

READING

Intents

To build on prior learning and prepare for the next phase and to become effective and enthusiastic readers. We aim for all our students to be able to:

- Retrieve information
- Explain meaning and inferences
- Explain and discuss writer's language choices
- Read for pleasure
- Enjoy academic success

Implementation

All pupils receive daily reading opportunities to read for pleasure through the AR Reading scheme. Termly acknowledgment and reward creates a positive reading culture throughout the school.

All reading schemes in KS2 and focus lessons in KS3 allow explicit teaching and practice of key reading skills - see Skills Map. The units of work have been mapped and sequenced to allow students to practice and revisit skills throughout the four years with increasing emphasis on GCSE language analysis and summarising.

An electronically resourced bank of lessons is available for teachers to differentiate ensuring all students' needs are met. Challenge questions are regularly offered. Students are identified for additional support or specific intervention by teacher judgement and assessments.

Impact

Students show ambition to improve their Reading Ages in the termly Star Reading quizzes and show pride when they receive 'Acorn' points for their personal word counts and 100% certificates. They discuss their Reading Ages and book choices with excitement and interest.

Vulnerable groups show excellent progress in Reading Age in all four years.

All year groups show an average reading age that is above the chronological age for their year.

The three year average score for reading is 104, which is in line with the three year average score for local authority state-funded schools. GL assessments at the end of Year 8 show 48% above stanine 7 and 85% above stanine 5.

Students show increasing skill and confidence in their reading responses through regular low stakes tasks and termly assessments throughout the four year curriculum. Students discuss and evaluate their work to be able to edit and improve their own, and their peer's work.

Students feel ready for GCSE language analysis through repeated exposure to, and practice of, the PEEL language analysis model. They use their KS2 learning of grammar terms and effects in their analysis paragraphs.

[illegible]

39

In the last paragraph, Edward does not want to give the game to Em Sharp.

Give **two** reasons why he does **not** want to part with it.

1. He went through a lot of effort to get it.
2. It might not be Em Sharp's game.

2 marks

40

Edward found a game. How can you tell that there was something strange about the game?

re.

Explain **two** ways, using evidence from the text to support your answer.

1. The dice had strange symbols on it. I know this because "We no other dice I had ever seen."
2. The box was well hidden and had been there a long time. "I wiped away the dirt from the lid" shows the box had been there long enough for dirt to be on the box.

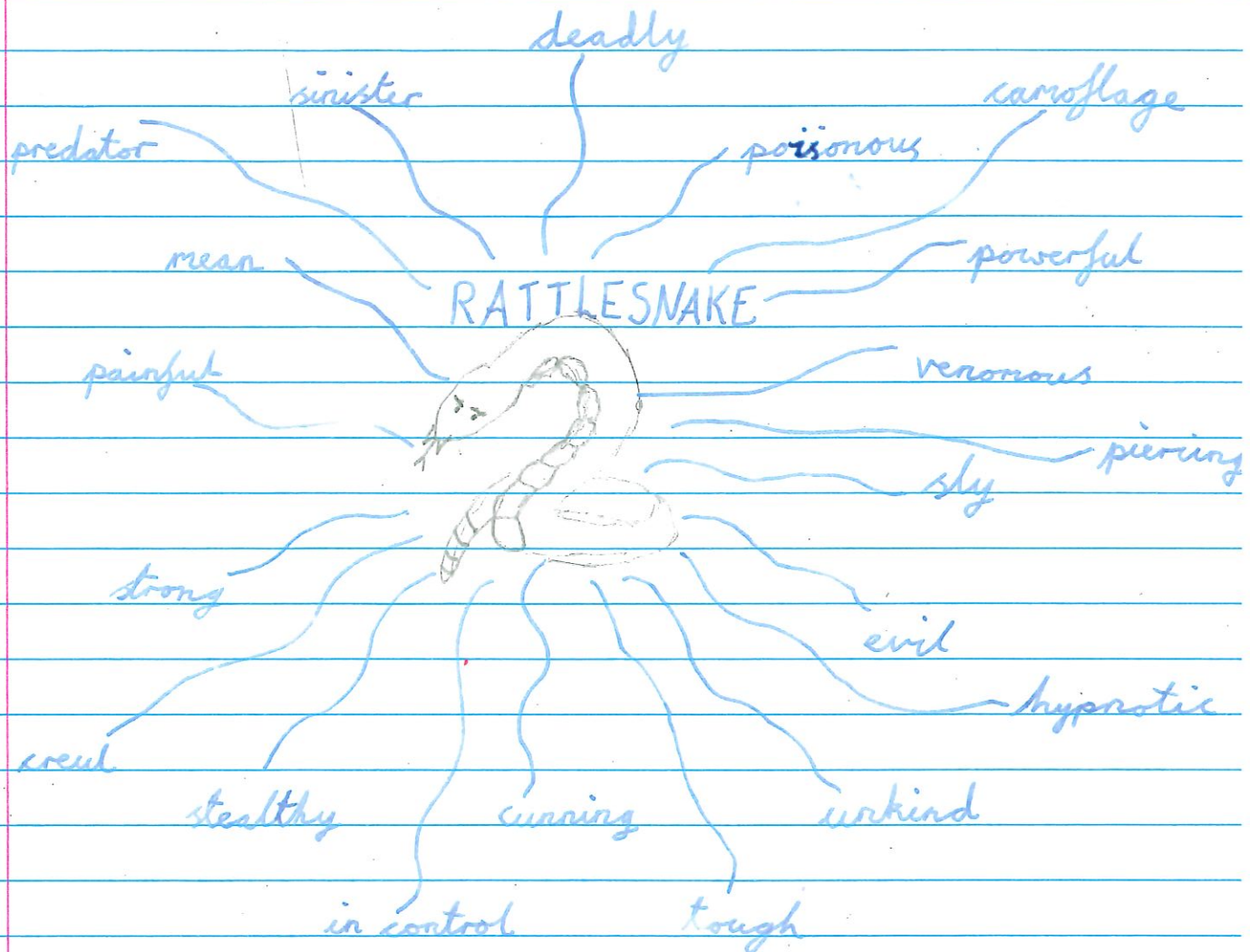
3 marks



6 0 0 0 5 0 A 0 2 1 2 4

Monday 16th March

L.O Exploring character through language - explore a keyword in detail



What first impression does the reader get about Mr Sir?

R
P
E
T
KW
A
The first impression that the reader gets about Mr Sir is that he is deadly. The reader gets this impression because in the text he is described as having a 'tattoo of a rattlesnake'. The key point in this quote is the image of a 'rattlesnake'. The reader would think that Mr Sir is deadly because rattlesnakes' bites can be deadly. The reader would also think that Mr Sir is cunning and stealthy because snakes are often thought to be cunning and sly by the way that they sneak up on prey, and stealthy because of the way their camouflage hides them when they sneak up on prey.







Tuesday 24th March

L.O: Exploring character through language - The Warden

P The writer has hinted at a darker or more sinister side to the Warden. The writer uses clothing to suggest this, 'she wore a black cowboy hat and black cowboy boots'. The colour 'black' is associated with evil and darkness, showing that the Warden is meant to have a darker side. The 'cowboy boots' suggests that she is a very rough woman, which would surprise the reader because we were expecting a man to be the Warden and not a woman to have the position of the Warden. Also, her hat and boots are 'black'. The colour 'black' as well as being associated with evil, absorbs heat. This shows that she is tough because if the boys are feeling hot in orange, she would be even hotter in black, which shows that she is both tough and doesn't care about the heat. In the history of cowboy movies, there would be two types of cowboys; good and bad. The bad cowboys would wear a black cowboy hat and the good cowboys would wear a white cowboy hat. The Warden wears a 'black cowboy hat' which shows the reader that she is bad and sinister.

Another element of her, that shows she has a darker or more sinister side is that she was 'a tall woman with red hair'. The 'red hair' would show the reader that she has a fiery temper because 'red hair' is often associated with fiery tempers or anger.

Firstly, the imaginary world is made believable through the way the setting is described. This is done by the writer taking fairly normal objects like "doors" but describing them in strange ways, "doors that wouldn't open unless you asked politely." The noun "doors" is a normal object which the reader would not find strange or out of place however they would be shocked to find that you had to ask "politely" or they wouldn't open, which suggests that they are alive. The reader might also understand that this means they have a mischievous personality because they are so bored or that they don't want people to think they are unimportant because they have pride.

Peer	PEEL Marking Ladder	Teacher
P	An introduction which answers the question - use the writer's name and the device they've used.	
Ev	Use evidence from the text, make sure you have used quote marks.	
KW	Pick out one word from the quotation and explain why it is effective	
R	Offer more than one way the reader might feel	
PU	Explain how the punctuation has helped the idea	
T	Explain why the writer might have chosen this technique	
L	Link the explanation back to the point you are making	
	Accurate spelling, punctuation, capital letters and paragraphing.	
What could I do to improve next time?		

Monday 25th January

LO: To reflect on my progress and prioritise my targets

2 stars:

- I used appropriate evidence.
- I referred to the reader's reaction.

A wish:

- To explore different interpretations in more detail.

Life in Africa for Alem was scary, violent and unfriendly. I know this because of the quote "he was going to kick all the Ethiopian blood out of me". The reader would understand that the emotive verb "kick" tells us that he isn't safe and people aren't treating him well. The reader would also look at the emotive noun "blood" and realise that it is a strong, frightening word. The reader might also understand that the word blood "kick" is a violent and frightening word and the word "blood" is an ~~angr~~ angry, cross word that tells the reader that they are angry at Alem for being Ethiopian. The reader might feel sympathy for Alem because his situation is so unfair. The wider message is that many people aren't very tolerant or accepting of others even when they don't deserve it.

Well done! This is really good and you've achieved your target too 😊😊😊