



# Reading in Y2 – Y6

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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

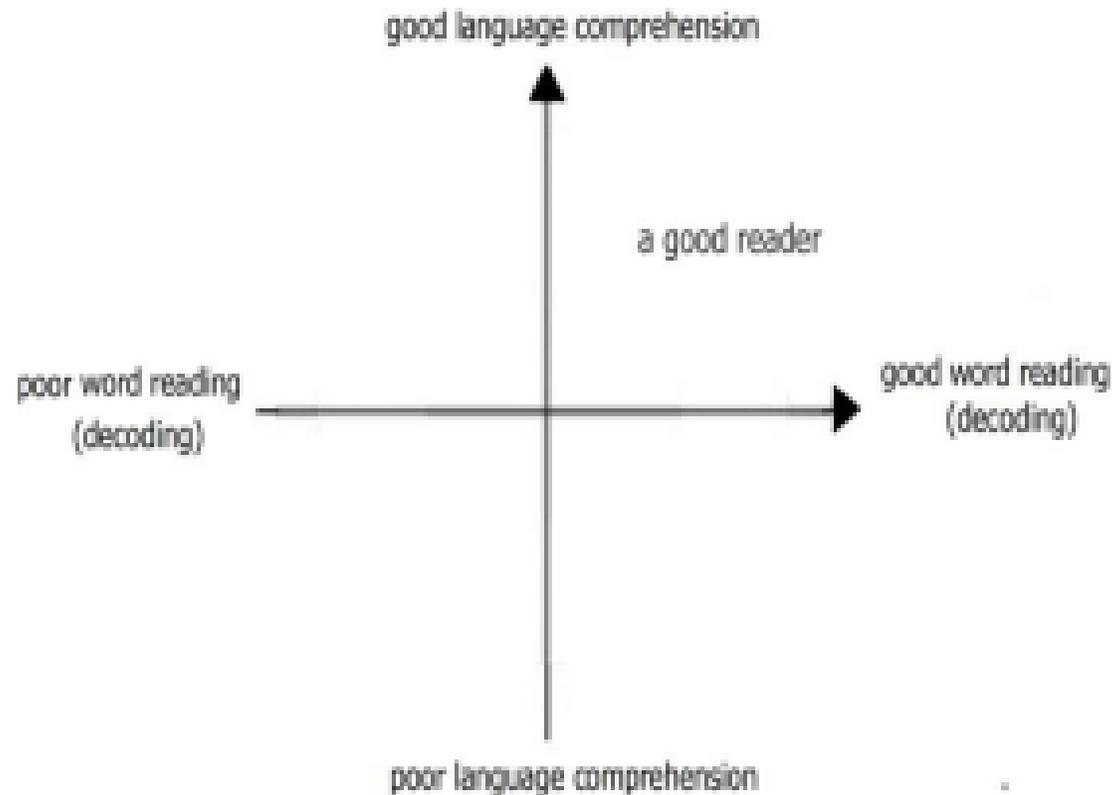


Figure 1: The knowledge of a good reader



# 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



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

Walmsley C of E Reading For Pleasure Reading Spine



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

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

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



# 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.		<b>The Koala who Could by Rachel Bright</b>	<b>The Friendly mammoth By Anna Terreros-Martin</b>	<b>Meet the Planets by Caryl Hart</b>	<b>Animals National Geographic Kids</b>
			<b>Genre:</b> Fiction: adventure	<b>Genre:</b> Fiction: adventure	<b>Genre</b> information	<b>Genre:</b> information
<p><b>Ongoing skills:</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• 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</li> <li>• Recognise and join in with predictable phrases</li> <li>• Check that the text makes sense as they read and correct inaccurate reading</li> <li>• Participate in discussions about what is read to them, taking turns and listening to what others say</li> </ul>						
<b>Predict:</b> Predict what might happen on the basis of what has been read so far						
<b>Clarify vocabulary:</b> Discuss word meanings, linking new meanings to those already known						
<b>Retrieve:</b> Explain clearly their understanding of what is being read to them						
<b>Infer:</b> Make inferences on the basis of what is being said and done						
<b>Mastery focus:</b>			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 <b>title</b> and events



# Reading Pathways Guided Lesson Planning

This is aimed at those pupils working at the expected level

For GDS and WT pupils you need to plan additional questions. These should be on the lesson plan for that group.

Use the Progression skills in reading document to support this. Y1 – Y6 or individual year groups. Saved in Planning folder.

Pathways to Read	
Session: 2	
Week beginning: _____	
Text: <i>The Troll</i> by Julia Donaldson	

Grouped reading sessions: Mastery focus (20 minutes)	
<b>Mastery focus: Infer</b> Make inferences on the basis of what is being said and done	
<b>Group(s):</b>	<b>Group(s):</b>
<b>Drawing on what pupils already know</b> <b>Predict/summarise:</b> Discuss what has happened in the story so far. Ask pupils to predict where they think the troll has gone to now. <i>Do you think he will find any goats?</i>	<b>Drawing on what pupils already know</b> <b>Predict/summarise:</b>
<b>Strategy check/vocabulary:</b> Look at images of the characters met in the story so far (focus on the pirates). <i>How do the pictures show what the pirates are feeling? Which words could help explain that? Can you remember feeling like one of the pirates? Tell the person next to you</i>	<b>Strategy check/vocabulary:</b>
<b>Read for a range of purposes:</b> Pupils re-read pages of the text from shared session with a focus on how vocabulary and pictures show the characters' feelings. <b>Key question:</b> <i>Can you show which character is happy, sad, worried, excited etc...? Explain how you know this.</i>	<b>Read for a range of purposes:</b> <b>Key question:</b>
<b>Discuss understanding:</b> Share with group ideas about characters e.g. spider is worried/scared because his arms are in the air and it looks like he's shrieking. He says, 'Oh, please don't eat me!'	<b>Discuss understanding:</b>
<b>Follow on task:</b> Write a postcard home from one of the pirates to describe life at sea and how they feel about it.	

**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"> <li>Draw on vocabulary provided by the teacher to understand books</li> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</li> <li>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, see it <b>Spidee</b></li> <li>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</li> </ul>	Which word tells you that the character is happy/unhappy/worried/gg? Point to the word that shows... Find a word that tells us about the... (setting e.g. house, woods, bridge) gg 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. 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...
2	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	<ul style="list-style-type: none"> <li>Draw on vocabulary provided by the teacher to understand books</li> <li>Identify and discuss favourite words and phrases</li> <li>Pick out key words or phrases in a text e.g. Find/Ret, Once upon a time, suddenly</li> </ul>	Find and copy two words which tell you how the character...? Find and copy one word that shows the character is upset/singry/happy gg (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/ phrases... 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?

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# 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"> <li>Draw on vocabulary provided by the teacher to understand books</li> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</li> <li>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</li> <li>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</li> </ul>	<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"> <li>Discuss and clarify the meanings of words linking new meanings to known vocabulary</li> <li>Draw on vocabulary provided by the teacher to understand books</li> <li>Identify and discuss favourite words and phrases</li> <li>Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly</li> </ul>	<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 key word(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 (1e)
- **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

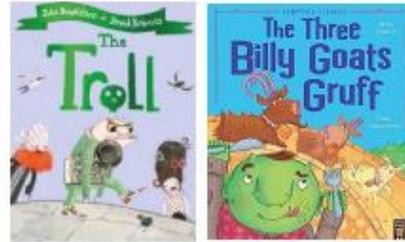
discovered, cooking, frying, pay, bellowed and lolling

#### Week 5

wider, flowed, drifted, hoof and wellington boot

#### Week 6

swaying, jeered, shuffling, knocking



Additional text:  
Three Billy Goats Gruff by Vera Agazzi  
Troll or Hero? Troll Trouble or No? 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, packed, 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?



## Pathways to Read Overview of objectives – Year 1

Reading skills	Au1	Au2	Sp1	Sp2	Su1	Su2
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>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</li> <li>Recognise and join in with predictable phrases</li> <li>Check that the text makes sense as they read and correct inaccurate reading</li> <li>Participate in discussions about what is read to them, taking turns and listening to what others say</li> </ul>						
<b>Core skills:</b>						
<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far (1e)</li> <li>Discuss word meanings, linking new meanings to those already known (1a)</li> <li>Explain clearly their understanding of what is being read to them (1b)</li> </ul>			✓	✓	✓	✓
<b>Mastery focus:</b>						
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
<b>Ongoing skills:</b>						
<ul style="list-style-type: none"> <li>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</li> <li>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>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</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Draw on what they already know or on background information and vocabulary</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>Recognise simple recurring literary language in stories and poetry</li> </ul>						
<b>Core skills:</b>						
<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far (1e)</li> <li>Discuss and clarify the meaning of words, linking new meanings to known vocabulary (1a)</li> </ul>	✓	✓	✓	✓	✓	✓
<b>Mastery focus:</b>						
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"> <li>• Draw on vocabulary provided by the teacher to understand books</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</li> <li>• Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</li> <li>• 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</li> </ul>	<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>
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## Progression in retrieval



Year group	National curriculum	Skill progression	Questions
<b>1</b>	<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"> <li>• Draw on what they already know or on background information from the teacher to understand books</li> <li>• Identify the main character in a story or the subject of a non-fiction text</li> <li>• Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</li> <li>• Identify main events or key points in texts</li> <li>• Answer literal retrieval questions about the text</li> </ul>	<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>
<b>2</b>	<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"> <li>• Draw on what they already know or on background information from the teacher to understand books</li> <li>• Ask questions and find the answers to simple questions in the text</li> <li>• Answer literal retrieval questions about the text</li> <li>• Use a range of question prompts to generate relevant questions about the text</li> <li>• Recall simple points from familiar texts</li> <li>• Identify main events or key points in texts</li> </ul>	<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"> <li>Sequence a simple story or event and use this to re-enact and retell</li> <li>Identify main events or key points in texts</li> </ul>	<p>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?</p>
2	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Retell a wider range of stories, fairy stories and traditional tales</p>	<ul style="list-style-type: none"> <li>Identify main events or key points in texts</li> <li>Sequence a range of stories or events and use this to re-enact and retell</li> </ul>	<p>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.</p>

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

## 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"> <li>• Make predictions on the basis of what has been read so far</li> <li>• Discuss the blurb and title of a book</li> <li>• Predict events and endings and how characters will behave</li> <li>• Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development</li> </ul>	<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"> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Predict the events of a story based on the setting described in the opening</li> <li>• Predict how characters might behave from what they say and do and from their appearance</li> </ul>	<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"> <li>Distinguish between fiction and non-fiction texts</li> <li>Understand the way that information texts are organised and use this when reading simple texts</li> <li>Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</li> </ul>	<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"> <li>Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions)</li> <li>Discuss titles of book and poems</li> <li>Pick out features used to organise books</li> <li>Compare the layout of different texts /books and discuss why they are set out in different ways</li> <li>Read the title, contents page and illustrations and predict what a book is about</li> <li>Pick out features that will help to locate information and explain them</li> <li>Pick out and discuss how punctuation helps to organise text</li> <li>Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories</li> </ul>	<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"> <li>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</li> <li>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</li> </ul>	<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"> <li>Identify where language is used to create mood or build tension</li> <li>Comment on the choice of author's words to make a text funny, scary, exciting</li> <li>Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)</li> </ul>	<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>



# Comprehension Lesson

Y2-Y6 Every 2 weeks pupils have an additional comprehension lesson into your English lessons.

Work is completed in Reading Journals

Work focus on written comprehension skills linked to reading domains

It does not need to link to Pathways

## Resources

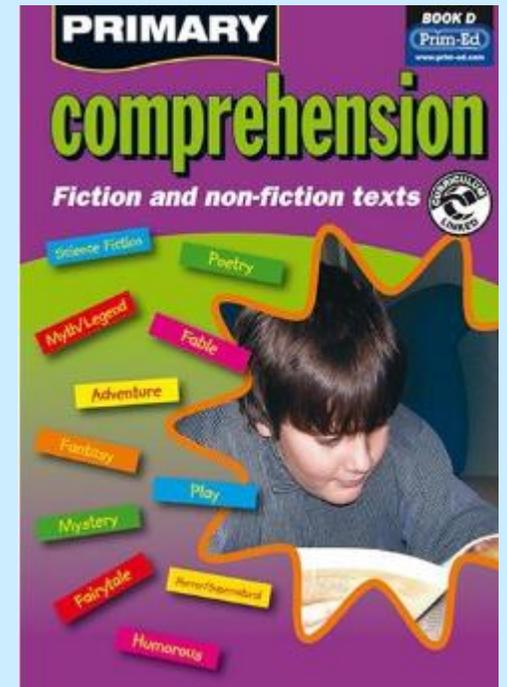
Classroom Secrets

Test Base (Y2, Y5, Y6)

Prime Ed Comprehension Books in classrooms

Y2/Y6 Past SATs

CGP SATS Books Y5/Y6





For English at Key Stage 1, these are assessed in the English reading test. The tests will, over time, sample from each area of the content domain. The Key Stage 1 English reading tests will focus on the comprehension elements of the national curriculum.

Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

The Key Stage 2 English reading tests will focus on the comprehension elements of the national curriculum.

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text



# 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

## Year 2 and Year 3

- x 1 guided reading sessions per week with TA.
- Choose library book to read for pleasure – colour coded in Y3 for reading age
- Recommended Reads Sheet to stick in diaries to tick off as read
- SEND: May need daily readers
- Phonics burst/boost
- All reading to be recorded in diaries



# Home Readers and Reading Scheme

## Year 4 – Year 6

- x 1 guided reading sessions with TA for identified pupils.
- Choose library book to read for pleasure
- Recommended Reads Sheet to stick in diaries to tick off as read
- SEND: May need daily readers
- Phonics burst/boost for identified pupils
- All reading to be recorded in diaries



# 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			

