words were spoken; silence filled the air. Eyes wide, mouths open, throats instantly dry: life as they knew it had changed overnight.

Before their eyes, the carcasses of buildings lay beaten and broken. **It was as if the street was a graveyard and their homes were now the deceased.** Photographs of happier times, furniture that provided comfort and personal possessions dear to their hearts were aimlessly strewn amongst the rubble. With every step forward, the crunching beneath their feet signalled the devastating destruction.

Ellipsis - this has been used within the sentence to create suspense by adding a short pause before the end. This gives a moment for the reader to think... they know where their prey is so what next?

Figurative language - personification has been used to give the feeling of fear a human characteristic. This has been done to show direct empathy and emotion.

Figurative language - a metaphor has been used to bring the words to life. By saying something is something else, it gives the reader a clearer idea of what it is like.

Day 3/4 – This is based on teacher discretion, can be taught over one or two days

Summarise – Get the children to recap the text by getting them to either –

- summarise text in five bullets points on whiteboards (this number can vary based on length of text and teacher judgement).
- verbally summarise the text with a partner.
- asking the children to discuss what the first and last thing was that happened in the text (where appropriate).
- ask the children to summarise the beginning, middle and end of the text on whiteboard (where appropriate).
- ask the children to discuss an appropriate/alternative title for the text (where appropriate) and justify why.

Text comprehension - Children will now answer various comprehension questions based on the text. Firstly, the teacher will share questions about the text and model how to answer these. Year 3 and 4 classes will focus on one domain which will be determined by the teacher. These should be based around retrieval, words in context or inference. Year 5 and 6 will answer questions based on the text using a mix of these three domains. Questions should be presented to children in test style format where possible. Children should be given between 8 to 10 questions to answer. Below is a bank of question stems for various domains to support teachers in devising questions.

	Content Domain Reference	Fiction	Non-fiction
2a	<i>Give / explain the meaning of words in context</i>	<ul style="list-style-type: none"> • Find and copy one word meaning... • Look at the paragraph beginning...Find and copy one word meaning... • In the sentence/paragraph which word most closely matches the meaning of the word... (can be multiple choice) • Find and copy a word/group of words that suggest that... • Circle the correct option to complete the/each sentence below... • Look at the paragraph... what does the word...suggest about... • Find and copy one word/group of words that tells you... • What does the word...suggest about... • Give the meaning of the word...in this sentence. • What does...mean? (can be multiple choice) • What does the word... tell you about... • Find and copy...different words that show... • Choose the best words to match the description above. Circle your choice. • What does the word... mean in this sentence? • Find and copy a group of words that means the same as... • Which of the following... is closest in meaning to... 	<ul style="list-style-type: none"> • Give the meaning of the word ... in this sentence. • Which word most closely matches ...? • <i>They provide spectacular scenes of mountains, meadows, moorlands and wetlands.</i> What does the word spectacular mean in this sentence? (Multiple choice given)

2b	<p><i>Retrieve and record information / identify key details from fiction and non-fiction</i></p>	<ul style="list-style-type: none"> • Write down one/two/three things that you are told about the... • Which one of these drawings best represents... • What did...have to do in order to... • What was revealed at the end of the poem/story? (can be multiple choice) • Using information from the text indicate whether the following statements are true or false... • Circle the correct option to complete the/each sentence below... • What helped...to get...? • Look at the paragraph beginning...give one/two reasons why... • According to the text what could you do on... ? Give two examples. • Look at the paragraph/text box. Complete the table below... • Tick true or false in the following table... • What does the... do to frighten the...? • How does the ... behave when...? • What conclusion does...draw from this/...? • What event made...want to/do...? • What hardship did...face? How did they deal with it? • In what year did... • How long did... • Who/What/Where/Why/How/When... • According to the text, approximately/what/how/why/give one... (includes give two reasons) • According to some... • Number these facts about the...from 1-5 in the order which they happen... • Complete the sentence below... • What is one name that... • What was one effect... • What does the poet ask... • How do you know that... • 	<ul style="list-style-type: none"> • Using information from the text, tick one box in each row to show whether each statement is true or false. • Write down a number of things you are told about ... Which illustration best represents...? • Look at the paragraph beginning ...Give two reasons why... Complete this table to show whether these are fact or opinion. (Choices provided) • When did ... occur? How do you know? • What happened before this? Where is the evidence? Who was responsible for...? Why was this necessary?
2c	<p><i>Summarise main ideas from more than one paragraph</i></p>	<ul style="list-style-type: none"> • Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text. • What is the main message of the poem/story? • Using information from the whole text, tick one box in each row to show whether each statement is true or false. • Which of the following would be the most suitable summary of the whole text? • Which statement is the best summary for the whole of page... • Number the following sentences from 1-5 to show the order in which they happened in the text... • Look at the first two paragraphs. Which sentence below best describes the... 	<ul style="list-style-type: none"> • What is the main message / theme of this text? • This text was written to inform people about ... Give two features of the text that support this. • What is the author's view of ...? What evidence justifies your answer? • Which of these choices would be the most suitable replacement for this subheading? (Multiple choice)

2d	<p><i>Make inferences from the text / explain and justify inferences with evidence from the text</i></p>	<ul style="list-style-type: none"> • How can you tell that...was keen to get to the... ? • Look at the paragraph beginning... to the paragraph ending...What impressions of the ... do you get from these paragraphs? • Look at the paragraph beginning... why did ...find it difficult to ... ? • Look at the paragraph beginning...how do you know that... wanted to keep...a secret? • What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards... • Explain what this description suggests about... • What evidence in the text is there that....can be dangerous? Give two examples. • Why did ... feel ...? • In what ways might...character appeal to many readers? Explain fully referring to the text in your answer. • According to the text, how did the...help to change the opinion of... • How do you think ... felt when (or about) ...? • What do you think...was thinking? • What kind of person do you think...was? Use evidence from the text to support your answer. • Explain how...felt about... • How do these words make the reader feel about... ? • How does the first paragraph suggest that the characters are... ? • How can you tell that...is an expert on ... ? • In what way does... think that ... is? • Put a tick in the correct box to show whether each of the following statements is a fact or an opinion. • What was unusual for....on ...? • Choose the best words to match the description. Circle both of your choices. • How is the...made to seem...? • What does this paragraph tell you about...character? • What else in the text tells us that... • What other impressions do you get of... • Explain what the poet/author finds...about... • What is one thing that did not change... • Find and copy a group of words that shows... • Tick the two verses that are about... • Look at the first paragraph. What suggests that the... • What impressions do you get of...at this point in the extract? Give two impressions, using evidence from the text to support your answer. • Give two reasons why... 	<ul style="list-style-type: none"> • What evidence in the text is there that these animals can be dangerous? • Why were e.g. dodos <i>curious and unafraid</i>? (not explained in the text) • According to the text, how did the discovery of ... help to change the image of ...? • How do you know when ... occurred? (not given explicitly in the text) • <i>Tourism in National Parks has both positive and negative outcomes.</i> Explain fully what these outcomes are, referring to the text in your answer. (3 mark response)
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2e	<i>Predict what might happen from details stated and implied</i>	<ul style="list-style-type: none"> • Do you think that ... will change his/her/their behaviour in the future... Explain why using evidence from the text. • Based on what you have read, what does the last paragraph suggest might happen next/to the...? Use evidence from this paragraph/the text to support your prediction • What do you think...would say to... about? Use evidence from the text to support your answer. 	<ul style="list-style-type: none"> • Do you think that ... will happen in future? Explain your answer with evidence from the text. • What might happen as a result of this? • Which consequence is more likely? Use evidence from the text to support your view. • What is the likely outcome, if people continue to ...? • Why is... a danger to mankind? • Why is... a threat to the future of forests / bees / oceans?
2f	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole</i>	<ul style="list-style-type: none"> • Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc. • Find and copy a group of words where ... mood changes. • What impact does ... change in mood/feeling have on the text as a whole? • The characters have different opinions of each other throughout the text. Find and copy a group of words which explain ... opinion of... . • Draw lines to match each section to its main content. 	<ul style="list-style-type: none"> • Draw lines to match each group of words to the correct quotation from the text (e.g. title / subheading / explanation / conclusion). • Choose a suitable sub-heading for the final paragraph of the text. (Multiple choice) • How does the final paragraph link to the introduction?
2g	<i>Identify / explain how meaning is enhanced through choice of words and phrases</i>	<ul style="list-style-type: none"> • Why did the author use/choose this word? • Explain why the word...has been used • Why does the writer compare....to....? • Why did the author use this simile? • What adjectives/similes/personification/noun phrases has the author used to describe...? What effect does this have on the reader? • How does...help you to understand...? • How do the words create a feeling of...? • What do phrases like...tell us? • What impression of the... does this word/phrase give us? • What does this description tell us about... 	<ul style="list-style-type: none"> • Read this quotation: why does the author/reporter describe... this way? • Which words in the paragraph beginning ... emphasise the importance /danger of the event? Explain your choice. • Explain the effect of the words in bold in each of these sentences?

2h	<i>Make comparisons within the text</i>	<ul style="list-style-type: none">• The mood/relationships/opinions of the characters change throughout the text. How do they change?• How does...feel about ... compared to the beginning of the text?• According to the text... give one way that....<ul style="list-style-type: none">○ Are similar to...○ Are different to...	<ul style="list-style-type: none">• Read the first two paragraphs. What is the main difference between the information of each paragraph?• How does the information in the text box compare with that in the paragraph beginning ...?• Look at the paragraph beginning: <i>Many National Parks around the world...</i> Give one thing that is different about the National Parks in England compared with those in the rest of the world.• Look at these two sections: which one is more likely to persuade a customer to buy the product? Explain your answer using evidence from the text.
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Appendix

Although teachers are encouraged to use various resources and question banks, it is important that where needed, teachers are creating questions based on content domains that mirror questions in tests, both in wording and format. Below are examples of resources made from scratch. Differentiation should be done through the level and wording of the questions, task type but NEVER through different texts or other stimuli.

For each animal, decide which sentence you think describes its adaptation better and explain why.



- a) The Direhorse has adapted to a rough landscape as it has six legs. This allows it to travel at high speeds without being hindered by nature.
- b) The Direhorse has adapted to a rough terrain as it has six legs. This allows it to travel at breath-taking speeds without being hindered by nature.



- a) The Viper Wolf has developed black skin which allows it to be unseen when it hunts (in the night). This means it is able to sneak up on its prey without being seen.
- b) The Viper Wolf has developed black skin which allows it to be unseen when it hunts (in the night). This means it is able to approach its prey without being seen.



- a) The Titanasurus, has a thick hammer head so that it can charge at predators to scare them away.
- b) The Titanasurus, has an unbreakable hammer head so that it can charge at predators to scare them away.

For each animal, write a sentence to describe the adaptation. Once you have done that, swap books with your partner for them to re-write your sentence giving the same information but in way that gives a clearer picture to the reader. (Gold)



For each of the images, write down what Alma is thinking. Remember to back up your ideas with evidence from the video.

For each picture pair, write down one sentence to explain what is similar between them and one sentence to explain what is different between them.



- 1) In the final paragraph it says that Mr Bell 'gently coaxed the umbrella down', why do you think he did this gently?

1) 'He was utterly without mercy,' suggests that Grendel's actions were evil and heartless. Copy two other phrases that suggest this.

2) What impression does the reader get when they are told...?

'No plan Hrothgar and the council thanes devised could protect them from his fury, no prayer to the Almighty,'

3) What can you infer about how people are feeling from the statement, 'Grendel the monster now ruled in Denmark'?

- 1) Why was Mr Bell pleased with himself when he found an umbrella?
- 2) Why do you think that Mr Bell didn't want anyone to see him land from the flying umbrella?
- 3) 'Wide-eyed, Mr Bell swung himself away. The umbrella swayed dangerously and as he grasped the handle harder, he waited dizzily for the world to stop spinning.'

Why did Mr Bell grasp the handle harder?

1a) What would happen if living things did not get the energy they need?

1b) Copy the phrase from the first paragraph that helps you infer your answer.

4) Explain how an animal, like an ant, can be both a consumer and decomposer.

1) 'The warriors had barricaded themselves in this time.' Why did they do this? Tick one.

They thought it would keep the beast out.

They didn't want to get disturbed while drinking.

They thought it would keep them hidden from the beast.

2a) Where do consumers get their energy from?

2b) Name a part of a plant that is important to

3) Tick the statements that are true.

	True	False
Producers can get their energy from consumer.	<input type="checkbox"/>	<input type="checkbox"/>
Producers can get their energy from the sun and decomposers.	<input type="checkbox"/>	<input type="checkbox"/>
Producers, consumers and decomposers all rely on the sun either directly or indirectly.	<input type="checkbox"/>	<input type="checkbox"/>

5) Why might a food chain that contains every animal on earth be very complicated?

If you took away any part of the food chain cycle, life on earth would not be sustainable.

6) What does the phrase 'not be sustainable' mean?

Mr Ali says that the most important part of the food chain is the producers.

7) Do you agree or disagree? **Explain** your answer.

1) What impression do you get of Death? Explain fully using evidence from the



4) If the video was broken into a beginning, middle and end, what titles could you give to each part?

3) Number the statements 1 to 5 in the order of which they happened. Write a statement in the blank space to make the sequence correct:

The third brother goes with Death.

The first brother is killed.

The three brothers build a bridge.

Death offers them a prize.

5) Why might Death have been reluctant when handing over the cloak of invisibility to the third brother?

8) Why would the power to recall loved ones from the grave be a humiliation to Death?

Overcome with pain and anguish at losing his beloved, the second brother could not bear to live without her. There was only one way he could be released from his torment.

9) **Find and copy** a word from the sentences above that means the same as relief

10) Summarise the video in no more than thirty words.

6) What might Death be thinking when the brothers avoided the dangerous river by building a bridge?



Death respects and admires the third brother.

Death resents the third brother and is maddened by him.

7) How might both of the statements above be true? Explain fully.



Day 4/5 If Day 3 has been taught over two days, this stage will take place on Day 5.-

At this stage, children will have the opportunity to independently comprehend a text which is linked to the text used through the three days previously. The text may be linked through topic or genre. Start the session by getting children to scan, skim and deep read as is done in day 1. Following this, the teacher will read the text to the class with prosody as is done in day 1 and 2.

Children should then complete questions based on the new text as detailed in day 3.

Developing a culture of reading -

Class novel – The class novel is read to the children where they follow and join in. It is vital that this is done consistently as detailed above (Mon – Wed for 10-minutes before reading lessons). Class novels can be utilised for writing learning journeys as well as be used to take excerpts for reading lessons.

Home Reading and Marvellous Reader – Children are expected to read for 15-20 minutes a day **at home** and write a comment as evidence of this in their bookmarks. Children who do so for five out of the seven days of the week will be given a raffle to enter a draw where they will win a book to keep.

Stay and Read initiative – Once a term, each class will invite parents to stay and read with them from 9am to 9:15am. This will be in the hall.

Library visits – Once a term, each class will visit the local library.

Display and reading areas – Each class also has a bookshelf where children can select books to read. It is vital that these areas are kept tidy and are visually inviting for children to use.

Phonics support for children below ARE – Although the focus in reading is that of comprehension, where teaching of decoding is needed, children will be given phonics interventions using RWI programme.

Choosing books for home reading – Children have a wide range of books and genres to choose to take home to read. We must however, monitor what books are being selected by pupils to ensure their appropriateness. Teachers should record the colour level/stage children are reading and monitor book choices and encourage progression on to the next level where needed.

Assessment – Children will be tested at the end of each term to inform teachers of where children are and what strategies are needed to better support pupils in their learning. Year 2 and 6 will use SATs papers from previous years. Where children are working significantly below ARE, they will be give tests from a previous year to complete.

Suggested EODR reading list for year groups – Each year, you are expected to read one class novel per term as a minimum. You are able to read more if you can fit them in. Below is a **suggested list** of books to choose from. The ones highlighted in green represents books with either BAME characters or BAME authors. One of these must be part of the three you read in the year. One writing learning journey should be linked to the class novel per term. It may be useful to do this towards the end of a term so that you have had a chance to read through the entire book.

Year 3	Year 4	Year 5	Year 6
The Iron Man (Ted Hughes)	Bill's New Frock (Anne Fine)	The Witches (Roald Dahl)	The Hobbit (J. R. R. Tolkein)
Five on a Treasure Island (Enid Blyton)	Voices in the Park (Anthony Browne)	Artemis Fowl (Eoin Colfer)	Skellig (David Almond)
The Queen's Nose (Dick King-Smith)	Diary of a Wimpey Kid (Jeff Kinney)	FARThER (Grahame Baker-Smith)	Once (Maurice Gleitzman)
Pipi Longstocking (Astrid Lindgren)	The Lion, the Witch and the Wardrobe (C.S. Lewis)	Tom's Midnight Garden (Philippa Pearce)	Truckers (Terry Pratchett)
Winnie-the-Pooh (A.A. Milne)	Charlotte's Web (E B White)	Journey to the River Sea (Eva Ibbotson)	Northern Lights (Phillip Pullman)
The Worst Witch (Jill Murphy)	Flour Babies (Anne Fine)	A Monster Calls (Patrick Ness)	Watership Down (Richard Adams)
Horrid Henry (Simon & Ross)	The Adventures of Tintin (Herge)	The Borrowers (Mary Norton)	Oliver Twist (Charles Dickens)
Mister Magnolia (Quentin Blake)	Stig of the Dump (Clive King)	Ballet Shoes (Noel Streatfield)	Carrie's War (Nina Bawden)
Little House in the Big Woods (Laura Ingalls Wilder)	Why the Whales Came (Michael Morpurgo)	The Story of Tracy Beaker (Jaqueline Wilson)	Goodnight Mr Tom (Michelle Magorian)
Matilda (Roald Dahl)	The Little Prince (Anton de Saint-Exupery)	The Wolves of Willoughby Chase (Joan Aiken)	Private Peaceful (Michael Morpurgo)
The Butterfly Lion (Michael Morpurgo)	The Firework-Maker's Daughter (Phillip Pullman)	Street Child (Berlie Doherty)	Wonder (R J Palacio)
The Sheep-pig (Dick King-Smith)	The Proudest Blue (I Muhammed)	Holes (Louis Sachar)	Pig Heart Boy (Malorie Blackman)
Hansel and Gretel (Anthony Browne)	Sam Wu is not afraid... (Katie and Kevin Tsang)	How to Train your Dragon (Cressida Cowell)	Secret of the Sun King (Emma Carroll)
My Naughty Little Sister (Dorothy Edwards)	Last Stop in the Market Street (Matt De La Pena)	The Phoenix (SF Said)	Nowhere Emporium (Ross MacKenzie)
Podkin One-Ear (Kieran Larwood)	The Undefeated (K Alexander and K Nelson)	Boy in the Tower (Polly Ho Yen)	The Explorer (Katherine Rundell)
Hair Love (Matthew Cherry)	The Naughtiest Unicorn (Pip Bird)	Boy at the Back of the Class (Onjali Rauf)	No Ballet Shoes in Syria (Catherine Cassidy)
Ruby's Worry (Tom Percival)	Planet Omar... (Zainab Main)	Malcolm Little) Ilyasah Shabazz)	The 11th Trase (A Hollingworth)
Cora Cooks Pancit (Dorina K L Gilmore)		Agent Asha (Sophie Deen)	The Girl who Stole an Elephant (Nirzana Farook)
The Red Lollipop (Rukhsana Khan)			

		Amina's Voice (Hena Khan)	The Boy in Striped Pyjamas (Boyle) The Arrival (Shaun Tan)
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