

**Reading Policy**

(Draft)

**L Lawson**

**December 2022**

 Approved by Chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Review Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Intent**

At Lodge Farm, we value reading as a crucial life skill. By the time pupils leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our pupils to see themselves as readers for both pleasure and purpose.

## **Aims**

At Lodge Farm Primary, we aim to ensure that all pupils:

* read confidently, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* appreciate our rich and varied literary heritage
* use a range of strategies for decoding and understanding unfamiliar words using a progressive whole school approach to the teaching of reading
* are familiar with the structure of fiction and non-fiction texts
* who require additional support and intervention are identified through monitoring progress
* are immersed in a culture of reading by providing a rich language environment within the classroom and throughout the school.

The key drivers for our curriculum are:

* Aspiration
* Healthy Lifestyle
* Communication
* Knowledge of the World

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

* word reading
* comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.  Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.  This is why phonics should be emphasised in the early teaching of reading when they start school, using the ‘Little Wandle Letters and Sounds’ programme.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.  Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.  All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.  Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech.  Reading also feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Throughout the school, pupils read aloud regularly to an adult.  As pupils begin to develop their reading, they are given books at an appropriate level which will allow them to practise and refine their skills.  As they move to become fluent and established readers, pupils are encouraged to select their own choice of reading material.  In both cases, the reading material is monitored by the class teacher or teaching assistant.

**Implementation**

At Lodge Farm, we see reading as something valuable throughout the school. We believe reading creates many opportunities for every child at our school and we want pupils to experience the pleasure of the subject. We have always valued how much reading extends pupils’s imaginations, as well as contributing to how they work in everyday life. We are very clear about what we want our pupils to achieve in reading as they move through school and therefore support our pupils in every way towards reaching these goals.

**Little Wandle Letters and Sound Programme**

In EYFS and Year 1, we teach reading through Little Wandle Letters and Sound, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](https://wandlelearningtrust.sharepoint.com/sites/WTSA2/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=dA5Kg8&cid=c07c4b6e%2D7eff%2D4834%2Db0a2%2De34e77f1195a&FolderCTID=0x0120002B68E4606EDEEB42917E483D1520364F&id=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files%2FProgramme%20Overview%5FReception%20and%20Year%201%2Epdf&parent=%2Fsites%2FWTSA2%2FShared%20Documents%2FLetters%20and%20Sounds%2FLetters%20and%20Sounds%20Revised%2FSigned%20off%20files), which ensures pupils build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. (See Phonics and Early Reading policy)

**Reading lessons**

When pupils have completed the Little Wandle programme, pupils are given more of a comprehension focus in how they learn. We want our pupils to experience a variety of different texts and genres, therefore teachers follow a long term plan of class texts. Teachers introduce texts to pupils that they know will engage, challenge and create a love for Reading.

Reading lessons take place 4 times per week from Year 2 to Year 6 and always consist of a comprehension focus. However, we want our pupils to see this as much more than just answering questions about texts, but opportunities for discussion, self-reflection and understanding

# **Love to Read Texts**

Teachers follow a Long Term Plan which closely links the class novel to their topic and is changed each half term.

Reading lessons involves teachers sharing an extract of the Love to Read text with the pupils. Discussions take place, which allow pupils to express ideas about the characters, plot and settings, including the use of language and the grammatical structure the author has chosen to use and providing Speaking and Listening opportunities. Pupils will then work through a set of question, which focus on the different domains of reading. (See Appendix 1). The key questions will be planned for in advance and differentiated appropriately.

# **Early Years**

At the earliest stage, pupils are exposed to stories, rhymes and picture books which will ignite their interest and enjoyment of reading for pleasure.

The teaching of phonics as the sole route to decoding remains a fundamental strategy to enable pupils to decode unfamiliar words. Sight word vocabulary and key words are introduced within a language enriched environment so that pupils are exposed to common, familiar words which they encounter in everyday life.

# **Reading Scheme**

The reading scheme for Nursery, Reception and KS1 has been updated to Big Cat Collins so it is now in line with our Systematic, Synthetic Programme (SSP). Once pupils are secure with our SSP, they will follow the Oxford Reading Tree Scheme.

Reading books are changed regularly to encourage fluency and word recognition.

All pupils are heard read regularly by the class teacher with our SEND and Pupil Premium being heard at additional times. After hearing a child read, this is recorded in the child’s reading diary with a comment of their progress: these diaries are a link between home and school. When a parent hears a child read, they can also record and comment.

Pupils take their reading books home daily. If they get lost, then the parents are required to pay £2 for the book and 50p for the reading diary. Class teachers are required to monitor pupils bringing their books in and contact parents, where necessary, to discuss books, which are consistently forgotten.

# **Impact**

# **Assessment**

Assessment in Reading is ongoing. A running record of weekly reading is kept in a folder in each classroom. A digital reading record (BoomReader) is used to record teachers’, parents’ and pupils’ comments are recorded.

In EYFS, pupils follow the pace of the Little Wandle programme. They are given a reading book based on the graphemes they can recognise independently. They will change to the following book band as they move through the programme and are able to recognise and read more graphemes. Pupils will be assessed every half term and the assessment results will be used to match the child to the correct book band.

Teachers use the Reading Target Domains (See Appendix 1) to inform their planning of Reading lessons and to ensure targets are being met. Pupils’ progress and achievement is monitored and recorded on a termly basis by the class teacher.

Reading comprehension is formally assessed in Year 2-6 once a term. Pupils in Years 2 and 6 have regular practice in SAT style comprehension papers that provide a level of attainment.

Phonics understanding is assessed half termly for EYFS, Year 1 and Year 2 phonics re-take pupils, using Little Wandle stage checks and Phonics Screening Checks.

# **Reading at Home**

Reading is a lifelong skill which requires consistent practice and precision. Learning to read is different for everyone but we believe it begins with sharing a love of books. Pupils who are introduced to books from an early age, and who are frequently read to, are more likely to learn to read easily. Pupils are encouraged to read at home every night, for a minimum of 10 minutes and parents/carers are encouraged to record their reading using BoomReader. Wherever possible, a supporting comment from parents/carers to indicate if a child has read at home is helpful in contributing to an assessment of a child’s progress in reading.

Pupils will take two books home with them:

1. A book allocated from assessments. This is to develop decoding skills and develop vocabulary.
2. A book of choice to be shared with parents at home.

# **The School Library**

* All pupils at Lodge Farm have timetabled access to the library.
* All pupils borrow books from the school library that interest them and to share at home.
* In KS2, the librarians are also responsible for keeping the school library tidy, as well as helping to issue and return their class’s books during library visits.

# **Pupils with SEND and academically more able pupils**

* SEND pupils are heard at additional times by their class teacher.
* All pupils are encouraged to read books that are suitable for their reading ability.
* Pupils with Special Educational Needs and Disabilities (SEND) receive additional support from teaching assistants to enable them to develop a passion for reading.
* The Inclusion Leader makes reading for pleasure part of the individual learning plans for pupils with SEND.
* Academically more able pupils are provided with reading materials which challenge them and keep them interested in reading new material.
* Pupils struggling with reading or making slow progress are given accelerated reading support identified on the school’s provision map.

**Links with other areas of the curriculum.**

There will be additional time outside of the English Lesson to develop reading skills across different areas of the curriculum. The teaching of reading develops skills through which our pupils can give critical responses to the questions they meet in their learning for science, geography, history, PSHE & other subject areas. Their understanding and appreciation of a range of texts should bring them into contact with their own literary heritage and texts from other cultures. The organisation of lessons will allow pupils to work together and provide them with an opportunity to discuss their ideas.

# **Equality and Diversity**

# We will ensure all pupils have equal access to the curriculum, regardless of gender, race or ability. Pupils with specific reading, speech and hearing difficulties will be identified and supported through intervention programmes in school.

# The books which our pupils read will be chosen carefully so that issues related to equal opportunities are handled sensitively.

# The interests of individual pupils will be taken into consideration when reading activities and materials are selected.

# We will ensure that the books and literature available to pupils represent as wide a range of cultures as possible.

# **Policy Review**

This policy will be reviewed annually.

**Appendix 1: Reading Domains Years 1-6**

|  |
| --- |
| **Key Stage 1 Domains – Year 1 Question Stems** |
| **Domain** | **Question Stems** | **Evidence** |
| **1a Draw on knowledge of vocabulary to understand texts** | What does the word xxx mean in the text? Which word means the same as………………..? |  |
| Which word in the text tells you how xxx was feeling? |
| **1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information** | Retrieval Questions:-What, Who, Where, When, How much/many? |  |
| Why? |
| **1c Identify and explain the sequence of events in texts** | What happens first in the story?What happened before or after something? |  |
| Sequence these sentences from the story? |
| **1d Make inferences from texts** | Which words make you think that………………………..?How can you tell that …? |  |
| Can you explain why…………………?Why did something happen?Why did someone do something?How do you think someone is feeling/felt at a point in the story? |
| **1e Predict what might happen on the basis of what has already happened** | From the cover/title, what do you think will happen in this story? |  |
| What will happen next? |

|  |
| --- |
| **Key Stage 1 Domains – Year 2 Question Stems** |
| **Domain** | **Question Stems** | **Evidence** |
| **1a Draw on knowledge of vocabulary to understand texts** | What does the word xxx mean in the text? Find and copy one word which means………..Which word means the same as…..? |  |
| Which word in the text tells you how xxx was feeling? |
| **1b Identify and explain key aspects of fiction and non-fiction, such as characters, events, titles and information** | Retrieval Questions:-What, Who, Where, When, Why?, How much/many? |  |
| Explain why someone did something?Which of the statements are true and false?Find and copy two things which…..? |
| **1c Identify and explain the sequence of events in texts** | What happens first in the story?Number the sentences to show the order they happen in the storyWhat happened before or after something?......... |  |
| Sequence these sentences from the story  |
| **1d Make inferences from texts** | Which words make you think that?………*phrase…………*This means that……*multiple choice*..?Find the word that shows that ……………………?How can you tell that …? |  |
| Can you explain why?How do you think someone is feeling/felt at a point in the story? Why did he feel that way?Why did something happen?Why did someone do something?Why did someone think something?Why did someone describe something as ………………..?The story shows that someone is …..choice of *adjective?* |
| **1e Predict what might happen on the basis of what has already happened** | From the cover/title, what do you think will happen in this story?What will happen next? What are the clues? |  |
| What do you think a character is likely say at the end of the story? |

|  |
| --- |
| **KS2 Domains - Year 3 Question Stems** |
| **Domain** | **Question Stems** | **Evidence** |
| **2a Give/explain the meaning of words in context** | Which word in the text describes what xxx is like?What does the word xxx mean in this sentence?Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given)What does *word/phrase* mean? |  |
| **Greater Depth**Can work out the meaning of unknown phrases rather than words.Can find words in paragraphs or pages rather than given sentences. |  |
| **2b Retrieve and record information/identify key details from fiction and non-fiction** | What, Who, Where, When, Why?, How much/many?Using information from the text, decide if the following statements are true or false? |  |
| **Greater Depth**Can confidently answer retrieval questions where key words have been replaced by synonyms to prevent scanning.Can retrieve information from paragraphs or pages rather than given sentences. |  |
| **2c Summarise main ideas from more than one paragraph** | Number the sentences below from 1 to 4 to show the order they happen in the storyWhat happened before or after something?.........What happens first in the story? |  |
| **Greater Depth**Can confidently summarise a section of an age related fiction/non-fiction text.Can confidently summarise an age related fiction text (e.g. somebody, wanted, but, so)Can confidently summarise an age related non-fiction (e.g. 5 Ws) |  |
| **2d Make inferences from the text/explain and justify inferences with evidence from the text** | Find a word that shows that……………….How do you think someone is feeling/felt at a point in the story? Why did he feel that way?Why did something happen?Why did someone do something?Why did someone think something?Why did someone describe something as ………………..?How do you know that xxx was …………….?How did xxx feel when …something happened?Using info from the text, tick one box in each row to show whether each statement is a fact or an opinionWhy did…..something happen? Why did…someone do something? |  |
| **Greater Depth**Can justify answers using evidence from the text and explaining why this is an appropriate quote (Point, Evidence, Explain).Can suggest alternatives to how an author could have inferred something.How else could the author have inferred that the character agreed? |  |
| **2e Predict what might happen from details stated and implied** | How do you think this story will develop?Do you think that someone will do/act differently in the future? |  |
| **Greater Depth**Justify predictions using evidence from the text and explaining why this is an appropriate quote (Point, Evidence, Explain).Provide alternative predictions based on characters decisions using evidence from the text.  |  |
| **2f Identify/explain how information is related and contributes to meaning as a whole** | How does the title encourage you to read on?In what ways do the illustrations support the text? |  |
| **2g Identify/explain how meaning is enhanced through choice of words and phrases** | What does the word x tell you about y?What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel? |  |
| **Greater Depth**Begin to explain the impact of the author’s choice of words using evidence from the text.Recognise idioms/figurative language and explain why the author has used this. |  |
| **2h Make comparisons within the text** | Which text is better and why? Describe different character’s reactions to the same eventWhy has information been organized differently in different parts of the text?What is similar/different about two characters? |  |
| **Greater Depth**Justify comparisons with evidence from the text.Make and justify comparisons between other texts and explain their similarities and differences.  |  |
| Use a dictionary to check the meaning of words |  |
| Perform poems and play scripts aloud showing understanding through intonation, tone, volume and action |  |
| Recognise some different forms of poetry |  |
| Ask questions to improve my understanding of the text  |  |
| Decode and comprehend at speed and length |  |

|  |
| --- |
| **KS2 Domains - Year 4 Question Stems** |
| **Domain** | **Question Stems** | **Evidence** |
| **2a Give/explain the meaning of words in context** | Which word in the text describes what xxx is like?Find and copy one/two words which describe/means? In the sentence the word xxx is closest in meaning to (examples given)Give the meaning of the word ………………..in the sentence?What does *word/phrase* mean? |  |
| **Greater Depth**Can work out the meaning of unknown phrases rather than words.Can find words in paragraphs or pages rather than given sentences. |  |
| **2b Retrieve and record information/identify key details from fiction and non-fiction** | Retrieval Questions:-What, Who, Where, When, Why?, How much/many?Using information from the text, decide if the following statements are true or false? |  |
| **Greater Depth**Can confidently answer retrieval questions where key words have been replaced by synonyms to prevent scanning.Can retrieve information from paragraphs or pages rather than given sentences. |  |
| **2c Summarise main ideas from more than one paragraph** | What happened before or after something?.........Number the sentences below from 1 to 4 to show the order they happen in the storyWhich of the following would be the most suitable summary of the whole text/paragraph? |  |
| **Greater Depth**Can confidently summarise a section of an age related fiction/non-fiction text.Can confidently summarise an age related fiction text (e.g. somebody, wanted, but, so)Can confidently summarise an age related non-fiction (e.g. 5 Ws) |  |
| **2d Make inferences from the text/explain and justify inferences with evidence from the text** | How do you know that xxx was excited?How did xxx feel when …something happened?What impressions do you get of a setting/a person from a paragraph?What does a particular paragraph suggest/infer about a person/setting?Why did…..something happen? Why did…someone do something?What evidence in the text is there that a character felt /is…..adjective ? |  |
| **Greater Depth**Can justify answers using evidence from the text and explaining why this is an appropriate quote (Point, Evidence, Explain).Can suggest alternatives to how an author could have inferred something.How else could the author have inferred that the character agreed? |  |
| **2e Predict what might happen from details stated and implied** | How do you think this story will develop?Do you think that someone will do/act differently in the future? |  |
| **Greater Depth**Justify predictions using evidence from the text and explaining why this is an appropriate quote (Point, Evidence, Explain).Provide alternative predictions based on characters decisions using evidence from the text. |  |
| **2f Identify/explain how information is related and contributes to meaning as a whole** | How does the title encourage you to read on?In what ways do the illustrations support the text? |  |
| **2g Identify/explain how meaning is enhanced through choice of words and phrases** | What does the word x tell you about y?What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel? |  |
| **Greater Depth**Begin to explain the impact of the author’s choice of words using evidence from the text.Recognise idioms/figurative language and explain why the author has used this. |  |
| **2h Make comparisons within the text** | Which text is better and why? Describe different character’s reactions to the same eventIn what ways are 2 characters/settings the same/different? |  |
| **Greater Depth**Justify comparisons with evidence from the text.Make and justify comparisons between other texts and explain their similarities and differences. |  |
| Use a dictionary to check the meaning of words |  |
| Perform poems and play scripts aloud showing understanding through intonation, tone, volume and action |  |
| Recognise some different forms of poetry |  |
| Ask questions to improve my understanding of the text  |  |
| Decode and comprehend at speed and length |  |

|  |
| --- |
| **KS2 Domains - Year 5 Question Stems** |
| **Domain** | **Question Stems** | **Evidence** |
| **2a Give/explain the meaning of words in context** | Look in the paragraph; find and copy one word/phrase meaning/that shows that/that tells you that/that suggests that…………………….? Give the meaning of the word ………………..in the sentence?What does a particular word/phrase suggest about a person/setting?What word (from choice) most closely matches the word ...?What does *word/phrase* mean? |  |
| **Greater Depth**Can work out the meaning of unknown phrases rather than words.Can find words in paragraphs or pages rather than given sentences. |  |
| **2b Retrieve and record information/identify key details from fiction and non-fiction** | What 1/2/3 things are you told about a setting/character from one paragraph?Using information from the text, decide if the following statements are true or false?Give 2 reasons why…………………….?What was revealed at the end of the story?Using information from the text, decide if the following statements are true or false? |  |
| **Greater Depth**Can confidently answer retrieval questions where key words have been replaced by synonyms to prevent scanning.Can retrieve information from paragraphs or pages rather than given sentences. |  |
| **2c Summarise main ideas from more than one paragraph** | Below are some summaries of different paragraphs from this text. Number them 1 – …… to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph? |  |
| **Greater Depth**Can confidently summarise a section of an age related fiction/non-fiction text.Can confidently summarise an age related fiction text (e.g. somebody, wanted, but, so)Can confidently summarise an age related non-fiction (e.g. 5 Ws) |  |
| **2d Make inferences from the text/explain and justify inferences with evidence from the text** | From the paragraph starting/page… ….how do you know/what evidence is there/how can you tell that/why did a character felt /is a particular adjective? (Give 1/2 reasons)What impressions do you get of a setting/a person from a paragraph?What does a particular paragraph/description suggest/infer about a person/setting?Look at the line…../paragraph…Why did someone do /feel something? Why is somewhere an adjective/noun phrase? What evidence in the text is there that a character felt /is…..adjective ?What can you infer about a setting/character from one paragraph?According to the text, how did……../why ………………..?Decide if the following statements are fact or opinion? |  |
| **Greater Depth**Can justify answers using evidence from the text and explaining why this is an appropriate quote (Point, Evidence, Explain).Can suggest alternatives to how an author could have inferred something.How else could the author have inferred that the character agreed? |  |
| **2e Predict what might happen from details stated and implied** | Do you think that someone will do/act differently in the future? |  |
| **Greater Depth**Justify predictions using evidence from the text and explaining why this is an appropriate quote (Point, Evidence, Explain).Provide alternative predictions based on characters decisions using evidence from the text. |  |
| **2f Identify/explain how information is related and contributes to meaning as a whole** | Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etc |  |
| **2g Identify/explain how meaning is enhanced through choice of words and phrases** | Give two impressions that a particular phrase gives? |  |
| **Greater Depth**Begin to explain the impact of the author’s choice of words using evidence from the text.Recognise idioms/figurative language and explain why the author has used this. |  |
| **2h Make comparisons within the text** | Which text is better and why? Describe different character’s reactions to the same eventIn what ways are 2 characters/settings the same/different? |  |
| **Greater Depth**Justify comparisons with evidence from the text.Make and justify comparisons between other texts and explain their similarities and differences.  |  |
| Use a dictionary to check the meaning of words |  |
| Perform poems and play scripts aloud showing understanding through intonation, tone, volume and action |  |
| Recognise some different forms of poetry |  |
| Ask questions to improve my understanding of the text  |  |
| Decode and comprehend at speed and length |  |

|  |
| --- |
| **KS2 Domains - Year 6 Question Stems** |
| **Domain** | **Question Stems** | **Evidence** |
| **2a Give/explain the meaning of words in context**  | Look in the paragraph; find and copy one/two word/phrase meaning/that shows that/that tells you that/that suggests that…………………….? Give the meaning of the word ………………..in the sentence?What does a particular word/phrase suggest about a person/setting?What word (from choice) most closely matches/is closest meaning to the word...?What does *word/phrase* mean? |  |
| **Greater Depth**Can work out the meaning of unknown phrases rather than words.Can find words in paragraphs or pages rather than given sentences. |  |
| **2b Retrieve and record information/identify key details from fiction and non-fiction** | What 1/2/3 things are you told about a setting/character from one paragraph?What did someone do in order to/as a result of …………….? Using information from the text, decide if the following statements are true or false?Why did someone do something/ Give 2 reasons why…………………….?What was revealed at the end of the story?Name two challenges someone faced and explain how they dealt with it? |  |
| **Greater Depth**Can confidently answer retrieval questions where key words have been replaced by synonyms to prevent scanning.Can retrieve information from paragraphs or pages rather than given sentences. |  |
| **2c Summarise main ideas from more than one paragraph** | Below are some summaries of different paragraphs from this text. Number them 1 – …… to show the order in which they appear in the text. Which of the following would be the most suitable summary of the whole text/paragraph? |  |
| **Greater Depth**Can confidently summarise a section of an age related fiction/non-fiction text.Can confidently summarise an age related fiction text (e.g. somebody, wanted, but, so)Can confidently summarise an age related non-fiction (e.g. 5 Ws) |  |
| **2d Make inferences from the text/explain and justify inferences with evidence from the text** | From the paragraph starting/page… ….how do you know/what evidence is there/how can you tell that/why did a character felt /is a particular adjective?(Give 1 or 2 reasons)What impressions do you get of a setting/a person from a paragraph?What does a particular paragraph/description suggest/infer about a person/setting?Look at the line…../paragraph…Why did someone do /feel something? Why is somewhere an adjective/noun phrase? What evidence in the text is there that a character felt /is…..adjective?What can you infer about a setting/character from one paragraph? In what ways might a character/a setting appeal to readers?According to the text, how did……../why ………………..?How is something made to seem …..? (Explain … ways, giving evidence)Decide if the following statements are fact or opinion |  |
| **Greater Depth**Can justify answers using evidence from the text and explaining why this is an appropriate quote (Point, Evidence, Explain).Can suggest alternatives to how an author could have inferred something.How else could the author have inferred that the character agreed? |  |
| **2e Predict what might happen from details stated and implied** | Do you think that someone will do/act differently in the future?What do you think will happen next? Why? |  |
| **Greater Depth**Justify predictions using evidence from the text and explaining why this is an appropriate quote (Point, Evidence, Explain).Provide alternative predictions based on characters decisions using evidence from the text.  |  |
| **2f Identify/explain how information is related and contributes to meaning as a whole****2g Identify/explain how meaning is enhanced through choice of words and phrases** | Draw lines to match each part of the story with the correct quotation from the text eg Lesson, Action, Setting, etcGive one piece of evidence from the text which suggests that ……………………..Give two impressions that a particular phrase gives?What does a phrase suggest about something?  |  |
|  |
| **Greater Depth**Begin to explain the impact of the author’s choice of words using evidence from the text.Recognise idioms/figurative language and explain why the author has used this. |  |
| **2h Make comparisons within the text** | In what ways are 2 characters/settings the same/different? |  |
| **Greater Depth**Justify comparisons with evidence from the text.Make and justify comparisons between other texts and explain their similarities and differences.  |  |
| Use a dictionary to check the meaning of words. |  |
| Perform poems and play scripts aloud showing understanding through intonation, tone, volume and action. |  |
| Recognise some different forms of poetry. |  |
| Ask questions to improve my understanding of the text. |  |
| Decode and comprehend at speed and length. |  |