



READING AT SOUTHBROOM ST JAMES ACADEMY

READING SKILLS PROGRESSION – KS2

Policy Date: September 2023

Review Date: September 2024

Academy Values	Friendship	Trust	Perseverance	Forgiveness	Courage	Respect
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The aims of the reading curriculum	We aim to develop a life-long love of Reading as this offers pupils the chance to develop culturally, emotionally, intellectually, socially and spiritually. Pupils are encouraged to read and enjoy a broad range of challenging fiction and non-fiction texts to support their development of a love of literature and understanding of language.
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Teaching the reading curriculum	<p>Reading can be separated into the two dimensions of word reading and comprehension. The structure of the English curriculum acknowledges that different kinds of teaching is required for each aspect though the provision of two sequences- Phonics and Reading.</p> <p>The Reading sequence teaches the skills that develop and support good comprehension. The Reading curriculum develops confident, fluent readers in recognition that these skills are essential to enable pupils to read to acquire knowledge and to build upon what they already know.</p> <p>“Each interaction between teacher and pupil can lift the print from the page and make it better understood. It is why reading and talking about reading needs to play a fundamental role in each school day” (Alex Quigley)</p>
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Adaptations	While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils’ ages and may be applied differently depending on individual pupils’ SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.		
	ELS	Dyslexia Friendly School	Scaffolding
	ELS is designed on the principle that children should ‘keep up’ rather than ‘catch up’. Since interventions are delivered within the lesson by the teacher, any child who is struggling with the new knowledge can be immediately targeted with appropriate support. Where further	<ul style="list-style-type: none"> • Dyslexia friendly environment (pale coloured paper, pale yellow background on Interactive Whiteboard) and colour laminates given for paper and reading books if required. • Scribing. • Use of technology. 	<ul style="list-style-type: none"> • Think aloud allows the teachers to model their thought process as they read a text. Opportunities for children to see developed, critical thinking are essential. • Prior learning - Ask children to share what they already know about the text.

	<p>support is required, 1:1 interventions are used where needed. These interventions are short, specific, and effective.</p> <p>We teach children to:</p> <ul style="list-style-type: none"> • Decode (read) by identifying each sound within a word and blending them together to read fluently • Encode (write) by segmenting each sound to write words accurately. <p>The structure of ELS lessons allows children to know what is coming next, what they need to do, and how to achieve success. This makes it easier for children to learn the GPCs we are teaching (the alphabetic code) and how to apply this when reading.</p>	<ul style="list-style-type: none"> • Smart grouping: pairing with a more able writer. • Short, sharp instructions. • Repeated selected set of learning objectives until they are secure rather than moving on with peer expectations. • Paired reading to improve children's reading accuracy, fluency and motivation. Reading together with a reading helper, children's reading experience is modelled and supported without attention being drawn to their errors. • Structure strips. • Colour coded sentence strategies at word and sentence level to help understand how to write a full sentence and when to place a full stop. 	<ul style="list-style-type: none"> • Give children to talk - All learners need time to process new ideas and information. They also need time to verbally make sense of and articulate their learning. • Pre-teach vocabulary - introduce the words to children in photos or in context with things they know and are interested in. Give time for small-group and whole-class discussion of the words. • Pause, ask questions, pause, review- this is a wonderful way to check for understanding while children read a chunk of difficult text. Share a new idea from the reading, then pause (providing think time), and then ask a strategic question, pausing again. • Listening to reading- children who struggle to access grade level text benefit from listening to the text either before or after experiencing it in class. This gives them access to the content knowledge without having to decode the words themselves. By listening to the text before reading it in class provides a child an opportunity to begin building up background knowledge around the topic. • Echo Reading - Echo reading is an effective scaffold, it provides a model for the reader who needs support of reading the text aloud, as well as immediate application of re-reading that same text with corrective feedback.
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			<ul style="list-style-type: none"> Repeated Reading - If a text is above a student's instructional level, they are going to need multiple exposures to both decode the text on the page and comprehend the passage. By offering students a chance to reread the same text, those skills will continue to improve with each read.
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Curriculum Content	Year 3
Year 3 National Curriculum Statements – Reading Comprehension	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p> <p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p>

	<p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	
Activities to support reading	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to explain their responses to questions – How do you know?</p> <p>Model creating story maps of events and speech bubbles to demonstrate characters actions, thoughts and feelings</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within texts</p> <p>Model reading strategies – re-reading for clarity and understanding</p>	
	Key Reading Skills	Suggested question stems for whole class reading
Year 3 – Vocabulary	<ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the • character/setting/mood? • Can you find this word in the dictionary? • By writing in this way, what effect has the author created? • What other words/phrases could the author have used here? • How has the author made you feel by writing...? • Which word tells you that...? • Find and highlight the word that is closest in meaning to...?
Year 3 – Inference	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated • actions. 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...?

	<ul style="list-style-type: none"> • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions • based on characters' feelings, thoughts and motives. • make inferences about actions or events 	<ul style="list-style-type: none"> • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Year 3 – Prediction	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? • Which stories have openings like this? • Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story? • What happened before this and what do you think will happen after? • Do you think the setting will have an impact on plot moving forward
Year 3 – Explaining	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and • reference books • identifying how language, structure, and presentation contribute to meaning of both • fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • Why do you think they chose to order the text in this way? • What is the purpose of this text and who do you think it was written for?

		<ul style="list-style-type: none"> • What is the author’s viewpoint? How do you know? • How are these two sections in the text linked?
Year 3 – Retrieval	<ul style="list-style-type: none"> • use contents page and subheadings to locate information • learn the skill of ‘skim and scan’ to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text 	<ul style="list-style-type: none"> • Who are the characters in this text? • When / where is this story set? How do you know? • Which part of the story best describes the setting? • What do you think is happening here? • What might this mean? • How might I find the information quickly? • What can I use to help me navigate this book? • How would you describe the story? • Whose perspective is the story told from?
Year 3 – Summarise and Sequence	<ul style="list-style-type: none"> • identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing 	<ul style="list-style-type: none"> • What is the main point in this paragraph? • Sum up what has happened so far in X words or less. • Which is the most important point in these paragraphs? • Do any sections/paragraphs deal with the same themes? • Have you noticed any similarities between this text and any others you have read? • What do I need to jot down to remember what I have read?
Curriculum Content	Year 4	
Year 4 National Curriculum Statements – Reading Comprehension	<p>E2: develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning</p> <p>E1/S5: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>E2: reading books that are structured in different ways and reading for a range of purposes</p> <p>V4: using dictionaries to check the meaning of words that they have read</p>	

	<p>E1/E5: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>E1: identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>V2: discussing words and phrases that capture the reader's interest and imagination</p> <p>E1/E5: recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>V3/S2: understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context</p> <p>I3: asking questions to improve their understanding of a text</p> <p>I2/3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: identifying main ideas drawn from more than one paragraph and summarising these</p> <p>R5: retrieve and record information from non-fiction</p> <p>E1/2/3: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>
<p>Activities to support reading</p>	<p>Transcribe the children's oral responses into written ones and model structures for answering question</p> <p>Always ask the children to justify their responses to questions – How do you know?</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p>

	Ask children to become Reading Detectives and search for clues within texts Model reading strategies – re-reading for clarity and understanding	
	Key Reading Skills	Suggested question stems for whole class reading
Year 4 – Vocabulary	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence 	<ul style="list-style-type: none"> • Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus? • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? • Do you think they intended to? • What other words/phrases could the author have used here? Why? How has the author...? • Which word is closest in meaning to...?
Year 4 – Inference	<ul style="list-style-type: none"> • children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions • based on characters' feelings, thoughts and motives • make inferences about actions or events 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? • Why do you think...? • How do you think....? • Can you explain why....? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show...? • How does the description of ... show that they are...? • Who is telling the story? • Why has the character done this at this time?
Year 4 – Prediction	<ul style="list-style-type: none"> • ask and answer questions appropriately, including some simple inference questions • based on characters' feelings, thoughts and motives (I know this because questions) 	<ul style="list-style-type: none"> • What do you think.... means? • Why do you think that? Could it be anything else? • I think....; do you agree? Why / why not? • How do you think....?

	<ul style="list-style-type: none"> • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> • Can you explain why....? • Can you explain why based on two different pieces of evidence? • What do these words mean and why do you think that the author chose them? • Find and copy a group of words which show that... • What impression of ...do you get from this paragraph?
Year 4 – Explaining	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Is this as good as...? • Which is better and why? • What can you tell me about how this text is organised? • Why is the text arranged in this way? • What is the purpose of this text and who is the audience? • How does the author engage the reader here? • Which section was the most ...? Why?
Year 4 – Retrieval	<ul style="list-style-type: none"> • confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? How do you know? • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • What might this mean? • Whose perspective is the story told by and how do you know?

<p>Year 4 – Summarise and Sequence</p>	<ul style="list-style-type: none"> • use skills developed in year 3 in order to write a brief summary of main points, • identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> • How can you use the subheading to help you here • What is the main point in this paragraph? Is it mentioned anywhere else? • Sum up what has happened so far in X words/seconds or less. • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • How might I record this to ensure the best possible outcome?
<p>Curriculum Content</p>	<p>Year 5</p>	
<p>Year 5 National Curriculum Statements – Reading Comprehension</p>	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>S2: reading books that are structured in different ways and reading for a range of purposes</p> <p>R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices</p> <p>S3: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>S2: learning a wider range of poetry by heart</p> <p>E3: making comparisons within and across books</p> <p>S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>I1/2: asking questions to improve their understanding</p> <p>I1/2: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p>	

	<p>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>E6: identifying how language, structure and presentation contribute to meaning</p> <p>V5/I3: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>E5: distinguish between statements of fact and opinion</p> <p>E8: retrieve, record and present information from non-fiction</p> <p>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>	
Activities to support reading	<p>Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)</p> <p>Always ask the children to justify their responses to questions – How do you know?</p> <p>Ask children to keep a running response in their reading journal.</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Change part of the text from fiction to non-fiction and vice-versa.</p> <p>Fully develop skimming and scanning techniques – faster finger first – to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a text</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within text</p> <p>Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.</p>	
	Key Reading Skills	Suggested question stems for whole class reading
Year 5 – Vocabulary	<ul style="list-style-type: none"> explore the meaning of words in context, confidently using a dictionary 	<ul style="list-style-type: none"> Can you quickly find...in the dictionary and thesaurus?

	<ul style="list-style-type: none"> • discuss how the author’s choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word’ and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the character/setting/mood? • By writing..., what effect has the author created? Do you think they intended • to? • What other words/phrases could the author have used here? Why? • How has the author made you/this character feel by writing...? Why? • Find and highlight the word which is closest in meaning to ... • Find a word which demonstrates... • Can you rewrite this in the style of the author using your own words? • How have simile and metaphor been used here to enhance the text?
Year 5 – Inference	<ul style="list-style-type: none"> • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text. 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything else? • I think....; do you agree? Why/why not? • Why do you think the author? decided to...? • Can you explain why...? Can you give me evidence from somewhere else in the • text? • What do these words mean and why do you think that the author chose them? • How does the author make you feel? • What impression do you get from these paragraphs?
Year 5 – Prediction	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots differ?

	<ul style="list-style-type: none"> • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on 	<ul style="list-style-type: none"> • Which stories have openings like this? Do you think that this story will develop the same way? • Why did the author choose this setting? Will that influence the story?
Year 5 – Explaining	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, • considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • How is the text organised and what impact does this have on you as a reader? • Why has the text been written this way? • How can you tell whether it is fact and opinion? • How is this text similar to the writing we have been doing? • How does the author engage the audience?
Year 5 – Retrieval	<ul style="list-style-type: none"> • confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • Can you skim/scan quickly to find the answer?
Year 5 – Summarise and Sequence	<ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, page, chapter 	<ul style="list-style-type: none"> • What is the main point in this paragraph? Is it mentioned anywhere else?

	<ul style="list-style-type: none"> • or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an • answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing 	<ul style="list-style-type: none"> • Sum up what has happened so far in...words/seconds or less • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes? • Can you find a text with a similar theme?
Curriculum Content	Year 6	
Year 6 National Curriculum Statements – Reading Comprehension	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>R3: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>S2: reading books that are structured in different ways and reading for a range of purposes</p> <p>R3: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices</p> <p>S3: identifying and discussing themes and conventions in and across a wide range of writing</p> <p>S2: learning a wider range of poetry by heart</p> <p>E3: making comparisons within and across books</p> <p>S2: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>V1: understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>I1/2: asking questions to improve their understanding</p> <p>I1/2: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p> <p>S1: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>E6: identifying how language, structure and presentation contribute to meaning</p>	

	<p>V5/13: discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>E5: distinguish between statements of fact and opinion</p> <p>E8: retrieve, record and present information from non-fiction</p> <p>S3/4: participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>	
Activities to support reading	<p>Transcribe the children's oral responses into written ones and model structures for answering question. Ensure that a full answer is modelled to the children (3 marks Qs)</p> <p>Always ask the children to justify their responses to questions – How do you know?</p> <p>Ask children to keep a running response in their reading journal.</p> <p>Summarise each of the main characters and return and add to these as reading progresses.</p> <p>Create comparison grids for different fiction and non-fiction texts</p> <p>Create semantic grids of texts to help to categorise key information</p> <p>Write information gained from the text into a different context</p> <p>Change part of the text from fiction to non-fiction and vice-versa.</p> <p>Fully develop skimming and scanning techniques – fastest finger first – to find particular parts of the text</p> <p>Relate the text type back to the writing the children have completed</p> <p>Model how to construct a summary of a paragraph, text, story.</p> <p>Jump in – Encourage children to continue the story to the end of the punctuation in a known story</p> <p>Choral response – Encourage children to read as a group or popcorn ideas to questions asking for deeper responses after the initial response</p> <p>MTYT – Allow children to discuss in partners or read together</p> <p>Ask children to become Reading Detectives and search for clues within text</p> <p>Create Venn diagrams to demonstrate similarities and differences between plots, characters, settings etc.</p>	
	Key Reading Skills	Suggested question stems for whole class reading
Year 6 – Vocabulary	<ul style="list-style-type: none"> • evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and • contributes to meaning or mood. 	<ul style="list-style-type: none"> • What does this word/phrase/sentence tell you about the • character/setting/mood? • By writing..., what effect has the author created? Do you think they intended

	<ul style="list-style-type: none"> • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and • independently explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> • to? • Can you find examples of simile, metaphor, hyperbole or personification in the • text? • Why has the text been organised in this way? Would you have done it • differently? • What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?
Year 6 – Inference	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from • their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences • based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of • evidence to support each point made. They can draw evidence from different places across the text 	<ul style="list-style-type: none"> • What do you think... means? Why do you think that? Could it be anything • else? • I think....; do you agree? Why/why not? • Why do you think the author decided to...? • Can you explain why...? • What do these words mean and why do you think that the author chose them? • How do other people's descriptions of ...show that...? • Where else in the text can we find the answer to this question?
Year 6 – Prediction	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information. 	<ul style="list-style-type: none"> • Can you think of another story with a similar theme? How do their plots • differ? • Which stories have openings like this? Do you think that this story will develop • the same way?

		<ul style="list-style-type: none"> • Why did the author choose this setting? Will that influence the story?
Year 6 – Explaining	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, • considering the impact on the reader • explain and discuss their understanding of what they have read, including through • formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this. 	<ul style="list-style-type: none"> • What is similar/different about two characters? Did the author intend that? • Explain why... did that. • Describe different characters' reactions to the same event. • Does this story have a moral? • Which is better and why? • Can you identify where the author has shown bias towards a particular character? • Is it fact or is it opinion? How do you know? • How does the author make you feel at this point in the story? Why did they do that? • Can you explain it in a different way?
Year 6 – Retrieval	<ul style="list-style-type: none"> • Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> • Find the... in this text. Is it anywhere else? • Can you skim the next... and find me the answer to...? • When/where is this story set? Find evidence in the text. • Find the part of the story that best describes the setting. • What do you think is happening here? Why? • Who is telling this story? • What genre is...? • Can you look at these other texts and find me what is similar and what is different?

Year 6 – Summarise and Sequence	<ul style="list-style-type: none"> • summarise information from across a text and link information by analysing and • evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key • details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. 	<ul style="list-style-type: none"> • What is the main point of the text? • Can you look in this paragraph? What does the author mean? Is it mentioned anywhere else? • Sum up what has happened so far in...words/seconds or less. • Can you read the text and summarise what had happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes
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Embedding the Reading Curriculum

We ensure that the culture of reading is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3rd October 2024	National Poetry Day Devizes Library visits					
November 2024 December		Non-fiction November Devizes Library visits				
January/February 2025			National Storytelling Week Devizes Library visits			
6th March 2025				World Book Day Devizes Library visits		
May 2025					Pyjamarama Day	
June 2025						Author visit