

Easton Royal Academy: Reading Handbook & Curriculum

Key aspects of our reading provision:



1. Informed staff

Every teacher and TA in our school and our principal have been trained to deliver phonics and reading with excellence and we also have staff in school who have been trained in strategies to support children who need additional time and practice. At KS2, staff have received training on research-informed strategies for the teaching of reading from 'Reading Reconsidered' (Lemov et al, 2016).

Teachers plan the substantive (including vocabulary) knowledge that will be taught during and ahead of each book because they know that comprehension is directly linked to children's knowledge and experience of the specific words and concepts that they find in books (e.g it is very difficult to infer information about the feelings of a refugee if you do not have knowledge of the concept of being a refugee and a developing schema in this area). Books can be used to expand knowledge in a planned way.

Our staff know about high-quality reading teaching but they are also informed about books and authors to recommend to children in the ages that they teach. They are informed and closely aware of which books their children are reading, which authors they like and where more challenge is needed.

Teachers are informed about where reading fits into the wider curriculum. They are able to reference our reading strategies and learned vocabulary in foundation subjects. They are able to support children to make links – *"The character in our writing text here is very similar to...."* or *"we came across this word before in a different context..."*.

2. High quality phonics and reading teaching

Which phonics scheme do we teach?

We teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

How do we teach phonics?

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

When do children practice and apply what they learn in dedicated phonics sessions?

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of 'Application of phonics to reading'.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

How is reading taught at KS2 (from summer term of Year 2)?

As soon as children are able to move into reading more complex texts away from our decodable phonics scheme (this may be at the end of KS1 or later depending on the level of additional practice we feel a child needs), children participate in a daily 30min group reading session led by an adult who has also been trained in the teaching of phonics to ensure continuity of approach and transition.

Teaching moves further towards the explicit teaching of the contextual and vocabulary knowledge needed to understand texts alongside the continued teaching of fluency through decoding, automaticity and prosody. We have based our KS2 reading approach on 'Reading Reconsidered' (Lemov et al, 2016).

We have used the following research-based principles to design our approach:

- Fluency equals accuracy (decoding) automaticity (pace) and prosody (expression)
- Limited fluency is the most pervasive and important barrier to understanding for readers at all levels- especially with complex texts.
- Once students can read fluently, background knowledge, of which vocabulary is the most important type, is the biggest barrier to Understanding.
- Oral reading fluency explained 50-60% in the variations in reading comprehension scores (Palage 2010)
- On the route to comprehension, prosody helps students make meaning audible. Those with a strong sense of prosody are more likely to understand the text.
- Vocabulary is the single most important form of background knowledge, half of the struggle with reading is knowledge of words. It is best to deeply focus on it in lessons, use pictures, examples etc.
- Attention is the hidden driver of any task that requires sustained focus. Students' attention is growing more fragile.
- Reading is social. A desire for belonging and the perception of social norms are the most powerful drivers of behaviours- including reading. We make readers through reading communities.
- Thinking about books isn't learning until it is remembered.

At KS2, each term focuses on a specific fiction text from our reading spine (based on 'The 5 Plagues of Reading') and other linked non-fiction texts are also embedded into each unit (see 'embedded non-fiction' strategy below). In addition, there are focus texts as part of writing sessions and foundation sessions.

Detailed information about our KS2 reading approach, including support for teachers, can be found in Appendix 1.

3. High levels of parental engagement with home reading

Children who are reading books from our decodable reading scheme take their decodable practice book home to ensure success is shared with their family. This means they have additional opportunities to read it fluently and talk about it. Some children also choose a 'sharing book' to take home. This book is not decodable and is a book they have selected to be read to them by a family member.

Our parents have at least annual reading training where the most recent research and strategies are shared and school-expectations set out for reading at home. We ask parents to have their child read aloud to them 5 times a week and that they sign their child's diary when this has taken place. Staff sign diaries every day and home-reading is tracked at the end of each term. We contact parents who do not regularly read at home to put support in place to help with this (e.g further training, motivational support for children etc).

4. Books matched to reading stage and 'reader' to 'reader' relationships

Initially, this means children practicing reading only with books that are fully decodable at their individual stage in phonics. We also have books which continue to be phonetically decodable for children aged 7+ who need additional time and practice. There is a guide to issuing the correct phonics book in appendix 2.

Later, this means children having a 'reader to reader' relationship with their teacher. Their teacher tracks and shows an interest in their book choices and is able to recommend books which might challenge and interest them. Children have daily access to the school library and a weekly reading lesson in the library.



5. Excellent assessment and support, enabling targeted action to help children to keep up

Children	Frequency of assessment	Type of assessment	Timetabled support if needed	Type of support
All children in Reception and Year 1	Every 6 weeks	Little Wandle termly phonics assessment for the specific year group and term	Additional daily 10 min keep-up sessions with a trained adult	There is detailed information on the LW assessment pages about the type of support needed in each term. See Appendix.
Children in Reception and Year 1 who need additional teaching and practice	Every 3 weeks	Repeat of the above assessment to monitor improvement		
Children in Y2 to 6 who need additional teaching and practice (due to an assessed need in phonics)	Every 3 weeks	Little Wandle catch-up assessment	KS2 pupils have 3-reads 1:1 or small group with targeted fluency or comprehension strategies in addition to phonics catch-up.	
	Twice a year	YARC diagnostic Assessment		
Children in Y2 to 6 who need additional teaching and practice (due to an assessed need in phonics)	3 times a year	NFER Reading paper	3-reads 1:1 or small group with targeted fluency or comprehension strategies.	
	Weekly	Formative assessment on targeted strategies by 1:1 reading adult		
	Twice a year	YARC diagnostic Assessment		
Children in Y2 to 6 who need additional teaching and practice (due to an assessed need in phonics)	3 times a year	NFER Reading paper	See Appendix for targeted strategies.	
	Weekl	Formative assessment on targeted strategies by 1:1 reading adul		

Children at risk of falling behind in phonics are identified within the first 3 weeks of starting school in reception and are given additional daily practice sessions.

We assess phonics during lessons so that teachers can adapt their teaching in the moment to scaffold the session for individual learners who need more support. We also assess children every 6 weeks using Little Wandle phonics assessment and analysis system. Children who need additional time and practice are given extra daily 1:1 or small group phonics sessions taught by a trained adult. They may also read more frequently than 3 times a week with a trained adult to give them additional time to consolidate their learning.

Children who are being given additional time and support for phonics are assessed every 3 weeks to keep close track on their improvement.

The Little Wandle placement assessment is used with any child who is new to the school in reception and year 1 to quickly identify any gaps in phonic knowledge and to plan for and provide the extra teaching they need.

To assess whether children are able to move away from the phonetically decodable scheme and on to a wider choice of books in our classroom and library collections, they undertake the final fluency assessment from Little Wandle and are required to read at 60 – 70+ words per minute.

Children in year 1 take part in the statutory phonics screening check and results are reported on our school website and also to governors and Excalibur Academies Trust board.

6. Explicit teaching of vocabulary

Reading allows learners to encounter new vocabulary on a regular basis. This vocabulary includes technical and subject-specific words, but also words which are not often used in everyday, social contexts and require explicit teaching:

- Preparation/awareness of vocabulary in texts to be read
- Selection of vocabulary which is essential for comprehending the text
- Pre-teaching words selected or teaching following a first read.
- Collecting and revisiting words as often as possible.

There is a solid evidence base of a range of research into the teaching of vocabulary which supports three key elements of vocabulary instruction:

- Defining and explaining word meanings.
- Arranging frequent encounters with new words (at least 6 encounters with new words and possibly up to 50 for secure learning).
- Encouraging pupils' deep and active processing of words and meanings in a range of contexts (including morphology and etymology).

Apthorp 2006

7. High quality texts and inviting spaces

The texts themselves and how they are chosen and presented is more important than the space. It is the books which should invite the learners to sit and read. Texts reflect and represent children's identities and contexts; they support our values of equality and diversity. There is a range of fiction (including graphic novels, traditional tales, traditional and contemporary classics), non-fiction (including newspapers and magazines, information books, books which promote reflection and discussion) and poetry (including current, traditional, from other cultures, visual etc).

We select texts from the centre for literacy in Primary Education (CLPE) book lists, and we have a long-term text map in place which helps teachers make links across texts and the curriculum. **Texts for group reading are deliberately challenging ("above their pay grade") for children because their reading will be supported by the teacher.**

Class book shelves do not display too many books at once; are refreshed frequently to engage and interest the class; contain books which children are familiar with and that have been read aloud to them or studied in group reading; make books attractive and easy to find.



8. Frequent Opportunities for reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)



We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect our children's growing identities as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting collection of books that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Every child in the school have a home reading diary.. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every term and we also participate in author talks and visits both n person and live online.
- We hold an annual book week including workshops for parents to attend alongside their children and parents coming into school to read to children and demonstrate their own love of reading.
- We have key weeks in the school year where staff and visiting guests read live bedtime stories to our children every evening.

All children have a frequent (at least every other day) opportunity to read their own book or other text in school (we have a good range of non-fiction from the county library service and we subscribe to First News, Aquila, National Geographic Kids and Happy Newspaper). Teachers also plan for this time to be used for paired reading, writing reviews, recommending books to peers, talking with teachers about recommendations.

9. Story time

Every school day includes at least one story read aloud by a teacher. In Acorn class, this is considerably more due to the length of texts. Teachers model thinking aloud, pick out and explain the meaning of relevant vocabulary before reading and support all children to understand the text.

Appendix 1 – Our approach to KS2 reading lessons ‘Reading Reconsidered’

Strategy	Description	Notes to support teachers
Accountable Independent Reading (AIR)	<p>Children are given time to read independently with a given focus.</p> <p>This time can be used by the teacher to read the passage to those pupils who are not able to access it independently.</p>	<p>Limit the amount of text:</p> <ul style="list-style-type: none"> • Read in short intervals to start with. • Use smaller texts but that are more difficult. • Build stamina over time. • Gather data on pupils through questioning and observation. <p>Find a focal point:</p> <ul style="list-style-type: none"> • Tell children what you are going to ask before you begin reading, so that they are focused on what to look for. <p>Set time limits:</p> <ul style="list-style-type: none"> • Start off with 2 minutes to read (the incentive is not to rush but to read well) then follow up with discussions to check understanding. • Over time let students read for longer with less scaffolding. <p>Assign interactive reading tasks:</p> <ul style="list-style-type: none"> • This allows the teacher to assess understanding when students are reading independently, e.g. read to the bottom and write the word ‘conflict’ where we learn what conflict is. <p>Confirm and scaffold comprehension:</p> <ul style="list-style-type: none"> • Manage this through written and oral checks. • Vary checks according to ability. <p><i>Don't forget to let pupils read in silence – repetition of instructions runs the risk of disrupting their comprehension.</i></p>
Control The Game (CTG)	<p>Children take it in turns to read aloud. Class teacher says the name of the person who should take over the reading next. CT has planned which passages will be read by which pupil ,</p>	<ul style="list-style-type: none"> • All others must be reading along and ready to take over at any point (unpredictability encourages attentiveness). • Match readers to passages e.g. plan who is reading which section before, so More confident readers read more difficult passages.

	especially finding appropriate sections for those children who need additional support.	<ul style="list-style-type: none"> • Make transitions between readers quickly to avoid disruption. • Teacher also reads a section to model. • Spot checking (when a teacher is reading, leave out a word for the class to read aloud to ensure everyone is following along).
Teacher Reads Aloud (TRA)	All classrooms, with pupils of any age, benefit from being read to. It exposes students to texts above their ability, models fluency and helps instil a love of reading.	<ul style="list-style-type: none"> • Read complex texts (this breathes life into texts that pupils are unable to read independently). • It models fluent reading, so they have a model of what expressive reading sounds like. • Teacher is able to emphasise words and add emotion.
Embedding non-narrative non-fiction (NNNF)	In every reading unit of study, teachers also embed quality non-fiction texts which are linked to the main (fictional) text.	<ul style="list-style-type: none"> • When texts are closely paired it maximises synergy – e.g., reading a novel set in WW2, then reading some NNNF about the conditions that soldiers lived in. In this example, children would be more attentive to both the emotions of the soldiers (as they understand more about what they are going through) and the factual information (as they care about the soldier characters in the novel). Pupils connect the dots. The absorption rate goes up. • By embedding such NNNF texts regularly in the scheme of teaching a novel we are showing the children that a book does not live in isolation, and we are also modelling, and building a habit of, intellectual curiosity. • Adapt, combine, amend articles – to make them more accessible and applicable to younger children.
Explicit vocabulary instruction	<p>Explicit vocabulary instruction to take place daily (see lesson plan format).</p> <p>The key point with definitions is that the definition should be given first by the teacher, not arrived at through questioning.</p>	<p>Step 1 – word selection. There are 3 tiers of words. 1 is basic and 3 is technical so words that fall within tier 2 are most appropriate for vocabulary instruction. There are bullet points on p.258 re: types of words to consider for direct instruction.</p> <p>Step 2 – an accurate and student friendly definition. Vocabulary instruction should begin with an accurate definition and then focus on application. Make it stick – model in a sentence, visual aid, act it out.</p>

		<p>Step 3 – parameters of use – giving guidance on how to use new words taught.</p> <ul style="list-style-type: none"> • Common use. • Word partners e.g. words that often accompany the new word taught. • Forms and prefixes. • Similar to/different from. <p>Step 4 – active practice (<i>most important part</i>). Master meaning & master usage 3 keys to active practice:</p> <ul style="list-style-type: none"> • Say the word. • Push for precision – to ensure more than just surface level learning. • Make it right – consistently correct inaccurate parts of speech or tense. <p>Have a set 'roll out sequence' e.g. sequence and script for each lesson (p.268). Predictability makes it more efficient.</p>
Implicit vocabulary instruction	Some vocabulary will occur during the reading. These will be words that the teacher has highlighted when marking up the text during planning.	<p>Mark up the section of text you're planning to read and circle words you anticipate to be challenging. Then prioritise the words. (p.271).</p> <p>Approaches for the less important words...</p> <ul style="list-style-type: none"> • Selectively neglect – briefly categorise and move on. • Pronounce words. • Drop in a definition – margin note, call & response <p>All of the above approaches need to be efficient and snappy so you can return to the text as quickly as possible.</p>
Remembering vocabulary	Teachers return to vocabulary with and beyond each unit.	<ul style="list-style-type: none"> • Word play (p.282) pose questions that force students to think about the relationship between words. • Vocabulary upgrades. • Connect to texts – ask students to apply new vocabulary to text being studied. • Word wall – keeps vocabulary instruction alive for maintenance and instruction. Supports students to upgrade their vocabulary choices.
Silent Solo	Because the curriculum is writing intensive, it's critical that students in your class are able to work productively on their own . We use the phrase "Silent Solo" for work that is completed silently—in order to support the focus of all learners in the classroom—and independently.	Like any other system, it's helpful to explicitly set expectations in the beginning of the year for what students should be doing while they're working "Silent Solo" and provide clarity about what they can expect from you, as their teacher, during this time. You may consider using a mini-rollout speech the first time you ask students to work "Silent Solo." As you plan and prepare to roll out your expectations for Silent Solo, you might consider:

		<ul style="list-style-type: none"> - What should students do if they have a question during Silent Solo? - What should students do if they get stuck/don't know what to write? - What is the prompt you'll use to bring Silent Solo work? What is your cue for bringing them back together?
Cold Call	<p>Cold Call is a system for calling on students regardless of whether or not they've raised their hands. Using Cold Call is critical because it allows you to move more quickly through questioning cycles and therefore supports both pacing and engagement. It also incentivizes attentive engagement from every student, and allows you to Check for Understanding. It's important that students feel Cold Call is predictable, positive and inclusive. (i.e., They know they'll be Cold Called and <i>that's a good thing</i>—it means you genuinely want them to participate in class and be successful.) Here are some ways to make Cold Call feel positive and inclusive:</p>	<ol style="list-style-type: none"> 1. Roll Out: Explain to your students what you intend to do and why. E.g., "Sometimes I will call on you even if your hand isn't raised because I really want to know what you are thinking." It also helps to tell students what to do if they aren't sure about their answer. 2. Use Initial Positive Affect: Use a positive demeanor as you ask questions. Smile, be encouraging. Give kids time. Show that you want them to succeed. E.g., "I saw some good work and can't wait to hear your thoughts..." Circulating also helps. 3. Value the Ideas: Cold Call is inclusive. It says: "I care about your ideas and value your thinking." Show with your words and actions—non-verbal gestures, nodding, slow circulating—that you are thinking about their ideas and appreciate a strong answer. "Mmm. Thanks for pointing that out, Daniela. Who wants to develop that idea?" 4. Start with Success: Start with questions that let students succeed then add challenge. You might say: "Start telling us about the conflict, Samia" or "Share some initial observations about the conflict, Marcus." This implies that a perfect answer is not expected. Or you might start asking students to read the question, or to report and review answers they have completed at their seats. E.g., "Carla, I loved your answer. Would you mind sharing it?" Pre-calling a student by letting them know in advance that you'll invite them to share with the whole group can be a particularly effective way to ensure students are prepared to respond successfully. 5. It's Social: Positive is not just about you. How students react when their peers have been <i>Cold Called</i> is critical to making the climate positive. Use Follow-Ons and ensure that they track to build a culture of listening. Make sure classmates don't call out or raise their hands while another classmate is trying to answer. In some schools, students "send magic" to show support. If someone struggles on a hard question remind the class that it's not an easy question but then perhaps observe that "we'll get you there."
Show Call	<p>Show Call is essentially a Cold Call of a student's written work and a powerful way to celebrate students' writing and ideas. After a round of writing, you take the written response of a student (or students) and display it on the document camera for the class to observe and</p>	<p>Like Cold Call, you want to build students' comfort with having their work Show Called. It's important to help them understand that Show Call is positive, and even when they are given constructive feedback, the purpose is to help them grow as writers. Two key moments in the Show Call that you can use to emphasize its positivity are the Take and the Reveal.</p>

	<p>analyze as a class. This enables you to deeply and efficiently analyze a piece of student writing. It's a critical tool for building a strong culture of writing in your class as it increases student accountability for their writing. When students are aware that their work might be shared publicly, they're more attentive to the quality of work that they produce.</p>	<ul style="list-style-type: none"> • The Take: This is the moment when you pick up or take a student's work with the intention of sharing it with the class. Because this can be a moment of tension for students (especially when Show Call is new for them), be sure to maintain a positive affect, and consider sharing a bit of purpose about why you're going to share a piece of writing with the rest of the class (e.g. "I thought your analysis was really strong. I'd love to share this with the class so they can learn from your thinking and share some suggestions with you to make this work even stronger.") • The Reveal: This is when you announce publicly to the class that you'll be looking at one piece of student work together. Once again, your positive affect is important for making students feel comfortable with the idea of their work being displayed. This is also the time to share with students the purpose for looking at a piece of student work (e.g. "Thomas worked really hard on his response to question four. Let's look carefully thinking about what he did well and how he can increase the sophistication of at least one of his sentences.") <p>After the Show Call, a verbal "thank you" (privately or publicly) shows your respect for your students, their work, and the process of Show Call. It's a nice way to reinforce the message that your students help one another in growing as readers and writers.</p>
Developmental Writing	<p>Developmental Writing consists of exercises, embedded in the content of the reading, that seek to develop students' ability to create richly meaningful sentences of nuance and complexity using a variety of syntactic tools. They involve deliberate practice at the sentence level.</p> <p><i>The developmental writing approach we are currently focussing on at ERA is 'THE ART OF THE SENTENCE' (code: AOS)</i></p>	<h3>The Art of the Sentence (AOS)</h3> <p>Teach children the words, phrases and techniques they need to be able to write about their reading in an artful way.</p> <p>Ask them to synthesize a complex idea into a single, artful sentence.</p> <ul style="list-style-type: none"> • Give sentence starters (e.g. 'In one sentence, explain how Ramona's actions affected her sister. Start your sentence with "After Ramona..." or 'Explain the differing viewpoints of the two main characters on how to treat the runt of the litter. Start your answer with "While Fern believes..."'). • Set sentence parameters by giving words, phrases or structures you would like them to practice at some point in their answer (e.g. 'Explain why Templeton supported Charlotte in her plan to save Wilbur. Use the word 'motivated' in your response') • Model this lots with children through shared writing and showing successful writing on the visualiser.
Formative Writing	<p>Formative Writing consists of exercises that let students use writing as a tool to develop and expand their thinking—to 'think in writing.' These exercises also allow students to connect more closely and affectively to the text. Rather than</p>	<h3>Stop & Jot (SAJ)</h3> <p>Ask children to pause and jot down a quick response, followed by a speedy return to the text</p>

	<p>asking a student to explain a fully-formed idea, they ask the student to use writing as a tool to develop their ideas.</p> <p>The formative writing approach we are currently focussing on at ERA is 'STOP AND JOT' (code: SAJ)</p>	<ul style="list-style-type: none"> • The stop and jot has the primary purpose of helping children to develop their ideas through writing. They allow children to process and react without significantly interrupting the flow of the text. • A good use for stop and jot is to help children establish literal meaning of text before moving on to further analysis. • It also helps the teacher, when marking, to check their understanding at the point of the initial read.
Summative Writing	<p>Writing that asks students to form and develop paragraphs (or longer responses) that explain and provide evidence for a more developed argument about the text. These prompts often look like the questions on which students are assessed. We use these to make sure students can argue points and construct arguments confidently, support their positions with evidence and are prepared to do the kind of work that gatekeeper assessments will require of them.</p>	
Summative short response	<p>These come in the form of SATs style questions which are designed to show what children can do</p>	<p>There will be times when you want to test children's understanding of the text or their ability to locate evidence, order events, infer etc. This can be done in a shorter activity/question.</p> <p>Examples of the types and frequency of questions on SATs papers can be found in the DFE document 'English Reading test Framework' 2016. The main points from this document are included in Appendix</p>

Appendix 2: Planning KS2 Reading Sessions (support for teachers)

Here is a planning proforma to help planning the daily reading session – further explanation of each section can be found in section 2 of this handbook.
Blank planning proformas can be found in the ERA curriculum folder for English>Reading>Planning

	Year group: Term: Week:			
	Vocabulary Development:	Passage Read: Chapter and page	Write, then discuss.	Improve
Monday	Explicit Vocabulary:	Strategy: AIR/CTG/ RA	Turn & Talk or Silent Solo: Developmental (artful sentences): Formative (stop & Jot): Summative: Short Summative:	Understanding: Vocal summary
	Implicit Vocabulary:	Pupils in focus:	Responses: Cold or Show Call	Written answer:
Tuesday	Explicit Vocabulary:	Strategy: AIR/CTG/ RA	Turn & Talk or Silent Solo: Developmental (artful sentences): Formative (stop & Jot): Summative:	Understanding: Vocal summary
	Implicit Vocabulary:	Pupils in focus:	Responses: Cold or Show Call	Written answer:

Appendix 3: Sample Vocabulary Rollout Script



Step 1: Select Word: Gullible

Step 2: Provide Accurate and Student-Friendly Definition.

Say: Today's word is **gullible**. Everyone, say **gullible**. When you are gullible, it means that you are easily tricked *and* that you should probably know better. Jot that down in your notes.

Model use: So let me give you an example: On a warm, sunny day in the middle of May, my gullible sister believed me when I told her that I had just seen the weather forecast and that it was going to snow that afternoon.

Ask: Why is this something that a gullible person would believe?

Ask: When I *informed* my sister of this weather prediction, she gullibly said, "Oh really? I had better get my boots out of the attic." How would a person who is not gullible have reacted?

Use a visual: In this picture, the fortune teller is taking advantage of the man's gullibility. In one sentence in your notes [or taking hands/in discussion], explain why this man may be described as gullible. Be sure to use the word **gullible**, **gullibility**, or **gullibly** in your sentence.

Act it out (optional): Show me what your face might look like if you were gullible and I told you that you had just won an outrageous fortune in the lottery. Show me what your face would look like if you were not gullible and I told you that; say, "I am not that gullible."

Step 3: Describe Parameters of Use

Supply other forms: **Gullible** has several forms. Its adjective form is **gullible**, and it is often used to describe a *person* who is easily tricked. You might say that "the gullible man believed everything that the fortune teller said" or that "the man is very gullible because he believed everything she said." To use it as an adverb, you would use **gullibly**, as in "He gullibly believed everything the woman told him about his future." And if you want to use it to as a noun, you might use a possessive pronoun—for example, "His gullibility led him to believe everything she said."

Give example: Because of my sister's gullibility, my father is very *cautious* about the friends that she hangs out with.

Ask: Why would my father be *cautious* about my gullible sister's friends?

Offer similar to/different from comparison: **Gullible** is similar to *trusting* because both describe people who easily believe the words or actions of others. **BUT** *trusting* describes someone who is likely to trust, have confidence in, or rely on others (believe in the "goodness" of people); **gullible** suggests that the person believes others without thinking about whether their words or actions make sense—the person accepts information that is not logical.

Ask: One of these words has a more negative connotation: **gullible** or *trusting*. Which one?

Step 4: Engage in Active Practice

Ask: Is a two-year-old child who believes in the Easter Bunny trusting or gullible? Why?

Ask: Think of another example of someone who is trusting but not gullible. Turn and Talk with a partner.

Ask: In your notes, jot down some of the consequences of being gullible. When people act gullibly, how might they feel afterwards? Why? Explain using this sentence starter: "After acting gullibly, one might feel . . ."

Ask: (pick one or two of these; italicised words are review)

- Which character in our novel could be described as gullible? Why? Give one example of his or her gullibility.
- What is something that a gullible person might be *persuaded* to do or believe?
- Is an *oblivious* person more or less likely to be gullible than others? Why?
- How might someone *intimidate* a gullible person?
- Is it difficult or easy to *boast* to a gullible person? Why?

Appendix 4 – Information for teachers when planning a short summative response

Table 9: Profile of marks by content area

National curriculum reference	Number of marks	Percentage of total mark
2a give / explain the meaning of words in context	5–10	10–20%
2b retrieve and record information / identify key details from fiction and non-fiction	8–25	16–50%
2c summarise main ideas from more than one paragraph	1–6	2–12%
2d make inferences from the text / explain and justify inferences with evidence from the text	8–25	16–50%
2e predict what might happen from details stated and implied	0–3	0–6%
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0–3	0–6%
2g identify / explain how meaning is enhanced through choice of words and phrases	0–3	0–6%
2h make comparisons within the text	0–3	0–6%

Table 12: Profile of marks by question type

Selected or constructed response	Question types	Example questions
Selected response 10–30%	Multiple choice	Where would you be most likely to see this text? Tick one of the options below.
	Ranking / ordering	Number the events below to show the order in which they happen in the story.
	Matching	Match the text to the purpose.
	Labelling	Label the text to show the title.
Short constructed response 40–60%	Find and copy	Find and copy one word that suggests...
	Short response	What does the bear eat?
Extended constructed response 20–40%	Open-ended response	Look at the paragraph beginning: <i>Once upon a time...</i> How does the writer increase the tension throughout this paragraph? Explain fully referring to the text in your answer.

Appendix 5 - How do learners progress in Reading?

Progression in Decoding, Word Reading and Fluency

Reception	Year 1	Year 2	LKS2	UKS2
<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately (ELG) • Read some common irregular words (ELG) 	<ul style="list-style-type: none"> • Apply phonic knowledge & skills as the route to decode words. • Respond speedily with the correct sounds to graphemes 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, -int, -ed, -er, and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions 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 & 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 alternate sounds for graphemes. • Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word. • Read accurately words of more than two syllables that contain the taught GPCs. • Read words containing common suffixes. • Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered. • Read aloud books that are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read these books to help build their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. • Apply their growing knowledge of root word, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • Read with expression and intonation in response to context in familiar texts. • Respond appropriately to punctuation included within the text. 	<ul style="list-style-type: none"> • Apply their growing knowledge of root word, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • Children read fluently and without inappropriate breaks in age-related texts. • Children can apply the appropriate intonation, pace and speech patterns to the text type.

Appendix 6: Support for targeted children in Reception

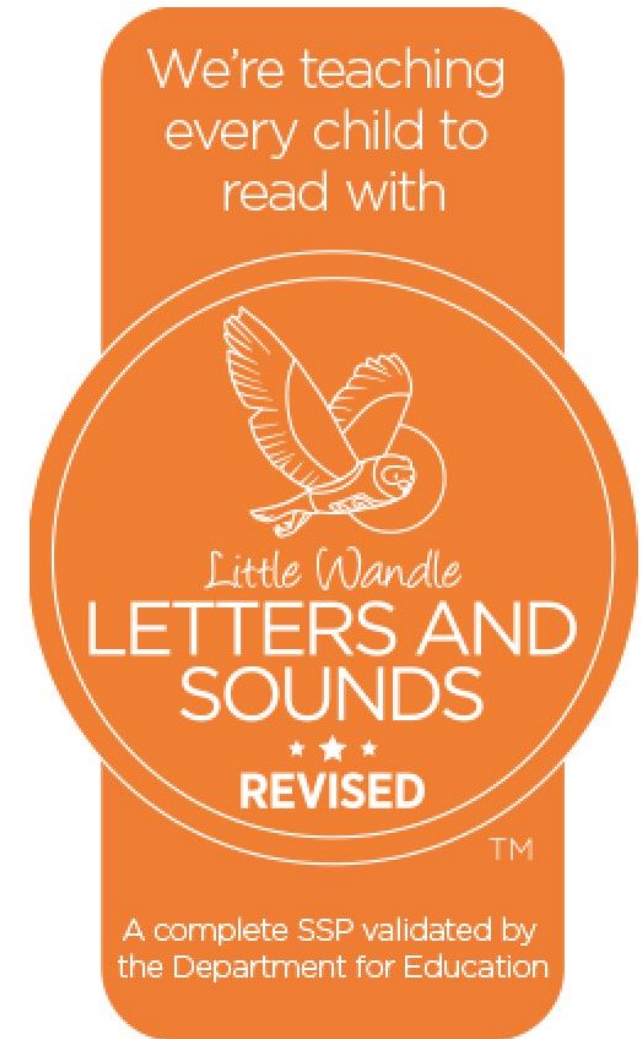
Next steps: Autumn 1 and 2

Teach to fill the gaps (whole class)

- Ensure all GPCs are automatic. Re-teach any GPCs that are not fluent to the whole class.
- Oral blending aids reading, but is not a prerequisite for reading words. Ensure all the children have lots of practice through games and the use of sound-talk in lessons.
- If the children are not blending independently, use the **teacher-led blending methods** with GPCs that they are secure with. Teach this explicitly and daily. Move on to the **whisper method**, which provides less support. Always ensure that the children get a chance to read a few words on word cards, without any help from you, in every lesson.
- Ensure the children get regular practice of all the tricky words. Add any tricky words that are not automatic to the daily and weekly review, and continue to practise reading them until they are fluent.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for those children with gaps. Ensure all GPCs are automatic – re-teach the GPCs they cannot recall effortlessly.
- Use the ‘Individual and Group Keep-up’ Teacher’s guide for Reception for Prompt cards to support the teaching of GPCs, oral blending and reading words (**super-supported, supported** and **whisper methods**).
- Do not stop this support until these children are at the same level of confidence as their peers.
- Consider daily pre-teaching for those children who need additional practice – setting them up to succeed.
- Ensure these children get extra informal practice throughout the day and have the chance to overlearn the GPCs, so they can read them effortlessly.



Next steps: Spring 1

Teach to fill the gaps (whole class)

- Ensure all GPCs are automatic. Re-teach GPCs that are not fluent to the whole class.
- The children should be able to identify digraphs and trigraphs within words. If they are not fluent, ask the children to identify them every time they read a word.
- Teach the children to read words without dashes under the digraphs and trigraphs. Use the word cards without sound buttons for review and when consolidating at other points during the day.
- Teach the children to blend in their heads so they begin to read words more fluently. Use lots of repetition of previously taught words to enable them to do this.
- The children should now be reading some Phase 2 and 3 words automatically. They should be beginning to retrieve these words from their orthographic store and reading them smoothly, without the need to blend in their heads at all. Encourage this skill in lessons, throughout the day and when reading their decodable reading books.
- Ensure the children get regular practice of all the tricky words. Add any tricky words that are not automatic to the daily and weekly review, and continue to practise reading them until they are fluent.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for those children with gaps. Ensure all GPCs are automatic – re-teach the GPCs they cannot recall effortlessly.
- Use the 'Individual and Group Keep-up' Teacher's guide for Reception for Prompt cards to support the teaching GPCs, oral blending and reading words (**super-supported**, **supported** and **whisper methods**), independent reading and tricky words.
- Do not stop this support until these children are at the same level of confidence as their peers.
- Consider daily pre-teaching for those children who need additional practice – setting them up to succeed.



Next steps: Spring 2

Teach to fill the gaps (whole class)

- Ensure all GPCs are automatic. Re-teach GPCs that are not fluent to the whole class.
- The children should be able to identify digraphs and trigraphs within words. If they are not yet fluent, ask the children to identify them each time they read a word.
- Ensure the children can read oo/oo fluently. Use the review activities (sort words oo/oo) to consolidate this and use oo/oo grapheme cards discretely.
- Ensure the children get regular practice of reading longer words. Use the **chunking method** to model reading these words – see the Prompt card 'Revisit and review: Words – Procedure for reading longer words'. When this method is secure, model reading longer words in one go.
- Ensure the children can read words with the -s and -ing suffixes. Identify these words discretely in their decodable reading books before reading the book.
- Teach the children to read words without dashes under the digraphs and trigraphs. Use the word cards without sound buttons for review and when consolidating at other points during the day.
- Teach the children to blend in their heads so they are reading words more fluently. Lots of repetition of previously taught words will enable them to do this.
- The children should now be reading many Phase 2 and 3 words automatically. They should be retrieving these words from their orthographic store and reading them smoothly, without the need to blend in their heads at all. Encourage this skill in lessons, throughout the day and when reading their decodable reading books.
- Ensure the children get regular practice of all the tricky words. Add any tricky words that are not automatic to the daily and weekly review, and continue to practise reading them until they are fluent.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for those children with gaps. Ensure all GPCs are automatic – re-teach the GPCs they cannot recall effortlessly.
- Use the 'Individual and Group Keep-up' Teacher's guide for Reception for Prompt cards to support the teaching of GPCs, oral blending, reading words with speedy digraph recognition, reading longer words and tricky words.
- Do not stop this support until these children are at the same level of confidence as their peers.
- Consider daily pre-teaching for those children who need additional practice – setting them up to succeed.



Next steps: Summer 1

Teach to fill the gaps (whole class)

- Use this assessment to work out where the children have gaps. Do they **need more** practice with adjacent consonants? Are they quick at recognising digraphs such as 'ng', 'nk' and 'er' in longer words?
- Ensure the children get regular practice of reading longer words. Use the **chunking method** to model reading these words – see the Prompt card 'Revisit and review: Words – Procedure for reading longer words'. When this method is secure, model **reading longer words** in one go.
- Ensure the children can read words ending with -ing. Identify these words **discretely** in their decodable reading books before reading the book.
- Teach the children to read words without needing dashes under the digraphs and trigraphs. Use the word cards without sound buttons for review and when **consolidating** at other points during the day.
- Teach the children to blend in their heads so they are reading words more **fluently**. Lots of repetition of previously taught words will enable them to do this.
- The children should now be reading most Phase 2 and 3 words **automatically**. They should be retrieving these words from their orthographic store and reading **them** smoothly, without the need to blend in their heads at all. Encourage this **skill in lessons**, throughout the day and when reading their decodable reading books.
- Ensure the children get regular practice of all the tricky words. Add any **tricky words** that are not automatic to the daily and weekly review, and continue to **practise reading** them until they are fluent.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for **those children with** gaps. Ensure all GPCs are automatic – reteach the GPCs they cannot recall **effortlessly**.
- Use the 'Individual and Group Keep-up' Teacher's guide for Reception for **Prompt cards** to support the teaching of GPCs, oral blending, reading words with **speedy digraph** recognition, reading longer words and tricky words.
- **Do not stop this support until these children are at the same level of confidence as their peers.**
- **Consider daily pre-teaching for those children who need additional practice – setting them up to succeed.**



Next steps: Summer 2

Teach to fill the gaps (whole class)

- Use this assessment to work out where the children have gaps. Are they struggling with the Phase 3 GPCs? Do they need more practice with adjacent consonants?
- Ensure the children get regular practice of reading longer words. Use the **chunking method** to model reading these words – see the Prompt card ‘Revisit and review: Words – Procedure for reading longer words’. When this method is secure, model reading longer words in one go.
- Ensure the children can read words ending with -ing. Identify these words discretely in their decodable reading books before reading the book.
- Teach the children to read words without needing dashes under the digraphs and trigraphs. Use the word cards without sound buttons for review and when consolidating at other points during the day.
- Teach the children to blend in their heads so they are reading words more fluently. Lots of repetition of previously taught words will enable them to do this.
- The children should now be reading most Phase 2 and 3 words automatically. They should be retrieving these words from their orthographic store and reading them smoothly, without the need to blend in their heads at all. Encourage this skill in lessons, throughout the day and when reading their decodable reading books.
- Ensure the children get regular practice of all the tricky words. Add any tricky words that are not automatic to the daily and weekly review, and continue to practise reading them until they are fluent.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for those children with gaps. Ensure all GPCs are automatic – re-teach the GPCs they cannot recall effortlessly.
- Use the ‘Individual and Group Keep-up’ Teacher’s guide for Reception for Prompt cards to support the teaching of GPCs, reading words, speedy digraph recognition, reading words with adjacent consonants and reading tricky words.
- **Do not stop this support until these children are at the same level of confidence as their peers.**
- **Consider daily pre-teaching for those children who need additional practice – setting them up to succeed.**



Appendix 7: Issuing the right phonetically decodable book (Reception)

Matching grid

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Autumn 1	GPCs read without hesitation: s a t p i n m d. Blends these words: sat man.	Autumn 2	s a t p i n No tricky words	Phase 2 Set 1 Pat it Sit Sip Nap Sit Sit Tip, Sip, Nap Pat a Pan Sit Tip Pat
	GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l. Blends these words: sat man hug red.		s a t p i n m d -s for plurals and present tense verbs	Phase 2 Set 2 Sit in! Tap it, Tad! A Dip Pip!
	GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l. Blends these words: sat man hug red peck.		g o c k c k Tricky words: and is the	Phase 2 Set 3 Nip it! Dig it! Tick Tock and Mick Pop it on! Pip and Pop
Autumn 2	GPCs read without hesitation: a e i o u g d b f f l l s s c k. Sounds out and blends at least five words.	Spring 1	e u r h Tricky words: is I the put pull full as and his has her b f f l l s s Tricky words: is I the put pull full as and his has her	Phase 2 Set 4 Pots, Cans, Cups! Rag Duck Duck Socks Bad Luck, Dad Nell and Tess Up and Off!
	GPCs read without hesitation: j v w x y z z z q u c h s h t h n g n k. Sounds out and blends at least seven words.		j v w x y z z z q u c h s h t h n g n k Tricky words: I the put pull full and her no go to into she push he of we me be	Phase 2 Set 5 Hush! Fix it, Fox Jazz and Jet Ding Dong Dash to Dig Cubs Jig and Jog Buzz, Hop, Zip! Will it Sink? Big Mud Run

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Spring 1	GPCs read without hesitation: ai ee igh oa oo oo ar or ur ow oi ear air er. Sounds out and blends 12 words.	Spring 2	ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters: dd mm tt bb rr gg pp nn cc Longer words, e.g. magnet lemon Compound words, e.g. carpark Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure	Phase 3 Set 1 Pink Boat, Pink Car Finn Feels Better A Job for the Dog I Look for Mark Jack and Zain Get Set for Fun It is a Fox Rock Pools Down to Up Odd Fish!
Spring 2	All GPCs read without hesitation. Sounds out and blends 12 words.	Summer 1	ai ee igh oa oo oo ar or ur ow oi ear air er Words with more than one digraph, e.g. shimmer Longer words, e.g. fantastic helmet Compound words, e.g. earring popcorn Words ending in -ing, e.g. chatting waiting Words ending in -es, e.g. torches Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure	Phase 3 Set 2 Aimee and the Tablet Lee and the Box Nipper and Gull The Hopper The Power Cut In the Dark Woods Down the River Food on the Farm Owls in the Night It is Hidden

Term of assessment	Assessment results	Term child reads the books	Child can read books containing the following	Matched books for Collins <i>Big Cat for Little Wandle Letters and Sounds Revised</i>
Summer 1	<p>Sounds out and blends: seven+ words.</p> <p>Reads five words automatically.</p> <p>A total of at least 12 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	Summer 2	<p>Adjacent consonants and short vowels</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Set 1</p> <p>The Foolish, Timid Rabbit Tickets! Scrap Rat Snug in the Tent Crick and Crock Have Lunch Thumper How the Ear Can Hear Stunt Jets Good Things from Farms Track a T-Rex Strong Trucks From the Top</p>
Summer 2	<p>Sounds out and blends: seven+ words.</p> <p>Reads five words automatically.</p> <p>A total of at least 12 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	These books will be read in Year 1	<p>Adjacent consonants and long vowels</p> <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Set 2</p> <p>Eggs on Toast Dragon in the Jam The Monster on the Train Zebra's Tent The Chicken Coop Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out! Train to Win Maps Storms</p>

Appendix 8: Support for targeted children in Year 1

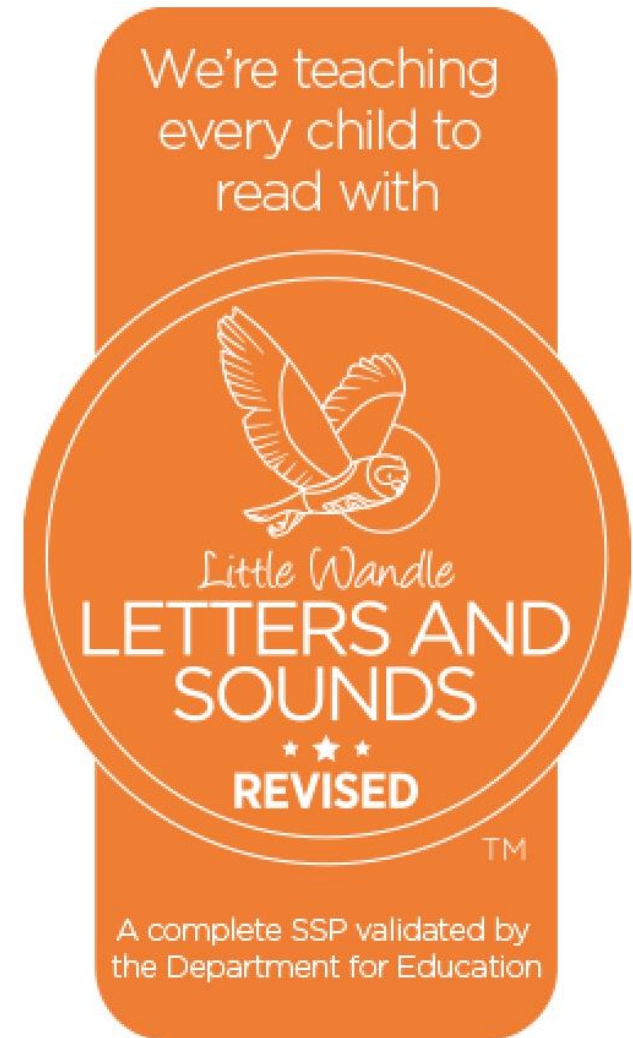
Next steps: Autumn 1

Teach to fill the gaps (whole class)

- Ensure all GPCs are automatic. Re-teach GPCs that are not fluent to the **whole class**. These GPCs are all revision and should be fluent for all children.
- Children should be able to identify all Phase 2 and 3 digraphs and trigraphs **within words**. If they are not fluent, ask children to identify them every time they read a **word**.
- Practise the new Phase 5 GPCs and words with 'ay', 'ou', 'ea' and 'oy' during **week 6**.
- Teach children how to read longer words. Use the **chunking method** to model reading the words in chunks – see the Prompt card 'Revisit and review: Words – Procedure for reading longer words'. When this method is secure, model reading longer words in **one go**.
- Teach children to blend in their heads so they are reading words with known GPCs **even more fluently**.
- Many of the Phase 3 and 4 words should now be read automatically. Children should be retrieving them from their orthographic store and reading these words **smoothly without** the need to blend in their heads at all. Encourage children to do this when **reading Phase 3 and 4 words in sentences** and when reading them in their decodable **reading books**.
- Ensure the children get regular practice of all the tricky words. Add any **tricky words** that are not automatic to the daily and weekly review and continue to practise **reading them** until they are fluent.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for **children with gaps**. Ensure all GPCs are automatic – re-teach the GPCs they cannot recall **effortlessly**.
- See the 'Individual and Group Keep-up' Teacher's guide for Year 1 for **Prompt cards** to support the teaching of GPCs, oral blending, reading words with **speedy digraph** recognition, reading words with adjacent consonants, reading words **without overt** blending, reading longer words and tricky words.
- Do not stop this support until each child is at the same level of confidence **as their peers**.
- Consider daily pre-teaching for those children who need additional practice – **setting them up to succeed**.
- Ensure that these children **get informal extra practice** throughout the day and have the **chance to overlearn the GPCs, so they can read them effortlessly**.



Next steps: Autumn 2, Spring 1 and 2

Teach to fill the gaps (whole class)

- Ensure all Phase 5 GPCs taught so far are automatic. Re-teach GPCs that **are not fluent** to the whole class. Add any GPCs that continue to cause trouble to the **daily GPC review** pack, as well as referring to the 'Grow the code grapheme chart' and practising these GPCs throughout the day.
- Children should be able to identify all Phase 5 digraphs within words. If **they are not** fluent, ask children to identify them every time they read a word.
- All GPCs on the weekly grids and teacher assessment are covered in the **Phonics screening** check. Use these as an assessment of class and child progress towards the **check**.
- Teach children how to read longer words. Use the **chunking method** to **model reading the** words in chunks – see the Prompt card 'Revisit and review: Words – Procedure for reading longer words'. When this method is secure, model reading longer words **in one go**.
- Teach children to blend in their heads so they are reading words with known GPCs **even** more fluently.
- Many of the Phase 5 words should now be read automatically. Children **should be** retrieving them from their orthographic store and reading these words **smoothly, without** the need to blend in their heads at all. Encourage children to do this when **reading Phase 5** words in sentences and when reading them in their decodable reading **books**.
- Ensure children get regular practice of all the tricky words. Add any tricky **words that are** not automatic to the daily and weekly review and continue to practise **reading them until** they are fluent.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for **children with** gaps. Ensure all GPCs are automatic – re-teach the GPCs they cannot recall **effortlessly**.
- See the 'Individual and Group Keep-up' Teacher's guide for Year 1 for Prompt **cards** to support the teaching of GPCs, oral blending, reading words with speedy **digraph** recognition, reading words with adjacent consonants, reading words **without overt** blending, reading longer words, reading words with GPCs that have more **than one** sound, and reading **tricky words**.
- **Do not stop this support until the child is at the same level of confidence as their peers.**
- Consider **daily pre-teaching** for children who need additional practice – setting them up to **succeed**.



Next steps: Summer 1 – revision for the Phonics screening check

Teach to fill the gaps (whole class)

- Use the assessment to work out where the children have gaps:
 - Are they struggling with the Phase 5 GPCs?
 - Do they need more practice with adjacent consonants?
 - Are longer words causing issues?
 - Can they quickly identify the Phase 2, 3 and 5 digraphs in words?
 - Can they identify a split vowel digraph in multisyllable words?
- Ensure all GPCs are automatic. Re-teach GPCs that are not fluent to the **whole class**. These GPCs are all revision and should be fluent for all children.
- Teach children how to read longer words. Use the **chunking method** to **model reading the words in chunks** – see the Prompt card 'Revisit and review: Words – Procedure for reading longer words'. When this method is secure, model reading longer words **in one go**.
- Although we want all children to read with automaticity, we need children **to read these words with accuracy**. Make sure children remember to say each phoneme **and then blend** to ensure this.
- Ensure children understand that the 'alien' words are not real words. Tell children **to always sound-talk these words and not to try to make them sound like a real word** when they blend.
- Ensure children get regular practice of all the tricky words. Add any tricky **words that are not automatic** to the daily and weekly review and continue to practise **reading them until they are fluent**.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for **children with gaps**. Ensure all GPCs are automatic – re-teach the GPCs they cannot recall **effortlessly**.
- See the 'Individual and Group Keep-up' Teacher's guide for Year 1 for **Prompt cards** to support the teaching of GPCs, reading words with adjacent consonants, **reading longer words, reading words with GPCs that have more than one sound, and reading tricky words**.
- **Do not stop this support until each child is at the same level of confidence as their peers**.
- **Consider daily pre-teaching for children who need additional practice – setting them up to succeed**.



Next steps: Summer 2

Teach to fill the gaps (whole class)

- Ensure all GPCs are automatic. Re-teach GPCs that are not fluent to the **whole class**.
- Add any GPCs that continue to cause trouble to the daily GPC review pack, as well as referring to the 'Grow the code grapheme chart' and practising **these GPCs** throughout the day.
- Children should be able to identify all Phase 5 digraphs within words. If they are not fluent, ask children to identify them every time they read a word.
- Focus on ensuring that every child can read each word fluently. Teach children to **blend in** their heads so they are reading words with known GPCs even more **fluently**.
- Many of the Phase 5 words should now be read automatically. Children should be retrieving them from their orthographic store and reading these words **smoothly without** the need to blend in their heads at all. Encourage children to do this when **reading** Phase 5 words in sentences and when reading them in their decodable **reading books**.
- Any children who are not reading these GPCs or words fluently will need **additional** practice of these in Year 2 in order to be confident readers – do not leave **this to chance**.

Keep-up for children who have larger gaps

- Use this assessment to plan short, daily, one-to-one Keep-up teaching for **children with** gaps. Ensure all GPCs are automatic – re-teach the GPCs they cannot recall **effortlessly**.
- See the 'Individual and Group Keep-up' Teacher's guide for Year 1 for **Prompt cards** to support the teaching of GPCs, oral blending, reading words with **speedy digraph** recognition, reading words with adjacent consonants, reading words **without overt** blending, reading longer words, reading words with GPCs that have more **than one** sound, and reading tricky words.
- Do not stop this support until each child is at the same level of confidence **as their peers**.
- Consider daily pre-teaching for children who need additional practice – **setting them up** to succeed.



Appendix 9: Issuing the right phonetically decodable book (Year 1)

Matching grid

Term of assessment Autumn 1	Term child reads the books Autumn 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation.</p> <p>Sounds out and blends eight+ words.</p> <p>Reads five words automatically.</p> <p>A total of at least 13 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Adjacent consonants and long vowels</p> <p>From week 4: Phase 5 Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p>	<p>Phase 4 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p> <p>Phase 5 Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Weeks 1 to 3: Phase 4 Set 2 Please refer to the list on page 14</p> <p>Stretch and Challenge* Spilled Milk Fun at the Fair The Camping Trip Too Much Clatter! The Trinket Light Night Dreena's Hair Ling, the Star Painter Star Patterns Looking in the Forest Mood Boost My Good Mood Book Scrap Be a Green Star Green Alert Patterns from the Air</p> <p>From week 4: Phase 5 Set 1 Not in Otter's Pocket The Elf and the Cobbler The Dragon Keeper's Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power</p> <p>New for 2022 Dark Unicorn Tracking the Blue Beast Roo's Rocket Cleaning Up the Sea Living in the Clouds Fish that Fool</p>

Term of assessment Autumn 2	Term child reads the books Spring 1		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p>Set 2 GPCs /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p>	<p>Set 1 tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out</p> <p>Set 2 tricky words the put pull full to into push of was you they my by all are sure pure said have some come love do were here little says there when what one their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>Finish Phase 5 Set 1 if not already completed in Autumn 2:</p> <p>Not in Otter's Pocket The Elf and the Cobbler The Dragon Keeper's Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power</p> <p>New for 2022 Dark Unicorn Tracking the Blue Beast Roo's Rocket Cleaning Up the Sea Living in the Clouds Fish that Fool</p> <p>Phase 5 Set 2 Let's Pretend! Iris's Wild Ride Jake and Jen in the Balloon of Doom Wild Homes This is our Planet Be a Cave Explorer</p> <p>New for 2022 The Car Boot Sale The Robot Meets a Tiger Paper Tiger Amazing Webs Cranes Lifting High Saturn's Secrets</p>

Term of assessment Spring 1	Term child reads the books Spring 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p>	<p>Set 3 GPCs /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	<p>Set 3 tricky words the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work</p>	<p>Phase 5 Set 3 Don't Blame Me! The Stone Shadows Look Out, Nebit! How to Draw Cat and Dog Show Time! Welcome to my Home!</p> <p>New for 2022 The Lost Shimmer Kitten Trouble Mighty Mud Race Legends of Land and Sky Recycle it What is snot?</p>

Term of assessment Spring 2	Term child reads the books Summer 1 and 2		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend nine+ words.</p> <p>Read eight words automatically.</p> <p>A total of at least 17 words must be read correctly.</p> <p>Summer 1 This assessment is used to check progress for the Phonics screening check. continue to use the books listed for Summer 1 and 2 for all children who were successful in the Spring 2 assessment.</p>	<p>Set 4 GPCs /ur/ or word /oo/ u ou owl* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze <small>(*Dependent on regional accent.)</small></p>	<p>Set 4 tricky words the to into of they are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye</p>	<p>Phase 5 Set 4 Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe's Lost and Found Oodles of Noodles Around the World in 72 Days Bear Spotting How Not to be Eaten Beetles Around the World Crocs and Rocks The Secret of Loch Ness</p> <p>Stretch and Challenge* Jazz and Pop's Adventure The Mouth-Watering Cheese Adventure Jake and Jen in the Lost Land of Dinosaurs The Secret Life of Mushrooms How to Draw a Dinosaur Robot Space Explorers</p>

Term of assessment Summer 2	Term child reads the books Year 2 Autumn 1		
Assessment results	Child can read books containing the following		Matched books for <i>Collins Big Cat for Little Wandle Letters and Sounds Revised</i>
<p>All GPCs read without hesitation, including GPCs with more than one pronunciation.</p> <p>Sound out and blend seven+ words.</p> <p>Read seven words automatically.</p> <p>A total of at least 13 words must be read correctly.</p>	<p>Set 5 GPCs</p> <p>/ai/ eigh aigh ey ea eight straight grey break</p> <p>/n/ kn gn knee gnaw</p> <p>/m/ mb thumb</p> <p>/ear/ ere eer here deer</p> <p>/zh/ su si treasure vision</p> <p>/j/ dge ge bridge large</p> <p>/i/ y crystal</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p> <p>/or/ augh our oar ore daughter pour oar more</p>	<p>Set 5 tricky words</p> <p>the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>	<p>Phase 5 Set 5</p> <p>The Dragon King's Daughter The Knight Who Could Knit The Shy Monster The Great Fire of London Poles Apart Reptiles Break Rules</p> <p>Stretch and Challenge*</p> <p>Taro and the Stag Beetle Bodies Can Do Anything! Watch Out, This Troll Shouts! Slam Dunk Rare and Unusual Creatures The Art of Climbing</p>

*Stretch and Challenge books contain the same GPCs as other books in the same level, but they have a higher word count, and more complex sentence structures and vocabulary.

Appendix 10: Supporting Fluency (for readers who can decode accurately)

Here is a useful assessment rubric which can be used to unpick fluency issues in some more detail in order to provide explicit teaching on areas of difficulty.

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many “rough spots.”	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Strategies for developing children's fluency focus on having fluent reading modelled to them and on an adult explicitly teaching areas of development (e.g. encouraging practice of smooth reading without extended pauses or paying attention to punctuation when phrasing reading). Improved fluency leads to improved comprehension.

Strategies include:

- **Repeated reading.** The strategy of repeated reading is a well-practised method to develop fluency, particularly if the rereading is undertaken after a good reader role model, and/or is undertaken one to one with a teacher or teaching assistant. Research suggests that pupils should be given feedback on word errors (e.g. if a pupil hesitates for three seconds, provide the word and have the pupil repeat it); otherwise the repeated reading could in fact do little but practise mistakes until they become a habit.
- **Targeted Reading talk.** This teacher-led approach is another one-to-one reading method with struggling pupils that sees the expert reader read a passage, quickly followed by the pupil. Then there is talk and feedback about target areas of fluency (see rubric above for different areas to target and discuss)
- **Echo reading.** Another variation involves the teachers modelling a short passage of reading to offer the pupil expert exemplification. The pupil then 'echoes' by reading the same passage.
- **Segmenting sentences.** Many pupils who lack fluency don't exercise the subtle cues offered by an author, such as using punctuation within sentences to segment words, or noticing the phrases that are meant to be read as a unit, rather than separate words. Some quick one-to-one reading with a pupil could focus on segmenting the sentence into meaningful phrases and paying attention to the patterns and punctuation within the sentences.
- **From me to you.** Pupils can be directed to work in pairs to read alternate sentences of a passage, or to repeat the sentences of one another. This can be followed by critical reflection ('who said it best and why?') and corrective feedback. The 'why' can centre around the aspects in the fluency rubric (above).

Appendix 11: Comprehension Toolkit & Progression



We know that readers who are good at understanding texts take an active approach to reading; there are a number of cognitive processes happening as they read (e.g monitoring their own understanding, anticipating and predicting, linking to prior knowledge of the world and of how words and texts work).

Teaching and testing reading comprehension are very different activities. We cannot teach children how to understand what they read by constantly asking them different types of comprehension question and just hoping they will grasp how to find an answer. Testing is useful to children for practice and recall and to teachers for planning support and next steps but it must follow excellent instruction. ***Our role is “to make visible these important tools of comprehension, explicitly practising and modelling them while also attending to our pupil’s knowledge of the world and of reading conventions”*** (Quigley, 2020 p69)

Progression in comprehension is therefore about children using these tools with greater independence and confidence and without explicit reminders about what to do. Good readers know which tools are useful to the particular reading task in which they are engaged.

Through our reading curriculum, we model and practice the following comprehension tools. The tools are the same in every year group and children progress in independence, confidence and text sophistication. Our toolkit is a working document and we intend to add useful tools as we find them in our professional reading and practice.

Tools to support understanding



Use prior knowledge	Build a mental picture	Annotate text
Monitor understanding	Skim, scan and read closely	Anticipate and predict
Ask questions	Locate or infer meaning of unfamiliar words	Summarise
Look for shades of meaning	Use a dictionary effectively	Identify main ideas and themes
Use structure and presentation	Make comparisons	Distinguish between fact, opinion and fiction (UKS2)
Infer from what characters say and do	Retrieve	

Tools to express understanding



Discuss reading (formal/planned)	Answer questions and record understanding	Justify ideas
Retell and recite	Evaluate	

Tools to Support Understanding:

Use prior knowledge

	Progression	Teaching Strategies
1	Think about what they know about events or topics prior to reading.	<ul style="list-style-type: none"> • Activating prior knowledge should be the starting point for all new texts. • Begin reading by discussing what is already known about a topic. • Encourage children to make links between their reading and their own experience. • Consider what is known or might be expected from other, similar texts. • Model your predictions, assumptions and speculations and give reasons. Be prepared to adapt as you read and make this explicit. • Ask children to note their prediction/expectation/assumption/speculation in their book with evidence. • Discuss with children how their prior knowledge was useful or not as they read the text. • Remember it is prior knowledge of the world AND prior knowledge of texts (e.g a child may have prior knowledge/experience of taking gifts to grandparents and also that fairy tale characters who ignore their parents advice often get into trouble later in the story!).
2	Link the events or topic from a text to their own experience and/or information they know. Recognise how books are similar to others they have read or heard.	
3	Link the events or topic from a text to their own experience and/or information gathered. Begin to make links to similar books they have read.	
4	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.	
5	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.	
6	Comment on what they have read and compare this to what they expected to read, e.g in relation to events, ideas etc. Make comparisons between a text and others they have read.	

Monitor understanding

	Progression	Teaching Strategies
1	Listen to their own reading and that of others and make a sense check at regular intervals.	<ul style="list-style-type: none"> • Encourage children to identify where they have lost the meaning and help them to know what to do when this happens. • Model how to read texts in short sections so that children learn to stop and check their understanding. • Use reciprocal reading techniques to identify elements in a short passage which they don't understand and take action to improve their understanding (use ERA annotation code where appropriate). • Model putting a text's meaning into your own words and give children opportunity to practice this both verbally and in writing. • Discuss 'fix it' strategies to deal with misunderstandings (e.g asking questions and re-reading, clarifying word meaning etc). • Model the kind of questions you might ask yourself when you are unsure about meaning (e.g 'so what has this character got to do with the one I know well?') and how you might seek to clarify (see 'ask questions' tool). • Make it really clear how important it is to understand and not simply read through aspects of the text that you are unsure about.
2	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding.	
3	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read.	
4	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.	
5	Develop an active attitude towards reading: seeking answers, anticipating. Events, empathising with characters and imagining events that are described.	
6	Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning.	

Ask questions

	Progression	Teaching Strategies
1	Ask questions about aspects of a text they don't understand.	<ul style="list-style-type: none"> • Create the conditions where it permissible not to understand everything. This links with our 'Epic Learning' skills. • Encourage, model and practice speculation. • Model the kind of questions you might ask yourself when you are unsure about meaning (e.g 'so what has this character got to do with the one I know well?') and how you might seek to clarify • Use different question types (e.g. 'I wonder why....?', 'How does this fit in with....?') • Encourage children to find answers in the text – always return to evidence in the text. • Use KWL grids to ask questions of non-fiction. • Help children understand different types of question (e.g. '<i>right there</i>', '<i>think about</i>', '<i>look for links</i>', '<i>find out</i>')
2	Ask questions about a text to ensure they understand events or ideas.	
3	Ask questions to clarify the meaning of events or ideas introduced or explored in a text they don't understand.	
4	Ask questions to explore explanations for events or ideas explored in a text.	
5	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.	
6	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding.	

Skim, scan and read closely

	Progression	Teaching Strategies
1	Skim read to gain an overview of a page by focusing on significant parts – names, captions, titles. Scan the text to locate specific information – using titles, labels, speech bubbles.	<ul style="list-style-type: none"> • These tools are equally important in non-fiction (for finding or summarising information etc) and fiction (for monitoring understanding and finding evidence to justify ideas etc). • Make sure children are clear on the difference between skimming and scanning and the different contexts in which they would be helpful. • Model how to decide which is the key word in a question and give children opportunity to practice this without then having to find the answer to the question. Show they are 2 separate tools (1. Deciding which is the key word in the question 2. Skimming for the key word and reading around it). • Model how to skim a text for a key word and then reading around it by looking at the preceding and subsequent sentence too. Give children opportunities to practice this skill on it's own. • Model the differences between skimming, scanning and close reading and explicitly teach the situations in which each skill would and would not be useful. • Use opportunities across the curriculum to model and return to these ideas ("even though we are in science, we are using a tool from our reading toolkit...", "I'm trying to find a specific piece of information, can anyone tell me which of our reading tools might be useful?") • Teach children to apply these skills when answering comprehension questions. Less experienced children will need to be prompted to use their reading tools.
2	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub-headings. Scan pages to find specific information, using key words or phrases and headings. Read sections of text more carefully (e.g to answer a specific question).	
3	Skim opening sentences or each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.	
4	Skim read a text to get an overview of it. Scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose (e.g to summarise a text).	
5	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/read on as appropriate.	
6	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning. Read carefully sections of texts to research information and to answer questions.	

Locate or infer meaning of unfamiliar words



	Progression	Teaching Strategies
1	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.	<ul style="list-style-type: none"> • Model how you use context to speculate the meaning of a word. • Give children opportunity to practice inferring meaning of unfamiliar words using etymology and morphology (e.g by setting quizzes or setting activities based on one known fact and words that can be inferred from it). • Give children opportunities to practice finding meaning by returning to the preceding and subsequent text. • Model and get children to practice using a glossary. Explain the contexts in which this would be useful. • Model and get children to practice using a dictionary. Explain the contexts in which this would be useful/necessary. • Find ways to repeat new words in your teaching. If you find a new word in your group text, try to bring it in to your next shared write. • Ask children to keep their own word collection – words could be collected according to context rather than alphabetically (e.g a page of words describing feelings or character appearance or setting or a page of words used instead of 'said'). These word collections could be used by children in their writing. • Find ways to celebrate new words (e.g word walls).
2	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning makes sense in the context of a passage.	
3	Practice re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	
4	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning (e.g re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries and dictionaries). Identify where unfamiliar words are not explained in the text and where another strategy or dictionary needs to be used.	
5	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanations or inference of the word meaning.	
6	Check the plausibility and accuracy of their explanations or inference of the word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (e.g etymology, morphology).	

Annotate text



Progression		Teaching Strategies
1	Highlight significant incidents in a story or information in a non-fiction text.	<p>Our school annotation code is as follows:</p> <ul style="list-style-type: none"> - Circle words if you are unfamiliar with the meaning. - Underline information which could help to answer a literal retrieval (<i>'right there'</i>) question. - Use a wavy line for information which could help with an inferential (<i>'think about'</i>) question. <ul style="list-style-type: none"> • Work with children on layers of annotation. Make sure children are being asked to annotate for a clear purpose (e.g. finding literal retrieval information or finding inferential details implying things about a character or to find information to help them write a summary). As children develop experience, they may be able to annotate for combined purposes. • Once annotation skills have been taught, be sure to use them in as many different subjects/lessons as possible and make it explicit to children that they are using the reading toolkit ("even though we are writing a report in history, we are using one of our reading tools").
2	Underline important information to answer a specific question given before reading.	
3	Mark a text to identify unfamiliar words and ideas to be clarified in discussion and re-reading. Read and identify the main points or gist of a text. With significant support, mark aspects of the text according to potential use in a given situation (e.g. to answer comprehension questions on a paper).	
4	Mark a text to identify unfamiliar words and ideas to be clarified in discussion and re-reading. Mark texts by highlighting or adding headings, underlining words or sentences and adding notes where helpful. With some support, mark aspects of the text according to potential use in a given situation (e.g. to answer comprehension questions on a paper).	
5	Annotate a text to identify key information or to identify elements or words that need clarification or that they want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking systems. Use these as a basis for follow-up and discussion. With growing confidence, mark aspects of the text according to potential use in a given situation (e.g. to answer comprehension questions on a paper).	
6	Identify and mark aspects of the text which are unclear in order to revisit. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's viewpoint, adding a commentary where this is helpful. With independence, mark aspects of the text according to potential use in a given situation (e.g. to answer comprehension questions on a paper).	

Build a mental picture

	Progression	Teaching Strategies
1	Visualise what they have been reading and explain verbally or through drawing or acting out.	<ul style="list-style-type: none"> • Talk to children about picturing scenes and events in their mind as they read. Explain that this is easier when they are familiar with most of the words in their text. • Model building a picture by telling children about specific words and phrases, what they bring to your mind and why. • Encourage children to do the same. • Ask children to create a 'mood board' by cutting and sticking from a range of relevant and irrelevant images you have provided. • Encourage children to compare their mental picture of characters with illustrations or film stills. • Use information in a text as the basis for a drawing, graphic, diagram or drama. Add labels or direct quotations from the text. • Give children an inaccurate picture and ask them if their mental picture matches yours. Ask them to explain verbally or in writing why the picture is inaccurate (experienced children can support this with formal evidence from the text). • Act out and freeze-frame sections of text. • Use graphic visualisations to support retrieval (e.g. make an emotions map, showing the chronology in the story or a 'personal development map' showing the way the character learns and grows a:
2	Use illustrations and simple formats such as story maps or toys to re-present and explain a process or series of events.	
3	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text (e.g. an illustration of the setting with aspects labels with lines and words from the text).	
4	Extend the variety of ways they can re-present their visualisations of the text (e.g. through pictures, dramas, mapping, boxing-up etc)	
5	Use graphic ways of showing visualisations but also write sentences (point and evidence) to explain their mental picture (e.g. "The words 'dusty streets' made me picture a hot country with white houses").	
6	Use graphic ways of showing visualisations but also write sentences (point, evidence and explanation) to explain their mental picture (e.g. "The words 'dusty streets' made me picture a hot country with white houses because hot countries often have sand that blows over the road").	

Anticipate and predict

	Progression	Teaching Strategies
1	Make predictions based on clues such as pictures, illustrations and titles.	<ul style="list-style-type: none"> • A prediction is always an inference as it is speculating about text that has not been read. • Use reciprocal reading approaches to emphasise predictions. • Give plenty of opportunities to pause reading and predict/adjust predictions. • Model your own predictions and your basis for these. Encourage children to do the same verbally and in writing. • Predictions are based on prior experience, knowledge of the type of text and what has been read immediately before. Make these different sources of information clear and explicit to children and encourage them to recognise and use all 3. • Emphasise the plausibility of predictions rather than focusing on whether they were correct or not. • When reading non-fiction, make use of immediate cues (e.g. sub-headings) to help predict. • Enable children to review their predictions- why their idea is no longer appropriate or current etc so they get used to reviewing their own reading and identifying where texts have changed direction. • Model the language of prediction, verbally and in writing. • Explain to children that good predictions are based on text clues, not the reader's imagination; they are 'grounded speculations'.>
2	Use immediate clues and what they have read already as well as their knowledge of other familiar texts to make predictions about what is going to happen or what they will find out.	
3	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.	
4	Make predictions about a text, based on prior knowledge of the topic, event or type of text. Modify predictions as they move on.	
5	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read on.	
6	Make plausible predictions based on stated and implied information as well as prior knowledge. Explain the basis for their predictions. Discuss how and why they need to modify their predictions as they move on.	



Summarise

	Progression	Teaching Strategies
1	Retell the main events from a story verbally or with toys or pictures.	<ul style="list-style-type: none"> • Use reciprocal reading as the main vehicle for developing this skill. Summaries do not need to be of large sections of text; little and often is best. • Highlight the value of 'topic sentences' and make the explicit link with children's non-fiction writing. • Set constraints (e.g can you summarise this passage in 3 sentences?) as an aid to making effective summaries. • Model your reasoning for deciding a particular piece of information is key/important. Get children to explain their thinking in this way too. • Challenge incomplete summaries- when children leave out something important.
2	Retell a story giving the main events. Retell some important information they have found from a text. Draw together information from a number of sentences to sum up what is known about a character, event or idea.	
3	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. Begin to distinguish between important and unimportant information. Give a brief written summary.	
4	Distinguish between important and unimportant information. Summarise a sentence and paragraphs by identifying the most important elements. Make brief summaries at regular intervals, picking up clues and hints as well as what is directly stated. Use evidence from the text where appropriate.	
5	Make regular, brief summaries of what they have read, identifying key points. Summarise a complete short text or substantial section of text. Summarise what is known about a character, event or topic, explain any inferences and opinions with evidence from the text. Construct a written summary, using paragraphs.	
6	Make regular, brief summaries of what they have read, linking their summary to previous predictions about the text. Summarise 'evidence' across the text to explain events or ideas. Summarise their current understanding about a text at regular intervals.	

Look for shades of meaning



	Progression	Teaching Strategies
1	Explore the effect of patterned language or repeated words and phrases in familiar stories. Discuss the meaning of significant words met in reading.	<ul style="list-style-type: none"> • Use a word wall to record and celebrate new words. • Use word collector books (as described in 'infer meaning of unfamiliar words' tool). • Use activities such as word association maps to highlight new vocabulary. • Use 'shade of meaning' scales to create positive and negative words with different levels of intensity. Be curious with words (e.g if we changed the word 'glanced' to 'scowled', what effect would that have on our mental picture? Can someone act out the difference?). • Ensure new words are met again in class work and give children opportunities to use them in their writing. • Model the link between a specific and precise word choice and the impact this has on our mental picture. Ask children to do the same. • Model your thinking out loud as you read; bring your inner voice out so children can hear it.
2	Investigate traditional story language (e.g story openers and endings, scene openers, language which signals a time shift or magical event etc). Notice some of the language features of non-fiction texts (e.g direct language, the language of order and explanation).	
3	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. Discuss the language used to create significant aspects of a text (e.g opening, build-up, atmosphere etc) and how a writer implies as well as tells. Begin to recognise some of the differences between the use of language in fiction and non-fiction texts.	
4	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject-specific words they meet in their reading. Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest and/or emotion(e.g to create mood, arouse expectation, build tension etc). Discuss the meaning of similes and other comparisons they read. Investigate some of the language features of different sorts of non-fiction texts.	
5	Distinguish between everyday word meanings and their subject-specific use (e.g the use of 'force' in science and 'eroded' in geography). Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being used by the writer.	
6	Identify the hints and suggestions that writers make through their use of language and the associations that this evokes (e.g about characters, events or ideas). Discuss the way that writers of non-fiction match language and text structure to their intentions – to amuse, persuade etc.	

Use a dictionary effectively

	Progression	Teaching Strategies
1	Use simple dictionaries and begin to understand their alphabetical organisation.	<ul style="list-style-type: none"> • Make dictionary use a routine part of group and reciprocal reading. • Use a dictionary alongside other means of inferring the meaning of words. • Make sure you have enough age-appropriate dictionaries. • Teach alphabetical order and quantiles for speed of use. • Use the dictionary to check familiar words and look for alternative meanings. • Play dictionary games. • Where possible, link dictionaries and glossaries.
2	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.	
3	Locate words in a dictionary but the first two letters. Know the quantiles of the dictionary.	
4	Locate words in a dictionary by the third and fourth place letters. Use the quantiles of the dictionary to locate words quickly.	
5	Use dictionaries effectively to locate word meanings and other information about words (e.g by using alphabetical order, understanding abbreviations, determining which definition is most relevant in the context. Use a dictionary to check a suggested meaning.	
6	Use dictionaries and glossaries confidently and efficiently in order to locate information about words met in reading.	

Identify main ideas and themes



	Progression	Teaching Strategies
1	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experience, e.g illness, getting lost, going away.	<ul style="list-style-type: none"> • Use language carefully to help readers distinguish between the events and plot in a narrative and the theme or ideas that the events illustrate. • Link particular narrative themes to specific texts and text types e.g mothers as powerful protectors is a theme through the Harry Potter series. Rags to riches is a common theme in fairy tales. • Use knowledge about how common ideas are used and developed to make predictions. • Use formats such as emotion graphs or theme tables to track the development of an idea or theme over a text or extract. • Track our own thoughts and judgements about a specific character by recording views at key points through the text. What is different from what we noticed/thought before? • Trace key moments in the development of a theme by skimming and scanning and close reading. <p>The idea of change and development is often a tricky one for children to grasp as they often form a fixed view of a character. A useful starting point is to focus on the characters who undergo change and development because of what happens to them. This is at the heart of many children's books.</p> <ul style="list-style-type: none"> • Narrative organisation formats such as story mountain, story map or 5 key scenes provide a useful starting point for identifying key changes and developments. It helps to have this kind of overview if you want to skim to relevant sections. • Use of comparison charts and tables can help focus attention on similarities and differences.
2	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.	
3	Identify typical story themes e.g trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over the course of a text.	
4	Identify social, moral or cultural issues or themes in stories e.g the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.	
5	Begin to distinguish between plot events/details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text e.g how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	
6	Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts, distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text e.g in autobiographies.	

Use structure and presentation



	Progression	Teaching Strategies
1	Identify and compare basic story elements, e.g beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poems with predicable and repeating patterns, extending and inventing patterns and playing with rhyme.	<ul style="list-style-type: none"> Asking children to re-assemble sections of text which have been disassembled (reconstruction activities) is a useful way of making them pay attention to the features and organisational structure of a text. Set activities where children have to give each paragraph a sub-heading, showing they understand what links all the information within the paragraph. Ask 'why has the author included this part?' 'Why has it been done like this?' Draw attention to the specific way an author has done something by making a change. What difference has the change made? Introduce children to common structures and provide matching texts so they can colour code and compare. It's a lot easier to see narrative structure in short narratives.
2	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions and bullet points. Identify and discuss patterns of rhythm, rhyme and other features which influence the sound of a poem.	
3	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	
4	Explore narrative order (introduction, build up, crisis, resolution and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts (print and web-based), including headings, captions, lists, bullet points, and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry e.g choruses, rhyming couplets, alternate line rhymes, and read these aloud effectively.	
5	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the different features of non-fiction texts, including content, structure, vocabulary, style, layout and purpose e.g recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or written or verbal presentation of their poems.	
6	Understand aspects of narrative structure e.g how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.	

Make comparisons

	Progression	Teaching Strategies
1	Discuss and compare events or topics they have read about or have listened to.	<ul style="list-style-type: none"> • Collect different information against given headings • Similarities and differences tables and Venn diagrams are useful. • Use true and false formats to explore similarities and differences • Give children an explanation or opinion and ask them to find the evidence to back this up or challenge. • Ask children to use collected information to make a choice e.g which of these weapons would be better for an army attacking a castle? • Look at a number of texts from the same author • Look at a number of texts on the same theme – how do they handle and present it differently? • Compare texts within the same genre. • Discuss which text is most useful/trustworthy etc • Try acting out scenes from a different point of view. Why did the Wolf behave that way? Compare versions of the Wolf.
2	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.	
3	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author.	
4	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.	
5	Make comparisons between the ways different characters or events are presented. Compare the way that ideas and themes are presented in different texts or in different versions (including in other media e.g film) of the same text.	
6	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.	

Distinguish between fact, opinion and fiction (UKS2)

	Progression	Teaching Strategies
1		<ul style="list-style-type: none"> • List words and sayings which express approval or disapproval and explore shades of meaning e.g from most to least positive. • Investigate characters' opinions of other characters by acting out scenes, thoughtscaping, characters (identifying what they really think as opposed to what they say and do). • Investigate how authors show rather than tell. • Examine non-narrative texts which express enthusiasm or opinion in implicit ways e.g restaurant menus, advertisements. • Explore how authors express opinions through word choices as well as through explicit statements • Explore the idea of bias and prejudice in texts eg print and online media • Enjoy texts written with a strong narrative voice e.g the true story of the 3 little pigs and discuss how this changes the original story.
2		
3		
4		
5	In persuasive writing and other texts, investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts e.g biography, autobiography and argument. Think critically about information in texts.	
6	In autobiography and biographical writing, and in texts written for mixed purposes (e.g leaflets that are both information giving and persuasive) distinguish between fact, opinion and fiction. In non-fiction texts, distinguish between explicit and implicit points of view. Think critically about information in texts.	

Infer from what characters say and do



	Progression	Teaching Strategies
1	Speculate about characters from what they say and do e.g when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/she speaks. Ask questions to explore what characters say and do.	<ul style="list-style-type: none"> • Encourage the language of speculation, but also the reference back to the text to check. • Use drama activities to explore the differences between saying and meaning e.g forum theatre, hot seating, thought tracking, role on the wall. • Draw and label pictures which illustrate key moments in a text when a character is at a point of crisis. • Make emotions graphs/maps to track characters' changing feelings at critical moments in texts. • Act out passages from a text, particularly passages with dialogue, trying out different expressions to interpret what characters are thinking and feeling. • Discuss what motivates characters to act as they do. • Present a very strong opinion about a character and ask children to find the evidence to either support the opinion or contradict it. • Link any practical, investigative activities back to the text to check. • Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question. • Use reciprocal reading – particularly the questioning stage – as a prime strategy for encouraging children to ask questions. • Discuss the difference between what a character says and means – a good way to explore this is through drama strategies such as freeze framing. • Encourage children to 'out themselves in the picture' and think about what they would say and do if the event happened to them. • Help children to question important events or moments of crisis in a text – <i>Why did it happen? Who is to blame? What would they have done?</i> • Encourage 'why' questions about topics. • Ensure that children's questions are taken seriously and discussed – rereading to find an answer or 'holding' a question until an answer becomes clear.
2	Make inferences about character from what they say and do, focusing on important moments in a text. Ask questions to understand more about characters and events or topics in non-fiction.	
3	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction. Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.	
4	Deduce the reasons for the way that characters behave from scenes across a short story. Ask questions to clarify their understanding of what is implied about main ideas, themes and events.	
5	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. Recognise where they don't understand why something happens in a text and ask questions to clarify understanding.	
6	Understand what is implied about characters through the ways they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Ask questions to clarify and explore their understanding of what is implied in a text.	

Retrieve



	Progression	Teaching Strategies
1	Discuss characters' appearance, behaviour and the events that happens to them, using details from the text. Find specific information in simple texts they've read or that have been read to them. Find information in a text about an event, character or topic. Children use their 'fastest finger' to find words or sounds in phonics.	<ul style="list-style-type: none"> • Encourage children to retrieve information in active and practical ways. This will often involve asking children to present the information in another format e.g by drawing and labelling pictures or diagrams, making maps or timelines, using table recording formats. • Identify retrieval questions as 'right there' questions and colour code them green. • Demonstrate through group reading how to retrieve specific information from a text to answer a question: <ol style="list-style-type: none"> 1. Discuss the question and what it means – think aloud. 2. Demonstrate how to skim for the right location and scan for the right word or phrase. 3. Model reading around the key words. 4. Revisit the question and link txt to it – rehearse and articulate the answer. 5. Answer in the format required. 6. Check.
2	Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub-headings, page numbers etc. Children can use their 'fastest finger' to scan text and find given words and phrases (e.g find an adjective, find a phrase which tells us what the character looks like).	
3	Use skimming and scanning skills for retrieval. Locate, retrieve and collect information from texts about significant elements (e.g characters, events and topics). Take information from diagrams, flow charts and forms where it is presented graphically.	
4	Skim and scan for relevant quotations to support ideas and responses.	
5	Locate information confidently and efficiently from larger areas of text and across pages. Children are taught to speed-read/scan to get the general gist or main idea contained within a text.	
6	Retrieve information from a text and evaluate it's usefulness for a given purpose.	

Tools to Express Understanding:

Discuss reading

	Progression	Teaching Strategies
1	Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally and use words, illustrations and given formats to record their understanding.	<ul style="list-style-type: none"> • Discussion is usually better when participants have the chance to rehearse their ideas before presenting them formally. • The jigsaw technique (where children work initially in a home group to discuss an idea and are then reorganised to work with children from other groups who have been discussing something slightly different) is a useful way of enabling rehearsal. • When children have independently explored ideas about a text, perhaps using a book journal activity, then this can provide a useful starting point for discussion and follow up in group reading. • Drama structures and activities such as freeze framing, conscience alley, thought tapping and forum theatre provide a good starting point for considering why things happen, why something is important and why characters respond as they do. • More formal activities like debates and acting out courtroom scenes and significant situations will tend to arise from the exploratory work planned. • Many texts explore moral questions and issues. These too provide good discussion starters.
2	Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non-fiction texts.	
3	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.	
4	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.	
5	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.	
6	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing (and using graphics where necessary to support them) on the impact of books they have read.	

Retrieve, answer questions and record understanding



	Progression	Teaching Strategies
1	Match events to characters in narrative. Match detail and information to objects or topics in non-fiction.	<ul style="list-style-type: none"> • Ensure that the teaching of reading includes lots of opportunities for children to engage actively with texts and collect ideas and information using different formats. Book journal work will support this approach. Use children's independent work as the basis for discussion in group reading. • Teach comprehension questions in pairs or groups of 3. • Use a limited number of question types over a half term, so children meet the type often and become confident in answering. The ultimate goal is for children to be able to answer a number of different types of questions on a passage but a diet of this kind of exercise confuses children rather than building skill. • Break the process of answering a longer comprehension question down into steps (APE – answer, prove-it, explain) helps here. Model your thinking by thinking aloud and model how to translate this into writing. Ask children <i>almost</i> the same question again and ask them to do likewise. • In years 5 and 6: discuss question types – some questions (retrieval) have the answer 'right there'. Highlight these in green. Other questions (inferential) are 'think about' questions where the reader needs to read 'between the lines' to find information that is IMPLIED. Highlight these yellow. Some questions (deductions) require you to pull together information from different parts of the text (new colour). • Discuss the key trigger words in the question types so children know what they are looking for.
2	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Use different formats (matching, ordering etc) to answer questions in a text.	
3	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts (e.g flow charts, for and against columns, matrices and charts of significant information). Record their understanding of a text in different ways, using a range of formats.	
4	Retrieve and collect information from different sources and re-present it in different forms (e.g chart, poster, diagram). Answer questions on a text using a wider range of formats (matching, ordering, tabulating, labelling, circling etc).	
5	Use different formats to capture, record and explain information about what they have read (e.g flow charts, for and against columns, matrices and charts of significant information). Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the question asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended answers.	
6	Record details retrieved from the text about characters, events and ideas (e.g by making a comparison table, true or false grid etc). Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the question asked. Use confidently the different formats to answer questions on a text. Answer questions orally and in writing.	

Justify Ideas



	Progression	Teaching Strategies
1	Answer simple questions where they recall information from a text.	<ul style="list-style-type: none"> • Ask children to put their ideas about texts into 2 groups according to whether the information is 'right there' or 'implied' in the text. • Ask children consistently 'How do you know?' And challenge unsupported ideas or opinions. • Demonstrate how to justify a point of view, backing up the opinion by quoting from the text and summarising the argument succinctly. • Get children to reflect on which is the best evidence (quotation or paraphrase) from a selection to support an idea. Encourage children to explain their thinking. • Give children a selection of quotations from a text and ask them to decide what the collection might suggest or mean. • Give children a particular point and ask them to find all the references in the text that would support it. • Give children a strong opinion about a character or idea in the text and ask them to find evidence to support or contradict it.
2	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	
3	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.	
4	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point and explaining it.	
5	Evaluate a book or section from it, referring to details and examples to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.	
6	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence to support a hypothesis.	

Retell & Recite

	Progression	Teaching Strategies
1	Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.	<ul style="list-style-type: none"> • Consider how children can make oral and IT based presentations as well as directly performing in front of an audience. • Children should learn to annotate a text as if it were an actor's script, identifying where to place emphasis, change tone or suggest emotion. • Record first attempts so that children can get used to listening critically to their work and can suggest amendments and alternative ways of approaching the text. • It is unlikely that a first reading will be as fluent or expert as subsequent readings. Rehearsal is vital to retelling or reciting effectively. • Acting out stories need other material provides a laudable context for recounting a narrative and exploring expressive language or dialogue. • There are numerous informal audiences available in school – younger and older children, classmates, staff, video on SeeSaw. Also opportunities to perform – assemblies, open events etc. • Recorded performances allow for reconsideration, reflection and improvement.
2	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.	
3	Present stories, showing awareness of the different voices by dramatising readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.	
4	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.	
5	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	
6	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.	

Evaluate



Progression		Teaching Strategies
1	Talk about aspects of the text that they like.	<ul style="list-style-type: none">• Encourage children to give reasons for their preferences about a text.• Compare key parts of different texts (e.g openings) and discuss why some work better than others.• Give children the opportunity to make choices about the texts they read and use and then justify and review them. Ask 'what should we use as the basis for choosing a book to research a topic?'. Evolve check-lists and criteria.• Find real reasons for children to express opinions e.g to make recommendations for others to read.
2	Explain why they like a particular text.	
3	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.	
4	Identify aspects or features that make a text entertaining, informative or useful and relate this to possible audiences.	
5	Analyse the features of engaging or useful texts e.g effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction. Relate features to possible audiences.	
6	Identify the features that make some texts more effective than others.	

