

### SPA Inference Structure

The inference structure begins when the child has completed the RWI scheme and therefore knows all of his/her sounds. The following milestones indicate the level at which the child should be reading in order to be working at age related expectations.

#### RWI Bands:

1 <sup>st</sup> 13 Set 1 Sounds (Group A)	Nursery Summer
Set 1 Sounds (Group B / C)	Reception Autumn
Red Ditty	Reception Spring
Green	Reception Summer
Purple	
Pink	Y1 Autumn
Orange	Y1 Spring
Yellow	Y1 Summer
Blue	Y2 Autumn 1
Grey	Y2 Autumn 2

#### Post RWI Bands:

Purple	Y2 Spring
Gold	Y2 Summer
White	Y3 Autumn
Lime	Y3 Spring
Lime+	Y3 Summer
Brown	Y4 Autumn
Grey / Silver	Y4 Spring & Y4 Summer
Dark Blue / Sapphire	Y5 Autumn, Spring and Summer
Dark Red / Magenta	Y6 Autumn, Spring and Summer
Black	Y6 Greater Depth Standard

The children will study a range of text types, ensuring that at least one in every four texts is non-fiction.

For each text/book, the structure on the following page is followed as a class/group. This structure ensures that every child has the opportunity to practise his/her reading fluency and comprehension skills. Steps may be completed over the course of a few sessions to ensure that each element is covered in depth.

### Predicting

Step 1

- Children read the blurb, title and a short extract.
- Children give their predictions (verbally or in writing).
- Children are encouraged to explain why they think something might happen. As the children progress, he/she will be encouraged to quote sections of the text to support explanations.

### Reading and Clarifying

Step 2

- The teacher reads the text so that the children can listen;
- The teacher reads the text whilst the children have the text in front of them, so that they can follow as they listen;
- The children chorally read the text, with the teacher;
- The children read the text to one another. Partner 1 reads first. Partner 2 gives them feedback. Partner 2 then reads. Partner 1 gives feedback. This ensures that every child had had the opportunity to read aloud.
- Each child reads the text in their head, underlining or highlighting any words or phrases that they would like to clarify.
- Words and phrases are clarified as a class.

### Get Visual: Summarising

Step 3

- The children quickly summarise the text with 4 pictures;
- The children complete a summarising task, for example: summarising with a word limit; summarising with bullet points or summarising by writing paragraphs.
- The aim of the summarising task is to include the most important information.

### Questioning

Step 4

- A questioning task is completed. This may include, but is not limited to:
  - 'Ask to Swap' – this method focusses on literal retrieval. Children circulate the room to ask and answer questions verbally.
  - Comprehension questions that require answers in full sentences.
  - Questioning written in a range of styles, such as true or false questions, 'tick two' answers, matching the word to its meaning or 'find and copy' questions.

### Enrichment Task

Step 5

- Enrichment tasks may include, but are not limited to:
  - A diary entry or letter from the viewpoint of a character, to infer the character's feelings or motives;
  - A Venn diagram to make links between themes in books;
  - A debate about opposing views in relation to a book;
  - A fictional interview with the author, to interrogate the vocabulary choices used in the studied text;
- The enrichment task will correspond to the age related objectives outlined on the Medium Term Plan for Reading.