Developing the Teaching of Reading

Reading

is for awesome people.
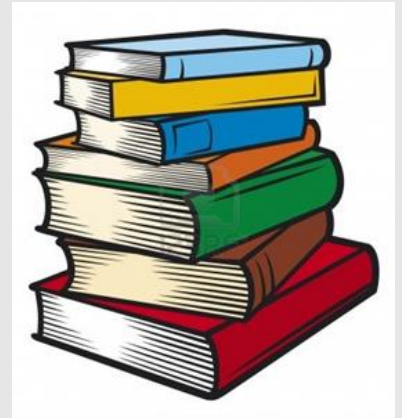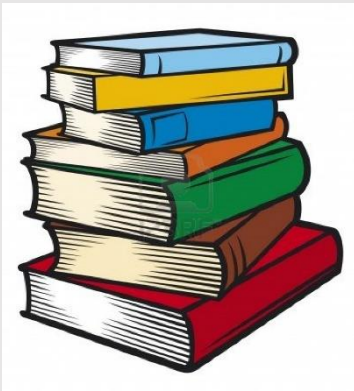
Agenda

- What makes a good reader?
- The skills and strategies of comprehension
- The explicit teaching of reading skills (comprehension)
- Using quality texts to engage and inspire
- Planning and progression - shared and guided reading
- Curriculum intent

IMPROVING LITERACY IN KEY STAGE 2
Guidance Report

1

Develop pupils' language capability to support their reading and writing

Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.

Purposeful activities include:

- reading books aloud and discussing them;
- activities that extend pupils' expressive and receptive vocabulary;
- collaborative learning activities where pupils can share their thought processes;
- structured questioning to develop reading comprehension;
- teachers modelling inference-making by thinking aloud; and
- pupils articulating their ideas verbally before they start writing.

EVIDENCE STRENGTH

VERY EXTENSIVE
EXTENSIVE
MODERATE
LIMITED

2

Support pupils to develop fluent reading capabilities

Fluent readers can read quickly, accurately, and with appropriate stress and intonation.

Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.

This can be developed through:

- guided oral reading instruction—teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback; and
- repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.

It is important to understand pupils' current capabilities and teach accordingly. Most pupils will need an emphasis on developing reading fluency, but some pupils may need a focus on more basic skills, such as decoding and phonological awareness.

EVIDENCE STRENGTH

VERY EXTENSIVE
EXTENSIVE
MODERATE
LIMITED

3

Teach reading comprehension strategies through modelling and supported practice

Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:

- prediction;
- questioning;
- clarifying;
- summarising;
- inference; and
- activating prior knowledge.

The potential impact of these strategies is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning.

The strategies should be described and modelled before pupils practise the strategies with feedback. Support should then be gradually reduced as pupils take increasing responsibility.

Texts should be carefully selected to support the teaching of these strategies.

EVIDENCE STRENGTH

VERY EXTENSIVE
EXTENSIVE
MODERATE
LIMITED

Understanding READING COMPREHENSION Processes and Practices
WAYNE TENNENT

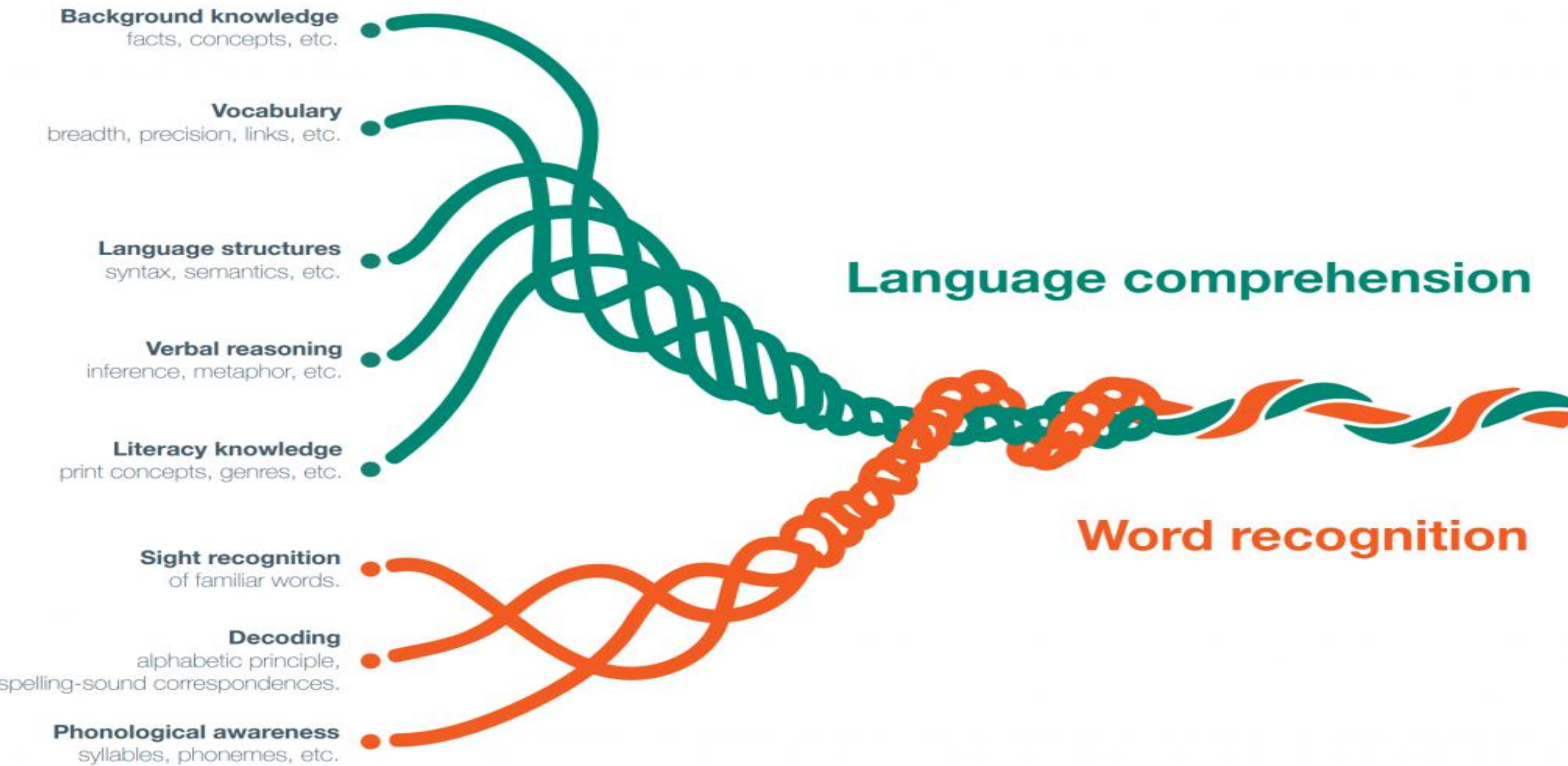AIDAN CHAMBERS
tell me
CHILDREN READING AND TALK
Thimble Press

Bringing Words to Life Robust Vocabulary Instruction
Isabel L Beck, Margaret G. McKeown, and Linda Kucan

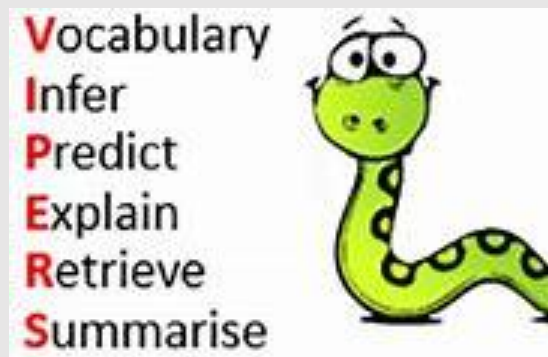# FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING[7]

Background knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language structures
syntax, semantics, etc.

Verbal reasoning
inference, metaphor, etc.

Literacy knowledge
print concepts, genres, etc.

Language comprehension

Sight recognition
of familiar words.

Decoding
alphabetic principle,
spelling-sound correspondences.

Phonological awareness
syllables, phonemes, etc.

Word recognition

A. give/explain the **meaning of words** in context
B. **retrieve** and record information/identify key details from fiction and non-fiction
C. **summarise** main ideas from more than one paragraph
D. make **inferences** from the text/explain and justify inferences with evidence from the text
E. **predict** what might happen from details stated and implied
F. identify/**explain** how information/narrative content is related and contributes to meaning as a whole
G. identify/explain how meaning is enhanced through **choice of words** and phrases
H. make comparisons within the text

Warner suggests in *Beyond Early Reading*:

1. Activating prior knowledge
2. Prediction
3. Questioning and clarifying
4. Visualisation and imagination
5. Summarising
6. Drawing inferences
7. Monitoring understanding

EEF research – KS2 Literacy

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise

Wider decoding strategies	I notice mistakes I make in my reading *using meaning, language structures and visual information* and correct myself *as a result*		
	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding		
	I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it		
	I read silently some of the time and am developing better pace in reading.		
	I am beginning to sustain interest in longer texts, returning to them easily after a break		
Comprehension strategies	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.		
	I explain the meaning of words in context		
	I ask about the meanings of words I don't understand		
	I make simple connections within a text between one sentence and the next		
	I can picture characters, settings and events to help me understand a text.		
	I use my background knowledge from what I know or have read about to help me to understand.		
	I predict what might happen from details that are stated and implied		
	I can retell the gist of what I have read in my own words		
	I find and record information from non-fiction texts		
	I check the text makes sense to me		
	I ask questions (and wonder) to improve my understanding of a text		
	I identify main ideas taken from a paragraph and summarise these		
	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.		
	I find evidence from the text to help me to show my understanding.		
	I understand what I read in books and can discuss this *including expressing opinions about what I have read.*		
	I identify themes in a range of books.		

Additional Decoding Skills	I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it I read silently some of the time and am developing better pace in reading. I am beginning to sustain interest in longer texts, returning to them easily after a break **I check the text makes sense to me**
V Vocabulary	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. **I explain the meaning of words in context** *I ask about the meanings of words I don't understand* I can use dictionaries to check the meaning of words that I have read
I Infer	*I use my background knowledge from what I know or have read about to help me to understand.* **I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.**
P Predict	I predict what might happen from details that are stated and implied
E Explain	*I find evidence from the text to help me to show my understanding* **I understand what I read in books and can discuss this** *including expressing opinions about what I have read.* **I identify themes in a range of books.**
R Retrieve	I find and record information from non-fiction, fiction and poems
S Sequence	*I make simple connections within a text between one sentence and the next* I can retell the gist of what I have read in my own words **I identify main ideas taken from a paragraph and summarise these** *I retell some stories orally*
Reading Toolkit Skills	*I can picture characters, settings and events to help me understand a text.* I ask questions (and wonder) to improve my understanding of a text

Reading Strategies

A good comprehender can:
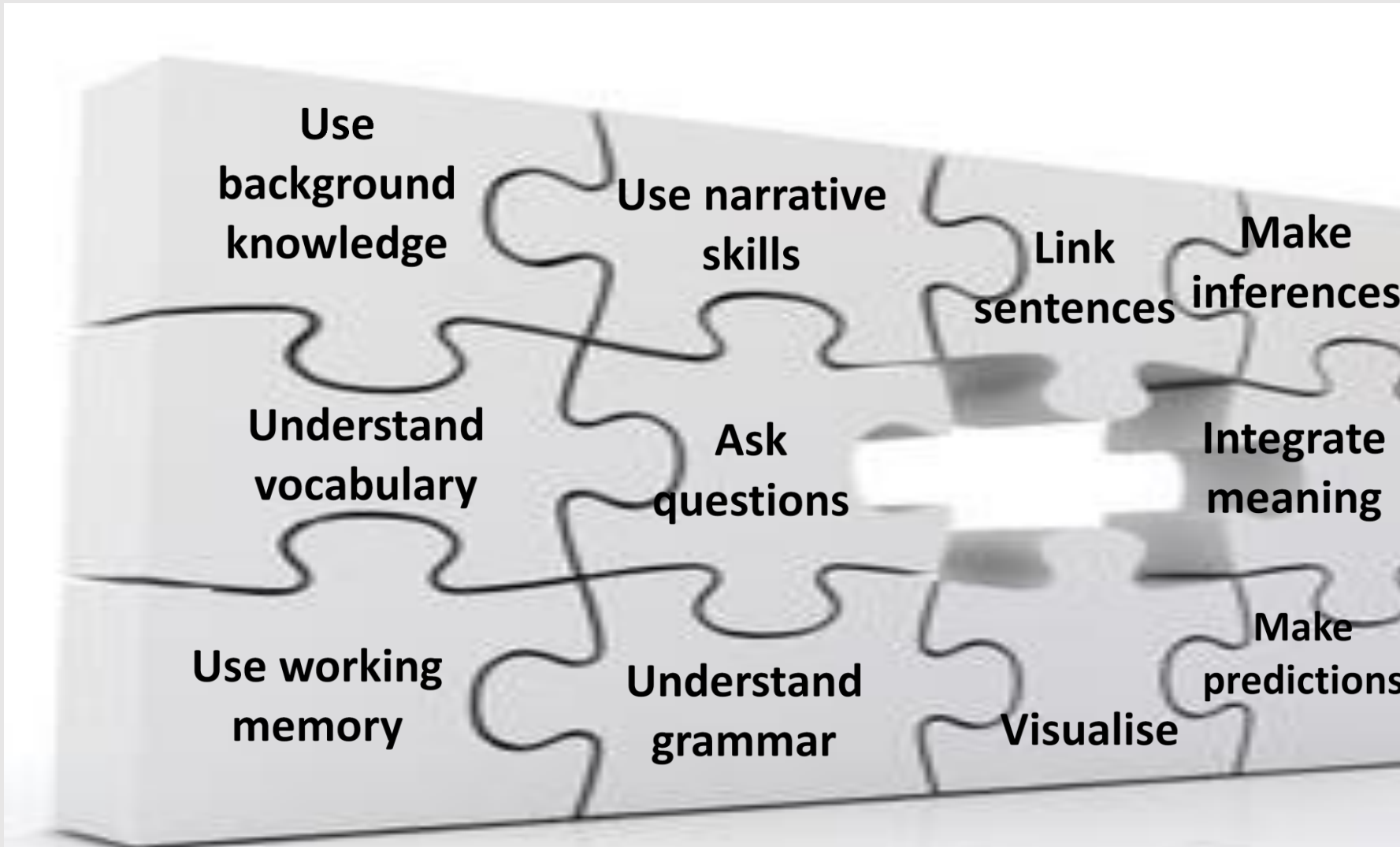
Skills and strategies to help us understand and enjoy reading. As we read we…

Ask questions, I wonder… and read on to find out…
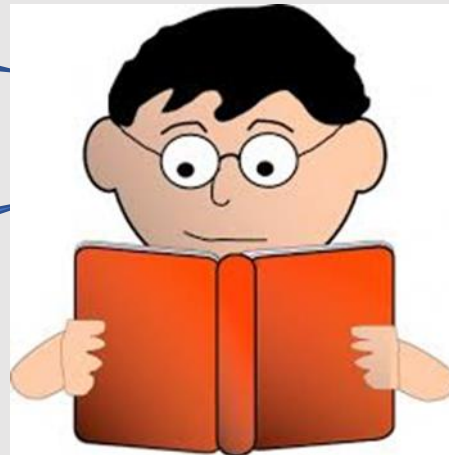
Visualise

Vocabulary
Infer
Predict
Explain
Retrieve
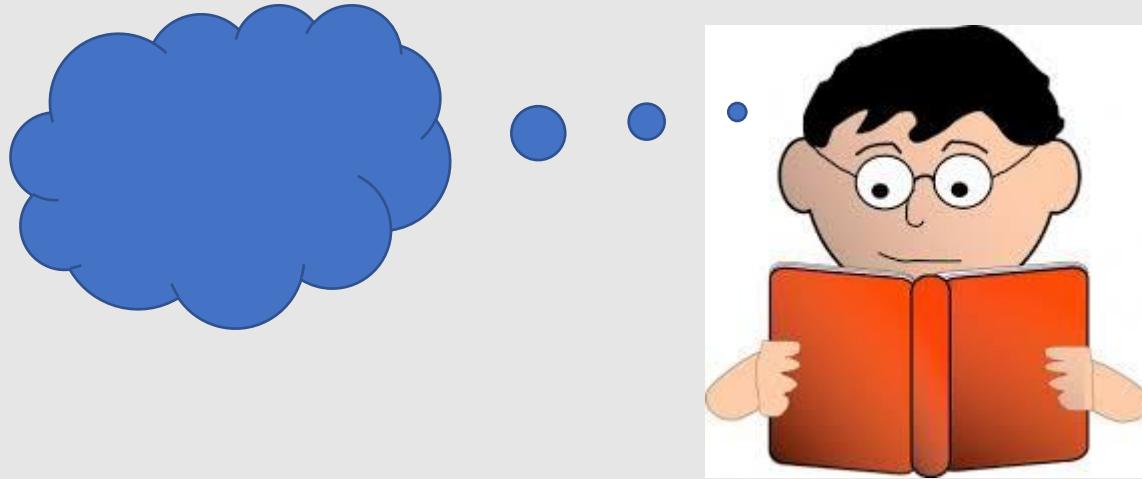Summarise

Use our background knowledge and connect to text

put ideas together To build GIST

Notice meaning breakdown… …and repair it

Watch out for VIP words/ phrases/ ideas

What do effective readers think about as they read? There are key strategies to use. Read aloud and think aloud together…

Teddi crept along to Grandma's room. It was all in darkness. She edged the door open and peeped inside the empty room. On the bedside table stood the package, covered with strange stamps.

Teddi held her breath and tiptoed to the table. The package was like a magnet. It seemed to draw her in. Her fingers itched. She just had to know what was inside.

Who is Teddi? A teddy bear?... Why is he/she creeping?

She…it's a girl. Edged…pushing the edge of the door? Maybe just a little? Peeped. Doesn't want to wake her up….

Darkness, creeping.. must be night time. Why is she going to Grandma's room?

Why is the room empty? Where is Grandma?

Are they really itching? Does this mean she wants to open it? This reminds me of Christmas! Should she open it?

Held her breath, like when you are underwater? Or if you are nervous?

Crept, peeped, tiptoed… she is trying not to get caught…

In my head I'm seeing….Strange stamps….this could mean that the parcel has come from another country….I wonder what it is?

strange stamps

edged

held her breath

package

like a magnet

peeped

Visualise and summarise

So far we have worked on 3 strategies...show your thinking

Focus :
- visualise
- make predictions/ask questions
- check meaning

IT IS TIME, IMARA.

Imara left the shadows and stepped into the pool of moonlight, listening to the demon as he paced inside her mind.

IT IS TIME, IMARA. THE MEN ARE WAITING FOR YOU. THEY ARE WAITING FOR YOUR POWER TO PROTECT THEM.

She knelt down and poured the contents of her water bottle into the ashes of last night's fire, stirring with her finger, working the mixture into a gritty paste.

All around her, the forest was dark and still, wrapped in silence. Nothing moved. High above the canopy, a pale mist clung to the leaves. Thin tendrils of vapour hung in the air, as if the trees were holding their breath, waiting for the dawn.

Time for what? Who is Imara? Sounds like an unusual name

Pool of moonlight – is it night time? Where is she? I am picturing….,

Demon? Evil.. paced is he walking around in her mind?

Why in capitals – emphasis someone is shouting, power… which men? She sounds pretty important…

What is she doing? Is it a potion? Is she a witch?

Forest… just like I imagined….dark, silent, I think it is night time. Is she alone? Apart from the shouty voice?

Mist, vapour, pretty spooky what is going to happen next?

Non Fiction

Make predictions, ask own questions and watch out for answers

What does this mean?

A physical fight?

Why?

I know what suffragette means now

So women did not have equal rights.

So not a physical fight then…

The Suffragettes

The Suffragettes fought for the right for women to vote.

This movement began in 1897 when Millicent Fawcett founded the National Union of Women's Suffrage. "Suffrage" means the right to vote in political elections and this was what women wanted. The suffix 'ette' refers to female.

Importantly, Millicent Fawcett believed in peaceful protest and that any violence would persuade men that women could not be trusted to have the right to vote. Her strategy was patience and logic. Fawcett questioned that if women could hold responsible posts in society, such as sitting on school boards, then why could they not be trusted to vote? She also argued if women had to obey laws made by Parliament, then women should have a

I think this argument might help give women votes
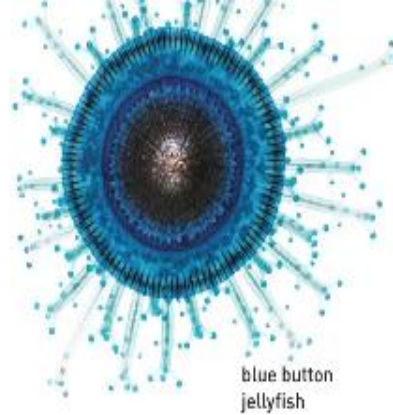
NATIONAL GEOGRAPHIC

Explorer

TRAILBLAZER

The Blue Fleet 2

In the middle of a big blue ocean

floats an itty bitty blue creature. It skims the top of the water. It is carried by wind and waves. The creature bobs along. It waits for food to drift by. Then it can eat.

It will spend its life doing this. Floating and feeding. It is a blue button jellyfish.
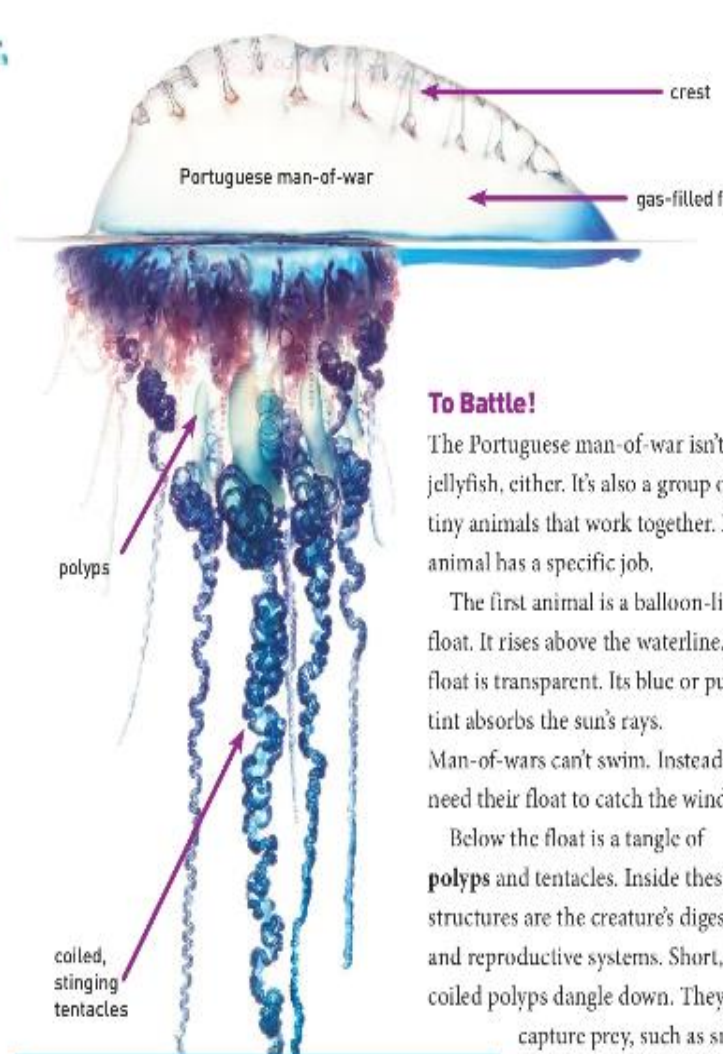

blue button jellyfish

Many Parts, One Animal

Don't let the name fool you. The blue button jellyfish is no jellyfish. It's really a group of smaller animals.

Some animals make up its central disk. This is called the float. Other long, stringy animals dangle in the water. They look like **tentacles.** Their blue color blends in with the ocean. This helps the animal hide. Each strand ends in knobs of stinging cells. The cells sting fish and other tiny animals. These are the blue button's prey.

Blue buttons fall under a special classification of animals. They were named by a marine biologist, Sir Alister Hardy. Hardy saw that these animals lived their entire lives on the ocean's surface.

This place between seawater and air is called the **pleustal zone.** Many of the animals that live there are blue. Hardy had a special name for them. He called

These blue button jellyfish were pushed together by currents.

Portuguese man-of-war

crest

gas-filled f

polyps

coiled, stinging tentacles

To Battle!

The Portuguese man-of-war isn't jellyfish, either. It's also a group tiny animals that work together. animal has a specific job.

The first animal is a balloon-li float. It rises above the waterline. float is transparent. Its blue or pu tint absorbs the sun's rays. Man-of-wars can't swim. Instead need their float to catch the wind

Below the float is a tangle of **polyps** and tentacles. Inside thes structures are the creature's diges and reproductive systems. Short, coiled polyps dangle down. They

capture prey, such as su
fish. Longer tentacles h
stingers. The stingers a
like tiny harpoons. The
inject poison into prey.
tentacles can also be us
to defend the man-of-w
when it is under attack

Did You Know?

The "man-of-war" was an 18th-century warship. A Portuguese man-of-war looks a bit like one of these ships at full sail.

·Squuuuaaawwwwk! Squawk!

The loudest sound that Dog had ever heard was coming from the box! Whatever was in there was definitely not dead. All the animals froze in shock. At once, the TV upstairs fell silent and Uncle's footsteps crossed the floor. If Uncle came down and found everyone out, free in the shop, Dog didn't want to imagine what might happen.

Squuuuaaawwwwk! The sound came again, even louder than before. Tiny feet pattered and wings fluttered as all the animals fled towards their cages. Even with everyone back behind bars, Dog knew that Uncle would still be furious at being disturbed and she would be blamed, because she hadn't "sorted out" the strange parcel.

Dog rushed over to the box. Whatever it was inside, it must be made to shut up. Frantically she ripped away the string and paper. The box had fallen so that the lid was at the side. Dog pulled at it, and Esme
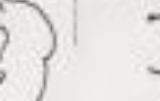
14

scrabbled at the edge, trying to lever it up with her long claws. From upstairs there were the unmistakable sounds of Uncle getting ready to come down! Then, suddenly, with a sigh and creak, the lid lifted and a cloud of sawdust spilled onto the pet-shop floor. In the middle of it, something was flailing about, making that terrible, terrible noise, louder still now without the box to muffle it.

·Squuuuaaawwwwk! Squawk! Desperate to make it shut up, Dog simply jumped on the whatever it was, pinning it to the floor. It gave one last Scrreeeeeech! and was silent. Dog lay there with sawdust up her nose and in her eyes, listening. Footsteps came to the top of the stairs, then stopped. There was a pause that seemed to last for hours. All the animals held their breath... The footsteps retreated, the TV blared out again.
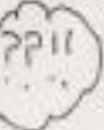
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What can we infer?

The goldfish was in the bowl. The cat ate it.
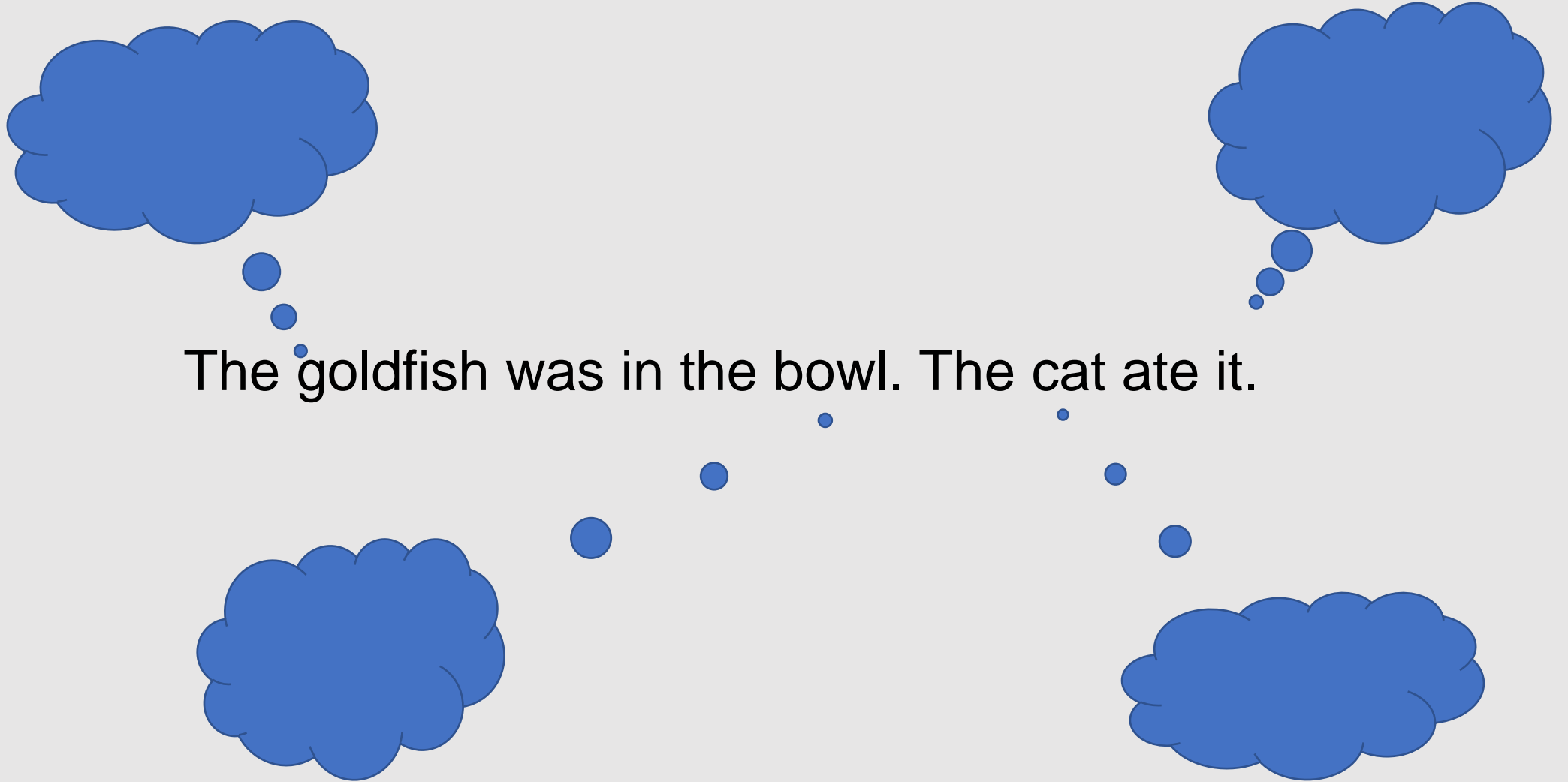
Key Types of Inference

Coherence

- **pronoun**

 - the idea that we work in circles as we read and we need to encourage our children to do this on a sentence level

- **bridging**
  - between adjacent pieces of information
  - between information from earlier/later in a text

- **predictive**
  - Causes difficulties if we do not have the contexts with which to predict

Reverse Inference (MOST commonly used)

Teacher gives the inference → Teacher selects the evidence (one or more) across a sentence/paragraph/page(s) → Children justify why the evidence matches/does not match the inference
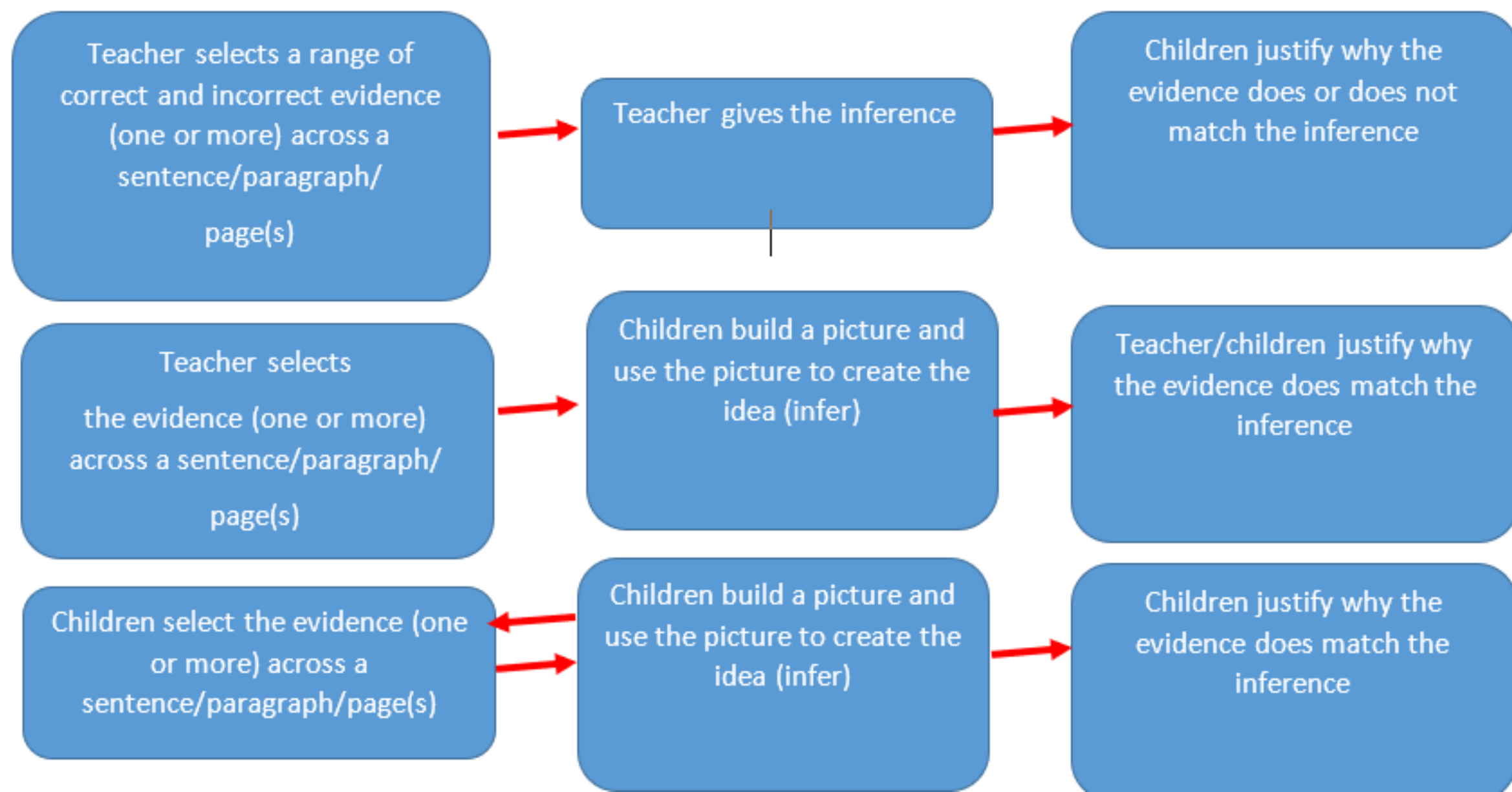
Teacher gives the inference → Children select the evidence (one or more) across a sentence/paragraph/page(s) → Children justify why the evidence matches the inference

Forward Inference

These routes are the types of 'forward' inference that can be presented in numerous ways and each can be revisited as many times as appropriate across all year groups. The power of 'forward inference' is in the justification - clearly explaining HOW the evidence shows the inference and basing inference in the evidence from the text.
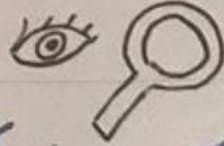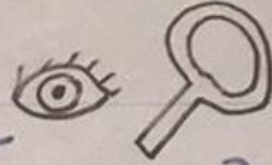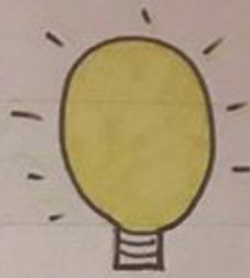
Teacher selects a range of correct and incorrect evidence (one or more) across a sentence/paragraph/ page(s) → Teacher gives the inference → Children justify why the evidence does or does not match the inference

Teacher selects the evidence (one or more) across a sentence/paragraph/ page(s) → Children build a picture and use the picture to create the idea (infer) → Teacher/children justify why the evidence does match the inference

Children select the evidence (one or more) across a sentence/paragraph/page(s) ← Children build a picture and use the picture to create the idea (infer) → Children justify why the evidence does match the inference

What do you notice?

Harris Burdick
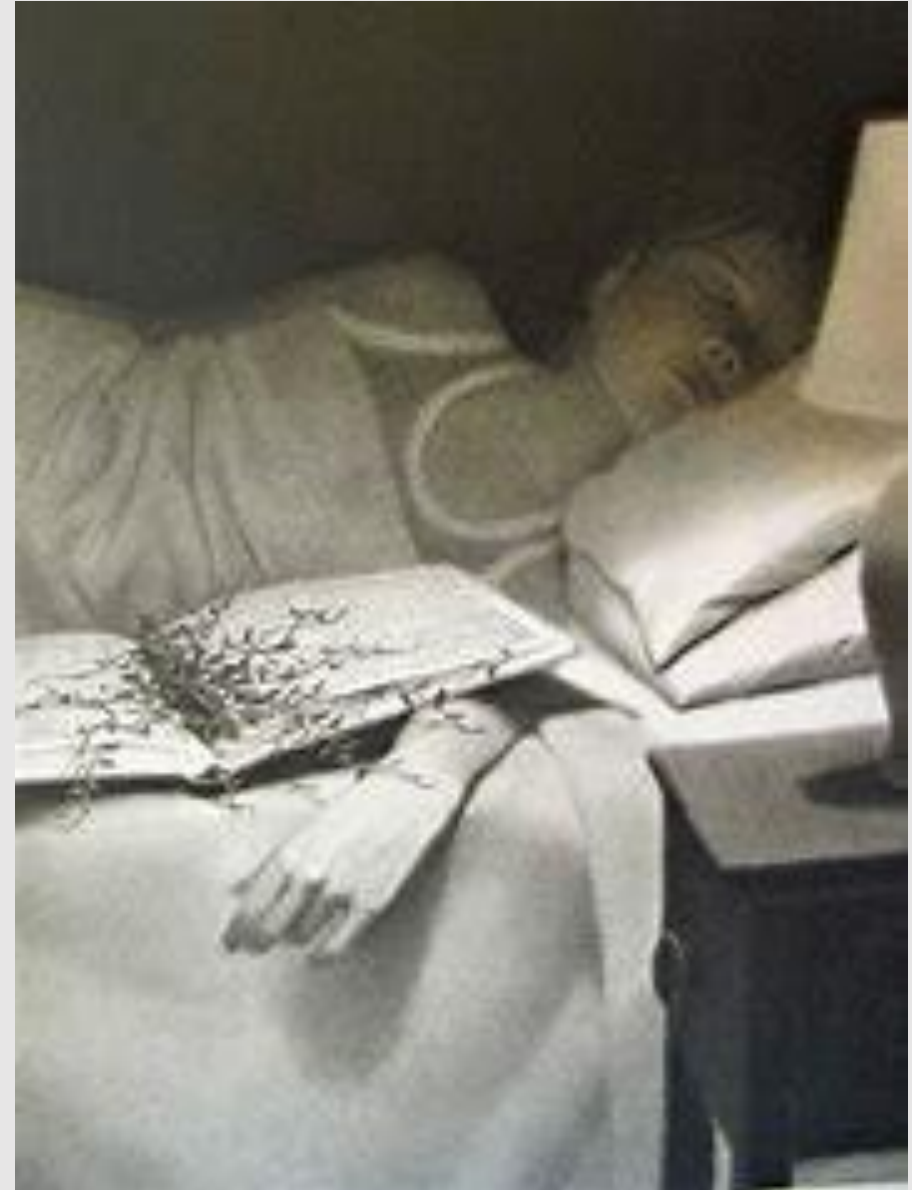
Developing Vocabulary

Building Vocabulary

Tier Three: Low frequency, more complex words found in a smaller number of specific contexts

Tier Two: High frequency, more complex words, found in a range of contexts

Tier One: high frequency words, simple words, words familiar from talk
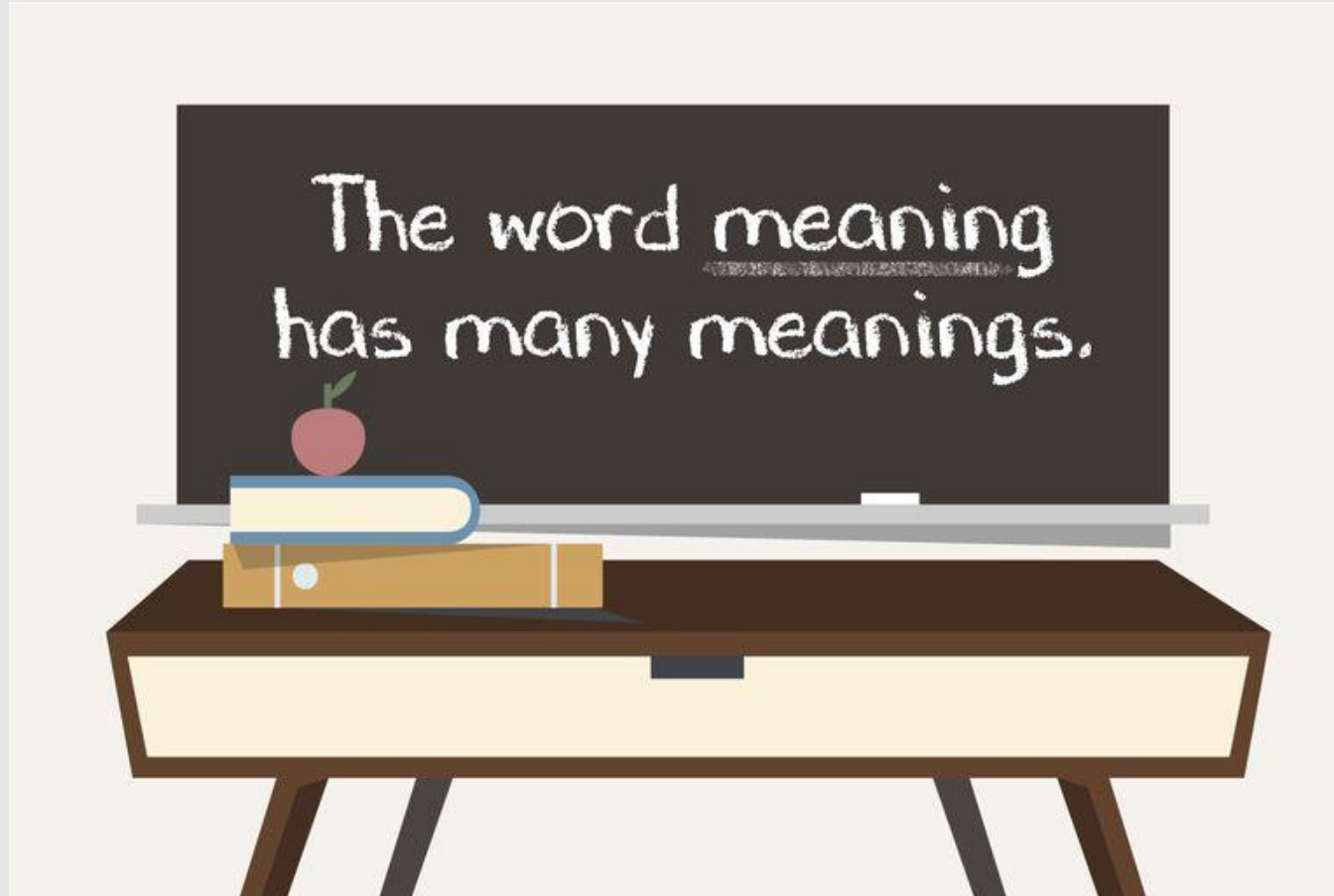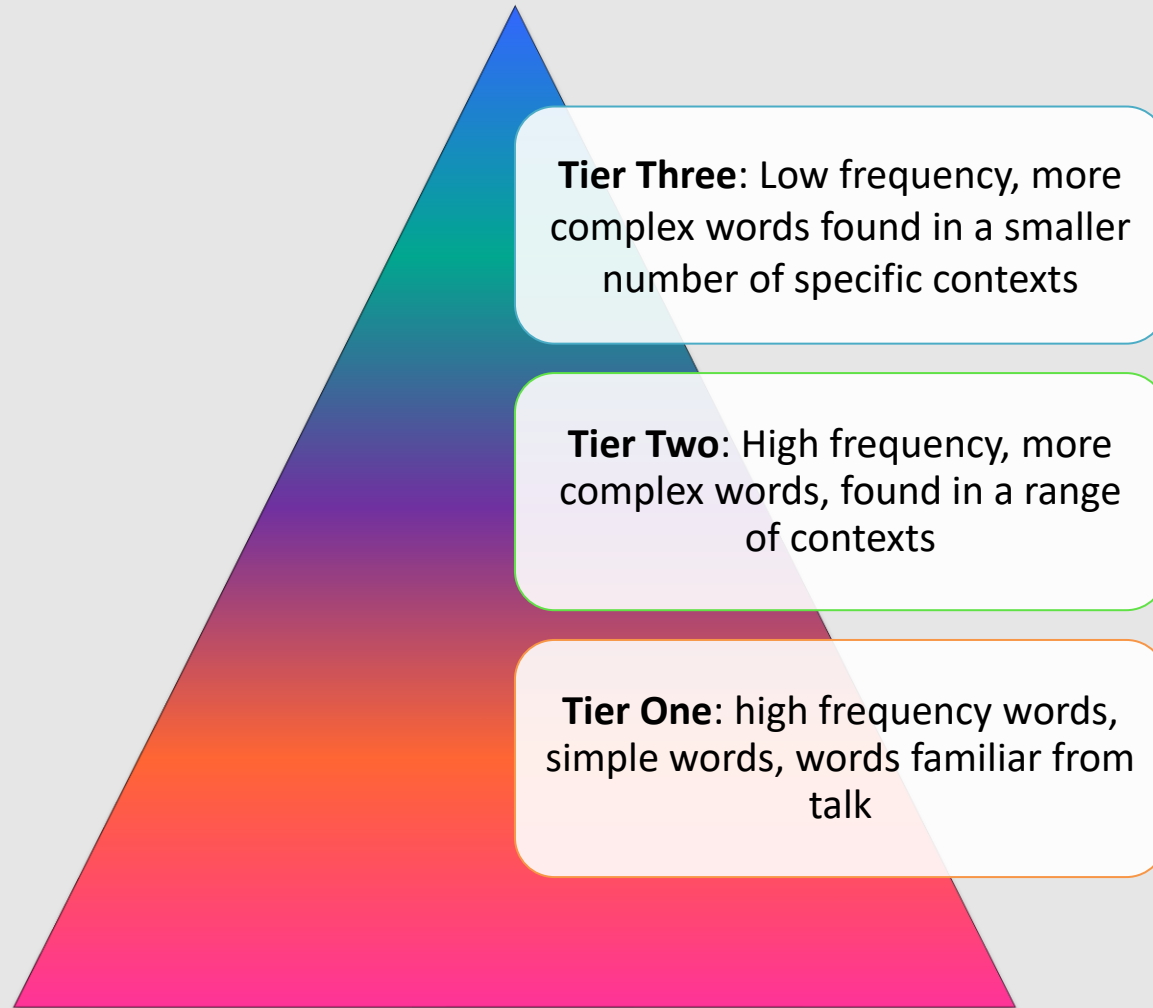
Tiers of Vocabulary:
Isabel Beck, Margaret McKeown, Linda Kucan

Building Vocabulary Text

It was dusk – winter dusk. Snow lay white and shining over the pleated hills, and icicles hung from the forest trees. Snow lay piled on the dark road across Willoughby Wold, but from dawn men had been clearing it with brooms and shovels. There were hundreds of them at work, wrapped in sacking because of the bitter cold, and keeping together in groups for fear of the wolves, grown savage and reckless from hunger. Snow lay thick, too, upon the roof of Willoughby Chase, the great house that stood on an open eminence in the heart of the wold. But for all that, the Chase looked an inviting home – a warm and welcoming stronghold. Its rosy herringbone brick was bright and well care for, its numerous turrets and battlements stood up sharp against the sky, and the crenelated balconies, corniced with snow, each held a golden square of window.

Word of the day

In a sentence

The beige crayon is indignant because ….

Word class
adjective

Indignant

Antonyms

Happy
pleased
peaceful
contented

Synonyms

Resentful
Upset
angry
distressed

Grasshopper Word of the Day

Word of the Day:

Word Class (verb / noun)

wail
(wail)

Pronunciation / Syllables

Definition: If someone wails, they make long, loud, high-pitched cries which express sorrow or pain.

Paul was sat in the puddle **wailing** loudly.

Challenge: Use WOD with the conjunction 'and'.

Morphology

Synonym :	Antonym :	Prefix :	Suffix :
howl weep			-ed -ing -s

Connect Four

bitter	vicious	chomping	chewing
grinding	freezing	unpleasant	unending
chilly	spiteful	relentless	glacial
biting	arctic	munching	persistent

Connect Four

bitter	vicious	chomping	chewing
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biting	arctic	munching	persistent

Read, Read, Read

Read as a Reader

Book Talk

- Shared reading - explicitly teach and model the skills of being an active reader

- Guided and independent reading - practice and apply these skills

VARMINTS

HELEN WARD & MARC CRASTE

The LoST ThiNG
by Shaun Tan

Anthony Browne's
KING KONG

FROM THE STORY CONCEIVED BY
EDGAR WALLACE AND MERIAN C. COOPER

DK

WHAT A WASTE
Rubbish, recycling, and protecting our planet
Jess French
I'm made with responsibly sourced materials and soy inks?

PHILIP PULLMAN
Clockwork
or All Wound Up

Exciting, scary, romantic and deliciously readable
Guardian

ARMISTICE RUNNER
TWO LIVES CONNECTED BY MEMORY
TOM PALMER

Isabel Thomas   Daniel Egnéus

Moth

An Evolution Story

SPIKE MILLIGAN
SILLY VERSE FOR KIDS

lost	dilemma	belong
ordinary	city	slouched
beach	busy	investigate
wandering	intrigued	baffled

entropy
current
artefact
anonymous
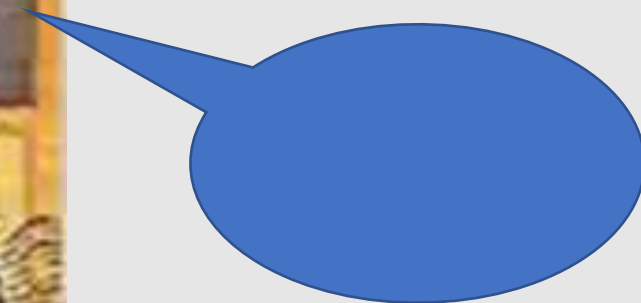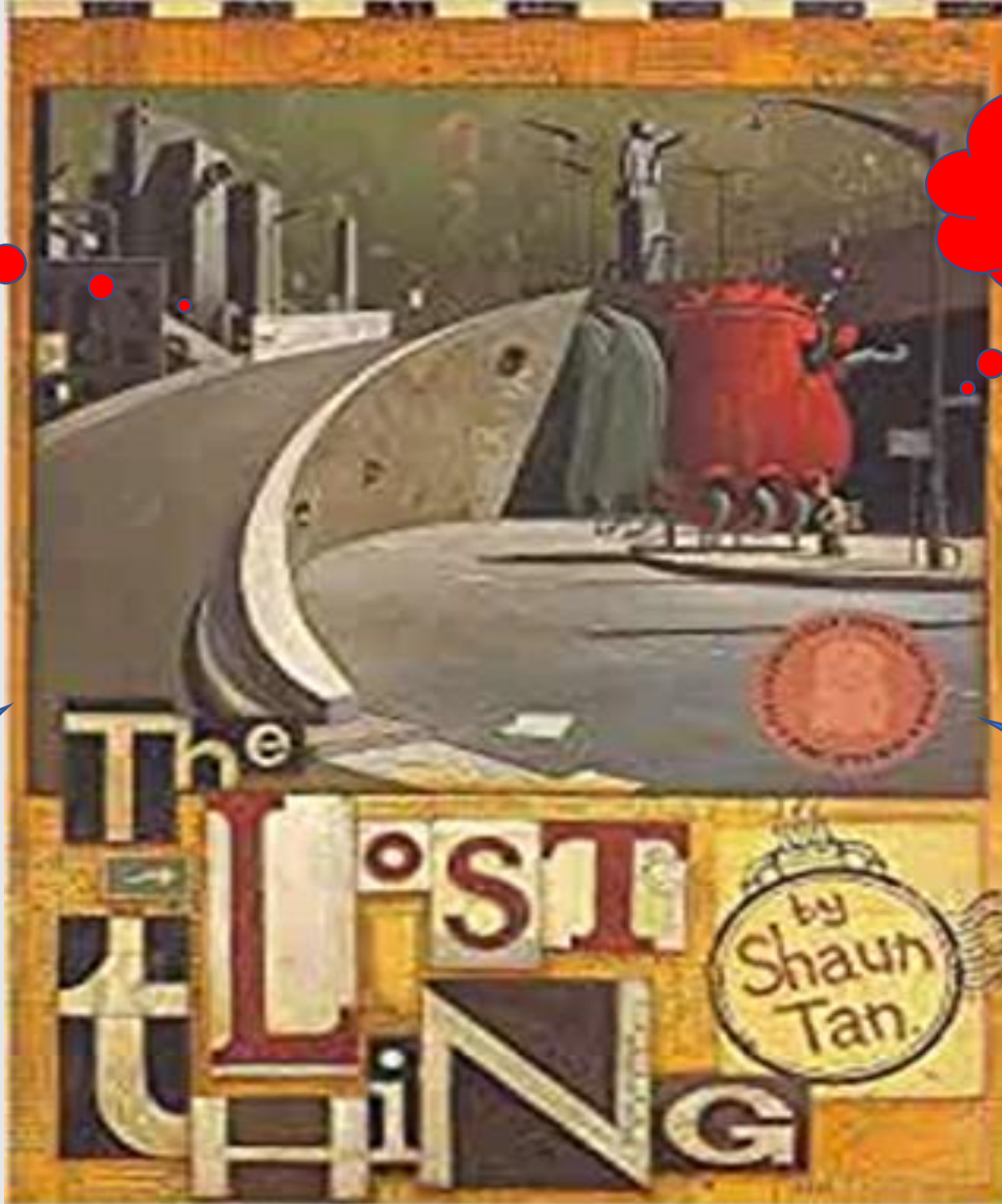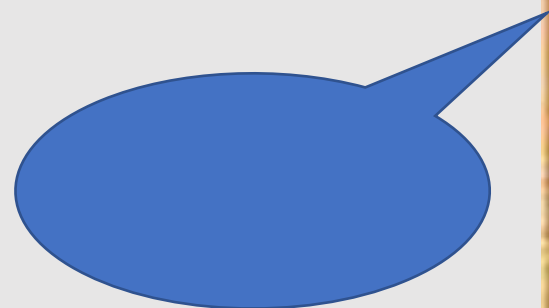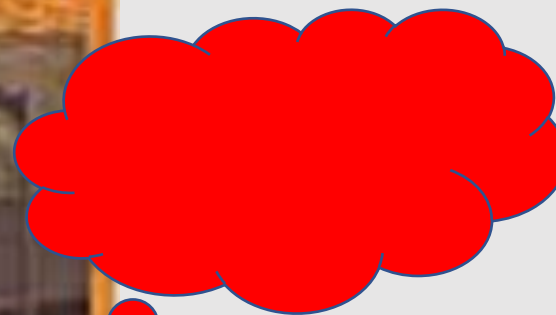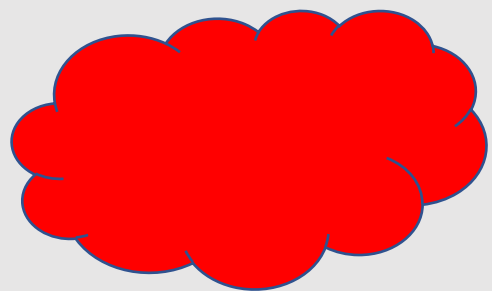
What I think

What I know
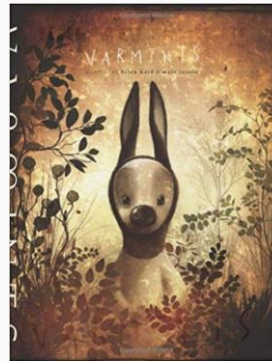
Make Connections

This reminds me of a time when I …

I know about this topic because I …

The setting of this book is just like …

This book is something like …

What's going on in this book is just like what's happening in …

Ask Questions

Before I read this text, I wondered about …

While I'm reading, I try to figure out …

After I read, I ask myself …

I wonder why …

What does this word mean? Why did _____ do that? What is going to happen next? Why did the author put that part in there? I have questions about this part because it doesn't make sense. I need to make sure I read it right. If I reread and fix a mistake, that might answer my question.

Step 1: Eliciting response

After careful reading of a shared text the teacher initiates 'book-talk' with very open invitations such as:

• 'Tell me what you thought/felt about…'

• 'What came into your mind when you read…'

• 'Have you come across anything like this before?'

Step 2: Extending response

The teacher focuses on extending children's responses with prompts such as:

• 'Tell me more about…'

• 'What led you to think that?'

• 'Can you extend/unpack that idea for us?'

Step 3: Encouraging critique

Frequently groups of children can be supported and encouraged to feed off each other's thinking and talking, with prompts such as:

• 'Do you agree?'

• 'Did anyone have a different response to that story/paragraph/sentence/word?

Independent	Guided	Peer

Observe

- I can see pockd-sized, colourful shell houses on the back of some turtles. ✓
- I can see that the turtles backs have loads of light, delicate swirls. ✓
- I can see alot of tiny, glassless windows on each shell house. ✓
- I can see the turtles are all going in one direction. ✓
- I can see distant, green things that look mysticaly human ✓

Wonder

- I wonder if the smooth, swimming turtles are under a spell to swim fest? ✓
- I wonder where they are going with the charming, neat shells on thire their backs?
- I wonder how many of the beuitfully embroyded turtles there are swimming?
- I wonder how long the turtles have been swimming ✓
-

Infer

- I think loads of different creatures live in the houses because of all the different shapes and sizes. ✓
- I think every turtle has a "giant", bustling city on it's shell. ✓
- I think all the creatures in the city are too shy to leave because of how busy it is.
- I think the middle turtle is young and new because of it's smooth, fixed face. ✓

GILL LEWIS

THE BEST-SELLING AUTHOR OF *SKY HAWK*

Gorilla Dawn

A new day. A new dawn. A new chance.

AUBREY and the TERRIBLE YOOT

HORATIO CLARE
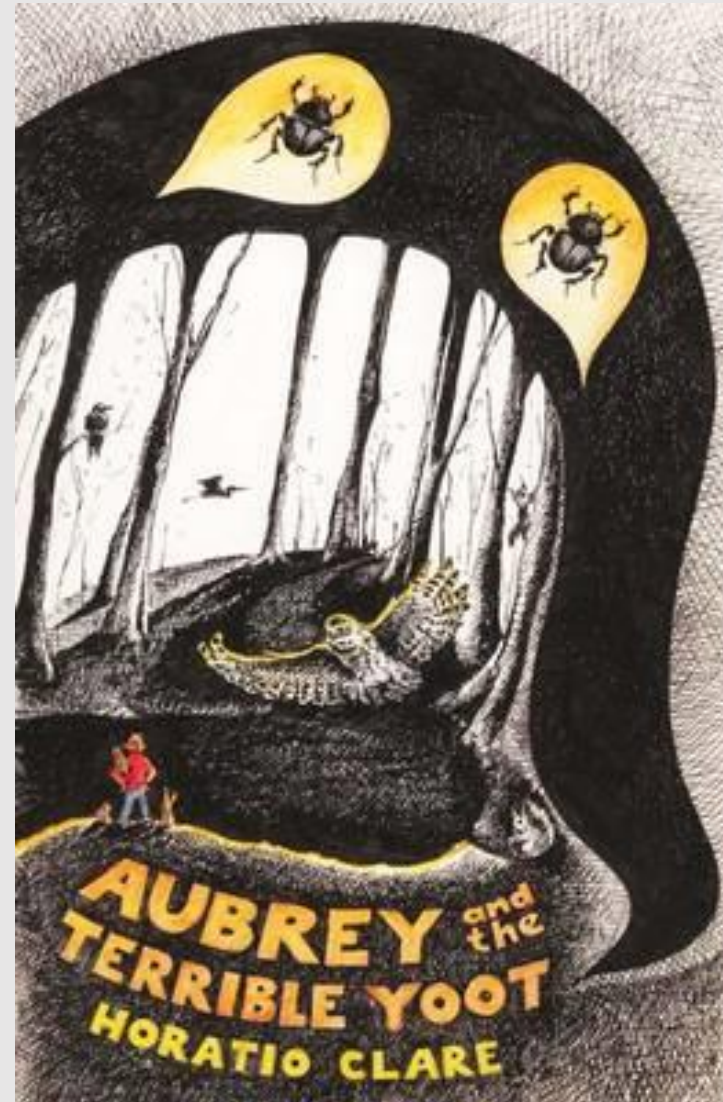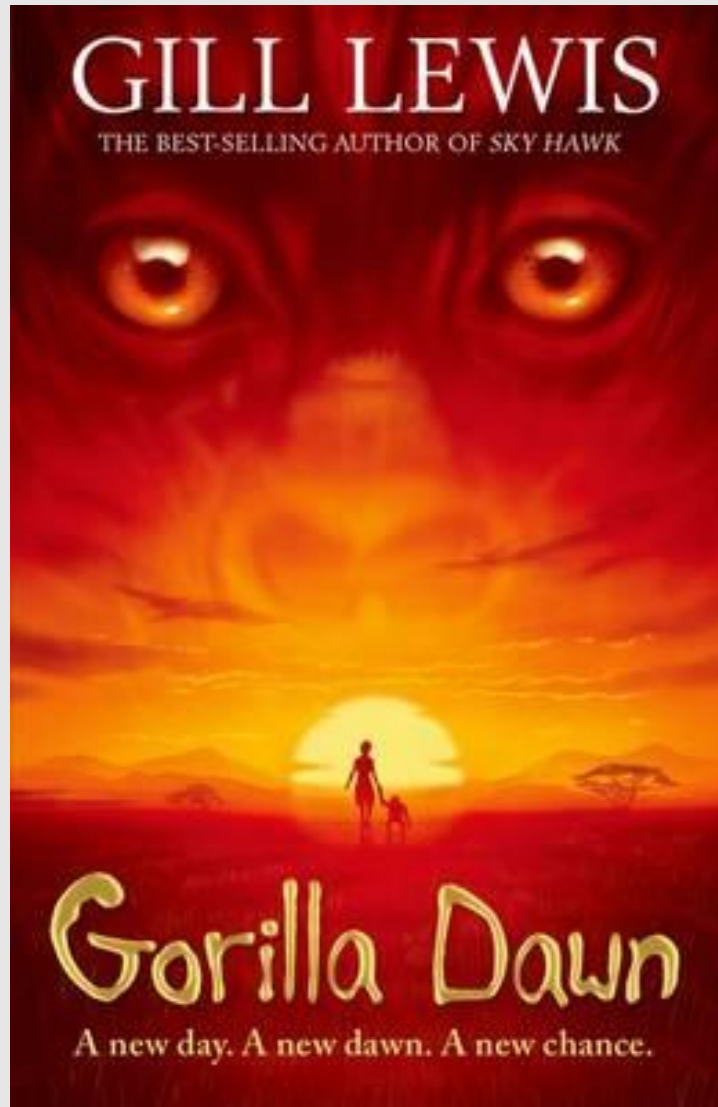
Fluency

Fluency is a vehicle for comprehension. Generally speaking, at 90 wpm, children are no longer simply decoding text and recognising words but reading at a rate which enables them to gain understanding of what they have read. Fluency is more than just reading quickly; although this is important, accuracy, expression and understanding are other key aspects to be considered and taught.

• **Expression**: a combination of intonation, phrasing and pace that **shows the reader understands what they are reading.**

• **Intonation**: the tone or pitch of reading which **shows understanding of the words, phrases and context of the writing.**

• **Pace:** the speed of reading. Readers sometimes need to **vary the pace within a passage to convey for example falling and rising action.**

• **Phrasing**: reading groups or phrases of words as **units of meaning rather than reading word by word.** Phrasing also involves **paying attention to punctuation to maintain the sense of a text.**

Developing Fluency

We need to teach fluency as a stand alone skill as well as part of a broader reading lesson.

- Marks out of 10
- Choral reading
- Copy reading
- Echo reading
- Recording reading

Logistics/organisation:

What does it look like?

Pedagogy:

How is it taught?

Planning:

What does this look like & where does it fit?

Progress:

How is this ensured for all?

Reading – some differences

	Shared Reading	Guided Reading	Independent Reading
Groupings	WHOLE CLASS	SMALL GROUP Maximum of 6 children of the same ability	INDIVIDUALLY or in pairs with no adult support
Text Level	RICH AND CHALLENGING – beyond the current ability of most of the class	INSTRUCTIONAL LEVEL – each child able to read and comprehend the text above 90% accuracy	EASY LEVEL – able to read and comprehend the text above 95% accuracy
Performance	HIGH LEVEL OF SUPPORT – explicit teaching and oral response	LOWER LEVEL OF SUPPORT – apply strategies introduced in shared reading	LITTLE/NO SUPPORT – children work independently to practise reading in different contexts

Shared reading: core principles

- Whole class teaching of an aspect of reading
- Clear objective for the session: How will you establish what this needs to be?
- Modelling the thinking processes of a good comprehender (think alouds!)
- Using rich and challenging text

	Learning objective for this session (taken from the Reading Progression Statements, National Curriculum or school based reading objectives)
	I predict, ask questions and wonder

Title of text for extracts – Kensuke's Kingdom

Review	**Reminder of previously taught strategies** – What does a good reader do? (encourage this focus to be on range of comprehension strategies) Remind children with the visual slide of these (although this only includes certain elements of what a good reader does Slide 1: What do good readers do that helps them to understand what they are reading? what do we know a good reader does?– Slide 2: show generic slide of Strategies to help us understand text (from Inference Training) – and remind the strategies already done
Text introduction	(Text to be used should be on the board for all children to see) **Briefly introduce the text being used** / if it is an extract, where this is from Slide 3: Show extract from KK that they haven't yet reached and remind about the story so far. Look at the text and identify specific vocabulary you think children won't understand. **Pre-teach any essential vocabulary understanding**.
Teach	**Introduce the focus for this session**. Slide 4: Introduce the focus for the shared reading: LO Predict, ask questions, wonder about the text, show the single picture of Predict / ask questions / I wonder Introduce LO -predict / ask questions, wonder **Model / teach the reading focus** Model reading a small part of the text, stopping, voicing thoughts aloud – model using a physical thought bubble – note down twice own thoughts in terms of a question and an I wonder but also just verbalise others of my thinking so children don't feel this is a formal exercise only When I modelled this – how did I start each of my sentences? Introduce question and thinking stems – I wonder whether…. / What would happen if… / Why / How
Practise	**In pairs, children read a subsequent piece of the same story.** **Question the children within the focused objective**, helping and supporting them to think in this way. Children try out one or two examples then give immediate feed back. Do 2 sentences of their text together – children have a copy between them but this is also projected. Read first part of first sentence… what do you think? Talk together? Take some I wonder / questions feed back then children note one of the ideas down on post-it notes

Guided reading (teacher led group): core principles

- Appropriate instructional level text
- Ability groups (most of the time?)
- Teacher works with a different group by turn
- Clear reiteration of taught focus for the week or an amended focus to suit the needs of the group
- Children apply the strategy they have been learning, reading independently with teacher 'listening in' (NOT 'round robin')
- Children talk about their reading with each other and especially about how well they are applying the teaching focus
- Flexible in order to best meet the needs of the children

Learning objective for this session *(taken from the Parks Reading Progression Statements, National Curriculum or comprehension strategies from day 1)* **To ask questions and wonder about the text**	
Title: The Sweetness of Salt a short story from Magic Carpet Stories around the world (Ginn All Aboard stage 12)	
Text introduction (Prior knowledge activation)	**Introduce text** *Traditional story that helps us to learn a lesson – check vocabulary – dowry / flattered* **Discuss with children the focus strategy taught in shared reading session – introduce this as the LO for the session – who can remember what you have been learning to do in reading? – ask questions / wonder about the text** **What sentence starts might you use when wondering / questioning? (in pairs)** **Teacher listens in and supports.**
Strategy focus	**Reminder of previously taught strategies that might be useful for the focus strategy** While you are reading, make pictures in your head to help you understand and think about any clues that help you to understand ideas
Independent reading	**The big question for this session: what sort of character is the king and how do you know?** **Children read independently** up to … **Teacher reads first sentence /couple of sentences and reinforces the strategy** **– what questions / wonderings? (children talk in pairs and T. listens in)** **T. explains that readers do this in their heads –** so all children now read in their heads and apply the learning focus – **T. moves around and listens in on children reading** a couple of sentences then the child and teacher discuss the application of the learning focus **Pause after a couple of pages –** *Tell your partner what you are thinking* If children finish early, note down jottings appropriate to the learning focus – on post-it notes – what were some of your questions / wonderings at different points in the text? **Learning Partners –** *discuss examples of how you used the focus strategy*
Respond to the text	**Respond to 'the big question': what sort of character is the king and how do you know?**

Independent reading

- Application of reading focus with independence
- Peer support (sometimes) to ensure this remains a focus
- Children mainly reading text at their independent reading level
- Developing motivation, engagement, pace and stamina in reading and understanding
- Sometimes written recording of learning

Building in SATS style reading questions....

What impression do you get of.....
 - evidence from the text

What suggests that....

What does _____ mean in this sentence?

What does this word suggest about.....

This word suggests that....

Find and copy....

Planning and progression

Number of weeks	Module	Learning focus	Text for shared	Possible notes for Shared, guided and independent session (if necessary)
2	Comprehension	Vocabulary 'Wondering' and raising questions about the text Prediction Making connections within the text	Use extract from Kensuke's Kingdom	Sh:Model using the "think aloud" bubble- I wonder GG:Children apply strategy in pairs using GR books, I: with GR / AR then note down some of their wonderings in final sessions
2	Comprehension	Vocabulary Inference	Extract from Kensuke's Kingdom	
2	Wider decoding strategies	Vocabulary Fluency - Reading using wide range of punctuation effectively	Extract from Kensuke's Kingdom	

		I notice mistakes I make in my reading *using meaning, language structures and visual information* and correct myself *as a result*	
Wider decoding strategies		*I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding*	
		I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it	
		I read silently some of the time and am developing better pace in reading.	
		I am beginning to sustain interest in longer texts, returning to them easily after a break	
Comprehension strategies		I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.	
		I explain the meaning of words in context	
		I ask about the meanings of words I don't understand	
		I make simple connections within a text between one sentence and the next	
		I can picture characters, settings and events to help me understand a text.	
		I use my background knowledge from what I know or have read about to help me to understand.	
		I predict what might happen from details that are stated and implied	
		I can retell the gist of what I have read in my own words	
		I find and record information from non-fiction texts	
		I check the text makes sense to me	
		I ask questions (and wonder) to improve my understanding of a text	
		I identify main ideas taken from a paragraph and summarise these	
		I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	
		I find evidence from the text to help me to show my understanding.	
		I understand what I read in books and can discuss this *including expressing opinions about what I have read.*	
		I identify themes in a range of books.	

Comprehension	- I know a few familiar stories and I can recall some events. - I can use pictures and texts to identify meaning. - I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking. - I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb… - I can join in with group reading of familiar stories. - I can ask what unfamiliar words mean and remember them the next time I come across them. - I recognise what a poem is and understand some sounds rhyme. - I am familiar with some traditional tales and I know some of the features .- I can say what I like about a story.	- I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. - I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? - I can recognise the difference between fiction and non-fiction. - I understand the familiar structure in certain stories and I can join in with repeated language .- I can use my knowledge of texts to support reading of unfamiliar words. - I can guess what new words mean, using clues from my teacher. - I understand rhyming words and how they can be used in poems. - I know a few traditional tales very well and I know the key characteristics.	- I can identify the main events or key points in a text. - I can answer straight forward questions about a story. - I can recognise the difference between fiction and non-fiction. - I can recognise obvious story language- 'Once upon a time.. Big Bad Wolf…' and recognise a range of patterns in texts, including stories, rhymes and non-fiction. - I can explain clearly my understanding of what is read to me - I can recognise repetition of language in my reading. - I can discuss what new words mean, linking new meanings to those I already know. - I can appreciate rhymes and poem and recite some by heart. - I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - I can participate in discussion about what is read to me, taking turns and listening to what others say.	- Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Discussing the significance of the title and events - Recognising and joining in with predictable phrases. -Explain clearly their understanding of what is read to them - Discussing word meanings, linking new meanings to those already known. - Learning to appreciate rhymes and poems, and to recite some by heart -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Being encouraged to link what they read or hear read to their own experiences - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Participate in discussion about what is read to them, taking turns and listening to what others say.
Making Inferences	- I can use stories I have already read to support my predictions. - I can understand what the main characters are doing	- I am beginning to understand how the characters have an impact on the main events in a story. - I know the general structure of the texts I am reading and can make a prediction	- I can express opinions about main events and characters in a story. - I can make simple predictions about the characters.	- Making inferences on the basis of what is being said and done. - Predicting what might happen on the basis of what has been read so far.

Whole school approach

Curriculum intent statement……more later