



## English Reading Intent

We aim to instil a love of reading in all of our students with the intent they become lifelong readers. By the time they leave Linden Road Academy, we strive for all pupils to read fluently, confidently and understand a wide range of texts, which will prepare them for Key Stage Three.

Throughout their journey through school, pupils are exposed to a carefully selected range of culturally diverse and highly engaging texts. Our selected texts accompany our termly topic theme, which encourages pupils to draw together their learning, vocabulary and knowledge of the world.

Our immersive classroom reading corners shelve high quality, age appropriate and topic related texts for children to enjoy and freely engage with.

In addition to our in-class reading corners, our Learning Zone is a vital resource for pupils to visit and explore. Here, pupils select books to read in class or at home with the support and guidance from their teacher. We encourage teachers and pupils to recommend books to each other, which further promotes a culture of enjoyment and reading for pleasure.

Learning to read at Linden Road begins in our Early Years Foundation Stage. From FS1, we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in FS1/FS2 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. We also model the application of the alphabetic code through phonics in shared reading.

Alongside phonics, reading sessions are taught in a variety of ways to ensure pupils develop deeper understanding including: specific vocabulary development, drama activities, creative responses and 'book talk' which take a deeper look at the author's intent.

Vocabulary development is fundamental to our teaching practice. We ensure that vocabulary sessions are taught explicitly to enhance their understanding and to broaden their retained language, which can then be applied verbally and in their writing.

We teach verbal and written comprehension skills through VIPERS questioning (Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise). By using VIPERS, pupils become familiar with the question types and are encouraged to respond thoughtfully and thoroughly. From KS2, we also begin to deepen answers by using APE (Answer it Prove it Explain in) and PEE (Point Evidence Explain)

Throughout the year, we also host additional reading events such as:

- World Book Day
- Poetry week
- Traditional tales Assembly
- Summer Reading Challenge
- National Share a Story Week
- Book Exchanges
- Library visits
- Parental engagement reading sessions
- Author visits

You can follow our Reading learning by searching on Twitter @Linden\_Reading or @Linden\_Writing

# Phonics and Early Reading Policy

## The context of our school

Linden Road Academy and Hearing Impaired Resource Base is a single-form primary Academy, part of the Enquire Learning Trust. 40% of our pupils are eligible for pupil premium funding. It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background.

## Intent

### Phonics (reading and spelling)

At Linden Road Academy, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in FS1/FS2 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. At Linden Road Academy 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.

## Comprehension

At Linden Road Academy we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

## Implementation

### Foundations for phonics in FS1

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of Nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.
- We ensure FS1 children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in FS2.

### Daily phonics lessons in FS2 and Year 1

We teach phonics for 30 minutes a day. In FS2, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

Children make a strong start in FS2: teaching begins in Week 2 of the Autumn term.

We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):

- Children in FS2 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.

### Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

### Teaching reading: Reading practice sessions three times a week

- 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 FS2 these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- 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.

### Home reading

- The decodable reading practice e-book is taken home to ensure success is shared with the family.
  - Reading for pleasure books also go home for parents to share and read to children. We share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
  - We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### Additional reading support for vulnerable children

- Children in FS2 and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

### Ensuring 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 the children at Linden Road Academy and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner 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 FS1/FS2, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from FS1/FS2 onwards have a home reading record. 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.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).
- We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.

## Impact

### Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for [FS2](#) and [Year 1](#) is used:
  - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
  - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
  - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
  - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A **placement assessment** is used:
  - with any child new to the school in [FS2](#) and [Year 1](#) to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The **Rapid Catch-up assessment** is used
  - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

### Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

### Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
  - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
  - the Rapid Catch-up summative assessments to assess progress and inform teaching
  - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

## Becoming Readers at Linden Road Academy



In year 3, children continue to read widely across the curriculum, using books to read and understand the world and widen their perspectives. Children continue to be exposed to rich vocabulary and demonstrate a depth of understanding of the subject matters in the books they read for their learning. They develop their comprehension skills. A range of high-quality fiction and non-fiction texts underpin the curriculum including PSHE. Additional intervention is put in place for the bottom 20% of readers with more 1:1 reading. Children access the learning zone to read at lunchtimes and continue to take home a reading book from our progressive scheme as well as a library book. Children are taught to understand authorial intent and supported during dedicated library sessions every week, to develop their growing enjoyment of authors' styles.

In year 2, children become confident, fluent readers able to read a wide range of books and texts in their learning and for pleasure. Children further develop their comprehension skills using VIPERS. Children take a reading book home from our progressive scheme and show their fluency in reading to their parents and carers. A range of high-quality fiction and non-fiction texts underpin the curriculum including PSHE. Children are set the key stage 1 SATs 'challenges' to demonstrate the progress they have made over the first few years of their school life. Children that do not pass the phonics check in year 1 are supported to quickly fill gaps in phonic knowledge and catch-up to their peers. Additional intervention is put in place for the bottom 20% of readers with more 1:1 reading.

In year 1, children continue to learn to read through phonics using the Little Wandle scheme. Children read with an adult three times a week and their books closely match their phonics learning. Children take the reading book home and show their fluency in reading and blending to their parents and carers. A range of genres and from a range of authors. Children take the Phonic Screening Check in June. A range of high-quality fiction and non-fiction texts underpin the curriculum including PSHE. Whole class reading lessons with VIPERS and lots of discussion around books. Rapid catch-up is an important part of provision to make sure all children are readers.

In FS2 children enjoy being read stories on a daily basis. Children are taught phonics from the very first week, using the Little Wandle Letters and Sounds scheme. Children read with an adult three times a week and their books closely match their phonics learning. Children take the reading book home and show their fluency in reading and blending to their parents and carers. Books are at the heart of the Foundation Stage Curriculum, including the PSHE curriculum and children further develop a love of books and stories. Bottom 20% are supported through the rapid catchup in phonics.





## Early Reading at Linden Road

### Key guidance: Foundations for a Love of Reading

Research has demonstrated that children's attitude towards reading is one of the strongest predictors of their later academic and life success (OECD, 2002).

*Little Wandle Letters and Sounds Revised* is a complete early reading programme. We recognise that high-quality phonics provision is essential for developing life-long readers and have created Foundations for phonics materials to support you in preparing children for phonics teaching in Reception. We also recognise the importance of children in Nursery developing a love of reading.

The Foundations for a Love of Reading guidance, resources and planning are intended to support you in fostering a strong Reading for Pleasure culture in your Early Years setting, while developing children's language.

We have provided you with Love of Reading book plans for a range of high-quality books. Our suggestion is that you spread them out throughout the year, perhaps starting off with one book per half term. It is important you read each story yourself, before introducing them to your class. We have also provided a blank planning grid, so that you can plan your own units using this guidance for support.

Within each Love of Reading book plan you will find:

- **Multiple opportunities to read and engage with the text.** It is important that children have repeated experiences of high-quality texts. We also advise that a copy of each text is popped into your classroom reading area, so children have opportunities to engage and enjoy the text independently.
- **Language development opportunities.** We have carefully considered the opportunities for language development offered by each book. We have pulled out key verbs and nouns for you to explore with the children. These are noted on the book plans, but you do not need to introduce children to the language of 'verbs' and 'nouns' at this stage!
- **Connect to the book.** We have planned opportunities for children to connect to the book through **nursery rhymes, action songs, poems and songs** that link to the text. This will provide opportunities for children to develop a rich repertoire of these rhymes and songs, which will support language development and enjoyment.
- **Opportunities to explore the sensory aspects of the texts.** We have included activities, linked to each book, for children to engage with their senses.
- **Ideas for involving parents and carers.** We know that engaging parents and carers in their child's reading journey is key to their success. By providing ideas to support their engagement, we can ensure that families are also supporting children to enjoy engaging with books and love reading.
- **Linked texts**, including books written or illustrated by the same book creators and related non-fiction texts and poetry. We would encourage you to display a photograph of the book's author/illustrator in your classroom reading area, alongside pictures of other texts they have created.

## Sharing stories and poems

Research shows that children benefit from daily sharing of high-quality stories and poems from a young age: they learn language faster, enter school with a larger vocabulary and become more successful readers (Mol et al., 2008).

From the start of Nursery, children should have lots of opportunities to engage with books that fire their imagination and interest, as well as immerse them in language they would not otherwise be exposed to. They should also be provided with a range of high-quality books to choose and read (in their own words), as well as to share with an adult.

Children will benefit from reading both as part of a class or key group and also one-to-one with an adult.

Further information about sharing stories and poems with children can be found in the Everybody read! section of the Little Wandle website.

### Effective ways of sharing books and poems

- Use a balance of reading styles. Research suggests that the most effective styles are:
  - dialogic – where the children are active participants in the reading (rather than just reading being read to) and where they are talking about and around the book (rather than just focusing on the text)
  - pause reading – where the practitioner pauses and encourages the children to talk (Colmar, 2014)
  - use of props or objects – particularly effective for children with low levels of language (Wasik and Bond, 2001)
  - use of elaborative reminiscing – where the practitioner and children relate events in the story to events in the children's life (Reece et al., 2010).

It is important that, over time, children have a balance of these styles of sharing a story, even though children with language impairments seem to benefit less from the dialogic style and more from the simpler styles of pause reading and use of props or objects (cf. Mol et al., 2008).

- Use high-quality books that provide children with a range of new vocabulary and develop a love of books and reading.
- Build anticipation – provide children with snippets of information about the book before you read.
- Share your passion and enthusiasm when reading – discuss your favourite books so that children can develop their own passions and enthusiasms.
- Read the book yourself, before reading it to the children, to ensure you can develop interest and draw out new and interesting vocabulary.
- Encourage the children to join in with repeated refrains (such as 'Run, run, as fast as you can, you can't catch me, I'm the gingerbread man').
- Use different voices for different characters, to spark interest and imagination.
- Trigger the children's curiosity and invite their participation by 'wondering aloud' (for example, say: *I wonder why that happened? I think that means...*)
- Read stories over and over again. Hearing words repeated is crucial to children learning new language.
- Select books that reflect the children you are sharing stories with.

### Learning nursery rhymes and action rhymes




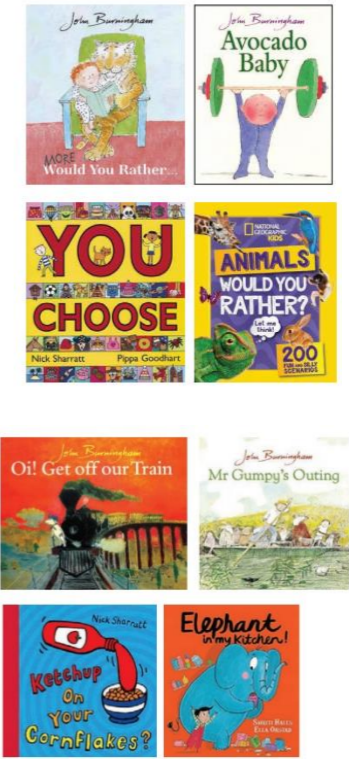

Singing a range of nursery rhymes and action rhymes must be part of the daily routine. Children need to experience a rich repertoire of nursery rhymes and action rhymes that include multi-sensory experiences, such as action rhymes in which children have to add claps, knee pats or foot stamps, or move in a particular way. They need to build a stock of rhymes through hearing them in different contexts.

To share nursery rhymes and action rhymes in an effective way:

- Use a wide range of nursery rhymes and action rhymes.
- Repeat these often, so that children learn the words and actions for themselves.
- Use actions and clapping.
- Use different voices and sound effects.



# Weekly Reading Sessions

FS1 Little Wandle Key Texts	Focus 1	Focus 2	Focus 3	Focus 4	Focus 5
Supplementary Choices					






## Weekly Reading Sessions

# Reading practice session: Decodable books

## Session 1: Decoding




It is advisable that the first reading practice session focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.

<b>Preparation</b>	 <b>Pre-read: Revisit and review</b>	 <b>Practise and apply</b>	 <b>Review</b>
<p><b>Grapheme and word cards</b></p> <ul style="list-style-type: none"> <li>• Grapheme cards</li> <li>• Tricky word cards</li> <li>• At least four other words used in the book to practise fluency</li> <li>• Write vocabulary words on cards.</li> </ul> <p><b>Reading books</b></p> <ul style="list-style-type: none"> <li>• Ensure the correct number of reading books are ready in the pack so children can read independently.</li> <li>• Identify any unfamiliar vocabulary in the book. Provide pictures, if helpful.</li> <li>• Communication for home reading: You may wish to prepare stickers to tell parents/carers about what to do with the home reading books.</li> </ul>	<p><b>Graphemes</b></p> <ul style="list-style-type: none"> <li>• Show graphemes on the grapheme cards. Children say them out loud.</li> <li>• Pick up on any misconceptions, model the correct pronunciation and practise again.</li> </ul> <p><b>Tricky words</b></p> <ul style="list-style-type: none"> <li>• Show the tricky word cards.</li> <li>• Children say the words out loud.</li> <li>• Re-teach and practise as necessary.</li> </ul> <p><b>Words</b></p> <ul style="list-style-type: none"> <li>• Show the word cards for at least four words from the book.</li> <li>• Children practise reading them fluently.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Show the children any new vocabulary and teach the meaning of any words that may not be familiar.</li> <li>• Put each word in context to enable the children to understand it.</li> </ul>	<p><b>Reading practice</b></p> <ul style="list-style-type: none"> <li>• Children read independently.</li> </ul> <p><b>Hear each child read</b></p> <ul style="list-style-type: none"> <li>• Tap in to listen carefully to each child and ensure they are reading every word.</li> <li>• Encourage children to read without sounding out every word.</li> <li>• Encourage children to blend and say the word.</li> <li>• When you tap in, check that any children who had difficulty with particular graphemes in the pre-read session are now reading them correctly.</li> </ul> <p><b>Decoding</b></p> <ul style="list-style-type: none"> <li>• Check decoding is the only strategy used.</li> <li>• If a child struggles to recall the grapheme or word, point to the grapheme card to prompt them.</li> </ul> <p><b>If there's time</b></p> <ul style="list-style-type: none"> <li>• Encourage children to practise reading longer or more challenging words in the book.</li> <li>• Revise any specific difficulties with individual children.</li> <li>• Read the whole book to the children.</li> </ul>	<p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Pick up any common errors with GPCs, specific words in the book or tricky words.</li> </ul>

# Reading practice session: Decodable books

## Session 2: Prosody

The second reading session provides the opportunity to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.

<b>Preparation</b>	 <b>Pre-read: Revisit and review</b>	 <b>Practise and apply</b>	 <b>Review</b>
<p><b>GPCs and word cards</b></p> <ul style="list-style-type: none"> <li>• Grapheme cards</li> <li>• Tricky word cards</li> <li>• At least four words used in the book to practise fluency</li> </ul> <p><b>Book</b></p> <ul style="list-style-type: none"> <li>• Select the pages to practise prosody.</li> <li>• Consider speech, interesting language, speech verbs and a range of punctuation.</li> <li>• Select the GPCs and words for spelling in the review session.</li> </ul>	<p><b>GPCs, words and tricky words</b></p> <ul style="list-style-type: none"> <li>• Show graphemes on the grapheme cards. Children say them out loud.</li> <li>• Show the tricky word cards. Children say the words out loud.</li> <li>• Show the word cards for at least four words from the book. Children say the words out loud.</li> <li>• Pick up on any misconceptions, model the correct pronunciation and practise again.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Check the children have remembered the meaning of unknown vocabulary in the book.</li> </ul>	<p><b>Short reading practice session</b></p> <ul style="list-style-type: none"> <li>• Tell the children the focus is on improving their fluency and encourage them to read with no overt blending.</li> </ul> <p><b>Hear each child read</b></p> <ul style="list-style-type: none"> <li>• Tap in to listen carefully to each child and ensure they are reading every word.</li> </ul> <p><b>Check difficulties</b></p> <ul style="list-style-type: none"> <li>• Check that any difficulties the children encountered the day before have been overcome.</li> </ul> <p><b>Model reading</b></p> <ul style="list-style-type: none"> <li>• Use the pre-selected pages to model reading with prosody.</li> <li>• Discuss characters' feelings, words meaning and punctuation.</li> </ul> <p><b>Read together</b></p> <ul style="list-style-type: none"> <li>• The group read one of the selected pages together with prosody.</li> </ul> <p><b>Individual practice</b></p> <ul style="list-style-type: none"> <li>• Each child should practise reading the page independently with prosody – moving to reading the whole book if there is time.</li> </ul>	<p><b>Quick write</b></p> <ul style="list-style-type: none"> <li>• Have a quick practice of spelling sounds and words from the book.</li> </ul>

# Reading practice session: Decodable books

## Session 3: Comprehension

By the third session, the children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension.

The purpose of the reading practice session for comprehension is to develop the children's comprehension skills by using the reading content domains (2015 *Key Stage 1: English reading test framework*).

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts.
- Identify and explain the sequence of events in the text.
- Inference and deduction.
- Prediction.

As the children become more proficient with understanding how to find information, the skills of skimming and scanning can be introduced to find information quickly.

The reading practice session on comprehension should focus on a specific reading domain to avoid overloading the children's working memory.




### Going deeper

When answering comprehension questions, children should be encouraged to develop accuracy and depth in their answers by finding the answers in the text.

Teach deeper thinking about the text by asking children to show how they know the answer to the question, for example by pointing to illustrations/pictures, words or phrases. Encourage children to make links between their experiences and knowledge and the text when appropriate.

You will need to model this and scaffold it until the children develop this skill.



Preparation	 <b>Pre-read: Revisit and review</b>	 <b>Practise and apply</b>	 <b>Review</b>	<b>Home reading practice</b>
<p><b>Grapheme and word cards</b></p> <ul style="list-style-type: none"> <li>Grapheme cards</li> <li>Tricky word cards</li> <li>At least four words used in the book to practise fluency</li> </ul> <p><b>Reading domain</b></p> <ul style="list-style-type: none"> <li>Decide on the reading domain that will be the focus for the session.</li> </ul> <p><b>Prepare questions</b></p> <ul style="list-style-type: none"> <li>Choose some questions for the chosen reading domain. It may be helpful to have cards with the reading domain and APE on to remind children of the skills.</li> </ul> <p><b>Reading books</b></p> <ul style="list-style-type: none"> <li>Communication for home reading: You may wish to prepare stickers to tell parents/ carers about what to do with the home reading books.</li> </ul>	<p><b>Grapheme and word cards</b></p> <ul style="list-style-type: none"> <li>Show graphemes on the grapheme cards. Children say them out loud. <ul style="list-style-type: none"> <li>Ask the children to read all the words with fluency.</li> </ul> </li> <li>Do a speedy read of any multisyllabic words on the word cards.</li> </ul> <p><b>Misconceptions</b></p> <ul style="list-style-type: none"> <li>Pick up any misconceptions observed, model the correct pronunciation and practise again, if necessary.</li> </ul>	<p><b>Read the book</b></p> <ul style="list-style-type: none"> <li>Tell the children that you want them to read the book with fluency and prosody, building on the previous lesson.</li> <li>Hear each child read.</li> <li>Tap in and listen carefully to ensure they are reading every word.</li> </ul> <p><b>Comprehension skill</b></p> <ul style="list-style-type: none"> <li>Explain the comprehension skill from the chosen reading domain.</li> </ul> <p><b>Introduce the question</b></p> <ul style="list-style-type: none"> <li>Ask the question.</li> <li>Tell the children to read aloud to find the answer.</li> </ul> <p><b>Discuss and model</b></p> <ul style="list-style-type: none"> <li>Ask children what they think the answer is. Then explain how you know the answer.</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>Continue to ask the prepared questions, with the children reading the page independently to find the answer for each one.</li> </ul> <p><b>Go deeper</b></p> <ul style="list-style-type: none"> <li>Ask children to show how they know their answers.</li> </ul>	<p><b>Home reading</b></p> <ul style="list-style-type: none"> <li>Explain the home reading practice.</li> </ul>	<p><b>Home reading book</b></p> <ul style="list-style-type: none"> <li>Children take home the same reading book to practise reading fluently and with prosody.</li> </ul> <p><b>Advice for parents</b></p> <ul style="list-style-type: none"> <li>Guidance can be given to parents to ask two or three questions relating to the reading domain that the session has focused on.</li> </ul>

## Reading content domains

Reading comprehension skills can be taught using the reading content domains.

The reading content domains support the national curriculum programme of study (2014). Questions for each reading domain need to be ambitious and effective in challenging children's thinking to achieve a greater depth of understanding.

### When to teach the reading domains

In each reading session, focus on a specific reading domain to practise this skill and avoid overloading the children's working memory.

Initially, in Reception, the focus should be on identifying key aspects of the text, retrieval and prediction. The information will be basic, prominent on the page and limited to a short section of the text. Questions should be worded to help children locate the answers.

Challenge can be increased as the texts become longer. The answers will be less obvious in the text, not limited to one page and less scaffolded by the question.

### Preparing comprehension questions

- It is important that the teacher/teaching assistant is familiar with the book prior to the reading session.
- Questions need to be prepared beforehand so they are well thought out and provide clear guidance for the adult reading with the group.
- Initially, the questions will be simple in the earliest books, but will build as the children develop their skills and become used to finding the answers, proving their answers and explaining them in simple terms.
- Once completed, the questions can be stored in a folder for future use.
- The questions will need to be reviewed to check they continue to be appropriate, and amended as required. This could be part of the coaching and monitoring role of the Reading Leader.

### Reading domains

You may wish to use these to guide your questioning in comprehension sessions.

#### **Draw on knowledge of vocabulary to understand texts**

Draw on the children's knowledge of vocabulary to understand texts. Discuss word meanings and link new meanings to those already known. Initially, with simple word meanings, build to more complex word meanings and subject-specific technical vocabulary.

#### **Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information**

Questions will begin with identifying and discussing key features of the text, leading to explaining and making comparisons.



### **Identify and explain the sequence of events in texts**

The challenge can be increased as the texts become longer, as the answers are not as prominent within the text, as the answers are not limited to one page and as the questions are less scaffolded.

### **Make inferences from the text (using reasoning skills to interpret beyond the literal)**

As the children become more proficient with retrieval, they need to be encouraged to think more deeply and move into making inferences from the text based on what is said and done.

### **Predict what might happen on the basis of what has been read so far**

Developing prediction skills will begin simply with predicting what will happen next. It will then build to children using their knowledge and understanding from what they have read so far to be able to make informed predictions and ask questions about what will happen next.

### **Deduction - coming to a logical conclusion from the information/evidence available**

Inference skills can be built on further by going deeper into deduction and drawing simple, logical conclusions.

### **Skimming and scanning**

As the children become more proficient with the skills of retrieval, skimming and scanning can be introduced to find information more quickly and efficiently.

Skimming - to obtain the gist or overall sense of a text.

Scanning - to find specific information by looking for key words and phrases.

Greater depth of understanding can be built by developing the skills of connecting ideas, words and phrases to create meaning, e.g. by identifying the main idea, summarising the main message, numbering events and deciding which statements are true.



# EYFS Reading Curriculum

## Communication and Language

Communication and Language		
<p><b>FS1</b></p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use a wider range of vocabulary.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p> <ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<p><b>FS2</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p>Learn new vocabulary.</p> <ul style="list-style-type: none"> <li>• Use new vocabulary throughout the day.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p>Engage in story times.</p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p>Engage in non-fiction books.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p><b>ELG</b></p> <p><b>Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><b>Speaking</b></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>

## Literacy

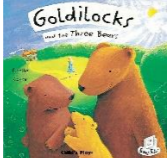
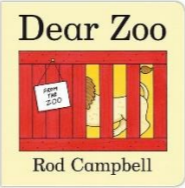
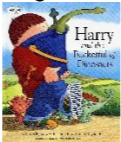

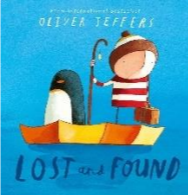
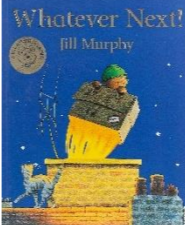
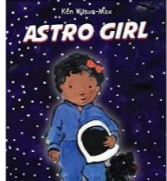
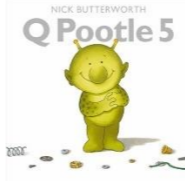
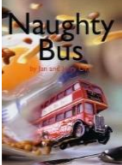
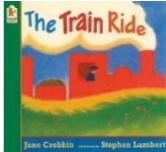
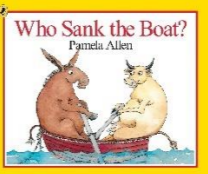
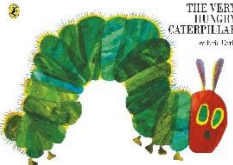


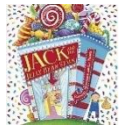


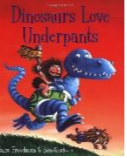
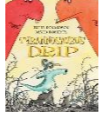
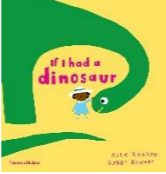

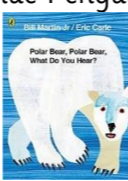
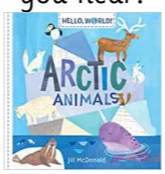

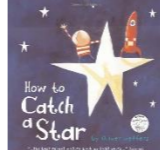



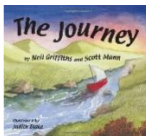

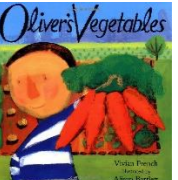

Literacy		
<p><b>FS1</b></p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother</p> <p>Understand the five key concepts about print: print has meaning print can have different purposes we can read English text from left to right and from top to bottom the names of different parts of a book page sequencing</p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>FS2</b></p> <p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p><b>ELG</b></p> <p><b>Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Reading</b></p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

Expressive Arts and Design		
FS1	FS2	ELG
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>	<p><b>Creating with Materials</b> Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

Understanding the World		
FS1	FS2	ELG
	<p>Compare and contrast characters from stories, including figures from the past.</p>	



# Whole School Key Text Coverage 22/23

FS1	<b>Autumn 1</b> I wonder if you've heard this one?	<b>Autumn 2</b> I wonder if dinosaurs lived in zoos?	<b>Spring 1</b> I wonder why it is cold?	<b>Spring 2</b> I wonder what is beyond the sky?	<b>Summer 1</b> I wonder how I will get there?	<b>Summer 2</b> I wonder where I came from?
Key Texts	 Each Peach Pear Plum By Janet and Allan Ahlberg   Jack and the Beanstalk By Barbara Vagnozzi   Goldilocks and the Three Bears By Estelle Corke	 Dear Zoo By Rod Campbell   Harry and his bucketful of dinosaurs By Ian Whybrow   Little First Book of Dinosaurs By Catherine Hughes	 Stick man By Julia Donaldson   Lost and found By Oliver Jeffers   Poles apart By Jeanne Willis and Jarvis	 Whatever next by Jill Murphy   Astro girl By Ken Wilson-Max   Q pootle 5 By Nick Butterworth	 Naughty Bus By Jan and Jerry Oke   The Train Ride By June Crebbin   Who sank the boat? By Pamela Allen	 The Hungry Caterpillar By Eric Carle   The Tiny Seed By Eric Carle   The Tadpoles Promise By Jeanne Willis
Supplementary Texts	 The Gingerbread Man   Jack and the Jelly bean Stalk   There's a bear on my chair	 Dinosaur Roar   Dinosaur love Underpants   Tyrannosaurus Drip   If I had a Dinosaur	 Blue Penguin   Polar Bear Polar Bear what do you hear?   Arctic Animals   The Journey home.	 How to catch a star   Toys in Space   The Way Back Home	 Look inside things that go.   The Journey   Mr Grumpy's Motor Car	 The Growing story   Oliver's Vegetables   Ten Seeds.

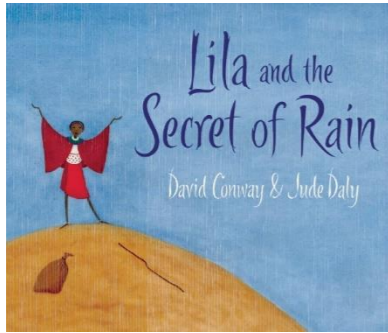

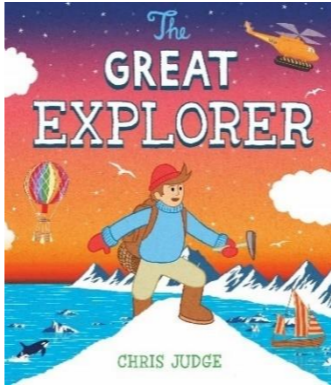

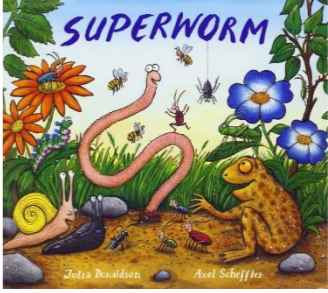
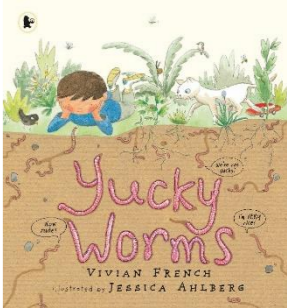
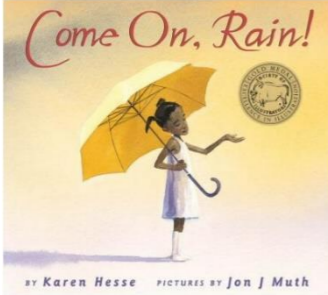
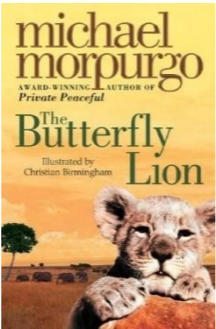
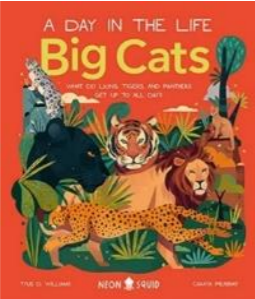
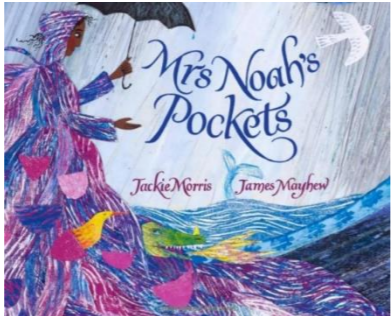

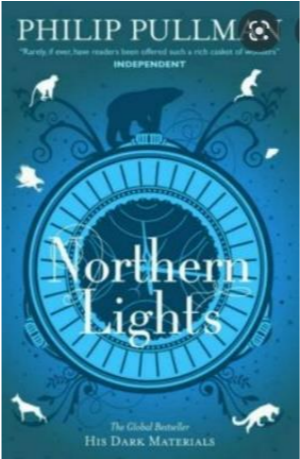
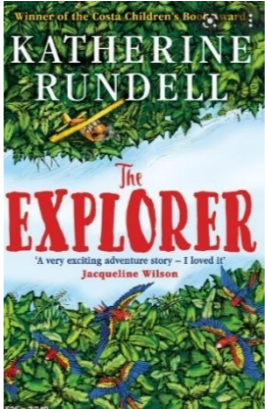
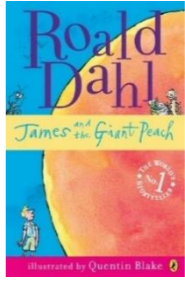
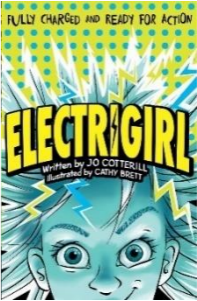

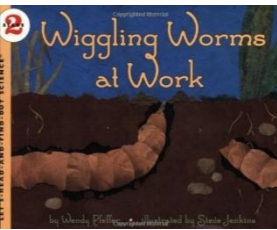
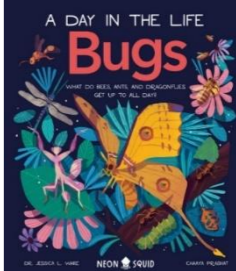
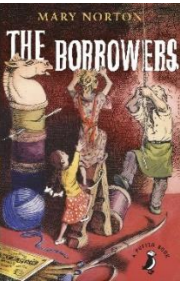


FS2	<b>Autumn 1</b> I wonder if you've heard this one?	<b>Autumn 2</b> I wonder if dark is important?	<b>Spring 1</b> I wonder what makes a hero?	<b>Spring 2</b> I wonder what's under my feet?	<b>Summer 1</b> I wonder if it's real?	<b>Summer 2</b> I wonder where we will go?
Key Texts	<p>Excuse me but your Teddy is in trouble Today</p>  <p>The Three Little Pigs</p>  <p>Three Billy Goats Gruff</p>  <p>The Little Red Hen</p> 	<p>Little Glow By Harry Woodgate Katie Sahota</p>  <p>The Owl Who was Afraid of the Dark By Jill Tomlinson</p>  <p>Where Does Thursday Go? By Janine Bryan</p> 	<p>Burglar Bill By Janet and Allan Ahlberg</p>  <p>Elliot Midnight Superhero By Anne Cottringer</p>  <p>Recycle! By Gail Gibbons</p> 	<p>We're going on a Bear Hunt By Michael Rosen</p>  <p>Superworm By Julia Donaldson</p>  <p>Jasper's Beanstalk By Nick Butterworth</p> 	<p>Dinosaur Roar By Paul and Henrietta Stickland</p>  <p>The Adventures of an Egg Box Dragon By Richard Adams</p>  <p>Attacking a Norman Castle By Robin Twiddy</p> 	<p>Rosie's Walk By Pat Hutchins</p>  <p>Mr Grumpy's Outing By John Burningham</p>  <p>Man on the Moon By Simon Bertram</p> 



Year 1	<u>Autumn Term</u> <u>Pirates</u>	<u>Spring Term</u> <u>Heroes</u>	<u>Summer Term</u> <u>King of the Jungle</u>
Key Text	 		 
Supplementary Texts	 	 	   

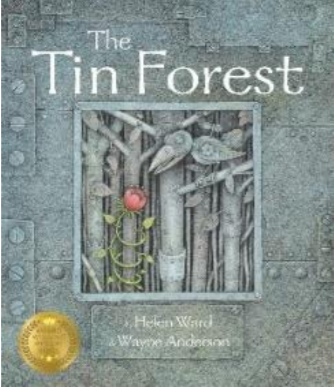

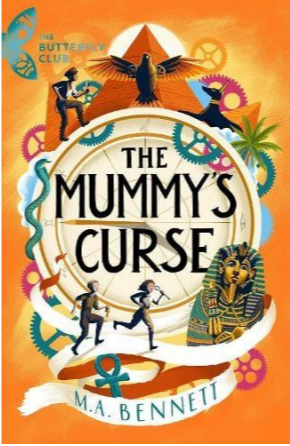
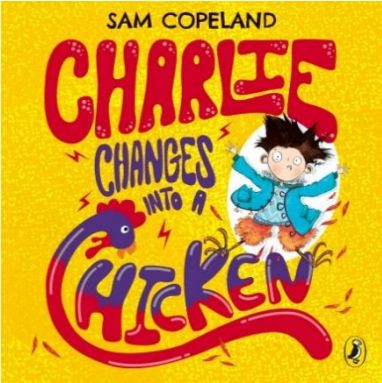
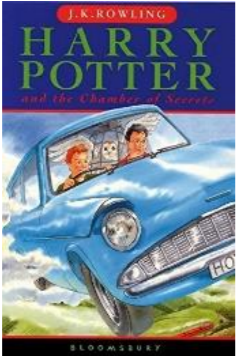
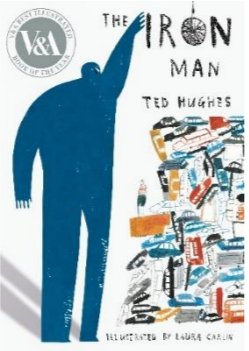

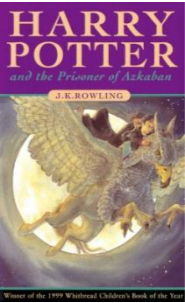
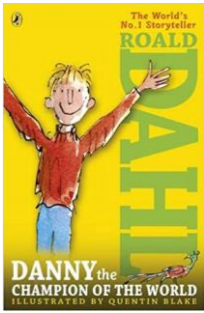


Year 2	<u>Autumn Term</u> <u>Africa</u>	<u>Spring Term</u> <u>Explorers</u>	<u>Summer Term</u> <u>Bug's Life</u>
Key Text	 	 	 
Supplementary Texts	   	  	     



Year 3	<u>Autumn Term</u> <u>Amazing South America</u>	<u>Spring Term</u> <u>Invaders</u>	<u>Summer Term</u> <u>Defy the Force</u>
Key Text	 	 	 
Supplementary Texts	  	<p>Battle Cry! – Speaking and listening module –Persuasive speech</p> 	    



Year 4	<u>Autumn Term</u> <u>Save Our World</u>	<u>Spring Term</u> <u>Ancient Egyptians</u>	<u>Summer Term</u> <u>Super Senses</u>
Key Text	 		
Supplementary Texts	 		  

Year 5	<u>Autumn Term</u> <u>Survival</u>	<u>Spring Term</u> <u>The Great War</u>	<u>Summer Term</u> <u>Out of this World</u>
Key Text			
Supplementary Texts	    	   	  



Year 6	<u>Autumn Term</u> <u>Is it Worth the Risk?</u>	<u>Spring Term</u> <u>World War Two</u>	<u>Summer Term</u> <u>Where did it all begin?</u>
Key Text			
Supplementary Texts	    	 	 



VIPERS	KS1 Content Domain Reference	Meaning
Vocabulary	1a draw on knowledge of vocabulary to understand texts	Draw upon knowledge of vocabulary in order to understand the text.
Infer	1d make inferences from the text	Make inferences from the text.
Predict	1e predict what might happen on the basis of what has been read so far	Predict what you think will happen based on the information that you have been given.
Explain		Explain your preferences, thoughts and opinions about the text
Retrieve	1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.
Sequence(KS1)	1c identify and explain the sequences of events in texts	Sequence the key events in the story

VIPERS	KS2 Content Domain Reference	Meaning
Vocabulary	2a Give/explain the meaning of words in context	Give/explain the meaning of words in context
Infer	2d make inferences from the text/ explain and justify inferences with evidence from the text	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e predict what might happen from details stated or implied	Predict what might happen from the details stated and implied.
Explain	2f identify/explain how information/ narrative content is related and contributes to meaning as a whole  2g identify/explain how meaning is enhanced through choice of words and phrases 2h make comparisons within a text	<ul style="list-style-type: none"> <li>➤ Explain how content is related and contributes to the meaning as a whole.</li> <li>➤ Explain how meaning is enhanced through choice of language.</li> <li>➤ Explain the themes and patterns that develop across the text.</li> </ul>

## VIPERS Reading Comprehension Question Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Vocabulary</b> See FS1 and FS2 long term plans for specific vocabulary taught.</p>	<p>What does...word mean?</p> <p>Which word means...?</p>	<ul style="list-style-type: none"> <li>What does the word ..... mean in this sentence?</li> <li>Find and copy a word which means .....</li> <li>What does this word or phrase tell you about .....</li> </ul>	<ul style="list-style-type: none"> <li>Which word in this section do you think is the most important? Why?</li> <li>Which of the words best describes the character/setting/mood etc?</li> <li>Can you think of any other words the author could have used to describe this?</li> <li>Why do you think ..... is repeated in this section?</li> </ul>	<ul style="list-style-type: none"> <li>What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>Which word tells you that...?</li> <li>Which keyword tells you about the character/setting/mood?</li> <li>Find one word in the text which means.....</li> <li>Find and highlight the word that is closest in meaning to.....</li> <li>Find a word or phrase which shows/suggests that.....</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy one word which shows that ... is ...</li> <li>If she was trying to reassure Joe, it wasn't working. What does reassure mean in this sentence?</li> <li>Find and copy a phrase that shows...</li> <li>Give one example of humour from the text</li> <li>She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. The word slung suggests that Piper put on the brown coat...</li> <li><b>Tick one.</b> carelessly. slowly. tidily. thoughtfully.</li> <li>Piper thinks Micah has done a decent job. She thinks his work has been... <b>Tick one.</b> excellent. careful. sloppy. reasonable.</li> <li>Look at the last paragraph, beginning: 'Yeah, it'll look smart.' Find and copy one word that suggests that the sound coming from Micah's music box is unpleasant.</li> </ul>	
<p><b>Infer</b> FS1 Communication and Language Understand why Q ELG C&amp;L – Sp Lit - Comprehension</p>	<p>How do you think.was feeling?</p> <ul style="list-style-type: none"> <li>Why did ..... happen?</li> <li>Why did ..... say .....?</li> </ul>	<ul style="list-style-type: none"> <li>Why was..... feeling.....?</li> <li>Why did ..... happen?</li> <li>Why did ..... say .....?</li> <li>How does ..... make you feel?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain why.....? •</li> <li>What do you think the author intended when they said.....?</li> <li>How does ..... make you feel?</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy a group of words which show that...</li> <li>How do these words make the reader feel?</li> <li>How does this paragraph suggest this?</li> <li>How do the descriptions of ..... show that they are .....</li> <li>How can you tell that.....</li> <li>What impression of ..... do you get from these paragraphs? • What voice might these characters use?</li> <li>What was .... thinking when.....</li> <li>Who is telling the story?</li> </ul>	<ul style="list-style-type: none"> <li>How does Joe know that the letter contains bad news before his mum tells him what it says?</li> <li>Look at the paragraph beginning: 'You boys best get to school...' to the end of page 4. 'But what about...?' Joe started to say. Which words would best complete Joe's question?</li> <li><b>Tick one.</b> your breakfast, our games, your job, our homework • In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. This suggests that... <b>Tick one.</b> farming has helped bees. paved gardens are attractive. bees are good at finding their way. bees have only started struggling recently.</li> <li>Look at the section headed: Energy drink for bees. These instructions suggest that the reader... <b>Tick one.</b> enjoys preparing food. has lots of energy. is willing to handle bees. is skilled at gardening.</li> <li>Bumblebees are very important to the human race. Give two ways they are important.</li> <li>Why is the boy huddled in the doorway while he waits for Piper to open the door?</li> <li>Why has Micah come to Piper's house on the night of the storm?</li> <li>What impressions do you get of Piper's house? Give two impressions, using evidence from the text to support your answer.</li> <li>'But she won't sing?' What does Piper mean when she says this?</li> <li>What impressions do you get of the relationship between Piper and Micah? Give two impressions, supporting your answer with evidence from the text.</li> <li>Fact or opinion questions.</li> </ul>	



<p><b>Predict</b> FS1 Communication and Language Understand why Q ELG C&amp;L – Sp Lit - Comprehension</p>	<p>What do you think is going to happen next?</p>	<ul style="list-style-type: none"> <li>Look at the book cover/blurb – what do you think this book will be about?</li> <li>What do you think will happen next? What makes you think this?</li> </ul>	<ul style="list-style-type: none"> <li>How does the choice of character or setting affect what will happen next?</li> <li>What is happening? What do you think happened before? What do you think will happen after?</li> <li>What do you think the last paragraph suggests will happen next?</li> </ul>	<ul style="list-style-type: none"> <li>From the cover what do you think this text is going to be about?</li> <li>What is happening now? What happened before this? What will happen after?</li> <li>What does this paragraph suggest will happen next? What makes you think this?</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Do you think... will happen? Yes, no or maybe?</li> </ul> <p>Explain your answer using evidence from the text.</p>	<ul style="list-style-type: none"> <li>Do you think...will happen? Explain your answer.</li> <li>Do you think...would do this? Explain your answer, making sure you refer to the text.</li> </ul>															
<p><b>Explain</b></p>	<p>What was the best part of this book? Why? Who was your favourite character? Why? Did you enjoy the book? Why?</p>	<ul style="list-style-type: none"> <li>Who is your favourite character? Why?</li> <li>Would you like to live in this setting? Why/why not?</li> <li>Do you like this text? What do you like about it?</li> </ul>	<ul style="list-style-type: none"> <li>Why do you think all the main characters are girls in this book?</li> <li>Is there anything you would change about this story?</li> </ul>	<ul style="list-style-type: none"> <li>Why is the text arranged in this way? What structures has the author used?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of ..... effective?</li> <li>The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>What is the author's point of view?</li> <li>What affect does ..... have on the audience?</li> <li>How does the author engage the reader here?</li> <li>Which words and phrases did ..... effectively?</li> <li>Which section was the most interesting/exciting part?</li> <li>How are these sections linked?</li> </ul>	<ul style="list-style-type: none"> <li>Why is the text arranged in this way? What structures has the author used?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of ..... effective?</li> <li>The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>What is the author's point of view?</li> <li>What affect does ..... have on the audience?</li> <li>How does the author engage the reader here?</li> <li>Which words and phrases did ..... effectively?</li> <li>Which section was the most interesting/exciting part?</li> <li>How are these sections linked?</li> <li>How does...view change during the story?</li> </ul>															
<p><b>Retrieve</b></p>	<ul style="list-style-type: none"> <li>Who did.....?</li> <li>Where did.....?</li> <li>When did.....?</li> <li>What happened when.....?</li> <li>Why did ..... happen?</li> <li>How did .....?</li> <li>How many.....?</li> <li>What happened to.....?</li> </ul>	<ul style="list-style-type: none"> <li>What kind of text is this?</li> <li>Who did.....?</li> <li>Where did.....?</li> <li>When did.....?</li> <li>What happened when.....?</li> <li>Why did ..... happen?</li> <li>How did .....?</li> <li>How many.....?</li> <li>What happened to.....?</li> </ul>	<ul style="list-style-type: none"> <li>What kind of text is this?</li> <li>Who did.....?</li> <li>Where did.....?</li> <li>When did.....?</li> <li>What happened when.....?</li> <li>Why did ..... happen?</li> <li>How did .....?</li> <li>How many.....?</li> <li>What happened to.....?</li> </ul>	<ul style="list-style-type: none"> <li>How would you describe this story/text? What genre is it? How do you know?</li> <li>How did...?</li> <li>How often...?</li> <li>Who had...? Who is...? Who did...?</li> <li>What happened to...?</li> <li>What does.... do?</li> <li>How .... is .....?</li> <li>What can you learn from ..... from this section?</li> <li>Give one example of.....</li> <li>The story is told from whose perspective?</li> </ul>	<ul style="list-style-type: none"> <li>What is Ajay doing when the post arrives?</li> <li>Look at page 4. In Ajay's opinion, how do people feel about the park? Using information from the text, tick one box in each row to show whether each statement is true or false.</li> <li>Why is it important for bumblebees to leave a smelly scent on some flowers? <b>Tick one.</b> so that others avoid it because it smells better than nectar so others know it has pollen because bees give flowers their scent</li> <li>Tick one box in each row to show whether each of the following flowers is bee-friendly or not bee-friendly.</li> </ul> <p>Explain why the flowers that are not bee-friendly do not attract bees.</p> <ul style="list-style-type: none"> <li>Draw lines to match each part of the story to the correct quotations from the text.</li> </ul> <table border="1" data-bbox="2211 1648 2694 1906"> <thead> <tr> <th></th> <th>Bee-friendly</th> <th>Not bee-friendly</th> </tr> </thead> <tbody> <tr> <td>lavender</td> <td></td> <td></td> </tr> <tr> <td>pansy</td> <td></td> <td></td> </tr> <tr> <td>herbs</td> <td></td> <td></td> </tr> <tr> <td>wild rose</td> <td></td> <td></td> </tr> </tbody> </table>		Bee-friendly	Not bee-friendly	lavender			pansy			herbs			wild rose		
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<p><b>Sequence (KS1)</b> <b>Summary (KS2)</b></p>	<ul style="list-style-type: none"> <li>• What was the first thing that happened in the story?</li> <li>• What happened next?</li> <li>• What happened at the end?</li> <li>• What was the story about?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number the pictures in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence (orally) the opening/middle/end of the story?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>	<ul style="list-style-type: none"> <li>• Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?</li> </ul> <p>Write the name of the section:</p> <ul style="list-style-type: none"> <li>• Read from... to .... Which one phrase would you use to summarise these paragraphs?</li> </ul> <p>Completing the project Being given a tour Entering the tunnels Exploring the shelters</p> <ul style="list-style-type: none"> <li>• Put these summaries of paragraphs in the order they appear in the story. The first one has been done for you.</li> </ul> <p>Tobi feeds the lamb for the first time. Tobi arrives at the farm. Tobi enters the barn and meets the lamb. How Tobi and his parents spent the journey to Hill farm – 1 Tobi's reaction to being given an important responsibility. Tobi's first impression of the cottage.</p> <ul style="list-style-type: none"> <li>• Look at the section...</li> </ul> <p>Which sentence best summarises this section. Tick</p>
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## Linden Road agreed approach to how staff listen to individual children read

### EYFS specific

- Check the book is the right way up, looking at left page first, turning one page at a time, where are the words?
- Lots of modelling ( including phoneme pronunciation)
- Act out parts, eg, repeat text, actions
- Using props – story baskets, puppets, etc , if appropriate
- Questioning to increase understanding, interest and connections; relating to own experiences
- Sound talk, CVC words to encourage blending; ask for phonemes
- Illustrations – discuss, where is ...? Can you find...?
- Teach new vocabulary when necessary
- Discuss favourite part; why?, likes, dislikes, show me
- Questioning to check comprehension
- Praise – specific, eg, listening, retelling

### KS1/KS2

- Start with the front cover - ask questions about the book -briefly
- Read the blurb, if appropriate ( higher classes) as it catches their interest – pick another book if necessary (to maintain interest)
- Ask if the child has already read the book.
- If they have, did they enjoy it? – a quick comment
- Make predictions based on front cover if they have not already read it at home.
- If there are tricky words, vocabulary or phonemes/graphemes at the start of the book, go through this with the child.
- Check that the child is reading  $\geq 95\%$  of words fluently. (If the child is reading a book below Turquoise Book Band in KS1, they should be matched to their current phonics knowledge.)
- Intonation and expression – changing voices if it's speech for example
- Checking they're not segmenting age appropriate sight words
- Looking out for punctuation, eg, stopping at a full stop.
- Questioning them on the story, eg, after a couple of pages or after a chapter
- Recap and recall of previous books – can they make a connection with another book?

### What should staff do if they think the book is not correctly matched?

- Speak to class teacher.
- If there is a big discrepancy between Book Band and fluency, a running record should be completed using 'Benchmark' folder and books (from Purple BB upwards in KS1.)
- KS1 children will have gaps identified through regular assessment and intervention put in place to ensure progress.



### What do staff do when a child gets to a word they can't read?

- Identify the digraphs or trigraphs first in a word.
- If it's a two syllable word (or more), chunk it up.
- Reading the rest of the sentence to put an unfamiliar word in to context.
- Re-read the sentence and listen to the sentence out loud to possibly self-correct.
- Can you see any root words or little words within an unfamiliar word?
- H.I – more intensive discussion on any vocabulary they are struggling with. Tell the child the word if they couldn't decode, ask to repeat, what is the meaning?, use in context, regular exposure to unknown words.
- H. I - teach synonyms to explore some words and check understanding and broaden language

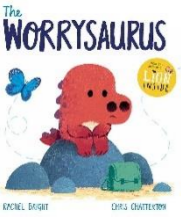
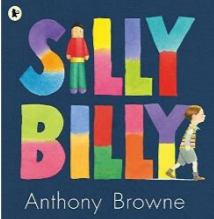

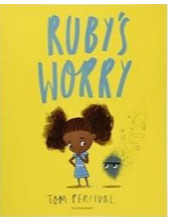


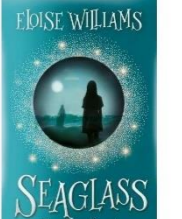
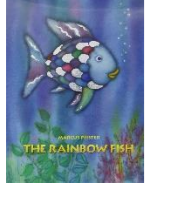
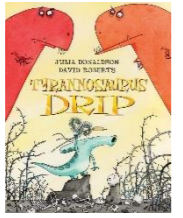
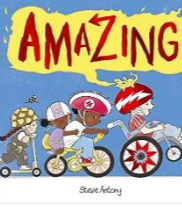


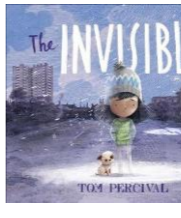

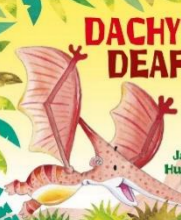
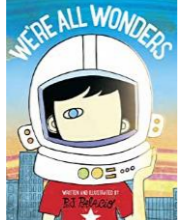
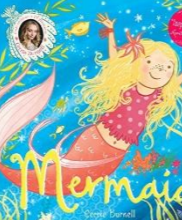
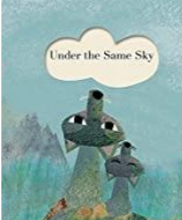

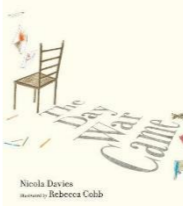



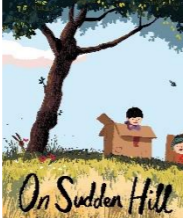
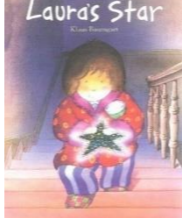


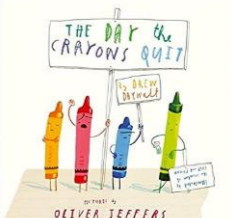


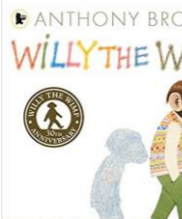
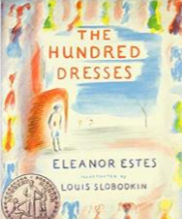
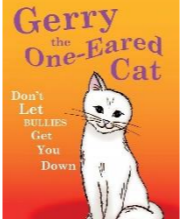
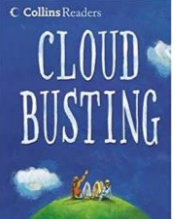
### Vocabulary for staff to use within an individual reading session.

- title
- phoneme – the smallest unit of sound
- grapheme – representation of a sound ( the letters that make up that phoneme)
- trigraph – 3 letters , one sound
- digraph – two letter, one sound
- Split-digraph – two letters, one sound with a consonant in between,  
eg, a-e, e-e, i-e, o-e, u-e,
- Adjacent consonants – eg, **clap**, **frog**, **lamp**
- common exception word – related to the year groups
- syllables – a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel

### VIPERS (reference)

- vocabulary
- inference, infer
- predict, prediction
- explain
- retrieve
- summarise, sequence

## PSHE Key Text Overviews

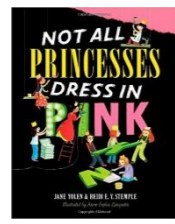
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>The Worrysaurus</b> By Rachel Bright and Chris Chatterton</p>	 <p><b>Silly Billy</b> By Anthony Browne</p>	 <p><b>The Huge Bag of Worries</b> By Virginia Ironside</p>	 <p><b>Ruby's Worry</b> By Tom Percival</p>	 <p><b>The Parachute</b> By Danny Parker and Matt Ottley</p>	 <p><b>When Sadness Comes to Call</b> By Eva Eland</p>	 <p><b>Seaglass</b> By Eloise Williams</p>
 <p><b>Rainbow fish</b> By Marcus Pfister</p>	 <p><b>Tyrannosaurus Drip</b> By Julia Donaldson and David Roberts</p>	 <p><b>Amazing</b> By Steve Antony</p>	 <p><b>Olivia and the Fairy Princesses</b> By Ian Falconer</p>	 <p><b>Here I am</b> by <a href="#">Patti Kim</a> and <a href="#">Sonia Sánchez</a></p>	 <p><b>Invisible</b> By Tom Percival</p>	 <p><b>Mixed</b> by <a href="#">Arree Chung</a></p>
 <p><b>Dachy's Deaf</b> By Jack Hughes</p>	 <p><b>We're All Wonders</b> by <a href="#">R J Palacio</a></p>	 <p><b>Mermaid</b> By Cerrie Burnell and Laura Ellen Anderson</p>	 <p><b>Under the same sky</b> by Britta Teckentrup</p>	 <p><b>The Journey</b> by <a href="#">Francesca Sanna</a></p>	 <p><b>The day the war came</b> by Nicola Davies</p>	 <p><b>The Island</b> By Armin Greder</p>
 <p><b>Tig and Tog - The Discovery</b> By Sally Garland</p>	 <p><b>The Mega Magic hair swap</b> By Rochelle Humes</p>	 <p><b>On Sudden Hill</b> By Linda Sarah and Benji Davies</p>	 <p><b>Laura's Star</b> By Klaus Baumgart</p>	 <p><b>The Secret Sky Garden</b> By Linda Sarah and Fiona Lumbers</p>	 <p><b>Wonder</b> By RJ Palacio</p>	 <p><b>The Day the Crayons Quit</b> By Drew Daywalt</p>
 <p><b>The Ugly Duckling</b></p>	 <p><b>Giraffe's can't dance</b> by <a href="#">Giles Andreae</a></p>	 <p><b>Willy the Wimp</b> By Anthony Browne</p>	 <p><b>The Hundred Dresses</b> by <a href="#">Eleanor Estes</a></p>	 <p><b>Gerry the one-eared cat</b> By Dawn Brookes</p>		 <p><b>Cloud Busting</b> By Malorie Blackman</p>





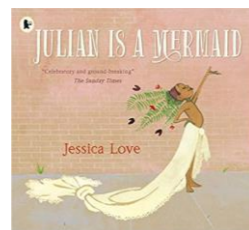
**Pink is for boys**

By [Eda Kaban](#) and [Robb Pearlman](#)



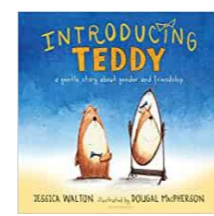
**Not all princesses dress in pink**

By [Jane Yolen](#) and [Heidi E. Y. Stemple](#)



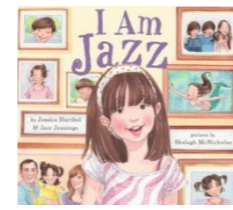
**Julian is a mermaid**

By Jessica Love



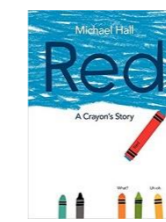
**Introducing Teddy**

By Jess Walton



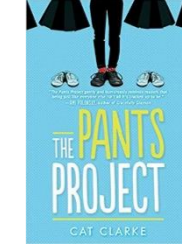
**I am Jazz**

By Jazz Jennings



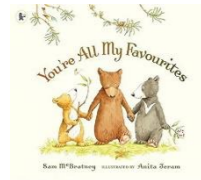
**Red – a crayon’s story**

By Michael Hall



**The Pants Project**

By Cat Clarke



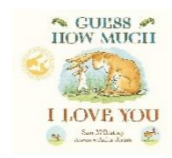
**You're all my favourites**

By Sam McBratney



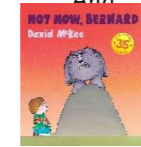
**My Little brother**

By Debi Gliori

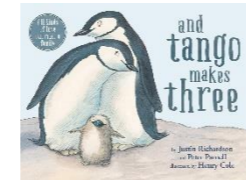


**Guess how much I love you**

By Sam McBratney



**Not now Bernard**  
By David McKee  
(comparison)



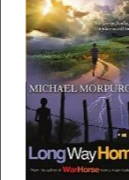
**And Tango Makes Three**

By Justin Richardson and Peter Parnell



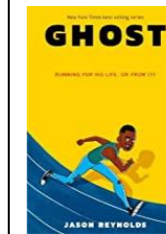
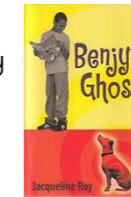
**Matilda + James and the Giant Peach**  
(comparison)

By Roald Dahl

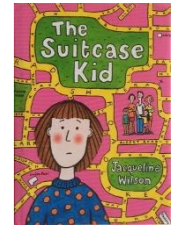


**Long way home**  
by Michael Morpurgo

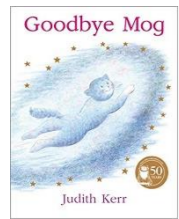
**Benjy's Ghost**  
by Jaqueline Roy



**Ghost**  
Jason Reynolds

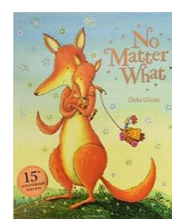


**The Suitcase kid**  
By Jaqueline Wilson



**Goodbye Mog**

By Judith Kerr



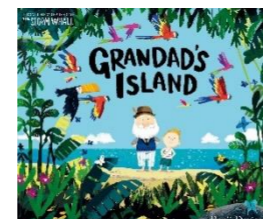
**No Matter What**

By Debi Gliori



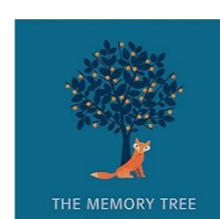
**Badgers parting gifts**

By Susan Varley



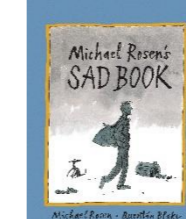
**Grandad's island**

By Benji Davies



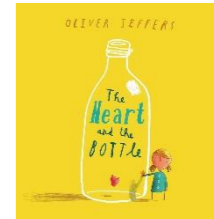
**The Memory Tree**

by [Britta Teckentrup](#)



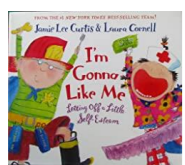
**Sad Book**

By Michael Rosen



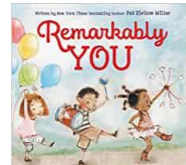
**The Heart and the Bottle**

By Oliver Jeffers



**I'm Gonna Like Me**

by [Jamie Lee Curtis](#)



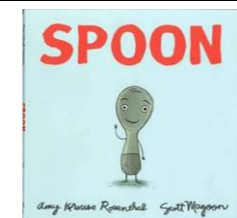
**Remarkably You**

By [Pat Zietlow Miller](#)



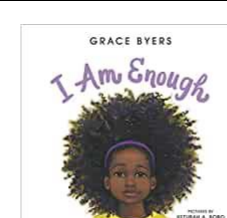
**I'm Not**

By Pam Smallcomb



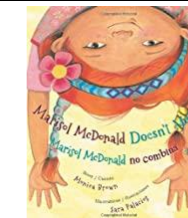
**Spoon**

by [Amy Krouse Rosenthal](#)



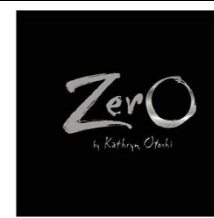
**I am Enough**

By Grace Byers



**Marisol McDonald Doesn't Match**

By [Monica Brown](#) and Sara Palacios



**Zero**

by [Kathryn Otoshi](#)

