St. John's CE Primary School
Reading Policy

"You are the light of the world. A town built on a hill cannot be hidden.
[15] Neither do people light a lamp and put it under a bowl, instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."
Matthew 5:14-16

Our Values

Strength: *have the strength to stand up for what is right. Be a courageous advocate.*

Hope: *to be people of hope. Have hope when times are dark and difficult. Keep positive and be resilient – there is light at the end of the tunnel.*

Individuality: *embrace and celebrate our differences. God made us all unique and this is a very special thing.*

Nuture: *cherish, care for, encourage and protect everything in God's world - including yourself.*

Excel: *fulfil your God given potential; be the best you can be. Shine like the star you are.*

Intent:

At St John's we want to develop strategic readers through the use of well-structured and enjoyable reading lessons. To achieve this, we follow the latest EEF guidance regarding how to develop children's reading skills. The best practice structure is as follows:

- Develop pupil's language capabilities (spoken word)
- Support pupils to develop fluent reading capabilities
- Teach reading comprehension strategies through modelling and supported practice
- Target teaching and support by accurately assessing children's needs
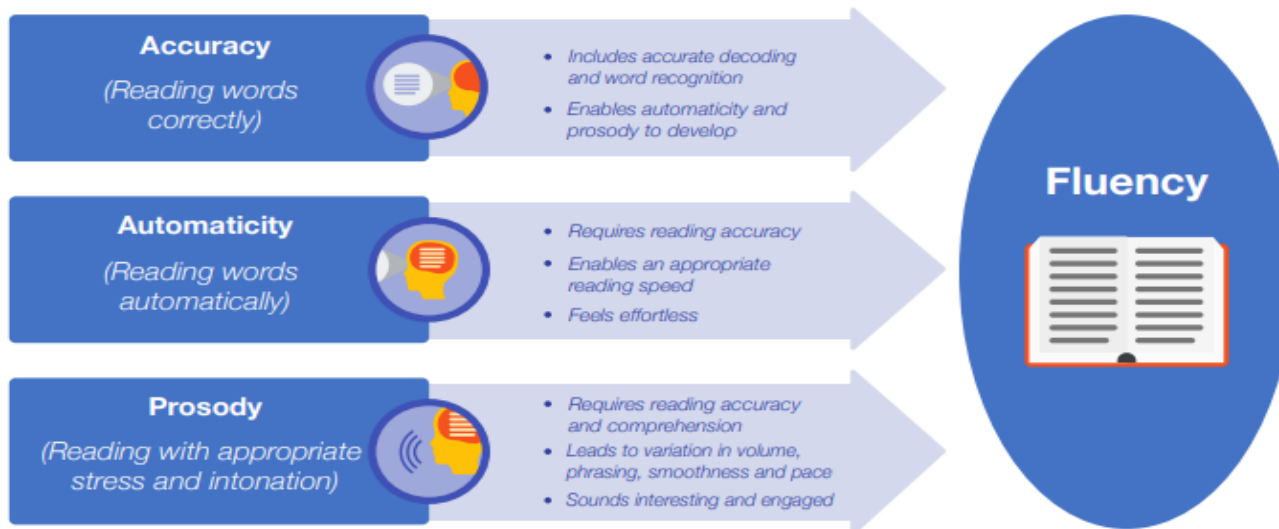- Use high quality structured interventions to help pupils who are struggling

Implementation:

To develop strategic readers we progress through the following stages, as outlined by the EEF (Education Endowment Foundation), to ensure that we give children the skills and attributes to be secure and confident readers.

Within the EYFS, the staff will focus on rich opportunities to develop pre reading skills, phonics and decoding.

As the pupils move through KS1 and KS2 most pupils will begin to develop as readers using accuracy, automaticity and prosody to enable them to become fluent readers with excellent understanding and comprehension.

EEF 2022.

Accuracy (Reading words correctly)	• Includes accurate decoding and word recognition • Enables automaticity and prosody to develop	
Automaticity (Reading words automatically)	• Requires reading accuracy • Enables an appropriate reading speed • Feels effortless	Fluency
Prosody (Reading with appropriate stress and intonation)	• Requires reading accuracy and comprehension • Leads to variation in volume, phrasing, smoothness and pace • Sounds interesting and engaged	

Early Reading EYFS Focus:

- **Pre-reading and decoding**

Within Nursery the children will focus on phase 1 phonics. This is the first stage of the phonics teaching programme. At this stage, the focus is primarily on developing speaking and listening skills. Speaking and listening are an important set of literacy skills that will create the foundation to a lot of your children's further learning. Listening requires the fundamental skill of focusing attention on the speaker to be able to hear and understand what the speaker is saying. Speaking skills require students to take turns, speak confidently, stay on topic and speak with clarity.

Phase 1 phonics also lays the foundation for further Phase 2 stages. Phase one includes activities such as:

- Environmental sounds

- Instrumental sounds

- Body percussion (e.g. clapping and stamping)

- Rhythm and rhyme

- Alliteration

- Voice sounds

- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

As the children move into Reception, the focus will be on Phase 2-4. School uses the Phonics Bug scheme to enable children to have access to a multisensory programme based on a synthetic phonics approach. This is a highly structured and supportive programme to develop their phonic knowledge.

KS1 Focus:

- **Phonics-decoding**
- **Fluency through accuracy, automaticity and prosody.**

When children are in Year 1, they will continue their Phonics Bug lessons by practising and applying their phonics skills using decodable texts. In Year 2, the focus is still primarily on phonics, decoding and accuracy to develop fluency. The children will continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading becomes fluent.

KS2 Focus:

- **Year 3 and 4: Fluency through accuracy, automaticity and prosody.**
- **Year 5 and 6: Prosody, reading with understanding and becoming an expert reader.**

What do Strategic Readers do...

Before Reading?

During Reading?

After Reading?
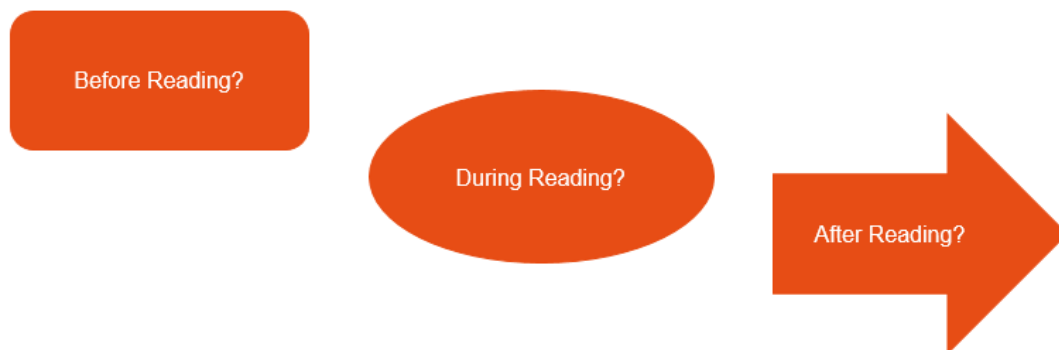
The focus moves towards reading with fluency and prosody. Fluency is sometimes described as a bridge from word recognition to comprehension. In school, we will focus on developing accurate and automatic readers that can decode with minimal cognitive load, allowing them to focus their effort towards comprehending and making sense of the text.

In order to achieve this, lessons will focus on activities for 'Before, During and After' reading.

Guided Reading Structure – Suggested Activities.

Learning Objectives will be taken from the 'Reading Progression' document.
Resources to support the teaching of reading: Before / During / After Reading resources; Reading Domain activities; Focus Education activities.

Before Reading	During Reading	After Reading
• **Activating prior knowledge.** • **Strategies for instruction.** • **Modelling of a learned strategy.**	• **Modelling a new strategy.** • **Memorisation of strategies.** • **Guided Practice.**	• **Independent Practice** • **Reflection.**
• Book Talk. • Make predictions. • Set the purpose of reading. • Build vocabulary. • Link with the text or other topics. • Understand the structure of the text. • Use strategies to decode unfamiliar vocabulary.	• Discuss and make inferences. • Monitor understanding. • Visualise or 'think through' the text. • Modify reading strategies. • Reading theatre activities EG: echo reading, choral reading, paired practise and reflection. • Modifying reading strategies linked to Reading Theatre. • Book talk: think aloud/ I wonder if? • Verbal retrieval of facts using skimming and scanning • Modelling of reading skills to support independent practice. • Use of 'sentence stems'.	• Respond personally to the text. • Identify and extract important concepts and information. • Understand and appreciate different points of view. • Draw conclusions and make judgements. • Re-read the text with prosody. • Sequence and summarise. • Respond critically to the text. • Demonstrate note making skills. • Retell the details of the text. • Children complete activities linked to skills modelled. They have opportunities to practise these skills • Children reflect on their progress using the feedback policy.

KS2 Guided Reading Structure (Whole class with guided groups as required).

All work in books will have a specific learning objective and success criteria.

AFL will be used routinely when planning appropriate activities. Some tasks may take longer than the days shown.

Before Reading (1-2 days):
- A copy of the text should be in the pupil book if using extracts or shorter texts that can be photocopied.
- Evidence of guided vocabulary work should be seen in pupil books eg Frayer Model / use of reading strategies / use of root words, prefixes, suffixes / reading common exception words.

Reading (2-3 days):
- Evidence of teaching the reading skills should be seen in pupil books where appropriate eg book talk / retrieval / inference / summarising. This could include annotating / highlighting the text.

After Reading (2 days):
- Evidence of independent work where pupils apply the skills that have been covered / taught.

Texts:

A range of high quality text types should be studied over the year.

The texts can be:
- A short text: poem / leaflet / Reading Explorers / VIPERS text.
- A book: your class story book; a book from the Difference and Diversity box; the book you're using in English; a book from the QEGMAT shared resources (Books for Topics site / Pie Corbett's Reading Spine).
- An extract.
- A play script.

Story time:

Each class will have 'class story time' at the end of each day where they will listen to a high quality text read by a member of staff. Some texts have been selected by the English lead, and others will be selected by staff or pupils from the Books for Topics site, or the Pie Corbett reading spine.

Home reading:

EYFS: Pupils will have books to read at home that are in line with the recently taught phonemes from the Phonics Bug scheme.

Year 1: Pupils will have books to read at home that are in line with the recently taught phonemes from the Phonics Bug scheme.

Year 2: Pupils will make the move from decoding using the Phonics Bug scheme to a range of self-selected books from an appropriate book band.

KS2: The Accelerated Reader program is used in Key Stage 2. Pupils select their own reading book from the school library or their class reading area. Half termly assessments provide a range from which pupils choose their books.

Home reading is monitored daily using pupil Reading Diaries, and weekly using the Accelerated Reading programme. Staff inform parents where pupils are not on track with their reading.

Impact:

By proving the children with varied and rich opportunities to develop their reading skills and foster a love of reading we are confident that when children leave St John's they will have secured essential skills that will support them through their academic years and beyond. We are confident that our children will leave Year 6 with the following skills:

- A love of reading that goes beyond home reading books.
- Fluent, confident and accurate readers.
- Children can access a range of texts from different genres.

"Shine like the star you are."

YEAR 1

	Key Reading Skills	Suggested question stems for whole class reading
Year 1 - Vocabulary	• I can discuss word meanings, linking new meanings to those already known • I can draw upon knowledge of vocabulary in order to understand the text • I can join in with predictable phrases • I can use vocabulary given by the teacher • I can discuss my favourite words and phrases	• What does the word .... mean in this sentence? • Find and copy a word which means .... • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? • Which word in this part do you think is the most important? • Why do you think they repeat this word in the story?
Year 1 Inference	• I can make simple inferences about characters' feelings by using what they say as evidence. • I can infer simple points with reference to the pictures and words in the text • I can discuss the title and events • I can demonstrate simple inference from the text based on what is said and done	• What do you think ... means? • Why do you think that? • How do you think .. ? • When do you think...? • Where do you think. ? • How does .... make you feel? • Why did .... happen?
Year 1 Prediction	• I can predict what might happen on the basis of what has been read so far story, character and plot • I can make simple predictions based on the story and on their own life experience. • I can begin to explain these ideas verbally or through pictures.	• Looking at the cover and the title, what do you think this book is about? • Where do you think... will go next? • What do you think .. will say / do next? • What do you think this book will be about? Why? • How do you think that this will end? • Who do you think has done it? • What might .. say about that? • Can you draw what might happen next?

Year 1 Explaining	• I can give my opinion including likes and dislikes • I can link what I have read or hear to my own experiences • I can explain clearly my understanding of what has been read to me • I can express my views about events or characters	• Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why?
Year 1 Retrieval	• I can a question about what has just happened in a story. • I can develop my knowledge of retrieval . • I can recognise characters, events, titles and information. • I can recognise differences between fiction and non-fiction texts. • I can retrieve information by finding a few key words. • I can contribute ideas and thoughts in discussion	• Who is your favourite character? • Why do you think all the main characters are … in this book? • Would you like to live in this setting? Why/why not? • Who is/are the main character(s)? • When/where is this story set? • Which is your favourite/worst/ funniest/scariest part of the story? • Is this a fiction or a non-fiction book? How do you know?
Year 1 Sequence	• I can retell familiar stories orally e.g fairy stories and traditional tales • I can sequence the events of a story I am familiar with • I can begin to discuss how events are linked	• What happens in the beginning of the story? • Can you number these events in the story? • How/where does the story start? • What happened at the end of the….? • Can you retell the story to me in 20 words or less? • What happened before that? • Can you sequence the key moments in this story?

YEAR 2

	Key Reading Skills	Suggested question stems for whole class and guided reading
Year 2 - Vocabulary	• I can discuss the meanings of words; link new meanings to known vocabulary • I can discuss my favourite words and phrases • I can recognise some repeating language in stories and poems	• Can you find a noun/adjective/verb that tells/shows you that...? • Why do you think that the author used the word... to describe...? • Which other word on this page means the same as...? • Find an adjective in the text which describes... • Which word do you think is most important in this section? Why? • Which word best describes...?
Year 2 Inference	• I can make inferences about characters' feelings using what they say and do. • I can infer simple points and begin, with support, to pick up on evidence. • I can answer and ask questions and modifying answers as the story progresses • use pictures or words to make inferences	• What do you think .. means? • Why do you think that? • Why do you think ? • How do you think ..? • When do you think ? • Where do you think ? • How has the author made us think that . ?
Year 2 Prediction	• I can predict what might happen on the basis of what has been read in terms of plot, character and language so far • I can make predictions using my own knowledge as well as what has happened so far	• Where do you think ...will go next? • What do you think .. will say/do next? • What do you think this book will be about? Why? • How do you think that this will end? What makes you say that? • Who do you think has done it? • What might ...say about that? • How does the choice of character affect what will happen next?
Year 2 Explaining	• I can explain and discuss my understanding of narrative, information books and poems • I can express my own views about a book or poem • I can discuss some similarities between books • I can listen to the opinion of others	• What is similar/different about two characters? • Explain why... did that.. • Is this as good as...? • Which is better and why? • Does the picture help us? How? • What would you do if you were...? • Would you like to live in this setting? Why? • Is there anything you would change about this story? • Do you agree with the author's...? Why?

Year 2 Retrieval	• I can independently read and answer simple questions about what they have just read. • I can ask and answer retrieval questions • I can draw on previously taught knowledge to find the cue in the question • I can remember significant event and key information about the text that I have read • I can monitor their reading, checking words that they have decoded, to ensure that theyfit within the text they have already read	• Who is/are the main character(s)? • When/where is this story set? How do you know? • Which is your favourite/worst/funniest/ scariest part of the story? Why? • Tell me three facts you have learned from the text. • Find the part where… • What type of text is this? • What happened to … in the end of the story?
Year 2 Sequence	• discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story.	• What happens in the story's opening? • How/where does the story start? • What happened at the end of the…? • • What is the dilemma in this story? • How is it resolved? • Can you retell the story to me in 20 words or less? • Can you summarise in 3 sentences the beginning, middle and end of this story?

YEAR 3

	Key Reading Skills	Question Stems
Year 3 - Vocabulary	• I can use dictionaries to check the meaning of words that I have read • I can discuss words that capture the readers interest or imagination • I can identify how language choices help build meaning • I can find the meaning of new words using substitution (synonyms) within a sentence.	• 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	• I can infer characters' feelings, thoughts and motives from their stated actions. • I can justify inferences by referencing a specific point in the text. • I can ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • I can make inferences about actions or events	• 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 3 Prediction	• I can justify predictions using evidence from the text. • I can use relevant prior knowledge to make predictions and justify them. • I can use details from the text to form further predictions.	• 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	• I can discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books • I can identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • I can recognise authorial choices and the purpose of these	• 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? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked?
Year 3 Retrieval	• I can use contents page and subheadings to locate information • I can learn the skill of 'skim and scan' to retrieve details. • I can begin to use quotations from the text. • I can retrieve and record information from a fiction text. • I can retrieve information from a non-fiction text	• 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	• I can identify main ideas drawn from a key paragraph or page and summarise these • I can begin to locate important and less important information in a text. • I can give a brief verbal summary of a story. • I can with my Teacher's modelling know how to record summary writing. • I can identify themes from a wide range of books • I can make simple notes from one source of writing	• 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?

YEAR 4

	Key Reading Skills	Question Stems
Year 4 - Vocabulary	• I can use dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • I can discuss why words have been chosen and the effect these have on the reader • I can explain how words can capture the interest of the reader • I can discuss new and unusual vocabulary and clarify the meaning of these • I can find the meaning of new words using the context of the sentence.	• 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	• I can ask and answer questions appropriately, including some simple inference questionsbased on characters' feelings, thoughts and motives (I know this because questions) • I can infer characters' feelings, thoughts and motives from their stated actions. • I can consolidate the skill of justifying them using a specific reference point in the text • I can use more than one piece of evidence to justify my answer	• 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 ..? • 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 Prediction	• I can justify predictions using evidence from the text. • I can use relevant prior knowledge as well as details from the text to form predictionsand to justify them. • I can monitor these predictions and compare them with the text as they read on	• Can you think of another text 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? • Why did the author choose this setting? Will that influence the story? • What does this paragraph suggest what will happen next? • Do you think … will happen? Explain your answers with evidence from the text.

Year 4 Explaining	• I can discuss words and phrases that capture the reader's interest and imagination • I can identifying how language, structure, and presentation contribute to meaning • I can recognise authorial choices and the purpose of these	• 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	• I can confidently skim and scan texts to record details, • I can use relevant quotes to support my answers to questions. • I can retrieve and record information from a fiction or non-fiction text as well as poetry • I can confidently find the cue in the question to support skimming	• 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? • How can you use the subheading to help you here?
Year 4 Summarise	• I can use skills developed in year 3 in order to write a brief summary of main points,identifying and using important information. • I can identify main ideas drawn from more than one paragraph. • I can identify themes from a wide range of books • I can summarise whole paragraphs, chapters or texts • I can highlight key information and record it in bullet points, diagrams, maps etc	• 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?

YEAR 5

	Key Reading Skills	Question Stems
Year 5 - Vocabulary	• I can explore the meaning of words in context, confidently using a dictionary and the context of the words • I can discuss how the author's choice of language impacts the reader • I can evaluate the author's use of language • I can investigate alternative word choices that could be made • I can begin to look at the use of figurative language • I can use a thesaurus to find synonyms for a larger variety of words • I can re-write passages using alternative word choices • I can read around the word' and *explore its meaning in the broader context of a section or paragraph.	• Can you quickly find...in the dictionary and 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 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	• I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • I can make inferences about actions, feelings, events or states • I can use figurative language to infer meaning • I can give one or two pieces of evidence to support the point I am making. (PEE) • I can begin to draw evidence from more than one place across a text.	• 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	• I can predict what might happen from details stated and implied • I can support predictions with relevant evidence from the text. • I can confirm and modify predictions as I read on.	• 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? • Why did the author choose this setting? Will that influence the story?

Year 5 Explaining	• I can provide increasingly reasoned justification for my views • I can recommend books for peers in detail • I can give reasons for authorial choices • I can begin to challenge points of view • I can begin to distinguish between fact and opinion • I can identify how language, structure and presentation contribute to meaning • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • I can explain and discuss their understanding of what they have read, including through formal presentations and debates.	• 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	• I can confidently skim and scan, and also use the skill of reading before and after to retrieve information. • I can use evidence from across larger sections of text • I can read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • I can retrieve, record and present information from non-fiction texts. • I can ask my own questions and follow a line of enquiry.	• 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	• I can summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • I can make connections between information across the text and include this is an answer. • I can discuss the themes or conventions from a chapter or text • I can identify themes across a wide range of writing	• What is the main point in this paragraph? Is it mentioned anywhere else? • 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?

YEAR 6

	Key Reading Skills	Question Stems
Year 6 - Vocabulary	- I can 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. - I can discuss how presentation and structure contribute to meaning. - I can 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.	- 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? - 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	- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - I can discuss how characters change and develop through texts by drawing inferences based on indirect clues. - I can make inferences about events, feelings, states backing these up with evidence. - I can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. - I can draw evidence from different places across the text	- 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	- I can predict what might happen from details stated and implied - I can support predictions by using relevant evidence from the text - I can confirm and modify predictions in light of new information.	- 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? - Why did the author choose this setting? Will that influence the story?

Year 6 Explaining	• I can provide increasingly reasoned justification for my views • I can recommend books for peers in detail • I can give reasons for authorial choices • I can begin to challenge points of view • I can begin to distinguish between fact and opinion • I can identifying how language, structure and presentation contribute to meaning • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • I can explain and discuss their understanding of what I have read, including through formal presentations and debates. • I can distinguish between fact, opinion and bias explaining how they know this.	• 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	• I can confidently skim and scan, and also use the skill of reading before and after to retrieve information. * • I can use evidence from across whole chapters or texts • I am reading a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • I can retrieve, record and present information from a wide variety of non-fiction texts. • I can ask my own questions and follow a line of enquiry.	• 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	• I can summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • I can summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • I can make comparisons across different texts and genres • I can summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.	• 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 has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

APPENDIX 2: Supporting Resources

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Figure 6: A guide to Reader's Theatre

Step 1: Adult as model	Step 2: Echo reading	Step 3: Text allocation
The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading	**Step 5: Close reading**	**Step 6: Text marking**
In their groups, children read their section aloud, echoing the initial reading by the adult.	In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.	Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise	**Step 8: Perform**	**Step 9: Reflect**
Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Each group performs their rehearsed piece. (Adult may record so that children can appraise their own performance).	Children evaluate their own and/ or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.

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POTENTIAL SCAFFOLDING ACTIVITES – FOCUS EDUCATION

Focus Education sentence stems and

BEFORE, DURING AND AFTER READING ACTIVITIES

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