



Reading in EYFS and KS1

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Aims of the Session



- Reading - how taught in school
- Reading Framework
- Reading for pleasure
- Reading Pathways
- Knowledge Organisers – Y2
- Phonics Scheme – primary way pupils taught to read
- Home Reading Scheme and diaries
- Progression grids with key questions

- Whole School English Offer



Reading Framework



Reading Framework Updated July 23

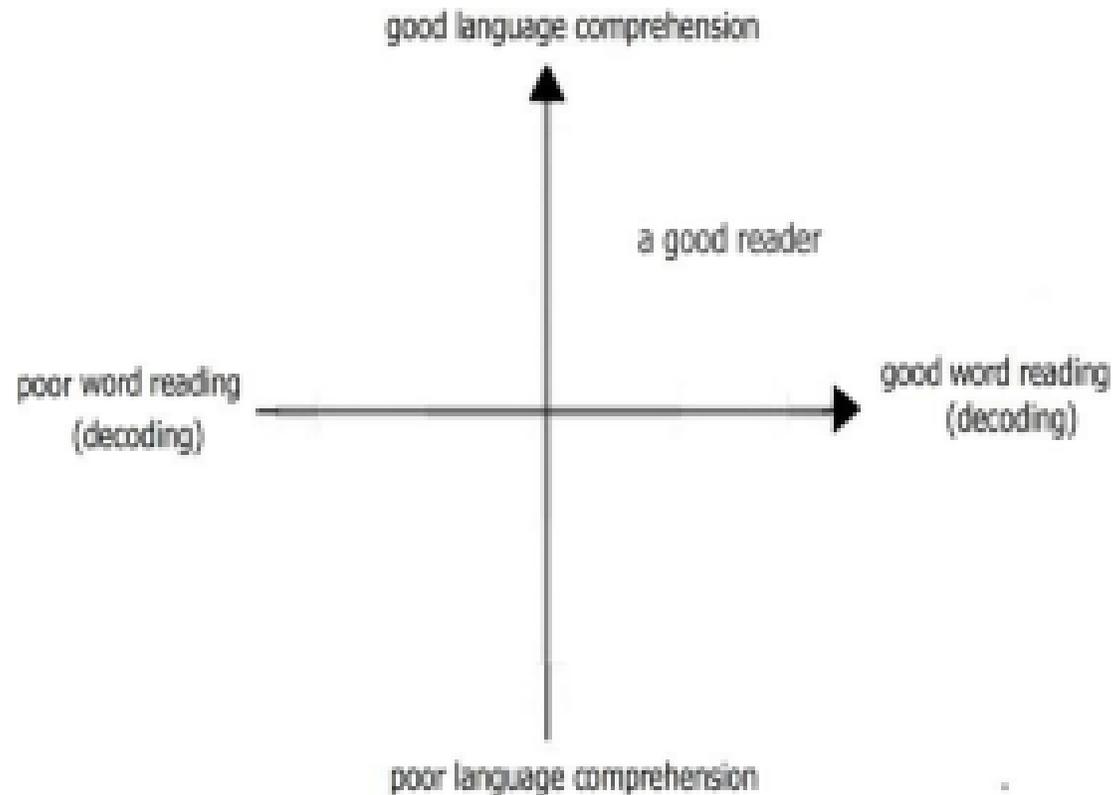


Figure 1: The knowledge of a good reader



Reading Framework Updated July 23

Phonics decoding – reading unfamiliar words, words at a glance, needs to be taught directly

Reading at a glance - free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading as well as through their listening.

Reading fluency expected level KS1 – 90 wpm

Reading fluency expected level end of Key Stage 2 – 185 wpm

Reading Framework Summary EYFS/Year 1

- Early Language – opportunities for back and forth talk, Non fiction books, Modelling listening
- Calm environment for reading and writing
- SSP
- Daily rhymes/poems – Each year group has a reading spine which the teacher reads for pleasure – see next slide
- SEND – extra story session for S&L and communication, daily phonics catch up, new pupils immediately assessed. Those at risk in Reception identified in first 3 weeks.



Teaching Reading

- Teachers should read to the class for **20 minutes a day, four times a week**
- Reading lessons need to **create readers**, not just pupils who can read
- Texts chosen for reading should include **full novels that are read aloud**
- Key elements for teaching reading in English lessons are: teacher reading aloud: pupils reading: **Teacher modelling and explanations and questioning**
- Using **'paired talk'** during discussions.

Class Novels that the teacher reads for pleasure

	<p>Whatever Next by Jill Murphy</p> <p>Home by Carson Ellis</p> <p>Lullabyhullabaloo by Mick Inkpen</p> <p>A range of picture books</p>	<p>The Three Little Pigs from Revolting Rhymes by Roald Dahl</p> <p>The Three Little Wolves and The Big Bad Pig by Eugene Trivizas</p> <p>There's a pig up my nose by John Dougherty</p> <p>Little Red Riding Hood by Mara Alperin</p> <p>A range of picture books</p>	<p>You can't take an elephant on the Bus by Patricia Cleveland Peck</p> <p>The train ride by June Crebbin</p> <p>Handa's Surprise By Eileen Brown</p> <p>A range of picture books</p>	<p>Mike Brownlow</p> <p>How I became a Pirate by Melinda Long</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>A range of picture books</p>	<p>Crab by Eric Carle</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>A range of picture books</p>	<p>Tullet</p> <p>Through the Magic Mirror By Anthony Browne</p> <p>The Cat in the Hat by Dr.Suess</p> <p>A range of picture books</p>
Year 1	<p>Penguins (Usborne) by Emily Bone</p> <p>Zoo-ology by Joelle Jolivet</p> <p>The Gorilla by Anthony Brown</p> <p>The Highway Rat by Julia Donaldson</p> <p>The Twits by Roald Dahl</p>	<p>Goldilocks and the three bears by Emma Chichester Clark</p> <p>Little Red Riding Hood and Jack and the Beanstalk texts</p> <p>The Gruffalo by Julia Donaldson</p> <p>Where the wild things are by Maurice Sendak</p>	<p>How to be a lion by Ed Vere</p> <p>The tiger who came to tea by Judith Kerr</p> <p>Mog the forgetful cat by Judith Kerr</p> <p>Zoo-ology by Joelle Jolivet</p> <p>The Owl who was Afraid of the Dark By</p>	<p>Lost in the Toy Museum by David Lucas</p> <p>Woolly Mammoth by Mick Manning</p> <p>How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley</p> <p>A Great Big Cuddle by Michael Rosen</p>	<p>The Sea Book by Charlotte Milner</p> <p>Mr Majekia by Humphrey Carpenter (chapter book)</p>	<p>The Enchanted Wood by Enid Blyton (chapter book)</p>

Walmsley C of E Reading For Pleasure Reading Spine



	<p>The Bear and the Piano by David Litchfield</p> <p>You Choose By Pippa Goodheart</p> <p>Cinnamon By Neil Gaiman</p> <p>Mister Magnolia by Quentin Blake</p> <p>Range of picture books from library and pupils favourite stories</p>	<p>Nibbles the Dinosaur Guide by Emma Yarlett</p> <p>Flat Stanley by Jeff Brown (Chapter Book – class set in school in Y3)</p>	<p>Jill Tomlinson (chapter book)</p>	<p>Harry The Poisonous Centipede By Lynne Reid Banks (Chapter book)</p>		
Year 2	<p>Grandpa was an Astronaut by Jonathan Meres (class novel to link)</p>	<p>The Magic Finger By Roald Dahl</p>	<p>The Dragonsitter Disasters - part of a series by Josh Lacey (class novel to link)</p>	<p>A Bear Called Paddington by Michael Bond (class novel to link)</p>	<p>Fantastic Mr Fox by Roald Dahl (class novel to link)</p>	<p>The Sheep Pig By Dick King Smith (Class set in school in Year 3)</p>



Reading for Pleasure

- Schools should develop a **reading for pleasure culture**
- **Adults should read aloud** regularly in class. This is done daily in EYFS and KS1
- Children given opportunities to have informal **book talks**
- The **school/class library** should be used regularly
- Provide time to read in **sociable reading environments**
- Pupils should have opportunities to **choose books** that appeal to them – Free Choice!



100 Recommended Reads for

	The Hat Full of Secrets Karl Newson		Kitty and the Twilight Trouble Paula Harrison & Jenny Lovlie
	Molly Rogers to the Rescue Cornelia Funke		Isadora Moon Goes to School Harriet Muncaster
	Adventure Mice: Otter Chaos Philip Reeve & Sarah McIntyre		Rabbit and Bear: Rabbit's Bad Habits Julian Gough & Jim Field
	Sona Sharman, Looking After Olanet Earth Chitra Soundar		A First Book of the Sea Nicola Davies
	Smile Out Loud Joseph Coelho		People Need People Benjamin Zephaniah
	Chocolate Cake Michael Rosen		Milo's Monster Tom Percival
	Professor Astro Cat's Deep Sea Voyage Dr. Dominic Walliman and Ben Newman		A Day in the Life of Horses Carly Ann York
	Marvellous Body: A Magic Lens Book Janes Wishaw & Andres Lozano		That's Mathematics Christina Dendy, Tom Lehrer, Chri Smith & Elina Braslina

	Iceberg Clare Saxby & Jess Racklyeft		Ada Twist Scientist Andrea Beaty
	All the Ways to be Smart Davina Bell & Alison Colpoys		Amara and the Bats Emma Reynolds
	Amazing Grace Mary Hoffman & Caroline Binch		Badgers Parting Gifts Susan Varley
	And Tango Makes Three Justin Richardson & Peter Parnell		Ruby's Worry Tom Percival
	When a Sadness Comes To Call Eva Eland		The Wonder Faye Hanson
	We Are All Born Free United Nations		Welcome to Our World Moira Butterfield
	What is racism? Katie Daynes & Jordon Ahpajaro		What do you see when you look at a Tree? Emma Carlisle
	Izzy Gizmo Pip Jones &		Here We Are Oliver Jeffers



Choosing Books

Schools should provide different types of books to support pupils' reading development including:

- **Decodable books** for learning to read
- Books for pupils to read **independently**
- **Picture books** including graphic novels
- Long and short '**page-turners**'
- Literature: books for the **wider curriculum**
- '**Hi-Lo**' books
- Texts to support **knowledge and vocabulary** to be learnt for each subject



Whole Class Reading

- **Reading whole texts** without stopping for discussion
- Understanding the difference between questioning in the reading English lessons to **drive thinking** and discussion or to assess
- Emphasis on **promoting discussion** rather than teaching limited objectives
- The teaching of reading should **not be organised around the eight content domains for reading**
- Focus on **fluency and developing vocabulary** to prepare pupils for reading assessments of unseen texts.



Reading Pathways Lessons and Planning

Year 1

One Whole Class Reading lesson per week starts in Spring term.

Year 2 – Year 6

Three 30mins lessons per week

Lesson 1 – Whole Class Reading

Lesson 2/3 – Guided read with 2 groups , 2 groups follow on task



Overview of texts: Year 1

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	No units in autumn to allow for focus on teaching word reading through SSP programme.		The Koala who Could by Rachel Bright	The Friendly mammoth By Anna Terreros-Martin	Meet the Planets by Caryl Hart	Animals National Geographic Kids
			Genre: Fiction: adventure	Genre: Fiction: adventure	Genre information	Genre: information
<p>Ongoing skills:</p> <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding • Listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Recognise and join in with predictable phrases • Check that the text makes sense as they read and correct inaccurate reading • Participate in discussions about what is read to them, taking turns and listening to what others say 						
Predict: Predict what might happen on the basis of what has been read so far						
Clarify vocabulary: Discuss word meanings, linking new meanings to those already known						
Retrieve: Explain clearly their understanding of what is being read to them						
Infer: Make inferences on the basis of what is being said and done						
Mastery focus:			Be encouraged to link what they read or hear read to their own experiences Explain clearly their understanding of what is being read to them Retell key stories, fairy stories and traditional tales, and consider their characteristics	Make inferences on the basis of what is being said and done Be encouraged to link what they read or hear read to their own experiences Discuss the significance of the title and events	Explain clearly their understanding of what is being read to them Draw on vocabulary provided by the teacher	Draw on vocabulary provided by the teacher Explain clearly their understanding of what is being read to them Discuss the significance of the title and events



Progression Grid

Pathways
Literacy



Pathways to Read

Progression in Reading Skills

Meaning of words, retrieval, sequence/summarise, inference, prediction, structure and organisation, language choice and making comparisons

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Clarify vocabulary: progression in meaning of words			
Year group	National curriculum	Skill progression	Questions
1	Discuss word meanings, linking new meanings to those already known	<ul style="list-style-type: none"> Draw on vocabulary provided by the teacher to understand books Discuss word meanings, linking new meanings to those already known Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum With support pick out some key words in a text e.g. find a word that tells us how the character is feeling, find a word that tells us about the house 	<p>Which word tells you that the character is happy/sad/worried etc?</p> <p>Point to the word that shows...</p> <p>Find a word that tells us about the... (setting e.g. house, woods, bridge) etc</p> <p>Can you think of another word for...? (Give examples of synonyms)</p> <p>Can you find the rhyming word? What other words rhyme with this? Predict the patterns.</p> <p>Which words tell us this is a story?</p> <p>Which words have you seen in stories before?</p> <p>Can you find any patterns in the words? Are any repeated?</p> <p>Write down one word...</p> <p>Tick one box...</p> <p>Match a line to...</p>
2	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	<ul style="list-style-type: none"> Discuss and clarify the meanings of words linking new meanings to known vocabulary Draw on vocabulary provided by the teacher to understand books Identify and discuss favourite words and phrases Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly 	<p>Find and copy two words which tell you how the character...?</p> <p>Find and copy one word that shows the character is upset/angry/happy etc (Statement)... This means that the Tick one box.</p> <p>What makes character feel...? Tick one event.</p> <p>It was difficult to... Find and copy one word that tells you this.</p> <p>Circle two words in the text that tell you...</p> <p>Select a word that shows...</p> <p>Which word / phrase...</p> <p>What do the words (quote from text) mean?</p> <p>What does (quote from text) tell you about the character / setting?</p> <p>What does the word... tell you about...?</p> <p>What are the repeated phrases in this story/text? Why is it repeated?</p> <p>Can you think of another word for...?</p> <p>Which word on this page means the same as...?</p> <p>What does... mean in this sentence?</p> <p>Which keyword(s) tell you about the character and/or setting?</p>



Knowledge Organisers – stuck in Reading Journal.

English Reading Year 2 Autumn 1



Pathways to Read keys

Mastery keys:	
Lessons 1-3	Lessons 4-6
⇒ Make inferences on the basis of what is being said and done.	⇒ Discuss the sequence of events in books and how items of information are related.

- **Predict**
Predict what might happen on the basis of what has been read so far (1a)
- **Clarify vocabulary**
Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)
- **Read and retrieve**
Answer and ask questions (1b)
- **Read and explain:**
Discuss their favourite words and phrases (1a)
Answer and ask questions (1b)
Introduce non-fiction books that are structured in different ways (1b)
Discuss the sequence of events in books and how items of information are related (1c)
Make inferences on the basis of what is being said and done (1d)

Vocabulary

Week 1

valley, river, mountain, brambles, bridge and thistles

Week 2

irresistible, magnificently, menacing and monstrously

Week 3

creature, popped, decent, stride and pattering

Week 4

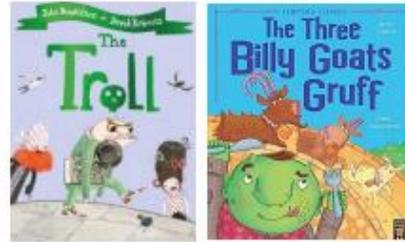
discovered, cooking, frying, pay, bellowed and lolling

Week 5

wider, flowed, drifted, hoof and wellington boot

Week 6

swaying, jeered, shuffling, knocking



Additional text:
Three Billy Goats Gruff by Maria Agerholm
Troll for Me! Troll Trouble on Ice! by Alan MacDonald – suggested linked event for greater depth standard



Word reading opportunities in this unit of work:

- Read accurately most words of two or more syllables: *illy, mountains, winter, icy, scraggly, brambles, valley, below, other, ever, yummy, scrummy, middle, baby, shadows, terrible, warty, horrible, pointy, stinky, anyone, across, meadow, nibble, brother, instead, silly, after, gobble, middle, boney, very, tummy, away, silly, summer, until, never, under, meanwhile, pirates, morning, creature, bother, spider, anyway, further, better, cookery, treasure, until, island, grumpy, hungry, buckle, soggy, Percy, slimy, Polka dot, decent, again, furry, bother, another, rusty, bucket, proper, rabbit, wellington, sandy, nothing, river, around, tomorrow, between, enough, something, perfect, breakfast, someone, already, before, heavy, woken, angry, second, over, kitchen, favourite*
- Read most words containing common suffixes: *colled, thistles, melted, trotted, freshest, greenest, lined, hiding, awful, liked, crossed, skipped, snarling, slobbering, squealed, Attila, going, flowers, freshly, buttered, trembled, squeaked, older, bigger, tastier, kicked, scurried, giggled, clattered, leaped, growling, bleated, fatter, yummiest, thundered, finally, lips, horns, rumbling, grumbling, jumped, stamped, grunted, bellowing, pointing, butted, rushing, howled, thudded, brothers, chuckled, crunched, munched, lived, supposed, trapping, popped, scuttling, trails, goats, pattered, frying, walked, reached, digging, cooked, sitting, reading, suddenly, roared, pattering, longer, getting, discovered, cooking, bellowed, lolling, hoofs, heads, centipedes, fishcakes, being, wider, stopped, flowed, tricking, prints, cried, probably, looked, followed, lifted, climbed, drifted, arrived, falling, heaving, swaying, opening, surely, staring, shouted, yelled, pushing, jeered, shuffling, reached, knocking, running, showed, grinned, turned*
- Read most common exception words: *grass, whole, who, even, after, gold, old, find, mind, only, could, busy, again,*

Book Review

Which parts did you like the best?

Would you recommend it to a friend? Why?



Working Wall

Pathways reading skills separated as core and mastery (The core skills are taught in every lesson)

Text

Anything relevant as you progress through unit e.g. new vocab



Home Readers and Reading Scheme

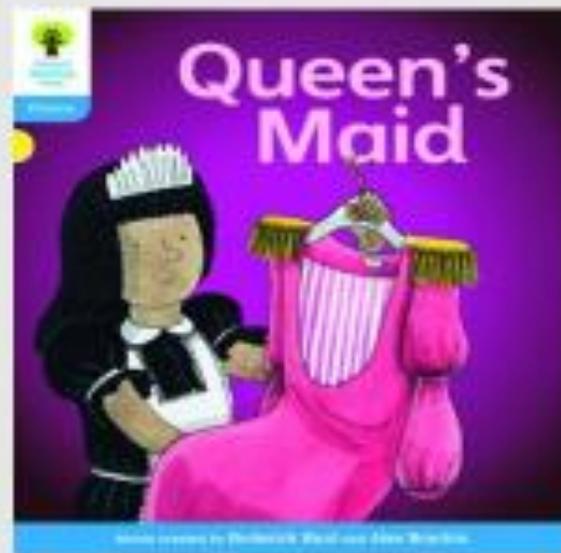
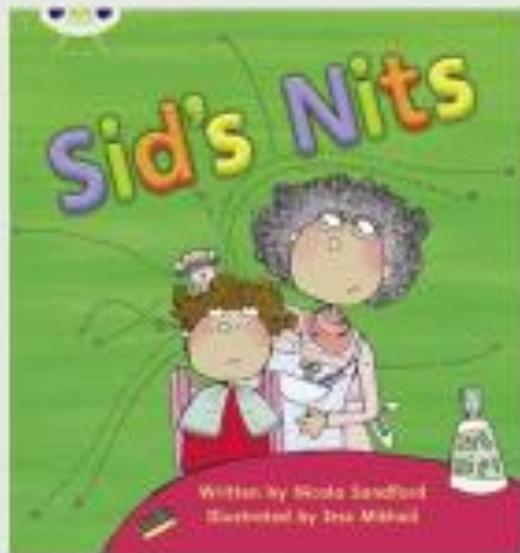
Reception

- daily as part of Phonics reading in Phonic Groups.
- 1 or 2 books sent home on a Friday in reading diaries for pupils to read to parents over the next week.
- Choose library book to read for pleasure/ read to
- Recommended Reads Sheet to stick in diaries to tick off
- Phonic bursts/boost

Application

Decodeable – matching my phonics

All phases





Home Readers and Reading Scheme

Year 1

- x 3 guided reading sessions per week with T or TA.
- Choose library book to read for pleasure/ read to
- Recommended Reads Sheet to stick in diaries to tick off
- SEND: May need daily readers
- Phonics burst/boost

How can I Support my child's reading at home

- Practice phonic sounds and tricky words
- Discuss front cover/title/author/illustrator/blurb
- Make predictions
- Strategies to decode – sounds/then blend. Re-read in sentence to check it makes sense.
- Words in blue – I can tell you.
- Questions



		December End Points	March End Points	ELG
Literacy	Comprehension	<ul style="list-style-type: none"> I can join in with rhymes and stories I can join in with the rhythm of well-known rhymes and songs. I can recognise my own name. I can identify sounds in words, in particular, initial sounds. I can segment and blend simple words demonstrating my knowledge of sounds (with support). I can link sounds to letters in the alphabet. 	<ul style="list-style-type: none"> I can read simple words and simple sentences. I can identify rhymes. I can find my own rhymes. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. I can segment and blend simple words demonstrating my knowledge of sounds (independently) 	<p><i>ELG: Comprehension</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</i></p> <p><i>Anticipate – where appropriate – key events in stories;</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</i></p>
	Word reading	<ul style="list-style-type: none"> I can hold a book, turn the pages and indicate an understanding of pictures and print. I can tell a story to friends. 	<ul style="list-style-type: none"> I can talk about events and characters in books. I can make suggestions about what might happen next in a story. I can read simple words and simple sentences. I can talk about my favourite book. I can use vocabulary and events from stories in my play. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p><i>ELG: Word Reading</i></p> <p><i>Children at the expected level will:</i></p> <p><i>Say a sound for each letters in the alphabet and at least 10 digraphs;</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending;</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>



Pathways to Read Overview of objectives – Year 1

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding Listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognise and join in with predictable phrases Check that the text makes sense as they read and correct inaccurate reading Participate in discussions about what is read to them, taking turns and listening to what others say 						
Core skills:						
<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far (1e) Discuss word meanings, linking new meanings to those already known (1a) Explain clearly their understanding of what is being read to them (1b) 			✓	✓	✓	✓
Mastery focus:						
Draw on vocabulary provided by the teacher (1a)					✓	✓
Discuss the significance of the title and events (1b)				✓		✓
Be encouraged to link what they read or hear read to their own experiences (1d)			✓	✓		
Make inferences on the basis of what is being said and done (1d)				✓		
Explain clearly their understanding of what is being read to them (1b)			✓		✓	✓
Retell key stories, fairy stories and traditional tales, and consider their characteristics (1c)			✓			

This skill is covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Learn to appreciate rhymes and poems, and to recite some by heart

*Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain



Pathways to Read Overview of objectives – Year 2

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
Ongoing skills:						
<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Recognise simple recurring literary language in stories and poetry Draw on what they already know or on background information and vocabulary Check that the text makes sense to them as they read and correct inaccurate reading Recognise simple recurring literary language in stories and poetry 						
Core skills:						
<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far (1e) Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a) 	✓	✓	✓	✓	✓	✓
Mastery focus:						
Discuss the sequence of events in books and how items of information are related (1c)	✓				✓	
Answer and ask questions (1b)		✓	✓			✓
Make inferences on the basis of what is being said and done (1d)	✓	✓		✓	✓	
Discuss their favourite words and phrases				✓		✓
Introduce non-fiction books that are structured in different ways		✓	✓			

These skills are covered through *Pathways to Write* and *Pathways to Write Poetry* units:

Recognise simple recurring literary language in poetry

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

*Please note that information in brackets shows where the national curriculum statements link specifically to the end of key stage content domain.

Clarify vocabulary: progression in meaning of words



Year group	National curriculum	Skill progression	Questions
1	Discuss word meanings, linking new meanings to those already known	<ul style="list-style-type: none"> • Draw on vocabulary provided by the teacher to understand books • Discuss word meanings, linking new meanings to those already known • Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases • Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house 	<p>Which word tells you that the character is happy/sad/worried etc? Point to the word that shows...</p> <p>Find a word that tells us about the...(setting e.g. house, woods, bridge etc) Can you think of another word for...? (Give examples of synonyms) Can you find the rhyming word? What other words rhyme with this? Predict the pattern.</p> <p>Which words tell us this is a story? Which words have you seen in stories before? Can you find any patterns in the words? Are any repeated? Write down one word... Tick one box... Match a line to...</p>
2	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	<ul style="list-style-type: none"> • Discuss and clarify the meanings of words linking new meanings to known vocabulary • Draw on vocabulary provided by the teacher to understand books • Identify and discuss favourite words and phrases • Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly 	<p>Find and copy two words which tell you how the character....? Find and copy one word that shows the character is upset/angry/happy etc (Statement)... This means that the Tick one box. What makes character feel....? Tick one event. It was difficult to.....Find and copy one word that tells you this. Circle two words in the text that tell you... Select a word that shows... Which word / phrase... What do the words (quote from text) mean? What does (quote from text) tell you about the character / setting? What does the word.... tell you about...? What are the repeated phrases in this story/ text? Why is it repeated? Can you think of another word for ___? Which word on this page means the same as....? What does... mean in this sentence? Which keyword(s) tell you about the character and/or setting?</p>

Progression in retrieval



Year group	National curriculum	Skill progression	Questions
1	<p>Explain clearly their understanding of what is read to them</p> <p>Recognise and join in with predictable phrases</p>	<ul style="list-style-type: none"> • Draw on what they already know or on background information from the teacher to understand books • Identify the main character in a story or the subject of a non-fiction text • Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales • Identify main events or key points in texts • Answer literal retrieval questions about the text 	<p>Who is/are...?</p> <p>Who is the main character?</p> <p>What is...?</p> <p>What is this information book about?</p> <p>What happened to... at the end?</p> <p>What happened when...?</p> <p>Where did...go? Name two places.</p> <p>Which two...?</p> <p>Write one...</p> <p>List...</p> <p>Match...</p> <p>Can you tell us about your favourite book / part of the book? Explain why you like it.</p> <p>Are these statements true or false?</p>
2	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Discuss how items of information are related</p> <p>Answer and ask questions</p>	<ul style="list-style-type: none"> • Draw on what they already know or on background information from the teacher to understand books • Ask questions and find the answers to simple questions in the text • Answer literal retrieval questions about the text • Use a range of question prompts to generate relevant questions about the text • Recall simple points from familiar texts • Identify main events or key points in texts 	<p>Which two...?</p> <p>List... Match... Underline / highlight... Choose...</p> <p>Give one reason...</p> <p>Find a description of...</p> <p>Can you tell us about your favourite book / part of the book? Explain why you like it.</p> <p>Draw four lines to match (statement).</p> <p>Why did...? What did...? Where did...? When did...?</p> <p>Choose one of the multiple-choice options to complete the sentence.</p> <p>Who are the characters? Who is telling the story? Who did...? Who (drives)...?</p> <p>Where are/do...? Where is the story set?</p> <p>What happened...? What did / do / does / are...?</p> <p>Does this story remind you of any others? Have you read any other stories that have similar... to this one? What did the story remind you of?</p> <p>Are there similar themes? (naughty characters, castles, good characters)</p> <p>Can you explain what has happened?</p> <p>Do you think this book is trying to give the reader a message? What is it?</p> <p>Are these statements True or False? Can you explain what has been read to you?</p> <p>What are the ___ for?</p> <p>Match the sub-heading to the section</p> <p>Where would you find information about...?</p>

Progression in sequencing/summarising



Year group	National curriculum	Skill progression	Questions
1	Retell key stories, fairy stories and traditional tales, and consider their particular characteristics	<ul style="list-style-type: none"> Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts 	Order events – beginning, middle end. Sequence pictures from the story. Sequence sentences from the story. Freeze frame main events in order. Use props and prompts to retell the story. Who is the main character? List 3 things that happen to the character. Match pictures to simple summaries. What is the main event? What is the information telling us?
2	Discuss the sequence of events in books and how items of information are related Retell a wider range of stories, fairy stories and traditional tales	<ul style="list-style-type: none"> Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell 	Think about the whole story... Can you retell the story? Sequence pictures from the story. Retell the events in one sentence per picture. Can you tell the main events from the story in ___ sentences / words? What happened first? Which event happened first? What happens next? What were the main events? Discuss their importance. What is the main event in the story? Can you order the main events? Number the event in order. What are the key points in this information text? What is this paragraph of information telling us? Sum up in one sentence. Highlight the text every time you see the word _____. Ranking activities.

Progression in inference



Year group	National curriculum	Skill progression	Questions
1	Being encouraged to link what they read or hear read to their own experiences Make inferences on the basis of what is being said and done	<ul style="list-style-type: none"> • Give some reasons why things happen or characters change • Begin to express a view and use evidence in the text to explain reasons • Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?) 	Match thoughts and feelings to the story event How did _____ feel? How can you tell that? How did (character) react when....? Why did (character) do _____? In which part of the story did (character) feel happy? Which is your favourite part of the story/text? Explain why. Who is your favourite character and why? What in the text suggests that (character) is not very happy? What does this tell us about how (character) is feeling?
2	Make inferences on the basis of what is being said and done	<ul style="list-style-type: none"> • Talk about and infer what characters might be thinking or feeling using clues in the text • Discuss the reasons for events in a story; use evidence to make some reasoned conclusions • Discuss why certain words or phrases make a story funny, scary, exciting 	How did (character) feel when...? What did (character) describe as ...? Why did...? Look at page... Why was (character) sad/happy/laughing? How can you tell? How do we know...? Why is ... important? Quote. What does this tell us about how the character is feeling? Quote. What else in the text tell us...? What suggests that...? Give two things. How does the story show that (character) was clever/ angry/ happy? Which words in this story make it funny?

Progression in prediction



Year group	National curriculum	Skill progression	Questions
1	Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> • Make predictions on the basis of what has been read so far • Discuss the blurb and title of a book • Predict events and endings and how characters will behave • Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development 	<p>Predict from the cover/ title/ blurb.</p> <p>Cover: Who is the main character? What is the setting? What might happen here?</p> <p>What will happen to (character) in this story?</p> <p>What places might the character visit?</p> <p>What events might happen in this story?</p> <p>What might make the character upset/angry/happy/puzzled?</p> <p>Will this story have a happy ending? What might happen to the character in the end?</p> <p>Why did the character change in this story? How might they act at the end?</p>
2	Predict what might happen on the basis of what has been read so far	<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read so far • Predict the events of a story based on the setting described in the opening • Predict how characters might behave from what they say and do and from their appearance 	<p>Predict from the cover/ title/ blurb. What has made you think that?</p> <p>What is happening now? What happened before this? What might happen next? Use evidence from the text to support</p> <p>Is it similar to any other stories you have read? What will happen next based on what happened in the story you know?</p> <p>Do you think...will happen? Explain reasons.</p> <p>Can you predict what the character might do next (based on action/dialogue/appearance)?</p> <p>What details tell us about the opening? How might the character behave here? What might they do next?</p> <p>Can you predict the events of the story based on the setting described in the opening?</p> <p>Can you predict how characters might behave from what they say and do and from their appearance?</p> <p>Is ___ similar to any other characters you know of? How would they have acted? What would they have done next?</p> <p>Act out what might happen next.</p>

Progression in structure and organisation



Year group	National curriculum	Skill progression	Questions
1	Discuss the significance of the title and events	<ul style="list-style-type: none"> • Distinguish between fiction and non-fiction texts • Understand the way that information texts are organised and use this when reading simple texts • Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line 	<p>Find the labels, title, diagram, page, book cover, information on... What is the title for? Match the sub-heading to the sentence/photographs Where would you find information about...? Practise using the contents page with support. Which page has information on ____? Discuss whether a book is fiction or non-fiction. Use terminology – can you find a photograph? A picture?</p>
2	Be introduced to non-fiction books that are structured in different ways	<ul style="list-style-type: none"> • Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) • Discuss titles of book and poems • Pick out features used to organise books • Compare the layout of different texts /books and discuss why they are set out in different ways • Read the title, contents page and illustrations and predict what a book is about • Pick out features that will help to locate information and explain them • Pick out and discuss how punctuation helps to organise text • Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories 	<p>Find the labels, title, subheadings, diagram, contents page, information on... How has the author helped us to be able to read this book? (structure and lay-out) What are the ____ for? How do the sub-headings make the text easier to read? Match the sub-heading to the section. Where would you find information about...? Why is the word ____ in bold print / italics? Read the information on _____. Tick 3 facts that are true about _____. Practise using alphabet to use index and glossary.</p> <p>Read information texts structured in different ways. Apply retrieval questions about the information.</p>

Progression in language choice



Year group	National curriculum	Skill progression	Questions
1	<p>Draw on vocabulary provided by the teacher</p> <p>Recognise and join in with predictable phrases</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart</p>	<ul style="list-style-type: none"> Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum 	<p>Find the rhyme. Join in when it comes up.</p> <p>Predict the end of the line.</p> <p>How does the story start? Which words are used?</p> <p>Can you find the repeated words?</p> <p>Join in with this phrase (e.g. fee, fi, fo, fum)</p> <p>What is your favourite word in the story, the poem, the information?</p>
2	<p>Discuss their favourite words and phrases</p>	<ul style="list-style-type: none"> Identify where language is used to create mood or build tension Comment on the choice of author's words to make a text funny, scary, exciting Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly) 	<p>How does the story start? Which words are used?</p> <p>Can you find the repeated words?</p> <p>Join in with this phrase (e.g. fee, fi, fo, fum)</p> <p>Find the words which move time on in the story.</p> <p>Which are the words which make this sound like a fairy story?</p> <p>What is your favourite word in the story, the poem, the information?</p> <p>How does the author make the text funny/sad/scary/exciting?</p> <p>Find the words which make this seem (e.g.scary).</p>



Whole School English Offer



Walmsley Whole School Writing Offer

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
5 writing lessons a week	5 writing lessons a week Aut Term 4 writing lessons from Spring Term	5 writing lessons a week				

Walmsley Whole School Spelling Offer

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	4 x 20mins lessons a week	4 x 20mins lessons a week (split over 3 x 30 mins lessons)	3 x 20mins a week (split over 2 x 30 mins lessons)	3 x 20mins a week (split over 2 x 30 mins lessons)	3 x 20mins a week (split over 2 x 30 mins lessons)	3 x 20mins a week (split over 2 x 30 mins lessons)
Phonics x 5 30mins a week HFW flashcards daily after play	Phonics x 5 30mins a week HFW flashcards daily after play					
	Spelling homework using app	Spelling homework using app	Spelling homework using app	Spelling homework using app	Spelling homework using app	Spelling homework using app

Walmsley Whole School Reading Lesson Offer

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questions through shared/modelled texts as appropriate	1 x LP WCR from Spring Term	3 x LP WCR 30mins lessons a week	3 x LP WCR 30mins lessons a week	3 x LP WCR 30mins lessons a week	3 x LP WCR 30mins lessons a week	3 x LPWCR 30mins lessons a week
Phonics x 5 30mins a week	Phonics x 5 30mins a week HFW flashcards daily after play	<i>Phonic Interventions where needed If on phonics read Phonic books</i>	<i>Phonic Interventions where needed If on phonics read Phonic books</i>	<i>Phonic Interventions where needed If on phonics read Phonic books</i>	<i>Phonic Interventions where needed If on phonics read Phonic books</i>	<i>Phonic Interventions where needed If on phonics read Phonic books</i>
Reading for pleasure daily	Reading for pleasure daily	Reading for pleasure daily	Reading for pleasure x 4 per week			

