



PROGRESSION IN READING

Horsted School

INTENT

Reading is an essential life-skill that children need to master. Reading is necessary for learning and therefore learning to read is essential so that children can read to learn; it unlocks the door to lifelong learning.

By learning to read, children learn about people, places and events that they wouldn't be able to otherwise. It can help children to make sense of the world that is around them and helps children to develop more empathy. It expands their understanding of the world.

Not only can reading help children make sense of the world but it can help children to develop language and listening skills. It aids in developing focus and concentration which they will be able to apply to other areas of their life and it can help to improve wellbeing.

At Horsted, we want all our children to:

- to become enthusiastic and motivated readers
- develop children's confidence in reading a wide variety of genres and text types
- have the skills to decode words in order to be able to read fluently with understanding of what they have read
- encourage a love of literature and an enjoyment of reading for pleasure
- use reading to provoke thought within children

IMPLEMENTATION – The Reading Curriculum

READ WRITE INC

Starting in EYFS, the children follow Ruth Miskin's synthetic phonics programme called Read Write Inc. Phonics. It teaches children the sounds in English (phonemes), the letters that represent them (graphemes), and how to form the letters when writing. Read Write Inc. Phonics includes reading books written using the letters and sounds that the children have learnt at each level and include a small number of separately taught tricky words (words that are not phonetically plausible) making them fully decodable. Children bring home the home reading equivalent of what they have been learning in class.

Children have an hour long lesson daily and are put into different reading stage groups. The reading stage groups are based on termly assessments which focus on sound knowledge, application of sound knowledge within words and reading speed and are carried out by the reading leaders. Reading groups are then adjusted to take into account the assessment results. The groups will have a range of children of different ages within them from EYFS to year 3 (where RWI is still needed).

The use of regular assessing allows a rapid response to the identification of any child who is falling behind. Where necessary, appropriate interventions, called 'pinny time' are put into place in order to close the gap and help individual children make rapid progress.

1) Set 1 Speed Sounds:

m, a, s, d, t, i, n, p, g, o, c, k,
 u, b, f, e, l, h, r, j, v, y, w, z, x
 sh, th, ch, qu, ng, nk

2) Set 2 Speed Sounds:

ay, ee, igh, ow, oo, oo,
 ar, or, air, ir, ou, oy

3) Set 3 Speed Sounds:

ea, oi, a-e, i-e, o-e, u-e,
 aw, are, ur, er, ow, ai, oa, ew,
 ire, ear, ure

4) Additional Speed Sounds:

ue, ie, au, e-e, kn, ck, wh, ph

READING SCHEME

Read Write Inc	Oxford/Collins Big Cat	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Red* Ditty								
Green								
Purple								
Pink								
Orange								
Yellow								
Blue*								
Grey*								
	Gold							
	White/Lime							
	Brown/Copper/Topaz							
	Grey*/ Ruby/Emerald							
	Blue*/ Sapphire/Diamond							
	Red*/Pearl							
	Black							

* Note that whilst the colour bands have the same names, this is because they are running across two schemes. It does not indicate the same two levels.

As mentioned, children in KS1 get reading books matched to their Read Write Inc levels. Once children have moved off Read Write Inc, they move onto Oxford Reading Tree books or Collins Big Cat books at either white or lime level based on a short reading assessment with the teacher.

Once children are on these reading scheme books, they are regularly assessed to check their reading level and move up through the colour bands at an appropriate speed. Assessments include an adult listening to the child read at their current reading colour and asking a series of comprehension-based questions to assess understanding. Children are then asked to read another book from the next colour band and are then asked a series of comprehension-based questions. Based on this, children are moved up. We use Collins' 'Assess Fluency in Reading' to assess this.

VIPERS

From year 1, children are introduced to reading VIPERS through discussion and shared reading. From Year 2 – Year 6 children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) using VIPERS which were created by Rob Smith (The Literacy Shed). Reading VIPERS is used as our stimulus for teaching Reading from Y2 – Y6 and used alongside our own progression grid and staff professional judgement.

In key stage 1 children are taught to sequence and in key stage 2 children are to summarise. ‘Explain’; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts, and opinions about a text. In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

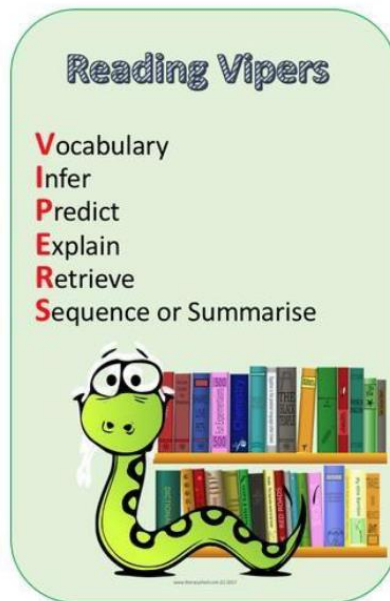
Content Domains (taken from the 2016 reading test framework)

Key Stage 1

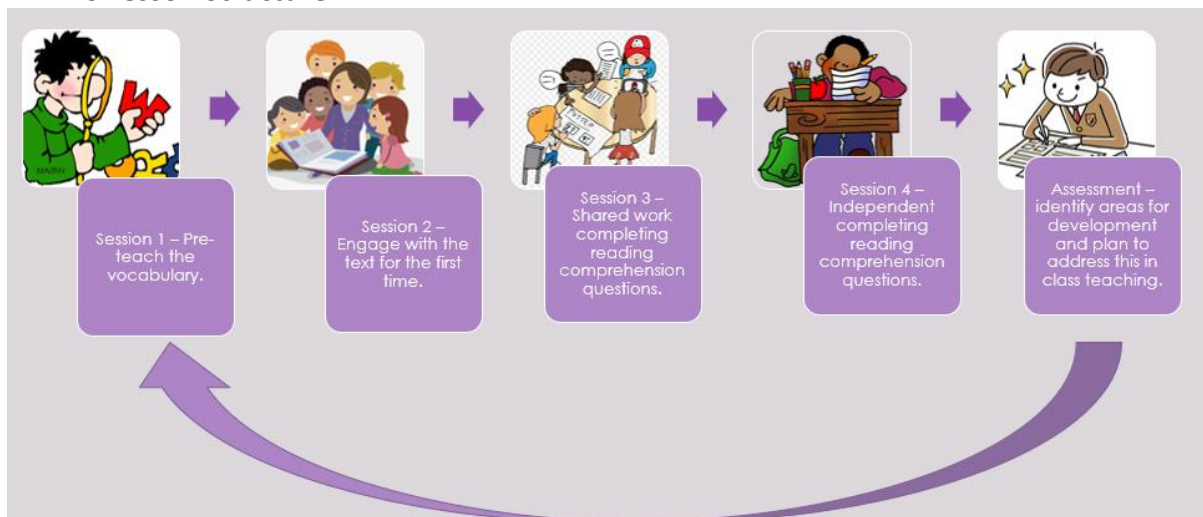
Domain	Value	VIPERS strand
1a draw on knowledge of vocabulary to understand texts	1 – 8 marks 3-20%	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	16 – 32 marks 40 – 80%	Retrieve
1c identify and explain the sequences of events in texts	0 – 3 marks 0-8%	Sequence
1d make inferences from the text	4 – 14 marks 10-35%	Infer
1e predict what might happen on the basis of what has been read so far	0 – 2 marks 0-5%	Predict

Key Stage 2

Domain	Value	VIPERS strand
2a Give/explain the meaning of words in context	5 – 10 marks 10 – 20%	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	8 – 25 marks 16-50%	Retrieve
2c summarise main ideas from more than one paragraph	1 – 6 marks 2 – 12%	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	8 – 25 marks 16 – 50%	Infer
2e predict what might happen from details stated or implied	0 – 3 marks 0-6%	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	0 – 3 marks 0-6%	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	0 – 3 marks 0-6%	Explain
2h make comparisons within a text	0 – 3 marks 0-6%	Explain



VIPERS Lesson Structure



Each sequence of VIPERS reading lessons follow the same structure of 4 lessons for ½ an hour a time, except in year 6 where they have 3 sessions of 45 minutes at a time to promote the stamina needed for the KS2 reading test. Texts are chosen based on teacher assessment of pupils and aim to increase in Lexile level as the year progresses.

Because we know research suggests that children must be able to understand between 95-98% of the vocabulary to fully access a piece of text, children will be explicitly taught the new vocabulary before reading the text to ensure they are familiar with any new or 'tricky' words in session 1. The teacher will have pre-read the text to identify words that they believe that children will find challenging and set vocabulary-based work for these words. This new vocabulary will be revisited throughout the week to ensure they are embedded and applied in various ways, helping to build understanding and oracy.

Once the children have been familiarised with the new vocabulary, session 2 will introduce to the children the text which will be the focus for their comprehension lessons for that week. Teachers are encouraged to select from fiction, non-fiction and poetry texts whilst also ensuring children are exposed to examples of 'classic texts' and media texts as well. The text

will then be read using a variety of methods in order for children to develop their prosody: the teacher will model fluent and expressive reading, echo reading will be used, paired reading, individual reading and whole class reading so that children have the opportunity to read aloud to the rest of the class. You may see a number of these different strategies during one session.

Subsequent lessons will focus on one content domain – often the most heavily weighted domains or the domain that the teacher has identified as having a particular weakness. In lesson 3 and 4, the content domain will be shared at the beginning of each lesson, ensuring children are familiar with the different question types and how they are required to answer them. Teachers will model skills such as scanning for key information as well as how to develop written responses to questions. Children will then work together to respond to focussed content domain questions in partners all small groups, sharing possible ways that they could write an answer and then writing answers independently.

From year 3, children complete a short, termly reading test. The test is not strictly timed but should take no longer than 20 minutes. Year 6 complete two full past SATS papers instead, to help build stamina for the hour-long reading test. The tests are marked by the teacher upon completion and analysed. This helps to identify the weaker content domains, identifies trends for groups of pupils and helps to compare performance across the year. As a result of the analysis teachers are able to plan the termly direction of reading lessons that seeks to close gaps and improve outcomes.

OTHER OPPORTUNITIES THAT PROMOTE READING AT HORSTED

- Timetabled story times in each class, so children can listen to their teacher and practise fluency and reading prosody;
- Timetabled access to our school library either weekly or fortnightly depending on the age of the children to select books for pleasure from a range of high-quality narrative and non-narrative texts;
- The opportunity to be a school librarian in Year 6;
- Book corners in each classroom which are full of age-appropriate texts, recommended reads, and books from high quality authors;
- Regular opportunities for pupils to read individually to adults within school;
- ‘Recommended Reads’ to ensure pupils have access to a range of high-quality texts from a variety of genres;
- Celebrating and encouraging a love of reading with plentiful opportunities to share and discuss what they have read;
- Celebration of ‘World Book Day’ with exciting and engaging activities throughout the entire week to celebrate a love of reading;
- EYFS parents are welcomed into school weekly to share stories and books with their children to start children on a solid reading journey;
- Author/poet visits;

- Children who are not yet fluent readers by KS2 are given a daily 'Rapid Reader' intervention;
- A new, high-quality range of individual reading books which are matched to each child's ability;
- We have at least 2 books fairs annually within the school calendar, often to correspond with parents' evening and the summer fayre;
- We use the Literacy Shed's 'News Shed' newspaper to enable children to read about current events in an age-appropriate way; and
- A 'Reading Raffle' to encourage and reward children for demonstrating their love of reading at home.

Progression of **Word Reading** through Horsted School

Word Reading is the process where children learn to read: to understand that different letters or combinations of letters (graphemes) make different sounds (phonemes) and by putting them together we make words that we can understand. As children get older, children then use their growing understanding of etymology and morphology to ascertain meaning.

Reception 80 – 120 words	Year 1 300 – 600 words	Year 2 850 – 1500 words
<p>Children learn to:</p> <ul style="list-style-type: none"> • hear and say the initial sound in words; • segment sounds in simple words and blend them together; • know which letters represent which sounds; • links letters to sounds, naming and sounding the letters of the alphabet; • begin to read words and simple sentences; • read their name; • read familiar labels in their environment; • recognise and read some common exception words e.g the, to, I, my (see p.19) • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. 	<p>Children learn to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills to all 40+ phonemes; • read accurately by blending sounds in unfamiliar words using the GPCs they know; • read the common exception words for year 1 • read words of more than one syllable that contain the taught GPCs; • read contractions and words containing a range of suffixes e.g. -es, -er, -ing, -ed. • accurately read aloud books that are consistent with their growing phonic knowledge • re-read books to gain confidence with word reading 	<p>Children</p> <ul style="list-style-type: none"> • apply their phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent; • focus on recognising alternative sounds for graphemes, including words or two or more syllables which contain those graphemes; • read many common exception words in the year 2 POS • read most words without overt sounding and blending, when those words have been frequently encountered. • Read aloud books closely matched to their improving phonics knowledge including those with more sophisticated and challenging vocabulary. • read contractions and words containing a range of suffixes e.g. -ment, -ness, -ful, -less, -ly.

Year 3 1500 – 200 words	Year 4 >2000 words	Year 5 >2000 words	Year 6 >2000 words
<p>Children:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet; • read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound and when these occur in the word. • should be able to decode most new words outside of their spoken vocabulary, making a good approximation of the word's pronunciation. 	<p>Children:</p> <ul style="list-style-type: none"> • apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet; • read a wide range of exception words (y3-4 list and similar); • become more independent, fluent and enthusiastic readers as decoding becomes more secure. 	<p>No direct teaching of word-reading skills is required for most children.</p> <p>Children:</p> <ul style="list-style-type: none"> • work out any unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology); • read an increasingly difficult range of exception words (y 5-6 list and similar); • give attention to new vocabulary, both its meaning and correct pronunciation. 	<p>No direct teaching of word-reading skills is required for most children.</p> <p>Children:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet; • read a wide range of exception words including the Y5-6 list and similar words which occur in the texts that they read.

Progression of **Word Reading Questions** through Horsted School

Word Reading is the process where children learn to read: to understand that different letters or combinations of letters (graphemes) make different sounds (phonemes) and by putting them together we make words that we can understand. As children get older, children then use their growing understanding of etymology and morphology to ascertain meaning.

Vocabulary

The V in VIPERS concentrates on the pupils' understanding of vocabulary and their ability to explain meaning of words. Up to 20% of both KS1 and KS2 reading is assessed based on understanding of vocabulary and explanation of meaning. Question stems are used in EYFS and in Year 1 whilst children have a story shared with them.

Reception 80 – 120 words	Year 1 300 – 600 words	Year 2 850 – 1500 words
<p>In age appropriate texts (and with support):</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • What other word could mean....? • Which word in do you think is the most important? Why? • Which of the words best describes the character or setting? 	<p>In age appropriate texts:</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • Which word 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? 	<p>In age appropriate texts:</p> <ul style="list-style-type: none"> • 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...? • Can you find this word in the dictionary? (with support)

Year 3 1500 – 200 words	Year 4 >2000 words	Year 5 >2000 words	Year 6 >2000 words
<p>In age appropriate texts:</p> <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...? 	<p>In age appropriate texts:</p> <ul style="list-style-type: none"> • 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...? • Which word is closest in meaning to...? 	<p>In age appropriate texts:</p> <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 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? 	<p>In age appropriate texts:</p> <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? • 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?

Progression of **Literal Understanding and Retrieval** through Horsted School

Retrieval is often the first comprehension skills that pupils secure. Because the answers are in the text for pupils to find, it places the least cognitive demand on children. Not all questions are literal retrieval questions (e.g. the question is: *What colour is the bike?* and in the text it says: *The bike is yellow*) and some will require children to use their understanding of vocabulary to ascertain a similar meaning. Children have to know how to find and search a text to find answers to retrieval questions.

Reception	Year 1	Year 2
<p>Children:</p> <ul style="list-style-type: none"> recall key facts from a story that has been read to them; recognise and read their name; recognise, point to, or find and read aloud words and phrases they have learned; <p>Children use visual literacy to:</p> <ul style="list-style-type: none"> find information from a picture; point to information on the page in order to locate the answer which can be found easily in the text e.g. What was Red Riding Hood taking to her grandmother? Show me how you know. 	<p>Children:</p> <ul style="list-style-type: none"> talk about a book's title and how it related to the events in the text; explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; retrieve answers to simple literal <i>who, what, where, when, which, who</i> questions <p>In addition to using visual literacy, children learn to:</p> <ul style="list-style-type: none"> use their growing phonic knowledge and vocabular knowledge to recognise words and phrases which locate information found explicitly in the text. 	<p>Children:</p> <ul style="list-style-type: none"> begin to scan for words in the text in order to locate answers; begin to analyse the wording of a question in order to choose what to look for e.g. What did the princess do first when she arrived at the castle? Key words: first, princess, castle; begin to find answers where the question word does not match the text word e.g. He felt very <i>little</i> compared to the height of his dad. Who did he feel <i>small</i> standing next to? begin to sequence key events into order from given events. <p>Children learn to:</p> <ul style="list-style-type: none"> navigate different paragraphs of information texts, locating the most suitable paragraph by using different subheadings or other visual information recognise simple recurring literary language; locate and discuss favourite words and phrases; read and recite a repertoire of poems including classical poetry; draw on vocabulary-knowledge to understand tests and to solve problems; check the text makes sense as the read it.

Year 3	Year 4	Year 5	Year 6
<p>Children:</p> <ul style="list-style-type: none"> become more familiar with retrieving facts and information where questions words and text language vary (i.e. the literal answer is somewhat 'hidden' in the vocabulary used); scan for alternative synonyms or phrases from a growing vocabulary; check the accuracy of what they are retrieving by reading around the words or phrases they find; locate and discuss words and phrases they find interesting; ask questions which improve their own understanding; sequence a growing number of events begin to find basic evidence to say how they know they have retrieved correctly. 	<p>Children develop their retrieval skills by:</p> <ul style="list-style-type: none"> working across a wider range of texts types; working with texts of increasing length; retrieving information across the whole text as well as within an extract; skimming a whole text first to select which paragraph or section of text an answer may be located in; scan a paragraph or section to retrieve the information they need; use evidence to support their answer; pick out the most important events from across a text and sequence them independently. 	<p>Children:</p> <ul style="list-style-type: none"> discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text; understand some challenging vocabulary and its meaning within context, sometimes supported using a dictionary or thesaurus; begin to summarise a text/extract by selecting the most important information. 	<p>Children:</p> <ul style="list-style-type: none"> can maintain focus on the subject when discussing a text using notes as necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood/setting/characters and to support own viewpoint.

Progression of **Literal Understanding and Retrieval Questions** through Horsted School

Retrieval is often the first comprehension skills that pupils secure. Because the answers are in the text for pupils to find, it places the least cognitive demand on children. Not all questions are literal retrieval questions (e.g. the question is: *What colour is the bike?* and in the text it says: *The bike is yellow*) and some will require children to use their understanding of vocabulary to ascertain a similar meaning. Children have to know how to find and search a text to find answers to retrieval questions.

Retrieval

Up to 80% of the KS1 reading assessment is based on retrieval and 50% at KS2. Question stems are used in EYFS and in Year 1 whilst children have a story shared with them.

Reception	Year 1	Year 2
<ul style="list-style-type: none"> Who is your favourite character? Would you like to live in this setting? Who is/are the main character(s)? When/where is this story set? Which is your favourite/worst/ funniest/scariest part of the story? 	<ul style="list-style-type: none"> Who is your favourite character? Why? 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? 	<ul style="list-style-type: none"> 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 3	Year 4	Year 5	Year 6
<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? 	<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? How can you use the subheading to help you here? 	<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? 	<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?

Sequence/Summary

Up to 8% of the KS1 reading assessment is based on the ability to sequence which progresses into up to 12% in KS2 based on the ability to summarise. The skills of sequencing and summarising is based on a child being able to find information and is therefore an extension of the retrieval skill. Question stems are used in EYFS and in Year 1 whilst children have a story shared with them.

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • What happens in the beginning of the story? • How/where does the story start? • What happened at the end of the....? • What happened before/after that? 	<ul style="list-style-type: none"> • 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/after that? • Can you sequence the key moments in this story? 	<ul style="list-style-type: none"> • 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	Year 4	Year 5	Year 6
<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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<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 has happened? • Which is the most important point in these paragraphs? Why? • Do any sections/paragraphs deal with the same themes?

Progression of **Inferential Reading Skills** through Horsted School

Making inferences is a multi-faceted skill that requires the reader to ‘work out’ meaning and ‘read between the lines’. Inference is one of the skills that pupils can find harder to secure because there are more component skills some of which are easier to understand than others. Inference making can rely on an increasingly good knowledge of vocabulary, sound comprehension, and a broad grasp of vocabulary and grammatical structures. Likewise, inferences can be made at the point of reading a specific sentence or paragraph (local), across the whole text (global), using knowledge learnt from the text (knowledge based) using their own pre-existing knowledge (elaborative based).

Reception	Year 1	Year 2
<p>Children begin to:</p> <ul style="list-style-type: none"> • understand the feelings of characters in texts that they listen to e.g. why Little Bear might want his mummy at bedtime when the text does not explicitly say so; • use pictures in texts which give clues; • feel the mood of a setting such as a scary forest or a funny event; • guess what could happen next. 	<p>Children:</p> <ul style="list-style-type: none"> • discuss the significance of a book’s title and the events in the text e.g. how the bears feel when they discover goldilocks, why the title ‘tick tock’ might be suitable for an information text about clocks; • predict what might happen next in a sequenced story; • begin to explain their understanding of what is read to them, beyond that which is explicitly stated; • discuss word meanings, linking new meanings to those already known; • draw on what they already know or draw on background information/vocabulary provided by the teacher. 	<p>Children:</p> <ul style="list-style-type: none"> • begin to make some inference, answering ‘how’ and ‘why’ questions which may reach beyond the text by providing some basic evidence; • work out characters’ possible feelings based on events in a story; • provide reasons for characters’ possible feelings based on personal experiences e.g. why Owl might be afraid of the dark; • predict what might happen next in a story based on what has been read so far; • explain their understanding of what is read to them, beyond that which is explicitly stated e.g. explain a moral or a message; • begin to explain cause and effect e.g. why a character is behaving in the way that they are; • discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.

Year 3	Year 4	Year 5	Year 6
<p>Children:</p> <ul style="list-style-type: none"> • draw inferences such as characters’ feelings and thoughts; • begin to support their inferences by locating basic evidence from the text; • predict what might happen from stated details and begin to predict from implied details; • use dictionaries to check the meaning of new vocabulary with support; • discuss what the words mean in context, with support. 	<p>Children:</p> <ul style="list-style-type: none"> • identify themes across a text, with support; • begin to infer about a character’s motives based on their actions e.g. why Edmund lied; • justify their inferences with textual evidence, as a familiar exercise; • use dictionaries, with growing independence, to define new vocabulary; • predict what might happen from implied details; • discuss what words and phrases mean, with support, in context. 	<p>Children:</p> <ul style="list-style-type: none"> • draw inferences independently, often justifying with textual evidence or beginning to justify with quotations; • identify and discuss themes across a range of texts, both fiction, non-narrative and poetry; • begin to summarise a text/extract by selecting the most important information; • predict what might happen from implied details or from other stories they know; • make comparisons within a text, referring to both reference points; • discuss and explore the precise meaning of words and phrases in context. 	<p>Children:</p> <ul style="list-style-type: none"> • make ‘hidden’ inferences, justifying with textual evidence, including quotations which illustrate; • begin to compare themes between different texts; • make reasoned predictions from implied details using evidence/quotations to justify their prediction; • summarise the main idea from across a whole text; • make comparisons within and across texts referring to both reference points using evaluative skills; • work out the nuanced meanings of words and phrases in context.

Progression of **Inferential Reading Questions** through Horsted School

Making inferences is a multi-faceted skill that requires the reader to ‘work out’ meaning and ‘read between the lines’. Inference is one of the skills that pupils can find harder to secure because there are more component skills some of which are easier to understand than others. Inference making can rely on an increasingly good knowledge of vocabulary, sound comprehension, and a broad grasp of vocabulary and grammatical structures. Likewise, inferences can be made at the point of reading a specific sentence or paragraph (local), across the whole text (global), using knowledge learnt from the text (knowledge based) using their own pre-existing knowledge (elaborative based).

Inference

Up to 35% of the KS1 reading assessment is based on the ability to infer which progresses up to 50% in KS2. Question stems are used in EYFS and in Year 1 whilst children have a story shared with them.

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 3	Year 4	Year 5	Year 6
<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? 	<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....? • 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? 	<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? 	<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?

Predict

Up to 5% of the KS1 reading assessment is based on the ability to predict which progresses up to 6% in KS2. Making predictions relies on the ability to find implied information and read between the lines to ascertain where a story might be heading next, therefore it is included as part of inference. Question stems are used in EYFS and in Year 1 whilst children have a story shared with them.

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 3	Year 4	Year 5	Year 6
<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? 	<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....? • 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? 	<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? 	<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?

Progression of **Response to text** through Horsted School

Response to a text is less about comprehension and more about understanding your own and others' reaction to a text. Personal opinion and explanation of this is very important in understanding your own response to a text because this leads readers to understanding the purpose of a text and then being able to understand how a text has been written/structured to meet that purpose. Therefore, it involves more discursive aspect of reading when we consider own response and that of others. This is predominantly a reading skill focussed on evaluation.

Reception	Year 1	Year 2
<p>Children:</p> <ul style="list-style-type: none"> • show pleasure in stories being read to them; • enjoy sharing poems and rhymes together; • sometimes look at books out of choice; • begin to have favourite texts which they ask for repeatedly; • may pick a favourite character or a favourite story and say why; • sometimes read a familiar text aloud to themselves, remembering the words they have heard; • know how the pictures relate to the story; • point to parts of the text in answer to questions. 	<p>Children:</p> <ul style="list-style-type: none"> • listen to, share and discuss a wide range of high-quality books which are beyond those that they can read independently; • broaden their vocabulary by listening to new words in texts that are read to them; • talk about words that they know or like; • participate in discussion about the text, taking turns and listening to others; • draw links between a text and some of their own experiences; • discuss the significance of a book's title; • learn to appreciate reading and express reasons for their preferences. 	<p>Children:</p> <ul style="list-style-type: none"> • develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts at a level beyond their ability to read independently; • participate in discussion about both texts that are read to them and texts that they have read independently; • discuss the sequence of events in a text; • retell events from a story once they are familiar with it; • discuss how different items of information in non-fiction texts are related; • clarify the meaning of words, linking new meanings to known vocabulary; • discuss favourite words and phrases.

Year 3	Year 4	Year 5	Year 6
<p>Children:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by listening to a wide range of texts that they have listened to or read independently; • participate in discussions about texts, sometimes listening to others' viewpoints; • retell the events of stories; • discuss the meaning of words and phrases that capture their interest; • begin to consider how language used can contribute to meaning; • may express preferences for text type. 	<p>Children:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by listening to a wide range of texts that they have listened to or read independently from a growing range of texts; • discuss the meaning of words and phrases that capture their interest and begin to say why they are interesting; • identify how language and structure contribute to meaning; • may explain why they prefer a particular text type. 	<p>Children:</p> <ul style="list-style-type: none"> • during discussion, build on their own and others' ideas; • maintain positive attitudes to reading by reading texts structured in different ways; • begin to identify a text's purpose; • begin to think how a text's purpose affects the way that language is used e.g. the use of superlatives in persuasion; • begin to distinguish between fact and opinion; • begin to understand figurative language e.g. metaphor, personification 	<p>Children:</p> <ul style="list-style-type: none"> • during discussion, build on their own and others' ideas and challenge other's views courteously; • explain confidently how a text's purpose affects the way that the author has presented the information beginning to show an understanding of how this might affect a reader; • identify and discuss the effect of figurative language; • distinguish between fact and opinion; • discuss and explain what they have read expressing their point of view; • provide reasoned justifications for their opinions.

Progression of **Response to text Questions** through Horsted School

Response to a text is less about comprehension and more about understanding your own and others' reaction to a text. Personal opinion and explanation of this is very important in understanding your own response to a text because this leads readers to understanding the purpose of a text and then being able to understand how a text has been written/structured to meet that purpose. Therefore, it involves more discursive aspect of reading when we consider own response and that of others. This is predominantly a reading skill focused on evaluation.

Explanation

The ability to explain thoughts and reasoning is a fundamental part of reading comprehension across all skills, especially inference and is often justified with evidence from text using retrieval skills. It is included here as it begins by children explaining their likes/dislikes and personal responses to a text.

Reception	Year 1	Year 2
With support <ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why? 	<ul style="list-style-type: none"> • Is there anything you would change about this story? • What do you like about this text? • Who is your favourite character? Why? 	<ul style="list-style-type: none"> • 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 3	Year 4	Year 5	Year 6
<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? • What is the author's viewpoint? How do you know? • How are these two sections in the text linked? 	<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? 	<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? 	<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?

Progression of **Fluency and Phrasing** through Horsted School

Building fluency and phrasing helps children to gain confidence as a reader; it focuses on developing the appropriate intonation and prosody. Children move from decoding words and to understanding how punctuation can affect the rhythm and sound of a text and learn how the written word can be read to mimic speech patterns through appropriate emphasis and accent.

Reception	Year 1	Year 2
<p>Children:</p> <ul style="list-style-type: none"> recognise and read their name with automaticity; join in with a refrain during group recitation; recite some familiar rhymes and songs by heart; recite rhyme to a given rhythm, sing the alphabet with support; begin to read words and simple sentences, showing understanding by the way they say it; read familiar labels and words in the environment; recognise and read some common exception words e.g the, to, I, my. (see p.19) 	<p>Children:</p> <ul style="list-style-type: none"> recite some familiar complete rhymes and songs by heart; use body percussion or instruments to hold the beat; recognise and join in with predictable phrases; read on sight the common exception words for year 1; say or sing the alphabet in sequence; sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills; read aloud, checking that it 'sounds right' and that the text makes sense to them; with support, notices sentence punctuation; re-read favourite books to themselves to gain confidence with words reading and fluency. 	<p>Children:</p> <ul style="list-style-type: none"> continue to develop phonemic knowledge and skills until automatic decoding have become embedded and reading is fluent; read unfamiliar words containing all common graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to word reading knowledge; recite familiar poems by heart; read many year 2 common exception words automatically by sight; read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending; check that the text makes sense to them as they read, and correct inaccurate reading; use expression appropriately to support the meaning of sentences including those which use subordination.

Year 3	Year 4	Year 5	Year 6
<p>Children:</p> <ul style="list-style-type: none"> recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency; read at a speed that is sufficient for them to focus on understanding rather than on decoding individual words; read new words outside their spoken vocabulary, making a good guess at pronunciation; when reading aloud, speak audibly and with growing fluency; read on sight all year 2 common exception words and some further exception words for years 3 and years 4; gradually internalise the reading process to read silently. 	<p>Children:</p> <ul style="list-style-type: none"> read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words; sight-read a wide range of exception words (y3-y4 list and similar); with support, notice where commas create phrasing within sentences; read with expression, using the punctuation to support meaning, including multi-clause sentences; recite whole poems with growing awareness of the listener; as decoding becomes more secure, become independent, fluent and enthusiastic readers. 	<p>Children:</p> <ul style="list-style-type: none"> read aloud a wider range of texts with accuracy and at a reasonable speaking pace; read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity; prepare readings using appropriate intonation to show their understanding notice more sophisticated punctuation e.g. of parenthesis and use expression accordingly; read silently and then discuss what they have read; sight-read all y3-4 common exception words and some y5-6 words (and similar) with automaticity. 	<p>Children:</p> <ul style="list-style-type: none"> read texts fluently and with confidence; learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience; notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener; automatically read a wide range of exception words, including the year 5 -6 list and similar words which occur in texts.

IMPACT - Reading

By the time children leave Horsted, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum and communicate their research to a wider audience. Primarily, they develop a love of reading and establish themselves as 'Lifelong Readers'.

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then being provided with the opportunity to develop their best response in writing. All skills must be modelled by the teacher and children should have a clear picture of how well they are doing in reading with answers discussed, edited, and improved each lesson.

During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

APPENDICES

COMMON EXCEPTION WORDS (RED WORDS RWI)

he	me	we
she	be	no
so	go	old
her	saw	my
by	why	now
how	down	over
school		

Other Red Words:

I	the	you
your	said	was
are	of	want
they	to	do
does	all	call

tall	small	any
many	anyone	some
come	watch	who
where	there	here
were	brother	other
mother	father	love
above	two	once
buy	worse	walk
talk	caught	bought
thought	through	wear
whole	could	would
should	great	son
water		

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

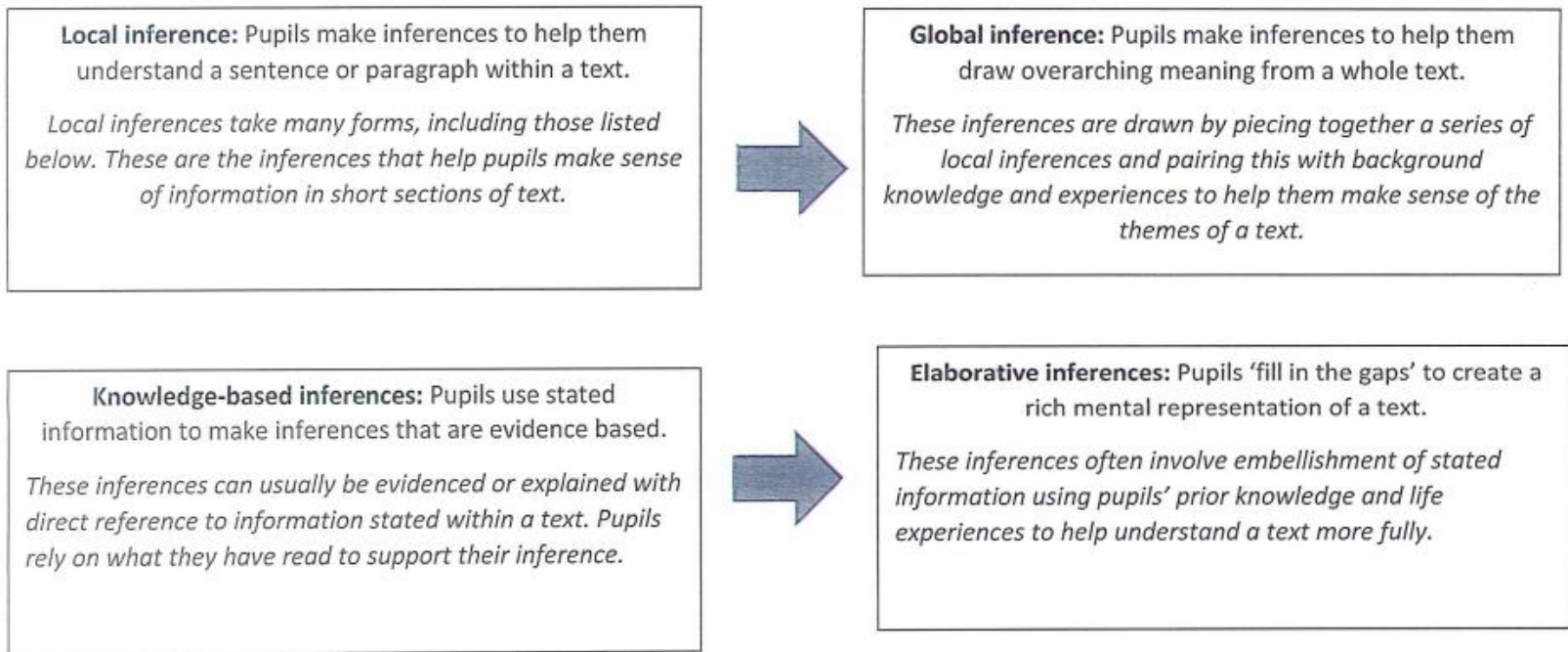
(Pixl Primary English) Understanding Retrieval

'Retrieval questions are literal ('looking') questions. Retrieval is often the first comprehension skill pupils secure as it has the lowest cognitive domain; the answers are there in the text for pupils to find. There are varying degrees of literal when it comes to retrieval questions. For example, if a question asks: '*What is the girl's name?*' and in the text it says: '*The girl's name is Fiza.*', this is a completely literal retrieval question as the answer is stated directly in the text. However, only a few retrieval questions are as literal as this. Pupils usually have to think carefully to find and search for the right piece of information to answer retrieval questions.'

How to teach skills to support successful retrieval:

Skill	Teaching Guidance
Scanning	<p>Scanning is reading rapidly in order to find specific facts or information. Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • decide on a few key words or phrases/ search terms. Teach pupils to be human search engines! • look for the first few letters of the word/s they are looking for. • look for words in bold letters or italics for important pieces of information. • look for bullet points or numbered lists that might contain the information they need. • find the section they need in the text using the question words. • let their eyes float rapidly down the page until they find the key word or phrase they want. • when their eye catches one of the key words, read the surrounding material carefully to check that it conveys the correct information. • scan for a person when the question word is who, scan for a place when the question word is where, scan for a time/date/day/month/year/season when the question word is when, scan for a time/distance when the question asks how long. • search for proper nouns when scanning for names of people or places. • scan for pronouns that link to the key question words. For example, a question may ask: <i>What did George want to do with the snake?</i> The text may read <i>"He would have liked to put a snake down her neck."</i> Pupils will need to understand that the 'he' is George. • scan to check information. For example, when answering true or false questions – pupils should be taught to always find answers in text and check even if they think they remember the answer from initial reading.
Skimming	<p>Skimming is reading rapidly to get a general overview of the text. Pupils will use skimming for retrieval when working across whole texts. Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information. Through regular, timed practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • ignore details and look for main ideas. • in non-fiction, read only the subheadings or titles of paragraphs. • glance through the main headings in each chapter just to see a word or two. Read the <i>headings of charts and tables</i>. • read the first sentence of each paragraph to find out what it is about.

	<ul style="list-style-type: none"> • read the first and last paragraphs. • quickly read the sentences containing <i>key words</i> indicated in bold or italics. • note down any key dates, names or technical words that <i>might</i> help the reader to find what they are looking for when answering more specific questions later on. • Read the <i>contents page</i> or <i>chapter overview</i> to learn the main divisions of ideas.
Text marking	<p>Text marking is intrinsically linked to skimming. It should be completed as a text is skimmed for the first time in order to help pupils find their way to information quickly once they begin answering questions.</p> <p>Through regular practice teachers should teach pupils to:</p> <ul style="list-style-type: none"> • circle or mark key information as they read. This will help them locate information quickly when answering questions e.g. places and characters' names. • highlight tricky words, interesting words and any similes they notice as they read. • highlight important information like dates and times – these are useful when answering 'complete the table' and 'true or false' questions. • write a quick summary of each paragraph in the margin. This can help pupils find the right place in the text to answer a question.
Find and copy	<p>Pupils find answering 'find and copy' questions notoriously difficult, despite this being a basic retrieval skill. Children need to be given plenty of opportunities to practise find and copy skills within a range of text types.</p> <p>Regular practice could involve finding and copying words from different word classes under timed conditions. For example, adjectives, verbs, or different groups of words e.g. that describe character/similes/expanded noun phrases. This will support accuracy when it comes to answering comprehension 'find and copy' questions.</p> <p>Teachers should teach pupils to:</p> <ul style="list-style-type: none"> • find and copy both words and groups of words and to check their answers to ensure accuracy of copying – particularly deciding how much of a sentence they should copy when the question asks for a group of words. • decide what the 'find and copy' question is asking them to look for by analysing the question. • be specific and precise when finding the answer to 'find and copy' questions. • scan the text for the question language or synonyms/pronouns linked to the question language. • read around the word or group of words they have found to ensure that they are copying the correct information.
Use of evidence	<p>The use of evidence to support answers to comprehension questions when reading is a key requirement for the end of Key Stage 2 Reading assessments. Using evidence directly from the text is linked to being able to find and copy accurately. To help support pupils' use of evidence, they should be taught to:</p> <ul style="list-style-type: none"> • point to/underline/highlight where they found answers to retrieval questions in a text (this is the first step in the use of evidence). • 'prove it' by using quotations from texts to support answers/ideas/opinions. • answer 'how do you know?' questions using direct quotations from texts. • read persuasive texts and balanced arguments, finding evidence for different viewpoints. • use prescribed sentence starters to support their use of evidence. <i>E.g. In the text..., I know this because..., The key point is..., The author has written..., The evidence for this is...</i>



Pixl Primary:

‘Inference is a notoriously difficult skill for many pupils to master. There are a number of component skills that make up the overarching umbrella of ‘inference’ and some of these key skills are more easily embedded than others. For example, pupils usually find it easier to make local inferences than global inferences and often, pupils will make knowledge-based inferences using explicitly stated information before beginning to make elaborative inferences, drawing on their own experiences and empathising with characters.

A good reader will be able to make conscious inferences through interrogation of a text but also make unconscious inferences, automatically, as they read. These may be made both online (at the time of reading) and off-line (after completion of a text or section of text). These types of inference rely on an increasingly good knowledge of vocabulary, sound comprehension and a broad grasp of vocabulary and grammatical structure. Discussing different types of inference skills will make pupils more aware of their own thinking processes as they read and thus improve their ability to select the right skill according to the question they need to answer.’

Response to Texts is an important element in the child's repertoire of reading skills. This is less about comprehension of the words on the page, and more about the child's reactions and responses to the text and author.

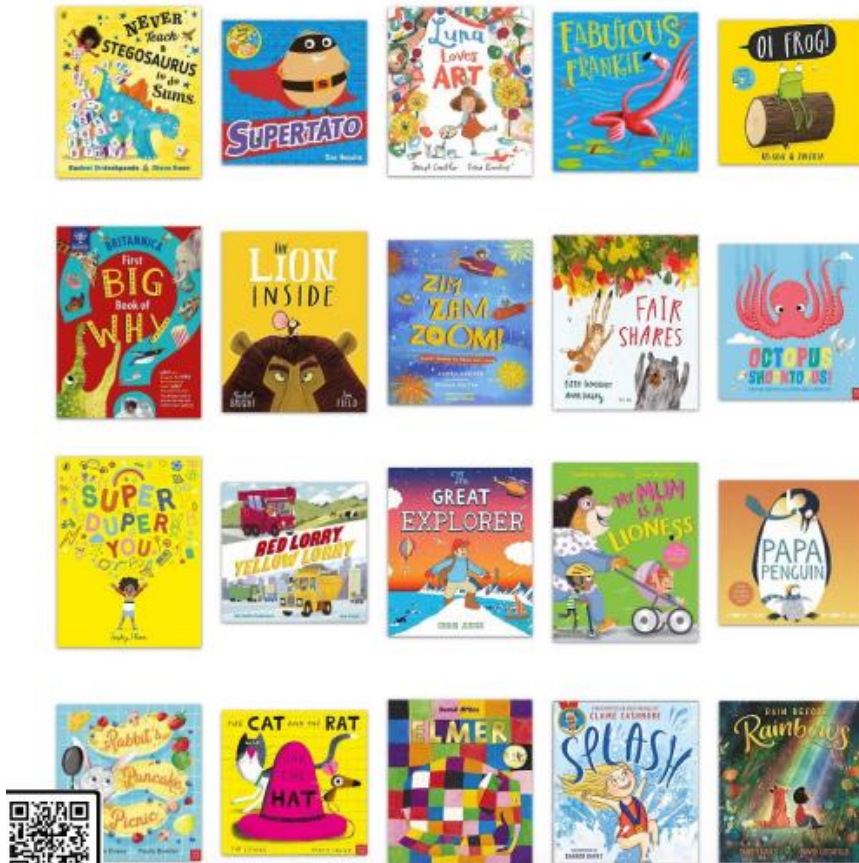
- How does this text make you feel?
- What do you think of this character?
- Which part do you prefer? Can you explain why?
- How does the way this is set out on the page help us to find information?
- Do you think this letter has been structured in a way that is helpful to the reader?
- Can you see how the author has achieved that?
- Do you like the phrase this author has chosen?
- Can you think of another text which compares with this one? How is it different?

Response to texts, therefore, involves the more discursive aspects of reading, when we join together with others and discuss what we think of the characters or events in the texts, or when we form a view about how successful the author has been. Terms such as 'fact' and 'opinion' therefore come into play, as do 'impact' and 'effect' or 'impression'. We are asking the reader to have a viewpoint and express an opinion. This is therefore mainly an evaluative reading skill, and one which is both enjoyable and important to develop.

Written by Penny Bill Improvement Adviser for English The Education People KCC February 2020

Horsted Recommended Reads

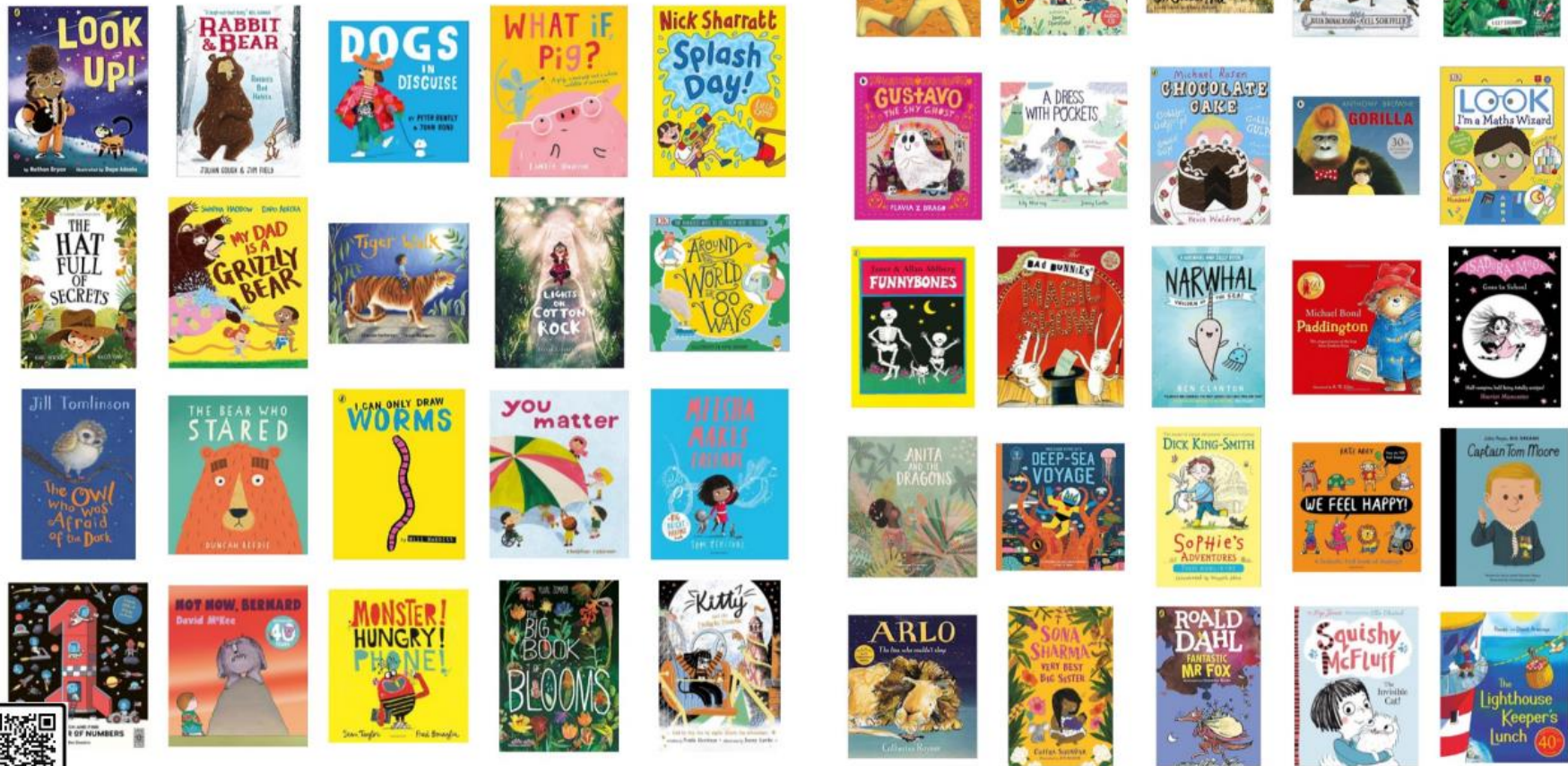
50 Recommended Reads for...
Reception
 (ages 4-5)

50 Recommended Reads for...

Year 1

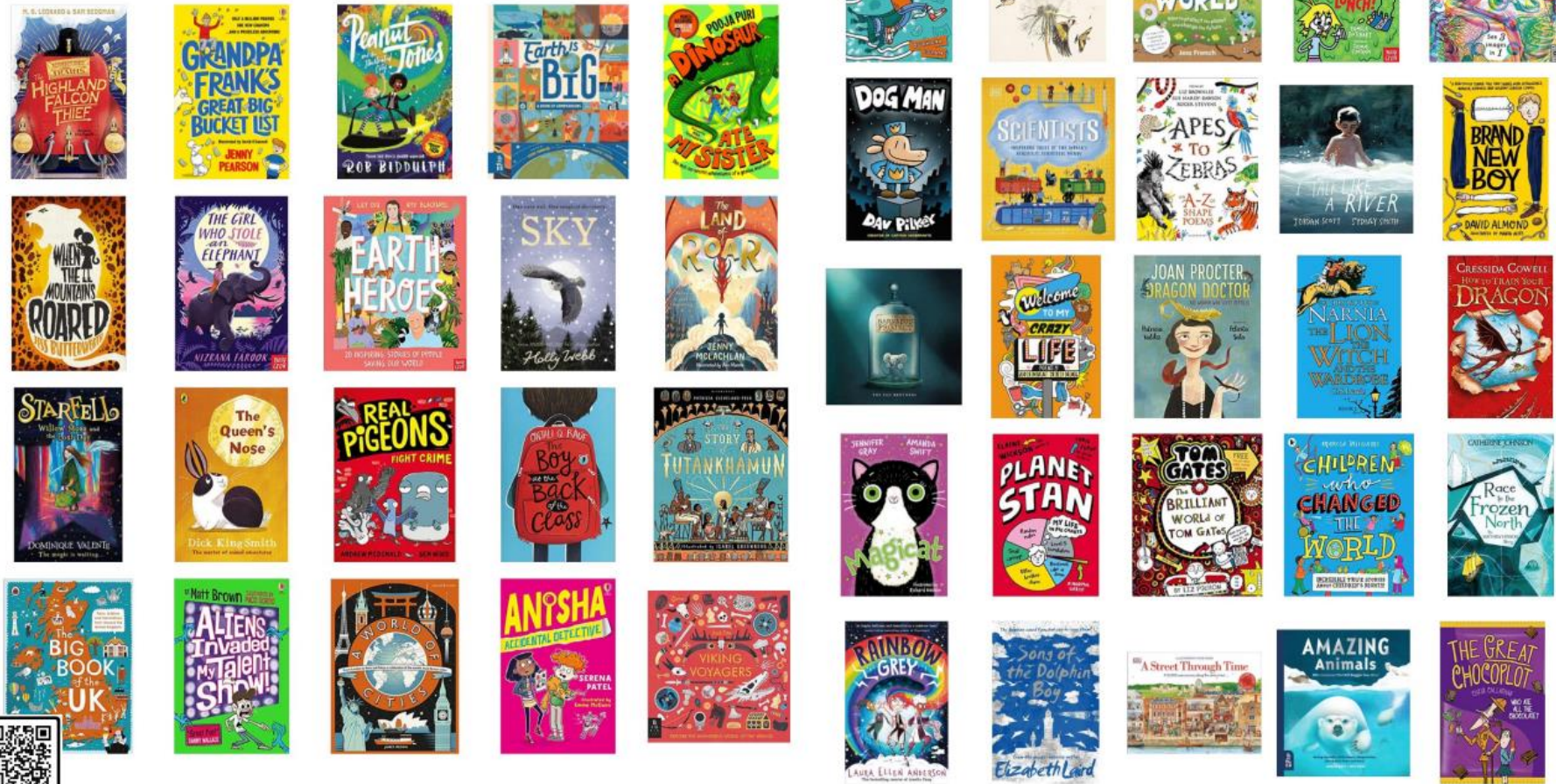
(ages 5-6)



50 Recommended Reads for...

Year 4

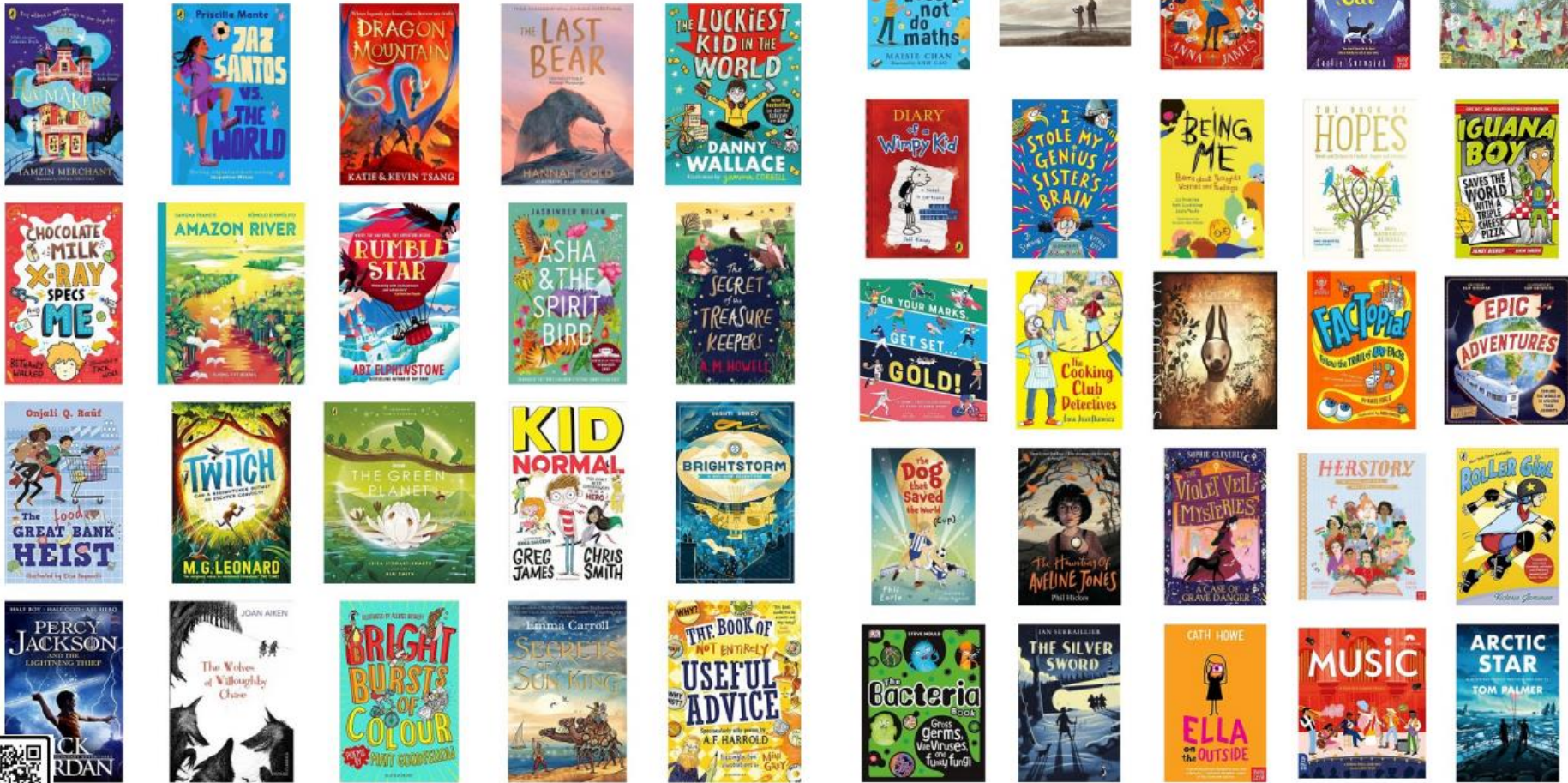
(ages 8-9)



50 Recommended Reads for...

Year 5

(ages 9-10)



50 Recommended Reads for...

Year 6

(ages 10-11)

