



**Brougham**  
Primary School

**English Policy**  
**December 2023**

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This document is the policy for English at Brougham Primary School. It will be reviewed yearly in line with the School Development Plan and Curriculum Developments.

## **Vision**

At Brougham Primary School, we understand that Literacy is:

- a set of skills – speaking and listening, reading and writing;
- essential to teaching and learning in all subjects;
- a shared responsibility

Through quality first teaching, pupils learn to communicate their ideas and emotions to each other, can access the whole curriculum and develop culturally, emotionally, spiritually and socially. We also understand that written and spoken English can be explored through an array of literature, allowing the children to acquire knowledge and build on prior learning. Each of the skills of language are essential to participating fully as a member of society. We have high expectations of literacy skills across the curriculum, which results in high standards.

## **English Curriculum Intent**

In writing, children will develop their ability to write fluently and with interesting detail on a number of topics throughout the curriculum. We will develop their vocabulary to extend details and description, along with developing their transcription skills. Writing will include a variety of sentence structures, which will be punctuated accurately. Children will understand that writing has a purpose and an audience.

In reading, children will use excellent phonic knowledge and skills to read fluently and accurately, across a wide range of contexts throughout the curriculum. Children will use well-developed comprehension skills to increase their knowledge of information and vocabulary, through reading a rich and varied range of texts. Children will leave Brougham Primary School with the motivation to read for both study and for pleasure.

The approach to teaching spelling is progressive throughout school in order to reinforce techniques and demonstrate the importance that spelling should be given in all subjects when writing.

The intention is as follows:

- To raise standards in spelling, enabling pupils to spell new words correctly, including exception words and homophones.
- To provide consistency and progression in the teaching of spelling.
- To spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology (the study of the form of words) and etymology (the study of the origins and the development of words).
- To support children in understanding and applying the concepts of word structure.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014). English must be taught a minimum of 5 hours per week.

## **Role of the Strategic English Lead**

The role of the English Lead is to:

- Develop the English policy
- Monitor curriculum planning to ensure the development of key skills throughout the school to ensure continuity and progression
- Monitor planning to ensure key skills are covered
- Monitor work for progression, attainment and use of basic skills through work scrutinies
- Monitor planning to ensure pedagogy allows for the School Curriculum Drivers to be delivered
- Assess progress and attainment by monitoring pupils' work and analysing assessment data for each year group
- Support colleagues in their delivery of key skills
- Assist with the purchase of resources
- Keep up-to-date with current initiatives and curriculum developments in the subject
- Complete a yearly subject report for the Headteacher and Local Academy Committee
- Ensure good subject knowledge and develop subject knowledge when necessary

## **Role of the English Team**

From September 2023, there will be an English Team. The team will consist of:

Strategic English Lead – Mrs Leight

Accelerated Reader, Spelling & Handwriting Lead – Mrs Coyle

Phonics Lead- Miss Rogers

EY Lead – Miss Armstrong

## **Progression and Continuity**

Each half term, teachers populate 'Reading Text Progression' document, which identifies the WCR and supplementary texts. This ensures that there is a progression in text choices and ensures children are exposed to a wide range of texts throughout their Primary School education.

We ensure a progression in reading and writing skills across school.

### **Spelling**

At Brougham Primary School, we want children to develop a love of language and the confidence to spell more challenging and ambitious words, allowing them to develop a rich vocabulary and become effective communicators.

In Key Stage 1, spelling is taught through Read, Write, Inc.

In Key Stage 2, our teachers use our spelling progression document (Hartlepool Spelling Scheme – see appendix) along with guidance and resources from Twinkl.

The outline is as follows:

- Introduce and discuss spellings
- Spelling rule work
- Dictionary work
- Investigation work

# **Implementation – Writing Curriculum**

*'You learn to write better by reading. You learn to read better by writing. Reading and writing work together to improve the ability to think.'*

We adopt a novel based curriculum, whereby the writing children produce includes a wide range of genres, which are based around a half-termly novel. Three half terms out of the year, novels are based on the topic for that year group. Through these sessions, children are given opportunities to learn new and apply existing literacy skills, ensuring that all children have ample opportunity for reading for writing, as well as encouraging a love for reading.

## **Half Termly Overviews**

We recognise the importance of teachers being clear about the outcomes they expect from children and the half termly overviews support teachers in planning their writing cycles. This ensures that skills and features are relevant to the genre being taught and the pitch is meeting curriculum expectations. Teachers use our [Early Years Writing progression documents](#) and from [Year 1 to Year 6 agreed Trust Writing Progression Documents](#) and non-negotiables in order to plan coherent sequences of learning.

## **Assessment**

Teachers update reading and writing at least once per half term, using the reading and writing assessment indicators excel sheets. Teachers use feed forward sheets for writing to inform next steps in the children's learning. Effective inter and intra school moderations take place, with evidence from across the curriculum. There is further detail on the writing indicators which provides small steps the children must be able to do in order to be achieve the whole objective. [Detailed guidance on assessment of reading and writing](#) is provided to all teachers.

## **Grammar**

At Brougham Primary School, we ensure that grammar is embedded throughout the curriculum; not just a series of 'stand-alone' lessons. Starters to lessons are grammar based and, where possible, link to the genre of writing in the current writing cycle. As a result, this ensures that the children have a secure knowledge of grammar and can apply their knowledge in a range of contexts.

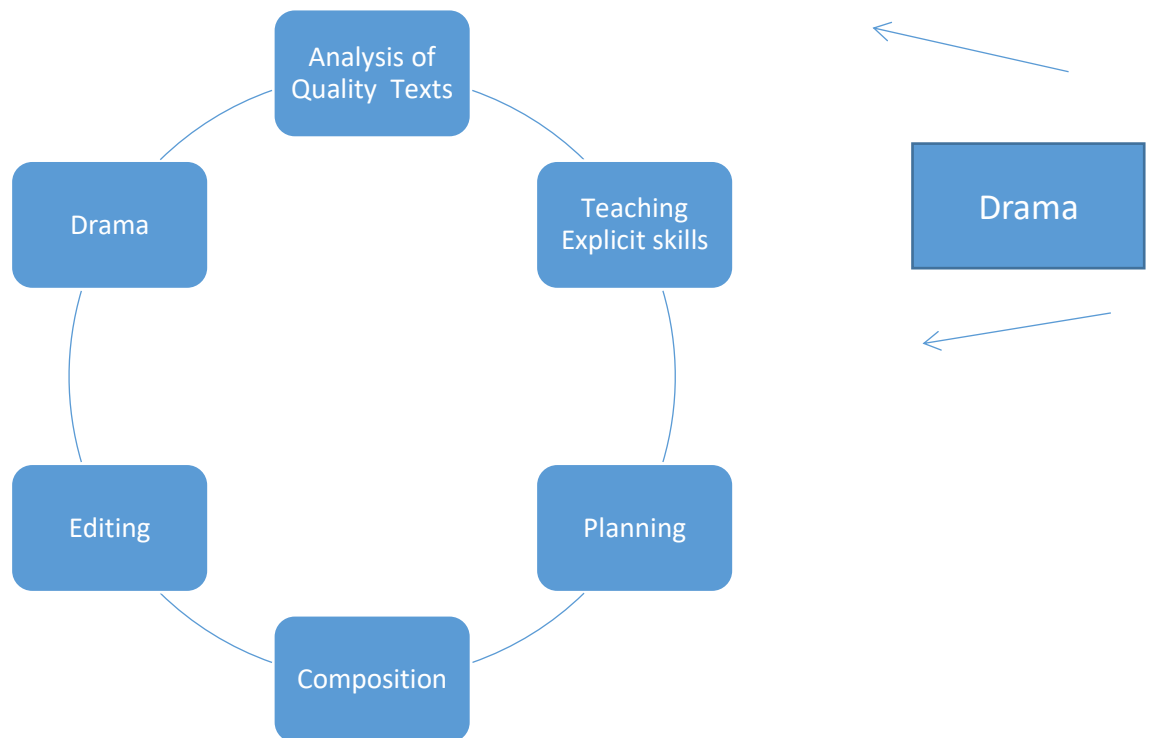
## **Writing Cycle**

A piece of writing is produced at the end of a writing cycle. A writing cycle is usually two weeks, depending on the genre. Where children are more familiar with the genre, the writing cycle may be one week. If the children are less familiar or they are writing a longer narrative, the writing cycle may last three weeks. Throughout each writing cycle, children will access a range of texts and learn a range of skills, which will support them in their writing.

The writing cycle is as follows:

- Grammar – starter to each lesson, which applies to the genre of writing, where possible comprehension - reading skills based on a chapter/extract from the book
- Analysis of more than one text – picking out the language and organisational features, use badly written examples to edit, mixed up version of the text type for children to place in correct order etc.
- Plan
- Taster Draft
- Writing
- Edit and improve (may include peer marking, marking own work against a checklist etc.)
- Writers' Workshop – each child has access to this at least once per half term
- Final piece of writing (marked with two ticks and one wish)

All work from English sessions is completed in the children's English book.



## **Implementation -Reading Curriculum** **(To be read in conjunction with Phonics** **Policy)**

At Brougham Primary School we are passionate about our children becoming confident readers and we value reading as an essential key life skill. The systematic teaching of phonics throughout Early Years and Key Stage One, provides the foundations of learning to enable the children to become fluent readers. Our phonics curriculum aims to teach children to read quickly and skillfully to provide them with the skills they need to access other curriculum areas. Children are taught the key skills in blending and segmenting to support their reading and spelling as well as being encouraged to read for pleasure.

Through the teaching of phonics at Brougham Primary School, children are taught the essential skills for reading. Phonics is taught daily to all children in Early Years and Year 1. It is also taught in Year 2 and Key Stage 2 when required to support those who did not pass the screening check in Year 1 and/or the re-sit in Year 2.

In order for the children to build secure blending and segmenting skills, an effective synthetic phonics scheme should be taught. Through the teaching of pre-requisites to phonics in the Early Years and Read Write Inc. in Reception, Key Stage 1 and Key Stage 2, children follow a sequential approach that develops their confidence in reading and spelling. This allows for the phonics teaching and learning to be progressive from Pre-School through to Key Stage 2. The children are taught the relationship between the phonemes and corresponding graphemes that represent them. Children can then develop their comprehension and fluency as they move through school.

The following stages fall largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. The following stages are taught in Pre-School/Nursery 1/Nursery 2 (2-year old/N1/N2).

- Auditory discrimination – environmental sounds
- Auditory discrimination – instrumental sounds
- Auditory discrimination – body percussion
- Rhythm and rhyme
- Voice sounds
- N2 early phonics assessment tracker/provision

The stages in Pre-School/N1 are divided into three strands:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Read Write Inc. phonics teaches children to read accurately and fluently with good comprehension. Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

The children experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'red' words and, as children re-read the stories, their fluency increases.

Set 1 includes the phonemes for the letters in the alphabet as well as the digraphs sh, ch, th, ng, nk, qu, which are taught at the end of the single letter sounds in Set 1. Set 2 includes the next set of digraphs – ay, ee, igh,

ow, oo, oo, ar, or, air, ir, ou, oy. Set 3 includes – ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure. As well as these we have introduced more phonemes/graphemes to fit in with the Read Write Inc provision such as – ue, oe, c (s sound), dge, ph, wh ([see order of RWInc sounds, mnemonics and simple and complex speed sound chart](#)).

Progress is monitored each session to inform planning for the next day.

**Progression through the pre-requisites to phonics and Read Write Inc.** at Brougham Primary School looks like this:

During Pre-School/N1 it is expected that the children will have the opportunity to access early phonics activities/phonological awareness as part of their continuous learning every day. These should include interactive, collaborative and practical activities (see appendix 4 for some ideas to support this). The teaching of direct early phonics should be delivered every day. There should be high levels of phonics coming through in different ways. Children need not just phonological awareness but lots of rhymes, songs they know off by heart and stories. This should come through daily in a range of ways. There should be consistent planned opportunities to apply auditory discrimination knowledge across the PreschoolN1 curriculum. The provision will be focused around helping pupils to learn to concentrate, listen and discriminate between different sounds as a precursor to formal phonics teaching. Continuous provision and daily opportunities are planned to promote a high-quality learning environment, support and include activities for the early stages of the pre-requisites to phonics. This includes storytelling, reading aloud, singing, nursery rhymes, alliteration, vocabulary, and sound games.

**By the end of Pre-School/N1** the children will have worked through the stages – Auditory discrimination (environment/instrumental/body percussion), Rhythm and rhyme and Voice sounds.

The Early Years statutory framework states that Birth to three will be learning to:

Birth to three - babies, toddlers and young children will be learning to:	Examples of how to support this:
<p>Enjoy songs and rhymes, tuning in and paying attention</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Say some of the words in songs and rhymes</p> <p>Copy finger movements and other gestures</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing</p>	<p>Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups.</p> <p>You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments.</p> <p>Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking.</p> <p>You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, in order to support learning at home.</p> <p>Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century.</p>
<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent playing</p>	<p>Babies and toddlers thrive when you show a genuine interest in them, join in and respond warmly.</p> <p>Using exaggerated intonation and a sing-song voice (infant-directed speech) helps babies tune in to language.</p> <p>Regularly using the babies and toddlers' names helps them to pay attention to what the practitioner is saying for example: "Chloe, have some milk."</p>
<p>Enjoy singing, music and toys that make sounds</p>	<p>Babies and toddlers love action rhymes and games like 'Peepo'. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs.</p>
<p>Show attention to sounds and music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p>	<p>Babies are born ready to enjoy and make music from birth.</p> <p>Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby.</p> <p>Provide babies, toddlers and young children with a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded.</p>

	Play and perform music with different: <ul style="list-style-type: none"> <li>- dynamics (loud/quiet)</li> <li>- tempo (fast/slow)</li> <li>- pitch (high/low)</li> <li>- rhythms (pattern of sound)</li> </ul>
Join in with songs and rhymes, making some sounds.  Make rhythmical and repetitive sounds.  Explore a range of sound makers and instruments and play them in different ways.	Introduce children to songs, including songs to go with routines. Suggestion: when washing hands, sing "This is the ways we wash our hands...".  Provide children with instruments and with 'found objects'. Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.

In Nursery 2 (N2), the children will access early phonics provision by working through 4 stages which consist of:

- Stage 1 – visual discrimination, sequencing and information carrying words
- Stage 2 – Compound words, 2 syllable words and 3 syllable words
- Stage 3 – Onset and rime, CVC long vowel sounds and CVC short vowel sounds
- Stage 4 – RWInc Speed sound lessons

The Early Years statutory framework states that a 3 – 4-year old will be learning to:

3 &4 year olds will be learning to:	Examples of how to support this:
Sing a large repertoire of songs.  Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Consider which core books, songs and rhymes you want children to become familiar with and grow to love. Activities planned around those core books will help the children to practise the vocabulary and language from those books. It will also support their creativity and play. Small world play based on 'Dear Zoo' will help children to learn the names of the different animals. Or they could shop for the different types of fruit in 'Handa's Surprise'. Pick them out and talk about how they look. This will help children to name the different types of fruit. Back in the setting, taste them and talk about their texture and smell.  Outdoor play themed around 'We're Going a Bear Hunt' might lead to the children creating their own 'hunts' and inventing their own rhymes.
Develop their pronunciation but may have problems saying:	When children have difficulties with correct pronunciation, reply naturally to what they say.

<p>- some sounds: r, j, th, ch, and sh  - Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>Pronounce the word correctly so they hear the correct model.</p>
<p>Develop their phonological awareness, so that they can:  - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother</p>	<p>Help children tune into the different sounds in English by making changes to rhymes and songs, like:  - changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car"  - making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."   Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."   Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.</p>
<p>Listen with increased attention to sounds.   Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving.   Play, share and perform a wide variety of music and songs from different cultures and historical periods.   Play sound-matching games.</p>

[See Phonics Progression Document for EYFS for further details.](#)

- When the children start in Reception they will all start at the beginning of the RWI scheme; being mindful of the assessment tracker from Nursery. Any gaps in the tracker will be used for interventions and IEP targets in Reception. Any Nursery children that have started the RWI scheme during their time in Nursery will start the programme again in Reception as they will have the added element of the handwriting and word time/magnetic boards for segmenting and blending.

**By the end of Reception**, the children will have been taught all of Read Write Inc Set 1 and 2 and some of Set 3, depending on their group from their routine grouping assessments. We acknowledge that the EYFS Framework Early Learning Goal states that the children will need to know at least 10 digraphs. At Brougham Primary School

we have high expectations and will continue to teach RWI based on the ongoing assessments of the children’s abilities.

- The Ruth Miskin RWI progression for Reception states that by the end of:
  - Autumn 1 the children should be able to read/recognise single-letter Set 1 sounds.
  - Autumn 2 the children should be able to read all Set 1 sounds, including the digraphs and blend sounds into words orally.
  - Spring 1 the children should be able to blend sounds to read words and read short Ditty stories.
  - Spring 2 the children should be able to read red story books.
  - Summer 1 the children should be able to read Green RWI books and read some Set 2 sounds.
  - Summer 2 the children should be able to read green or purple story books.

*This progression will be followed as much as possible for our children at Brougham Primary School; differentiated, assessed and planned for accordingly. [See RWI progress document for scheme expectations for reception through to Year 2.](#)*

The Early Years statutory framework states that children in Reception will be learning to:

Children in Reception will be learning to:	Examples of how to support this:
Understand how to listen carefully and why listening is important.	<p>Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.”</p> <p>Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.”</p> <p>Link listening with learning: “I could tell you were going to say the right answer, you were listening so carefully.”</p>

<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words and phrases.</p> <p>Model noticing how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.” In poems and rhymes with very regular rhythm patterns, pause before the rhyming word to allow children to join in or predict the word coming next.</p> <p>Encourage children to have fun with rhyme, even if their suggestions don’t make complete sense.</p> <p>Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of ‘claps’.</p>
<p>Learn rhymes, poems and songs.</p>	<p>Select traditional and contemporary poems and rhymes to read aloud to children.</p> <p>Help children to join in with refrains and learn some verses by heart using call and response. When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: “Listen carefully, what words can you hear? <i>Oncesuppona time: once – upon – a – time.</i>”</p>
<p>Read individual letters by saying the sounds for them.</p>	<p>Help children to read the sounds speedily. This will make sound-blending easier.</p>
<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Ask children to work out the word you say in sounds: for example, h-a-t &gt; hat; sh-o-p &gt; shop. Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.</p>
<p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ or ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>
<p>Read a few common exception words matched to the school’s phonic programme.</p>	<p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>
<p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.</p>

	Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home.  Avoid asking children to read books at home they cannot yet read.
Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound.  For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence before writing.  Help children memorise the sentence before writing by saying it aloud.  Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.
Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.

- In Year 1 the children will be assessed and grouped accordingly based on the RWI assessments. Phonics timings will be based on which group the children will be in. See appendix 6 for some examples of RWI lesson plans. Towards the end of Year 1, the children will sit the Phonics Screening Check. The children will also be completing auditory and visual discrimination tasks. During Year 1 the children are introduced to alternative pronunciations and spellings.

**By the end of Year 1 the children should be able to:**

- Read common exception words (see appendix 11) noting unusual correspondences between spelling & sound and where these occur in a word
- Read words containing taught grapheme phoneme correspondences (GPCs) and -s, -es, -ing, -ed, -er, -est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions and understand the apostrophe represents an omission
- Read aloud accurately books that are consistent with their developing phonics knowledge and do not require strategies to read the words

- Apply phonics knowledge & skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable alternate sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs taught
  - In Year 2, those children who did not meet the standard in Year 1 will be exposed to more phonics sessions and interventions in order for them to have a good chance to pass the check again at the end of Year 2. In Year 2 children are introduced to spelling rules.

**By the end of Year 2** the children should be able to:

- Read accurately most words of two or more syllables
- Read most words containing common suffixes\*
- Read most [common exception words](#).
- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- Sound out most unfamiliar words accurately, without undue hesitation.
- Check it makes sense to them, correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read.
- Apply phonics knowledge & skills as the route to decode words
- Respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable alternate sounds for graphemes
  - In Lower Key Stage 2, those children who still require phonics support will be supported through extra interventions and some phonics teaching each week.

**By the end of Year 3** the children should be able to:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and understand the new words they meet
- Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in a word
- Read fluently and independently using a range of strategies

**By the end of Year 4** the children should be able to:

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and understand the new words they meet
- Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in a word
- Read fluently and independently using a range of strategies

At Brougham Primary School, in addition to a progressive effective phonics curriculum, we also promote reading in a way that encourages children to foster a love of reading for pleasure, fluency, intonation, decoding skills and comprehension.

### **Reading Skills Sessions**

In addition to be taught and applying reading skills in English sessions and in other subjects, we teach stand-alone reading sessions, which focuses on teaching reading skills, which they can then apply across the curriculum. We believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter. We use [Fischer Family Trust Reading Comprehension Progression in Skills](#) as a tool to support the teaching of reading skills.

To further develop and embed early reading skills for children in Key Stage 1, and develop fluency and comprehension for children in Key Stage 2, children will begin to complete 'Phonics to Fluency.'

Phonics to Fluency is a research informed 'next step' to support a child in their reading journey after they've secured their phonetic knowledge. This approach has been developed to support children as they transition from

relying on “sounding out” to reading smoothly with automaticity, accuracy and prosody.

### **Progression in reading texts and themes**

We use the Fischer Family Trust Reading Comprehension progression document to ensure progression in reading skills. This academic year, we are creating a [Progression in Reading Texts and Themes document](#), which outlines the link texts (fiction, non-fiction, poetry) to the topic for each term. We have termly topics for our foundation subjects and in one half of a term the whole class reader (WCR) for the English sessions, will be based around that term's topic and supplementary texts will be used to support children's understanding and learning. For example, in the Autumn term the Year 6 topic is WWII. The WCR is Letters from the Lighthouse, which the writing will be primarily based around and extracts from the supplementary texts (Goodnight Mr Tom, Carrie's War, Rose Blanch) will be used as and when required to support links to conventions and themes and enhance the children's understanding.

### **Shared and Independent Reading**

Pupils have opportunities to undertake shared and independent reading throughout the school. A diverse range of group reading books and reading schemes are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter, therefore we operate using 'book bands' in line with Accelerated Reader. When it is felt appropriate for individual children, they may become 'free readers' and choose from the class library. Reading age tests are undertaken twice per academic year to track the progress of the children and put interventions in place, where needed, as well as, move children through the book bands.

Listening to children read is carried out regularly. Children are placed on a rota and are listened to at least twice per half term (this may increase depending on the needs of the child) to develop and assess their fluency, intonation, decoding skills and comprehension. However, the lowest 20%

of readers, including SEND, are listened to twice per week. Children read a book matched to their book level and practise their fluency and comprehension skills using the Rasinski's Multi-Dimensional Fluency Scale.

### **Assessment**

Teachers update reading and writing at least once per half term, using the reading and writing assessment indicators excel sheets. Effective inter and intra school moderations take place, with evidence from across the curriculum. Full and detailed guidance on assessment on reading and writing is available [here](#).

### **Home Readers**

Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a home/school reader booklet, where both the staff and parents can write comments about how the child is progressing with his/her reading. In order to promote positive attitudes towards reading, we have a golden ticket incentive. Every time a child has read to an adult read at home and has brought their home/school reader back to school signed, they receive a golden ticket which is then displayed in their classroom for everyone to see. At the end of each half term, all of the golden tickets are entered into a prize draw for each key stage. The child whose golden ticket has been drawn receives a book and certificate.

### **Reading in Early Years**

Alongside the teaching of phonics as outlined above, there are many other elements in learning to read that are essential in supporting children in their journey to becoming competent readers.

The Early Years environment is conducive to promoting reading and talk. Children have plentiful opportunities to learn reading behaviours, for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation. Opportunities for independent writing are available in most areas of the classroom. All adults prioritise engaging with children in high quality interactions that give them the extended vocabulary with which to write creatively. Continuous provision is suitably resourced in order that children are able to retell and act out stories they have heard.

The following approaches are used in the teaching of reading in EYFS:

- Helicopter stories (to be used by trained staff only)
- 3 a day
- Use of story props, sacks and boxes to enhance core books
- Poems, rhymes and songs
- Identifying rhyming words (recognising why words rhyme when looking at how words are spelt)
- Picture books with no words
- Stories with predictable/repetitive phrasing
- Fairy tales/ stories with traditional narrative structures
- Non-fiction texts linked to themes/topics

All staff working in EYFS are enthusiastic about reading and share their excitement with the children. Staff read aloud to children on a regular basis including sharing their 'Firm Favourites' as this serves as an important step towards independent reading and introduces children to different styles of writing, new vocabulary and tunes them in to book language. It also provides children with an opportunity to hear fluent, expressive reading and begin to develop comprehension skills through discussion of the text.

A detailed [Early Years Long Term Overview and Progression document](#) ensures that Word Reading and Comprehension are developed effectively.

### **Reading Buddies**

Two different year groups are paired together based on their ZPD reading age after completing a STAR assessment. Children whose data shows they are at or above their age expectation for reading are paired up with children who are below their age expectation in reading. The pupils meet at least once week on a specific day to read to each other. The pupil who is at or above is expected to encourage and model good reading techniques to their buddy e.g. authorial voice, intonation and retrieval skills. We are constantly monitoring the impact Reading Buddies is having pupils' reading and enjoyment of reading.

## **Implementation – Spelling Curriculum**

We use the Hartlepool Local Authority Progressive Spelling Scheme for planning spelling, with resources taken from various sources. Spelling is

taught stand alone in approximately 20-minute sessions four times per week (some variations depending on year groups' timetables). Spelling is also taught in English and other lessons, where appropriate

## **Implementation -Handwriting Curriculum**

[Follow this links to see our school's handwriting policy.](#)

## **English Marking and Feedback Approach**

Children's work is marked with a tick against the title which is the essential knowledge for that lesson. For example, 'Identifying features of a similar text.' If children have achieved this, there will be a ✓ placed next to the title.

If children have not achieved this, a ~ is placed next to the title to indicating that the child has not met the learning objective.

### **Reception**

Books are marked using ✓ or ~. Green pen work is completed with adult support, when needed.

### **KS1 and KS2**

In KS2, writing completed in the English book is marked with two ticks and one wish to allow children time to respond appropriately before their final editing process.

Year 1, at the end of the writing cycle, any writing is marked using a pictorial marking ladder, which can be tailored to suit the writing genre.

Year 2, when completing longer pieces of writing, (in preparation for Year 3) their English books will be marked with two ticks and a wish.

Any incorrect spellings the children should know will be underlined for the children to self-correct. Any incorrect spellings the children may not yet know will be corrected by the teacher and then written out once by the child. Teachers may also use feed-forward sheets for writing to inform next steps in children's learning.

Writing conferences take place weekly, where children work with an adult to discuss their writing, giving them chance to edit and improve with support from an adult. During the writing conference, the teacher will discuss areas of strength and identify an area which would be improved or where a child needs further support to secure their understanding. Green pen work may take place during a writing conference. The writing conference may only focus on one aspect for improvement or one paragraph. The child can then look at the rest of their work independently, making edits and improvements as necessary.

Please see the full marking policy for more detail.

## **Impact and Assessment**

### **Summative Assessment**

Termly assessments linked to the coverage of the spelling, grammar and punctuation taught are set for children. Teachers devise a termly grammar and punctuation and spelling assessment for each year group related to the concepts covered. To support the design of summative assessments, resources such as Testbase and Learning by Questions can be accessed. The attainment of each question is then tracked through the completion of a gap analysis proforma. The gaps analysis is used to feed forward into the subsequent terms planning addressing those concepts which require consolidation through spaced and interleaved practice. Lesson planning needs to reflect gaps analysis from summative assessments and teachers should aim to pinpoint exactly what it is that is preventing children from grasping a new concept. Spaced learning and interleaving should be used to reinforce new concepts and embed learning for the long term. The pupils' books are analysed in pupil progress meetings to put into place further interventions as required.

### **Formative Assessment**

Next steps will be automatically evident from conversations with children and the independent work in books. Where further consolidation of a step is required, to acknowledge that a specific teaching point has been addressed through a same day or next day intervention, evidence will be in

the back of work books or achieved in subsequent pieces of written work. The cycle is in line with our Mastery approach which ensures that the majority of children are broadly progressing through the curriculum at the same pace.

Teachers use low stakes assessment and design mini reviews to review the extent to which children are mastering grammar terminology. The aim of these is to see if children are mastering the concepts being taught and practised. Quizzes and mini reviews (for example, brain dumps, connect 4) may consist of a range of questions based on the concepts that have been rehearsed that week and/or the previous week through spaced practise. This allows teachers to review the extent to which children are mastering concepts and are useful for supporting moderation evidence. Mini reviews are used when children have to work out and recall the answer. Multiple choice is not the most secure way of eliciting pupil accuracy on that concept.

## **Inclusion**

In school, we aim to meet the needs of all our children by adaptation in our English planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves ensuring lessons are adapted, where appropriate for SEND children without compromising the high expectations we have for all children. However, this will enable children with learning and/or physical difficulties to take an active part in all areas of the English curriculum and to achieve the goals they have been set. Some children will require scaffolded support to enable them to progress, whilst more able children will be extended through adaptive teaching. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

## **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## Supporting Pupils with SEND

The English curriculum at Brougham Primary School has been designed with careful consideration for all learners. Our curriculum is ambitious and has high expectations for all learners; it is only differentiated by outcome for those children with more complex individual needs.

<p>Sequencing Learning:</p> <p>A coherent and consistent approach.</p>	<p>Lesson structures within English are consistent to give all learners routine, reducing cognitive overload to allow for all learners to focus on the content of the lesson being taught.</p> <p>E.g. In English, the structure follows:</p> <ul style="list-style-type: none"><li>• substantive knowledge quiz (retrieval)</li><li>• introduce new learning with links to prior knowledge (in manageable chunks)</li><li>• exploration of new concepts and skills in collaborative tasks</li><li>• completion of an applied task.</li></ul>
<p>Links across the curriculum</p>	<p>Substantive knowledge, where appropriate, from the foundation subjects is linked to the English novel that is taught in the following term. This provides all children with essential background knowledge which is the consolidated and applied within their English reading and writing.</p> <p>E.g. In reading, children will read non-fiction texts linked to WW2, Earth and Space, Volcanoes, Victorians.</p>

	<p>Classes access 'First News' where they can further explore current affairs linked to their prior/current/upcoming topics.</p> <p>This ensures that children already have access to the substantive knowledge needed to develop their procedural and disciplinary knowledge. This reduces the cognitive load for all learners and the potential barrier to learning for children with SEND. It also allows for all learners to make links with learning.</p>
<p>Inclusion within the curriculum:</p>	<p>In order to successfully navigate reading and writing with confidence, the English curriculum is designed so that all learners have access to a variety of genres.</p> <p>Days are planned into the curriculum to celebrate reading and writing. For example, World Book Day</p> <p>In order to ensure all children are able to access English texts, where appropriate, pre-reading sessions take place for pre-reading of the text and understanding of vocabulary.</p>
<p>Cognitive load:</p> <p>The curriculum is designed to recognise the importance to pupils, especially those with SEND of avoiding working memory overload.</p>	<p>Lessons are designed to reduce cognitive load by:</p> <ul style="list-style-type: none"> <li>• Chunking learning and teaching</li> <li>• Isolating essential knowledge (a clear focus for the current task)</li> <li>• Retrieving prior knowledge</li> <li>• Repetition of skills and knowledge</li> <li>• Scaffolding techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Clarity of instructions, including modelling (I do, We do, You do / use of technology Air Server to screen share and screen mirror)</li> <li>• Linking to prior learning and experiences</li> <li>• Choosing appropriate methods of instruction which ensure pupils can pay attention (avoiding over-elaborate task designs)</li> </ul>
<p>English Assessment Design:</p> <p>Assessment is designed to ensure it is accessible to all learners.</p>	<p>Assessments used include:</p> <ul style="list-style-type: none"> <li>• Observations by teachers within lessons.</li> <li>• Substantive Knowledge Quizzes (scribes and readers may be used if appropriate to support children with SEND needs) These do not need to be recorded in books every lesson.</li> <li>• Careful consideration of the wording and layout of quizzes to avoid working memory overload.</li> <li>• Use of technology, e.g. Quizlet, Kahoot</li> <li>• Depending on the level of the need of the child, children have access to additional time, rest breaks and a scribe.</li> </ul>

## **Cross Curricular Links**

All staff have high expectations of children applying their speaking and listening, reading and writing skills across the curriculum. Whole class

readers (WCR) and supplementary texts for English lessons will link to the topic for one half term in every term. In order to allow children to consolidate and apply their understanding of their topic, teachers will plan to complete a topic related novel in the following half term. For example, in Year 5, teachers will plan and deliver 'Hidden Figures' in Spring 1 after completing the Earth and Space topic in Autumn 2. These texts are taken from the text progression document. The English lead then populates the English Long-Term Framework each half term to show which writing genres are covered in topic and in English sessions.

## **English Enhancement**

### **Librarians**

At Brougham Primary School, we recognise that librarians in school are an excellent addition to our school library and imperative to promoting a love of reading across school.

### **Intent**

Librarians will:

- Give pupils in school a voice
- Develop pupil knowledge, skills and personal qualities in a real-life context
- Raise the profile of the library
- Look after the Library and ensure it is tidy
- Encourage others to treat the Library and books with respect
- Help others to find the books they want and make recommendations
- Inspire others to develop a love of books and reading
- To promote the 'Reading for Pleasure' book boxes on the school yard

### **Implementation**

Children in Year 5 and 6 who are interested in this role must write a letter of application, describing their interests and explain the reasons why they would like the job and what qualities they believe they could bring to the role. Class Teachers then choose the two best applicants to represent their class. Those children chosen are then presented with Librarian badges so they can be easily identified around the school, which they wear proudly! Our Librarians value their role and carry out their duties responsibly, as follows:

They lead by example, treating the books and library space with respect and behaving in a respectful manner.

### **Impact**

We know that reading is very important, not just for the enjoyment it can bring us, but also because it:

- Helps improve creativity and imagination
- Helps us to learn
- Increases our vocabulary
- Improves our memory
- Increases our concentration and attention span
- Improves our writing skills

As well as undertaking their role, our librarians will aim to encourage the love of reading in a variety of ways, such as taking an active role during World Book Day. They also enjoy spending time with children from other year groups to share stories and to read some of their favourite books. This takes place during breaktimes and lunch times and during our reading for pleasure time during the school day.

### **Library Visits**

At Brougham Primary school, we understand that public libraries can play a significant role in helping and inspiring pupils to find reading material that they can relate to.

Developing strong literacy skills helps prepare children not only for success in reading and writing but also in other academic fields. It also helps them become more able to interpret the world around them.

In an increasingly digital world, it's crucial for us to keep our children reading books for many reasons, including the following.

- Increasing Empathy in Readers
- Improving literacy skills
- Enhancing communication skills
- Exercising and expanding brain ability
- Creating an intrinsic thirst for knowledge

Therefore, our aim is for all children to attend the local library. This academic year (2023-2024) all children will visit the local library, sign up to the library and will access a workshop alongside story time with the local librarian.

## **Parental Engagement**

Parental Engagement is paramount. Each child has a home/school reader booklet and book, which is matched to the child's reading stage/age. Each time the children have read to an adult at home, the adult signs their home/school reader and the child brings it into school to be signed by their teacher. The child then receives a golden ticket as part of our reading incentive.

At the start of each academic year, [parents must sign an agreement](#) to say they will listen to their child at least three times per week. If this does not happen, a standard letter will be sent out to remind them about the importance of reading at home (see appendix H).

If, throughout the year, a teacher has a concern about a child's effort, behaviour or progress in English, parents will be contacted and will have a discussion over the phone or a meeting face to face with the child's class teacher.

## Early Years Writing Progression Documents

<b>2YO Non Negotiable objectives</b>	
Indoor	Outdoor
LW P Enjoy drawing freely LW P Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	LW P Enjoy drawing freely




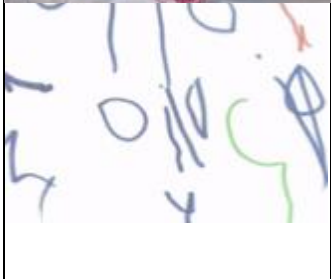

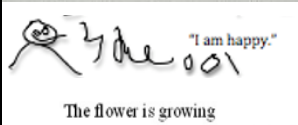
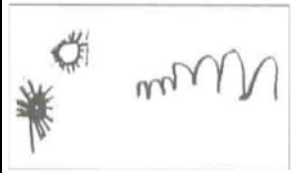
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for writing within the 2YO phase:</b></p> <ul style="list-style-type: none"> <li>Notice environmental print including number encourage children to notice in the environment what the purpose the numbers and writing have within the setting</li> <li>Display print from different cultures</li> <li>Knows that marks carry meaning – model to the children a variety of purposes for writing rereading your notes to model how the print travels</li> <li>Enjoy making marks: support the children to make exploratory marks in the first instance and then moving on to more modelled marks such as lines and circles to draw spiders</li> <li>Adults should ascribe meaning to the marks as children make them – round and round, up and down, across, big, small, fast, slow, hart, soft...</li> <li>The mark making, materials and surfaces should be varied in order to fully develop skills and develop strength through shoulder and elbow pivots</li> </ul> <p>Always take the children’s start date and ability into consideration when planning the level of mark making activity..</p>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>Create large scale marks both vertically and horizontally and using a number of resources/mediums e.g. mark making using water – large sweeping brushes, spray bottles, large and small paintbrushes, large and small water containers</li> </ul>
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## 2YO Curriculum Overview

	Autumn 1 Amazing Me All About Me	Autumn 2 The Deep Dark Wood What is a woodland?	Spring 1 Once Upon a Time Nursery Rhymes	Spring 2 All Creatures Great & Small Welcome to the World	Summer 1 Are Hero's Real Land Ahoy!	Summer 2 Glorious Gardens Brilliant Bugs
Key Writing and Drawing Opportunities	<ul style="list-style-type: none"> <li>Photograph book about 'my favourite place to play in Preschool'</li> <li>Share feelings through pictures using key feeling colours</li> <li>Make a list of items that a baby will need for the home corner – using visual props</li> <li>Amazing Me class book. Children to add photographs/drawings to the class book</li> <li>Children to draw pictures of themselves and describe features to label a photograph</li> <li>Amazing Me class book. Children to add photographs/drawings to the class book</li> <li>Create own leaf hunt story book using photographs from the garden</li> </ul>	<ul style="list-style-type: none"> <li>Read message from Fox asking the children to make posters to find his lost clothing</li> <li>Make a list of all of the things that are noisy in the nursery treasure basket ready to play 'Wake Rabbit'</li> <li>Write a shopping list of resources needed to make bird feeders</li> <li>Deep Dark Wood book creation – What happened when the Owl Sanctuary visited</li> <li>Create a story about The Deep Dark Woods. Harry went into the deep dark woods and saw a...</li> <li>Write a letter to Santa</li> <li>Send a Christmas Card through the post to parent</li> </ul>	<ul style="list-style-type: none"> <li>Use photographs of family Christmas' to support children to recount Christmas. Adult to scribe.</li> <li>Children to help to write a message home to parents to encouraging them to stargaze when it is dark</li> <li>Children to each take a part of an egg sandwich recipe and write what instruction they followed so that a member of staff can make a sandwich for lunch</li> <li>Write a list of materials needed to make a boat for the Gingerbread Man</li> <li>Write a letter to invite parents to the Nursery Rhyme Tea Party</li> <li>Draw pictures of spiders from the spider hunt and label them.</li> </ul>	<ul style="list-style-type: none"> <li>Write a list of who is on the farm so that we know what animals to sing about in the song 'Old MacDonald had a Farm'</li> <li>Children to write a letter to the farmer asking if they can see a certain animal.</li> <li>Children to write a letter to the farmer asking if the farm has any young animals</li> <li>What's in the egg? Make predictions about what is living in the eggs in Nursery</li> <li>Create own That's Not my Bunny book</li> </ul>	<ul style="list-style-type: none"> <li>'Local Heroes' book creation.</li> <li>Message in a Bottle from Pirate Captain recruiting. Write a list about what we need to be a pirate and return his letter</li> <li>Create treasure maps</li> <li>Create own story We're Going on</li> <li>'Local Heroes' book creation.</li> <li>'Local Heroes' book creation.</li> <li>Invitation to the beach</li> </ul>	<ul style="list-style-type: none"> <li>Make signs for the Nursery garden to show people where to find mini-beasts</li> <li>Children to begin creating the book 'Brilliant Bugs'</li> <li>Make signs telling people how to look after the plants</li> <li>Create flip flap books "George's Very Hungry Caterpillar"</li> <li>Create instructions about creating a wormery for Mrs Moore</li> <li>Make a list of party food for the end of year celebrations</li> </ul>


## 2YO Writing Progression

Writing Objectives	<p><b>Beginning</b> LW P Enjoy drawing freely Children to explore:</p> <ul style="list-style-type: none"> <li>a wide range of mark making tools both inside and out</li> <li>making marks both on large and small scales</li> <li>making marks on both horizontal and vertical surfaces developing shoulder and elbow pivots</li> <li>Practising copying horizontal lines, vertical lines and circular lines</li> </ul>	<p><b>Developing</b> LW P Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <ul style="list-style-type: none"> <li>Children will have seen writing for purpose modelled by the adults</li> <li>Children will have seen their name written on their work and the initial sound highlighted to them</li> <li>Children will begin to with support offer staff meanings to their drawings and staff will annotate highlighting the difference between drawing and writing through re -reading.</li> <li>Begin to see horizontal lines, vertical lines and circular lines within mark making</li> </ul>	<p><b>Secure (End of Preschool)</b> LW P Add some marks to their drawings, which they give meaning to. For example: "That says mummy." LW P Make marks on their picture to stand for their name</p> <ul style="list-style-type: none"> <li>Children will confidently offer staff meanings to their marks for staff to annotate.</li> <li>Children will make marks identifying what they say and are identified as different to their pictures (though they may not look different yet)</li> <li>Children will make marks on their picture to stand for their name</li> <li>Children will know the first letter of their name through saying the sound.</li> <li>Horizontal lines, vertical lines and circular lines appear within mark making</li> </ul>
	<b>Pre-Phonemic Stage</b>		


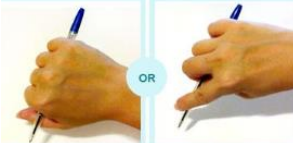

Stages of Writing	<p><b>Emerging Scribble</b></p> <ul style="list-style-type: none"> <li>Explores media through all their senses</li> <li>Makes random marks</li> <li>They are aware of marks they make</li> <li>Marks may be small and random or cover the whole page</li> <li>You will not be able to tell what this picture is about but give praise and talk about the marks they are making – big, small, round,</li> </ul>	 	<p><b>Symbolic Stage</b></p> <ul style="list-style-type: none"> <li>Marks will become more purposeful</li> <li>May start at any place on a page</li> <li>The child may or may not ascribe meaning to the marks</li> <li>The child will begin to copy lines and circles</li> </ul>	 	<p><b>Pictorial Stage</b></p> <ul style="list-style-type: none"> <li>Children will create simple shapes that represent objects</li> <li>Children will ascribe meaning to the shapes</li> <li>Children will begin to distinguish between their writing and drawing</li> <li>Children will begin to make shapes to represent their name</li> <li>Children will communicate meaning and write for a purpose</li> </ul>	  

	<p>up, down, fast, slow, hard, soft...</p> <ul style="list-style-type: none"> <li>Marks will not resemble print or communicate a message</li> </ul>					
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**Pre Writing Shapes**

Mark Progression	 <b>2 years</b>	 <b>2½ years</b>	 <b>3 years</b>			
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**Pencil Grip Progression**

	1 to 2 Years Old Fisted grasp or Palmar Supinate Grasp	2 to 3 Years Old Digital Pronate Grasp	3 to 4 Years Old Four-Finger Grasp
Pencil Grip Progression	<ul style="list-style-type: none"> <li>Pencil is held in the palm.</li> <li>All fingers and thumb are used.</li> <li>Movement is from the shoulder; the arm and the hand move as a unit.</li> <li>Light scribbles are produced with this pencil grip.</li> </ul> 	<ul style="list-style-type: none"> <li>All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.</li> <li>Movement comes mostly from the elbow and the shoulder is now stabilized.</li> <li>Horizontal lines, vertical lines and circular lines are able to be copied</li> </ul> 	<ul style="list-style-type: none"> <li>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.</li> <li>Movement occurs from the wrist; the hand and fingers move as a whole unit.</li> <li>Zigzag lines, crossed lines and simple humans can be drawn with this grip.</li> </ul> 

**3YO Non Negotiable Objectives**

	Indoor	Outdoor
Writing	LW N Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy LW N Write some or all of their name LW N Write some letters accurately	LW N Write some letters accurately
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for writing within the Nursery phase:</b></p> <ul style="list-style-type: none"> <li>• Notice environmental print including number encourage children to notice in the environment what the purpose the numbers and writing have within the setting</li> <li>• Display print from different cultures</li> <li>• Knows that marks carry meaning – model to the children a variety of purposes for writing rereading your notes to model how the print travels</li> <li>• Enjoy making purposeful marks that develop into using graphemes and drawings become recognisable.</li> <li>• Adults should ascribe meaning to the marks as children make them in the first instance – round and round, up and down, across, big, small, fast, slow, hard and soft. Then move onto encouraging children to ascribe meanings to marks they make, encouraging development of writing at their stage and level.</li> <li>• The mark making, materials and surfaces should be varied in order to fully develop skills and develop strength through shoulder, elbow and wrist pivots</li> </ul> <p>Always take the children’s start date and ability into consideration when planning the level of mark making activity.</p>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>• Develop large muscle co-ordination; whole body, leg, arm and foot. This can be through climbing, swinging, messy play, movement ribbons/materials and parachute games</li> <li>• Children should have the opportunity to continue to develop core stability and strength and be able to cross the midline</li> <li>• Through large mark making children should be taught directional language – up, down, round, back...</li> <li>• Provide equipment that supports large marks such as – large brushes, chinks, sticks sponges and patterns for children to copy and trace – this could be chalked patterns for children to paint water over</li> </ul>

### 3YO Curriculum Overview

	Autumn 1 Amazing Me My Home and My Family	Autumn 2 The Deep Dark Wood Who lives in a woodland?	Spring 1 Once Upon a Time Traditional Tales	Spring 2 All Creatures Great and Small Down at the Farm	Summer 1 Are Hero's Real Caped Crusaders	Summer 2 Glorious Gardens Marvellous Mini Beasts
Key Writing and Drawing Opportunities	<ul style="list-style-type: none"> <li>Children to draw pictures of their Teachers and draw their favourite place to play.</li> <li>Children to draw themselves using feeling colours and facial features.</li> <li>Children to create their own 'My History Book' showing Then/Now and what they could do as a baby and what they can do now</li> <li>Children to create their family tree. Label photographs and drawings</li> <li>Draw and label a map of their local area to show where they live</li> <li>Write a class letter/email to a N class in another country to explain what our Nursery is like – use photographs to label – include maps of the area created last week</li> <li>Create own leaf hunt book using photographs/drawings/leaf rubbings from our leaf hunt – recount "I found a ___"</li> </ul>	<ul style="list-style-type: none"> <li>Deep Dark Wood book creation – what did we see when we visited the Woodland Trust</li> <li>Nature Detective – mark and label on a map of Forest School Garden/Nursery Garden where we found nature</li> <li>Nature Detectives – create bird watcher books</li> <li>Write letters to animals to invite them to come and visit our garden</li> <li>Create a story about The Deep Dark Woods. Harry went into the deep dark woods and saw a...</li> <li>Christmas List</li> </ul>	<ul style="list-style-type: none"> <li>Write a Winter warning sign - a list of clothes the chn need to put on before they go out to play in the garden to keep them warm in Winter</li> <li>Find Granny Poster – encourage detectives to search for Granny</li> <li>Write a shopping list of ingredients to buy to make porridge</li> <li>Story creation The Gingerbread Man ran and ran and he saw ....</li> <li>Write a letter to other farm animals asking them to come and help pull up the turnip</li> <li>Draw what you read – chn to draw their favourite Traditional Tale and write/say the story</li> </ul>	<ul style="list-style-type: none"> <li>Write a list of jobs the farmer has to do each day for the Role Play area. Farmer to follow the list each day and mark off when he has completed the jobs</li> <li>Labels/Signs for the farm animal pens/houses – Small World</li> <li>Label different seeds that the children have planted</li> <li>Instructions on how to make bread</li> <li>Write a letter asking if we can visit Church to find out about Easter</li> <li>Compose a list of questions to ask when we get there</li> </ul>	<ul style="list-style-type: none"> <li>Speech bubbles – write what a Superhero might say – including onomatopoeic words</li> <li>Design their own Superhero and label with Superhero name and superpower</li> <li>Superhero Story Adventure – class story to include a line about each of the children's Superhero creations from Week 2</li> <li>'Local Heroes' book creation - Crime report "Who stole the cookies from the cookie jar!"</li> <li>'Local Heroes' book creation - Help us save the Bear poster</li> <li>'Local Heroes' book creation – 999 Call Centre – What's the Emergency? Children write emergency records - what is wrong and who can help?</li> <li>'Local Heroes' book creation - Instructions on how to brush your teeth</li> </ul>	<ul style="list-style-type: none"> <li>Draw and label minibeasts found in our garden using magnifying app</li> <li>Create observations of the caterpillars into butterflies writing about observations</li> <li>Write letters to minibeasts to invite them to come and visit their new minibeast hotel</li> <li>Story creation The snail went on a trail through our Nursery Garden and he met .....</li> <li>Marvellous Minibeasts Topic Book</li> <li>Recount visit from Zoolab</li> <li>Adult to model writing a caption to match a photograph – children to state own captions and write</li> <li>All About Me Book for Reception Transition</li> </ul>

## Writing Progression

Writing Objectives	<p><b>Emerging 3 year old (not attended P/S)</b>                  LW P Add some marks to their drawings, which they give meaning to. For example: "That says mummy."                  LW P Make marks on their picture to stand for their name</p> <ul style="list-style-type: none"> <li>Children will confidently offer staff meanings to their marks for staff to annotate.</li> <li>Children will make marks identifying what they say and are identified as different to their pictures (though they may not look different yet)</li> <li>Children will make marks on their picture to stand for their name</li> <li>Children will know the first letter of their name through saying the sound.</li> <li>Horizontal lines, vertical lines and circular lines appear within mark making</li> </ul>	<p><b>Emerging</b>                  LW N Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy                  LW N Write some or all of their name                  LW N Write some letters accurately</p> <ul style="list-style-type: none"> <li>Children will begin to know the letters of their name and say the sounds</li> <li>Children will be taught to write the initial grapheme in their name</li> <li>Children will begin to write for purpose first through producing directional scribble</li> <li>Children will begin to notice print in the areas</li> <li>Children will begin to understand that print carries meaning</li> </ul> <p><b>Physical Development Links</b>                  Develop manipulation and control when mark making.                  Manage buttons, zips and pour drinks.                  Explore different materials and tools safely.</p>	<p><b>Developing</b>                  LW N Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy                  LW N Write some or all of their name                  LW N Write some letters accurately</p> <ul style="list-style-type: none"> <li>Children will be able to read and say the letter sounds in their name</li> <li>Children will begin to write the graphemes in their name</li> <li>Begin to write initial sounds as captions for drawings through modelled support</li> <li>Children will begin to write for a purpose through creating symbolic letters, random letters or strings of letters or letter groups</li> </ul> <p><b>Physical Development Links</b>                  Use one handed tools such as scissors.                  Use a comfortable grip with good control when holding pens and pencils.</p>	<p><b>Secure</b>                  LW N Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy                  LW N Write some or all of their name                  LW N Write some letters accurately</p> <ul style="list-style-type: none"> <li>Children will be able to write their name or parts of it</li> <li>Children will be able to form some letters correctly</li> <li>Children will be able to use some of their print and letter knowledge to write for a purpose i.e. notes, letters, labels, lists, signs, stories, captions to their pictures...</li> <li>Children will begin to label pictures using known letter knowledge of initial sounds</li> </ul> <p><b>Physical Development Links</b>                  Show preference for dominant hand.                  Use scissors confidently.                  Use a comfortable grip with good control when holding pens and pencils.</p>
<b>Pre Phonemic Stages 1- 4 &amp; Early Phonemic Stages 5-8</b>				
Stages of Writing	<p><b>1.Pictorial Stage</b></p> <ul style="list-style-type: none"> <li>Children will create simple shapes that represent objects</li> <li>Children will ascribe meaning to the shapes</li> <li>Children will begin to distinguish between their writing and drawing</li> <li>Children will begin to make shapes to represent their name</li> </ul> <p>Children will communicate meaning and write for a purpose</p>	<p><b>2.Directiona Scribble</b></p> <ul style="list-style-type: none"> <li>Children will create marks that move from left to right and communicates a message or idea</li> </ul>	<p><b>3.Symbolic or Mock Letters</b></p> <ul style="list-style-type: none"> <li>Children will create letter like formations that may resemble letters but this is not necessarily intentional</li> <li>Writing will communicates a message or idea</li> </ul>	<p><b>4.Random Letters</b></p> <ul style="list-style-type: none"> <li>Children will create random letters. These letters will not represent what the child is intending to write</li> <li>Writing will communicates a message or idea</li> </ul>



"I am happy."



Handwritten scribbles consisting of several rows of wavy, horizontal lines.

Handwritten symbols and characters, including a cross, a circle, and various abstract shapes.

Handwritten letters and symbols: AEB ZT, WDJ I, FHJZR.

**5. Strings of Letters**

- Children will create strings of random letters. These letters will not represent what the child is intending to write and will travel from left to right; possibly including letters from their name.
- Writing will communicate a message or idea

**6. Letter Groups**

- Children will begin to create letter groups separated by spaces
- Writing will communicate a message or idea

**7. Environmental Print**

- Children will be aware of print within the classroom including numbers
- Children will copy words and numbers from the environment using a range of resources to facilitate writing
- Children often will not know what these words say

**8. Initial Sound Labelling**

- Children will begin to use their known letter sound knowledge from taught phonics sessions to write initial sounds to match pictures




Handwritten strings of letters: ATRIEDI, ATRIDIF, ATRIEB, ATRIFM.

Handwritten letters and symbols: T, C, A, E, P, O, H, C, B, G, M.



Handwritten text: CLOCK MOM, the I is, see like, 12345, onb mk.



**Pre Writing Shapes**

Mark Progression						
	3 years	3½-4 years	4 years			

**Pencil Grip Progression**

Pencil Grip Progression	3 to 4 Years Old Four-Finger Grasp		4 Years Old Static Quadropod Grasp	
	<ul style="list-style-type: none"> <li>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.</li> <li>Movement occurs from the wrist; the hand and fingers move as a whole unit.</li> <li>Zigzag lines, crossed lines and simple humans can be drawn with this grip.</li> </ul>		<ul style="list-style-type: none"> <li>A static quadropod grip has a fourth finger involved.</li> <li>Movement is usually from the wrist with this static grasp.</li> <li>Triangles, circles and squares can be copied with this grip</li> </ul>	

### Reception Non Negotiable Objectives

	Indoor	Outdoor
Writing	LW R Form lower-case and capital letters correctly LW R Spell words by identifying the sounds and then writing the sound with letter/s LW R Re-read what they have written to check that it makes sense <b><i>LW ELG Write simple phrases and sentences that can be read by others</i></b>	LW R Form lower-case and capital letters correctly LW R Spell words by identifying the sounds and then writing the sound with letter/s LW R Re-read what they have written to check that it makes sense <b><i>LW ELG Write simple phrases and sentences that can be read by others</i></b>
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for writing within the Reception phase:</b></p> <ul style="list-style-type: none"> <li>• Within Autumn 1 Children should be given opportunities to revisit and practice skills from the end of Nursery – Emphasis should be given to those children whom have not attended Nursery or their skills were still developing at the end of Nursery</li> <li>• Display print from different cultures</li> <li>• Model and encourage the children to write for a variety of purposes encourage the children to rereading their writing to check it makes sense at their stage. Sensitively correcting key aspects within their play to better their work.</li> <li>• Drawings are to be encouraged to be recognisable, with details added</li> <li>• Adults should encourage and model a variety of writing opportunities i.e. should we write a sing, should we make a book to tell people about this...</li> <li>• Writing areas should promote and have resources to make flap books, lists, labels...</li> </ul>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>• Develop large muscle co-ordination; whole body, leg, arm and foot. This can be through climbing, swinging, messy play, movement ribbons/materials and parachute games</li> <li>• Continue to develop core stability and strength through tummy crawling, climbing, pulling themselves up on a rope, hanging from apparatus...</li> <li>• Develop fine motor skills and strength through threading, sewing, pouring, stirring, dancing with scarves, using spray bottles, planting and caring for plants...</li> <li>• Provide opportunities were possible for children to communicate messages i.e. ‘don’t step on the plants’, ‘woodlice live here’...</li> </ul>

- The mark making, materials and surfaces should be varied in order to continue to fully develop skills and develop strength through shoulder, elbow and wrist pivots

Writing in Reception is taught as a balance between child initiated activities and direct modelling and teaching of writing

### Reception Curriculum Overview

	Autumn 1 Amazing Me Where do I Belong?	Autumn 2 The Deep Dark Wood What happens in a woodland after dark?	Spring 1 Once Upon a Time Kings, Queens and Castles	Spring 2 All Creatures Great & Small Amazing Animals	Summer 1 Are Hero's Real Up, Up and Away!	Summer 2 Glorious Gardens Roots and Shoots
Key Writing Opportunities	<ul style="list-style-type: none"> <li>• Create an Amazing Me poster</li> <li>• Create a family tree</li> <li>• Create a map of Hartlepool including people who help us</li> <li>• Create a story map to retell the Naughty bus story</li> <li>• Where will you travel to on the train?</li> <li>• Draw and label a picture of your home</li> <li>• Create a book about Harvest</li> </ul>	<ul style="list-style-type: none"> <li>• Label a woodland</li> <li>• Leaf and tree identification cards</li> <li>• Shadow puppet game. Children to guess the nocturnal animal via their shadows writing initial sounds</li> <li>• Children to create their own poem based on the story 'Woodland Dreams'</li> <li>• Choose an animal to write about from the story 'Moonlight Animals'</li> <li>• Write a letter to Santa</li> </ul>	<ul style="list-style-type: none"> <li>• Missing words in instructions to make hot chocolate i.e. mix, hot, mug, yum</li> <li>• Create own spells</li> <li>• Lost and Found Poster for Cinderella – character description</li> <li>• Write a story using captions for the reading corner</li> <li>• Write three wishes for the Genie and rub the magic lamp</li> <li>• Instructions for parents to make pancakes</li> </ul>	<ul style="list-style-type: none"> <li>• Children to write a postcard about Hartlepool</li> <li>• Write a letter to Mrs Greenan to persuade her to adopt a polar bear!</li> <li>• Create a simple flip flap book for the reading corner</li> <li>• Character description of the snail linked to exploration qualities i.e. bravery</li> <li>• Write a thank you letter to Father Graham</li> </ul>	<ul style="list-style-type: none"> <li>• Create setting descriptions for the</li> <li>• 'Journey' how to become an author</li> <li>• Write a fact file for Neil Armstrong</li> <li>• Create journey maps in topic. Create journey log in writing</li> <li>• Become an author and write a story based on the key text</li> <li>• Write a letter to persuade people to visit a country</li> <li>• Write instructions 'how to make noodles' for parents to follow</li> <li>• Become authors choosing three</li> </ul>	<ul style="list-style-type: none"> <li>• List of plants found in the garden.</li> <li>• Instructions of how to make a bean plant grow using Jasper's beanstalk as a model.</li> <li>• Children to share their non-fiction flip flap book with the Nursery children.</li> <li>• Become an author like Nick Butterworth and write a simple story for the reading corner to share our ideas with others.</li> <li>• Setting description of Oliver's garden</li> </ul>


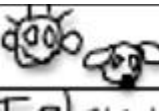
					settings from the story to create own story.	and use this to create a vegetable patch of our own. <ul style="list-style-type: none"> <li>• What has happened to their plant?</li> <li>• Create a transition piece of work to inform the new class teacher about who you are</li> </ul>
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**Reception Writing Progression**





Writing Objectives	<p><b>Secure (Three to Four Year Old)</b>  LW N Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy  LW N Write some or all of their name  LW N Write some letters accurately</p> <ul style="list-style-type: none"> <li>• Children will be able to write their name or parts of it</li> <li>• Children will be able to form some letters correctly</li> <li>• Children will be able to use some of their print and letter knowledge to write for a purpose i.e. notes, letters,</li> </ul>	<p><b>Emerging</b>  LW R Form lower-case and capital letters correctly  LW R Spell words by identifying the sounds and then writing the sound with letter/s  LW R Re-read what they have written to check that it makes sense</p> <ul style="list-style-type: none"> <li>• Begin to form letters as taught through the phonics programme for Autumn – start to expect to see these graphemes begin to be formed correctly</li> <li>• Begin to write initial sounds then CVC words as captions for drawings and through lists and other purposes for writing using taught print letter knowledge.</li> </ul>	<p><b>Developing</b>  LW R Form lowercase letters and capital letters correctly.  LW R Spell words by identifying the sounds and then writing the sound with letter/s.  LW ELG Write simple phrases and sentences that can be read by others  LW R Re-read what they have written to check that it makes sense</p> <ul style="list-style-type: none"> <li>• Begin to form letters as taught through the phonics programme for Spring – start to expect to see these graphemes begin to be formed correctly</li> <li>• Write simple captions building to simple sentences</li> </ul>	<p><b>Secure ELG</b>  LW ELG Write recognisable letters, most of which are correctly formed  LW ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters  LW ELG Write simple phrases and sentences that can be read by others</p> <ul style="list-style-type: none"> <li>• Is able to write their first name with correct formation of letters</li> <li>• Use a capital letter at the beginning of a sentence and a full stop at the end.</li> <li>• Common exception words</li> <li>• Use finger spaces most of the time.</li> <li>• Reread work independently to check that it makes sense</li> </ul>	<p><b>Bridging Curriculum including Y1 Non Negotiables</b></p> <ul style="list-style-type: none"> <li>• <i>LW R Write short sentences with words with known sound-letter correspondences using a capital letter and full stops</i></li> <li>• Consistent use of capital letters, finger spaces and full stops in independent writing.</li> <li>• Re-read what they have written to check it makes sense.</li> <li>• Form lowercase and capital letters accurately progressing towards a more developed handwriting style which is fast, accurate and efficient</li> <li>• Know the Alphabet</li> </ul> <p><b>Physical Development Links</b>  <i>LW R Write short sentences with words with known sound-letter correspondences using a capital letter and full stops</i>  <i>PD FMS R Develop the foundations of a handwriting style which is fast, accurate and efficient</i></p>

	<p>labels, lists, signs, stories, captions to their pictures...</p> <ul style="list-style-type: none"> <li>Children will be able to label pictures using known letter knowledge of initial sounds</li> </ul> <p><b>Physical Development Links</b>  FMS N Show preference for dominant hand.  FMS N Use scissors confidently.  FMS N Use a comfortable grip with good control when holding pens and pencils.</p>	<ul style="list-style-type: none"> <li>Be taught to reread initial sounds and CVC words to check they are correct with support</li> <li>Copy full name from a name label and know the order that the letters occur in their name</li> </ul> <p><b>Physical Development Links</b>  FMS R Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.  FMS ELG Begin to show accuracy and care when drawing  FMS ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<ul style="list-style-type: none"> <li>Begin to use capital letters, finger spaces and full stops in independent writing with support.</li> <li>Write all of their first name</li> <li>Be taught to reread captions and sentences to check they are correct with support</li> <li>Write for a variety of purposes with support</li> </ul> <p><b>Physical Development Links</b>  FMS R Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.  FMS ELG Begin to show accuracy and care when drawing  FMS ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<ul style="list-style-type: none"> <li>Form most letter sounds correctly</li> <li>Write for a variety of purposes</li> </ul> <p><b>Physical Development Links</b>  PDFMS ELG Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases  PDFMS ELG Use a range of small tools, including scissors, paintbrushes and cutlery  PDFMS ELG Begin to show accuracy and care when drawing</p>	
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	Early Phonemic	Letter Name Stage	Transitional Stage	
Stages of Writing	<b>Environmental Print</b> Children will be aware of print within the classroom including numbers Children will copy words and numbers from the environment using a range of resources to facilitate writing Children often will not know what these words say	<b>Letter Name Stage - Initial and Final</b> Initial and final sounds begin to appear in words	<b>Caption Writing - Initial Sounds</b> One letter to represent a word. Child may use finger spaces.	<b>Simple Sentence Writing</b> Children make phonetically plausible attempts to write words correctly, including common exception words and frequently occurring words. They use finger spaces often and are begging to use full stops and capital letters with support. Most letters are formed correctly
	<b>Initial Sound Labelling</b> Children will begin to use their known letter sound knowledge from taught phonics sessions to write initial sounds to match pictures	<b>Letter Name Stage - Vowel Sounds</b> Medial letter sounds begin to appear in words. Children make phonetically plausible attempts at writing words including CVC and taught common exception words	<b>Caption Writing</b> Children begin to make phonetically plausible attempts at words within the caption and write common exception words correctly. Writing is readable and children attempt to use finger spaces correctly.	<b>Multiple Sentence Writing</b> Children make phonetically plausible attempts to write words correctly, including common exception words and frequently occurring words. They use finger spaces and are using full stops and capital letters within multiple sentences. Most letters are formed correctly

		<p>We wn to the s (We went to the store.)</p>  <p>I Pla wif m dog</p>	<p>I play with my frind. We like to jump rop!</p> <p>catapillars et lets. They hav lets as legs. He maws a ca-coon. mye</p>
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**Pre-Writing Shapes**

<p>Mark Progression</p>  <p>4½ years</p>	 <p>4½ years</p>	 <p>4 years 11 months</p>	 <p>5 years 3 months</p>		
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**Pencil Grip Progression**

	4 Years Old Static Quadropod Grasp	4 Years Old Static Tripod Grasp		5 Years Old and Beyond Dynamic Tripod Grasp	
<p>Pencil Grip Progression</p> <ul style="list-style-type: none"> <li>• A static quadropod grip has a fourth finger involved.</li> <li>• Movement is usually from the wrist with this static grasp.</li> <li>• Triangles, circles and squares can be copied with this grip</li> </ul>		<ul style="list-style-type: none"> <li>• A three-finger grasp, where the thumb, index finger and middle finger work as one unit.</li> <li>• Movement is usually from the wrist with this static grasp. Triangles, circles and squares can be copied with this grip</li> </ul>		<ul style="list-style-type: none"> <li>• Pencil is held in a stable position between the thumb, index and middle finger.</li> <li>• The ring and little fingers are bent and rest comfortably on the table.</li> <li>• The index finger and thumb form an open space.</li> <li>• Movement comes from the fingertips.</li> <li>• This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</li> </ul>	

## Early Years Progression in Writing Opportunities

Key Writing opportunities	Autumn 1 Amazing Me	Autumn 2 The Deep Dark Wood	Spring 1 Once Upon a Time	Spring 2 All Creatures Great & Small	Summer 1 Are Hero's Real?	Summer 2 Glorious Gardens
2YO	All About Me	What is a woodland?	Nursery Rhymes	Welcome to the World	Land Ahoy!	Brilliant Bugs
	<ul style="list-style-type: none"> <li>Photograph book about 'my favourite place to play in Preschool'</li> <li>Share feelings through pictures using key feeling colours</li> <li>Make a list of items that a baby will need for the home corner – using visual props</li> <li>Amazing Me class book. Children to add photographs/drawings to the class book</li> <li>Children to draw pictures of themselves and describe features to label a photograph</li> <li>Amazing Me class book. Children to add photographs/drawings to the class book</li> <li>Create own leaf hunt story book using photographs from the garden</li> </ul>	<ul style="list-style-type: none"> <li>Read message from Fox asking the children to make posters to find his lost clothing</li> <li>Make a list of all of the things that are noisy in the nursery treasure basket ready to play 'Wake Rabbit'</li> <li>Write a shopping list of resources needed to make bird feeders</li> <li>Deep Dark Wood book creation – What happened when the Owl Sanctuary visited</li> <li>Create a story about The Deep Dark Woods. Harry went into the deep dark woods and saw a...</li> <li>Write a letter to Santa</li> <li>Send a Christmas Card through the post to parent</li> </ul>	<ul style="list-style-type: none"> <li>Use photographs of family Christmas' to support children to recount Christmas. Adult to scribe.</li> <li>Children to help to write a message home to parents to encouraging them to stargaze when it is dark</li> <li>Children to each take a part of an egg sandwich recipe and write what instruction they followed so that a member of staff can make a sandwich for lunch</li> <li>Write a list of materials needed to make a boat for the Gingerbread Man</li> <li>Write a letter to invite parents to the Nursery Rhyme Tea Party</li> <li>Draw pictures of spiders from the spider hunt and label them.</li> </ul>	<ul style="list-style-type: none"> <li>Write a list of who is on the farm so that we know what animals to sing about in the song 'Old MacDonald had a Farm'</li> <li>Children to write a letter to the farmer asking if they can see a certain animal.</li> <li>Children to write a letter to the farmer asking if the farm has any young animals</li> <li>What's in the egg? Make predictions about what is living in the eggs in Nursery</li> <li>Create own That's Not my Bunny book</li> </ul>	<ul style="list-style-type: none"> <li>'Local Heroes' book creation.</li> <li>Message in a Bottle from Pirate Captain recruiting. Write a list about what we need to be a pirate and return his letter</li> <li>Create treasure maps</li> <li>Create own story We're Going on</li> <li>'Local Heroes' book creation.</li> <li>'Local Heroes' book creation.</li> <li>Invitation to the beach</li> </ul>	<ul style="list-style-type: none"> <li>Make signs for the Nursery garden to show people where to find mini-beasts</li> <li>Children to begin creating the book 'Brilliant Bugs'</li> <li>Make signs telling people how to look after the plants</li> <li>Create flip flap books "George's Very Hungry Caterpillar"</li> <li>Create instructions about creating a wormery for Mrs Moore</li> <li>Make a list of party food for the end of year celebrations</li> </ul>

3YO	<b>My Home and My Family</b> <ul style="list-style-type: none"> <li>Children to draw pictures of their Teachers and draw their favourite place to play.</li> <li>Children to draw themselves using feeling colours and facial features.</li> <li>Children to create their own 'My History Book' showing Then/Now and what they could do as a baby and what they can do now</li> <li>Children to create their family tree. Label photographs and drawings</li> <li>Draw and label a map of their local area to show where they live</li> <li>Write a class letter/email to a N class in another country to explain what our Nursery is like – use photographs to label – include maps of the area created last week</li> <li>Create own leaf hunt book using photographs/drawings/leaf rubbings from our leaf hunt – recount "I found a ___"</li> </ul>	<b>Who lives in a woodland?</b> <ul style="list-style-type: none"> <li>Deep Dark Wood book creation – what did we see when we visited the Woodland Trust</li> <li>Nature Detective – mark and label on a map of Forest School Garden/Nursery Garden where we found nature</li> <li>Nature Detectives – create bird watcher books</li> <li>Write letters to animals to invite them to come and visit our garden</li> <li>Create a story about The Deep Dark Woods. Harry went into the deep dark woods and saw a...</li> <li>Christmas List</li> </ul>	<b>Traditional Tales</b> <ul style="list-style-type: none"> <li>Write a Winter warning sign - a list of clothes the chn need to put on before they go out to play in the garden to keep them warm in Winter</li> <li>Find Granny Poster – encourage detectives to search for Granny</li> <li>Write a shopping list of ingredients to buy to make porridge</li> <li>Story creation The Gingerbread Man ran and ran and he saw ....</li> <li>Write a letter to other farm animals asking them to come and help pull up the turnip</li> <li>Draw what you read – chn to draw their favourite Traditional Tale and write/say the story</li> </ul>	<b>Down at the Farm</b> <ul style="list-style-type: none"> <li>Write a list of jobs the farmer has to do each day for the Role Play area. Farmer to follow the list each day and mark off when he has completed the jobs</li> <li>Labels/Signs for the farm animal pens/houses – Small World</li> <li>Label different seeds that the children have planted</li> <li>Instructions on how to make bread</li> <li>Write a letter asking if we can visit Church to find out about Easter</li> <li>Compose a list of questions to ask when we get there</li> </ul>	<b>Caped Crusaders</b> <ul style="list-style-type: none"> <li>Speech bubbles – write what a Superhero might say – including onomatopoeic words</li> <li>Design their own Superhero and label with Superhero name and superpower</li> <li>Superhero Story Adventure – class story to include a line about each of the children's Superhero creations from Week 2</li> <li>'Local Heroes' book creation - Crime report "Who stole the cookies from the cookie jar!"</li> <li>'Local Heroes' book creation - Help us save the Bear poster</li> <li>'Local Heroes' book creation – 999 Call Centre – What's the Emergency? Children write emergency records - what is wrong and who can help?</li> <li>'Local Heroes' book creation - Instructions on how to brush your teeth</li> </ul>	<b>Marvellous Mini-Beasts</b> <ul style="list-style-type: none"> <li>Draw and label minibeasts found in our garden using magnifying app</li> <li>Create observations of the caterpillars into butterflies writing about observations</li> <li>Write letters to minibeasts to invite them to come and visit their new minibeast hotel</li> <li>Story creation The snail went on a trail through our Nursery Garden and he met .....</li> <li>Marvellous Minibeasts Topic Book</li> <li>Recount visit from Zoolab</li> <li>Adult to model writing a caption to match a photograph – children to state own captions and write</li> <li>All About Me Book for Reception Transition</li> </ul>
Reception	<b>Where do I belong?</b> <ul style="list-style-type: none"> <li>Create an Amazing Me poster</li> <li>Create a family tree</li> <li>Create a map of Hartlepool including people who help us</li> <li>Create a story map to retell the Naughty bus story</li> <li>Where will you travel to on the train?</li> </ul>	<b>What happens in a woodland after dark?</b> <ul style="list-style-type: none"> <li>Label a woodland</li> <li>Leaf and tree identification cards</li> <li>Shadow puppet game. Children to guess the nocturnal animal via their shadows writing initial sounds</li> </ul>	<b>Kings, Queens and Castles</b> <ul style="list-style-type: none"> <li>Missing words in instructions to make hot chocolate i.e. mix, hot, mug, yum</li> <li>Create own spells</li> <li>Lost and Found Poster for Cinderella – character description</li> <li>Write a story using captions for the reading corner</li> </ul>	<b>Amazing Animals</b> <ul style="list-style-type: none"> <li>Children to write a postcard about Hartlepool</li> <li>Write a letter to Mrs Greenan to persuade her to adopt a polar bear!</li> <li>Create a simple flip flap book for the reading corner</li> </ul>	<b>Up, Up and Away!</b> <ul style="list-style-type: none"> <li>Create setting descriptions for the</li> <li>'Journey' how to become an author</li> <li>Write a fact file for Neil Armstrong</li> <li>Create journey maps in topic. Create journey log in writing</li> </ul>	<b>Roots and Shoots</b> <ul style="list-style-type: none"> <li>Children to create a list of plants found in the garden.</li> <li>Create a child's set of instructions of how to make a bean plant grow using Jasper's beanstalk as a model.</li> <li>Children to share their non-fiction flip flap</li> </ul>

	<ul style="list-style-type: none"> <li>• Draw and label a picture of your home</li> <li>• Create a book about Harvest</li> </ul>	<ul style="list-style-type: none"> <li>• Children to create their own poem based on the story 'Woodland Dreams'</li> <li>• Choose an animal to write about from the story 'Moonlight Animals'</li> <li>• Write a letter to Santa</li> </ul>	<ul style="list-style-type: none"> <li>• Write three wishes for the Genie and rub the magic lamp</li> <li>• Instructions for parents to make pancakes</li> </ul>	<ul style="list-style-type: none"> <li>• Character description of the snail linked to exploration qualities i.e. bravery</li> <li>• Write a thank you letter to Father Graham</li> </ul>	<ul style="list-style-type: none"> <li>• Become an author and write a story based on the key text</li> <li>• Write a letter to persuade people to visit a country</li> <li>• Write instructions 'how to make noodles' for parents to follow</li> <li>• Become authors choosing three settings from the story to create own story.</li> </ul>	<ul style="list-style-type: none"> <li>• book with the Nursery children.</li> <li>• Become an author like Nick Butterworth and write a simple story for the reading corner to share our ideas with others.</li> <li>• Setting description of Oliver's garden and use this to create a vegetable patch of our own.</li> <li>• What has happened to their plant?</li> <li>• Create a transition piece of work to inform the new class teacher about who you are</li> </ul>
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## **Agreed Trust Writing Progression Documents**

### Year 1 Writing Assessment Indicators

Pupils who are working at the expected standard in Reception can:
The pupil can: <ul style="list-style-type: none"><li>• hold a pencil correctly in preparation for fluent writing using a tripod grip in almost all cases</li><li>• write recognisable letters, most of which are correctly formed</li><li>• spell words by identifying sounds in them and representing the sounds with a letter or letters</li><li>• write simple phrases and sentences that can read by others</li><li>• write a single sentence demarcated with capital letters and full stops</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• recognise where spaces between words have been missed.</li></ul>
<b>Year 1 Writing Assessment Indicators</b>
<b>Spelling</b> <ul style="list-style-type: none"><li>• Spell words containing each of the 40+ phonemes already taught correctly</li><li>• Spell most of year 1 common exception words correctly</li><li>• To begin to apply simple spelling rules as listed in English Appendix1</li></ul>
<b>Handwriting</b> <ul style="list-style-type: none"><li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• Form capital letters accurately</li><li>• Write letters on the line and write ascenders appropriate height within the <u>lines</u> descenders below the line.</li><li>• Leave spaces between words that reflects the size of the letters</li></ul>
<b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"><li>• Join words and join clauses using and</li><li>• Punctuate most sentences using a capital letter and a full stop accurately</li><li>• Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li><li>• Begin to use a question mark or exclamation mark</li><li>• Use adjectives in my writing</li></ul>
<b>Composition</b> <ul style="list-style-type: none"><li>• Form a simple sentence</li><li>• Write with accurate subject and verb agreement for singular and plurals</li><li>• Sequencing sentences to form short narratives and recounts.</li><li>• Read aloud my writing clearly to check it makes sense.</li></ul>

### Year 2 Writing Assessment Indicators

#### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words

#### Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*1
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

#### Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. ment, ness, ful, less, ly)\*
- use the diagonal and horizontal strokes needed to join some letters

<b>Year 3 Writing Assessment Indicators</b>	
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes (Appendix 1)</li> <li>• To spell some words from Year 3 / 4 spelling list (as per school spelling scheme)</li> <li>• Spell homophones correctly</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Develop legibility in joined handwriting</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Use subordinating conjunctions to extend sentences beyond a main clause e.g. when, if, because, although.</li> <li>• Use a comma to separate clauses when the sentence begins with a conjunction.</li> <li>• Maintain the correct tense in a piece of writing consistently and accurately (securing associated spelling rules for regular and irregular verbs).</li> <li>• Choose pronouns appropriately to avoid repetition</li> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Punctuate most sentences accurately using capital letters and full stops/question marks/exclamation marks.</li> <li>• Use apostrophes for contraction accurately.</li> <li>• Begin to use the apostrophe for singular possession.</li> <li>• Use commas accurately to separate items in a list and adjectives in expanded noun phrases.</li> <li>• Begin to use inverted commas to punctuate direct speech.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Identify features of text types and apply similar structures, vocabulary and grammar.</li> <li>• Use varied and rich vocabulary.</li> <li>• Use an increasing range of sentence structures.</li> <li>• Write with accurate subject and verb agreement for singular and plurals</li> <li>• Organise paragraphs around a theme</li> <li>• In narratives, create settings and plot and describe characters</li> <li>• In non-narrative material, using simple organisational devices (e.g. headings and sub-headings and bullet points or numbers for lists)</li> <li>• Make simple additions (words, phrases or sentences inserted to enhance overall effect)</li> </ul>

### Year 4 Writing Assessment Indicators

#### Spelling

- Use a range of prefixes and suffixes
- Apply the correct homophone in context
- To spell most words from Year 3 / 4 list (as per school spelling scheme)

#### Handwriting

- Maintain legibility in joined handwriting

#### Grammar

- Use a range of subordinating conjunctions to extend sentence beyond the main clause with accurate punctuation.
- Use tense consistently, including the use of present perfect verb forms.
- Choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition.
- Use conjunctions, adverbs, adverbial phrases and prepositions to express time, cause, place and to vary sentence openers
- Use fronted adverbials to describe where, when, how often, why.
- Use the correct article e.g. 'a' or 'an'.
- Use Standard English forms of verb inflections e.g. 'We was/were, I saw/seen, We did/done.

#### Punctuation

- Use the possessive apostrophe with plural nouns
- Use commas to indicate clauses and phrases e.g. fronted adverbials, prepositional phrases
- Use inverted commas to punctuate direct speech correctly (using a capital letter to start speech, speech punctuation inside the inverted commas and a comma to separate the speech)
- Use a new line for a new speaker when writing direct speech.

#### Composition

- Identify features of text types and apply similar structures, vocabulary and grammar to their own writing
- Use an increasing range of varied and rich vocabulary for effect/purpose
- Use an increasing range of sentence structures including simple, compound and complex
- Organise paragraphs around a theme and elaborate on the main idea to give the writing depth
- Write narratives, create settings, describe characters and create a plot
- In non-narrative material, use organisational devices (e.g. captions, headings and sub-headings, bullet points or numbers for lists)
- Make simple revisions to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

### Year 5 Writing Assessment Indicators

#### Spelling

- Use further prefixes and suffixes and understand how to add them (Appendix 1)
- Spell further homophones correctly (Appendix 1)
- Spell and apply most words from the Y3/4 spelling list and some words from the Y5/6 spelling list (Appendix 1)

#### Handwriting

- Maintain legibility and consistency in joined handwriting

#### Grammar

- Use relative clauses with who, which, where, why, whose
- Use consistent and accurate tense throughout
- Use a wide range of clause structures to give variety
- Add detail and interest to sentences through precise use of techniques such as expanded noun phrases, adverbial phrases, prepositional phrases etc

#### Punctuation

- Use brackets, dashes or commas to indicate parenthesis
- Use commas to separate phrases and clauses to avoid ambiguity and for clarity

#### Composition

- Write for a range of purposes and audiences selecting language that shows an awareness of the reader
- In narrative, write detailed paragraphs to show a shift in time, place, person or theme – elaboration of the main idea
- In narrative, can begin to develop characters and settings using a range of descriptive techniques
- Write with accurate subject and verb agreement for singular and plurals
- Identify and edit inaccuracies in grammar
- Proofread to check for spelling and punctuation errors
- Edit vocabulary choice to enhance the meaning

### Year 6 Writing Assessment Indicators

#### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.

#### Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list.\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

#### Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
- [There are no additional statements for spelling or handwriting]

## **Assessment of Reading and Writing Years 1-6**

The Ad Astra [Reading and Writing Assessment Indicators](#) are used every term to support your judgements of where children are at. As a result of Covid-19, we will use the prior year groups red RAG rating from the assessment indicators to form baseline assessments for autumn in order to address any gaps.

### **What are smaller steps of learning?**

For most of the objectives on the writing assessment indicators, there are smaller steps of learning for AFL, which detail what the children must be able to do before they can fully achieve that particular objective. For example:

In year 2, the writing objective - Use co-ordination (using or, and, or but)

Then the smaller steps of learning are as follows:

- I can identify co-ordinating conjunctions in sentences
- I can identify the two parts of the sentence that are being joined together. I am going to the shops and I am getting my hair cut.
- I can use co-ordinating conjunctions accurately in sentences

### **How do we use writing assessment indicators to assess?**

Once baseline assessments have been created, we will need to consider these in medium term overviews as well as current smaller steps assessments completed by current teachers.

### **Feed-Forward Writing Sheets**

We use [‘Feed-Forward’ sheets for writing](#). You are not required to use them every lesson. You may have one feed-forward sheet for the week, which changes depending on what you are teaching. Feed-forward sheets are used to inform next steps in children’s learning, for example, in one lesson one group of children may not have been able to use inverted commas correctly; this would be identified on the feed-forward sheet, so would be addressed the next day with those children identified or addressed in the next writing cycle. For example, the teacher would take a group of children to work on inverted commas and you could possibly plan collaborative structures to direct the rest of the class to complete purposeful activities, where they have to apply the use of inverted commas into context.

## **What do I use to form end of term judgements and termly moderations?**

When forming end of term judgements and to support termly moderations, we use the [Reading and Writing Assessment Indicators Excel sheet](#). These can be filled in throughout the year as you teach different units or complete different writing cycles. Children's initials are placed across the top and using a RAG-rated system (**red** – unachieved, **amber** – understood in the lesson but not yet applied and **green** – applied in different contexts). Once this is completed, it will give you a clear picture of the next steps and inform your [Medium Term Planning Overview](#).

We also use the Ad Astra Reading and Writing exemplifications to support our judgements for moderation.

## **What happens next?**

- Complete your MTP overview for the following half term, using the RAG-rated excel sheet you will have already completed and submit both **into the subject co-ordinator folder and by the last Monday of each half term**
- Keep previous 'feed-forward' sheets and the 'reading and writing assessment indicators with smaller steps' for your information

**Brougham Primary School**  
**Feed-Forward**  
**Writing**

Date/s:

Tier 2 Intervention		Writing Conference	Praise and Share
Same Day Intervention	Pre-Teaching		
Direct Teaching Points for Whole Class			
Spellings	Sentence Structure and Grammar	Punctuation	Concerns

## Example section of Reading/Writing Assessment Indicators Excel Sheet

Year 3	Pupil A	B	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
<b>Decoding</b>																									
Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and understand the new words they meet																									
Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in a word																									
Read fluently and independently using a range of strategies																									
<b>Comprehension</b>																									
Listens to and discusses a wide range of poetry, fiction and non-fiction read																									
Reads books that are structured in different ways and for different purposes for fiction, non-fiction and poetry																									
2h Discusses conventions and main themes in a wide range of text																									
Recognises and analyses some different forms of poetry																									
Uses dictionaries to check words that they have read																									
2b Retrieves information from a text and retrieves words and phrases from the text to support discussions																									
2a Checks that the text makes sense to them by discussing their understanding and explaining the meaning of words in context																									
















## MTP Template

Weeks	1 WC	2 WC	3 WC	4 WC	5 WC	6 WC
<b>WCR</b>						
<b>Supplementary Texts/Media</b>						
<b>Purposes for writing / writing outcome</b>						
<b>Organisational features relevant to the purpose of the writing</b>						
<b>Language features relevant to the purpose of the writing</b>						
<b>Writing objectives to be covered</b>						
<b>Reading objectives to be covered</b>						
<b>Grammar to be taught in context</b>						
<b>Interleaving</b>						
<b>Skills to be consolidated</b>						
















<b>Spelling rules / words associated to the rule to be applied to writing (where relevant)</b>						
<b>Reading Skills Lesson</b>						

# Phonemes taught in RWInc, including mnemonics and speed sound charts

### My Sound Mat

				
Maizie, mountain, mountain	Around the apple and down the leaf	Slither down the snake	Around the dinosaurs bottom and up to his neck	Down the tower, across the tower
				
Down the insects body and a dot for his head.	Down Nobby and over his net	Down the pirates plait and around the pirates face	Round the girls face, down her hair and give her a curl.	All around the orange
				
Curl around the caterpillar	Down the kangaroo's body curl his tail and leg	Down and under the umbrella, up to the top and down to the puddle	Down the laces, over the toe and to the heel	Down the stem and draw the leaves

### My Sound Mat

				
Slice into the egg, go over the top, then under the egg.	Down the long leg	Down the horses head to his hooves and over his back	sh says the horse to the hissing snake	Down his back then curl over his arm
				
Down his body curl and dot	Down the wing up the wing	Down a horn, up a horn and under the yak's head	Down up, down up	The princess in the tower is saved by the horse, thank you!
				
Zig, zag, zig	The horse sneezes when the caterpillars hairs get up his nose ch-ch-chao	The queen never goes out without her umbrella	Down the arm and leg, repeat the other side	Thing on a string

### My Sound Mat



nk

I think I stink

ay



May I play?



ee

What can you see?

igh



Fly high



ow

Blow the snow



oo

Poo at the zoo



oo

Look at a book



ar

Start the car



or

Shut the door



air

That's not fair



ir

Whirl and twirl



ou

Shout it out



oy

Toy from a boy



ea

Cup of tea



oi

Spoil the boy

### My Sound Mat



a-e

Make a cake



i-e

Nice smile



o-e

Phone home



u-e

Huge brute



aw

Yawn at dawn



ur

Nurse with a purse



er

A better letter



ow

Brown cow



ai

Snail in the rain



oa

Goat in a boat



ew

Chew and stew



ire

Fire fire



ear

Hear with your ear



ure

Sure its pure



are

Care and share

## Simple Speed Sounds Chart

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
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## Complex Speed Sounds Chart

### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
			gn		c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck		gu		ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	<u>e-e</u>	<u>i-e</u>	<u>o-e</u>
					ai	y	ie	oa
					a	ea	i	o
						e	y	oe

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

## **EYFS Phonics Progression Document**

2YO/N1 Non Negotiable objectives		
	Indoor	Outdoor
Phonics	<ul style="list-style-type: none"> <li>Enjoy songs and rhymes, tuning in and paying attention</li> <li>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent playing</li> </ul>	<ul style="list-style-type: none"> <li>Explore their voices and enjoy making sounds.</li> <li>Show attention to sounds and music.</li> </ul>
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for phonics within the 2YO/N1 phase:</b></p> <ul style="list-style-type: none"> <li>3 stories a day repeated through the week</li> <li>Songs</li> <li>Rhymes and poems</li> <li>Talk about sounds</li> <li>Repetition</li> <li>Responding and tuning in to the different sounds through the day: school bells, alarms, stop signals (if using tambourine/whistle etc), key workers</li> <li>Listen to encourage talking</li> <li>Listen and remember sounds, songs, stories and rhymes</li> </ul>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>Explore their voices: sing, shout, whisper, growl, squeak etc</li> <li>Explore making sounds fast/slow/high/low</li> <li>Create animal noises, vehicle noises, weather noises</li> <li>Make noises/sounds using equipment</li> <li>Listen out for and tune in to sirens, aeroplanes, trucks, cars, birds, wind, rain etc</li> <li>Copy sounds</li> </ul>

3YO/N1/N2 Non Negotiable Objectives		
	Indoor	Outdoor
Phonics	<p style="color: #007bff;">Listen with increased attention to sounds. Sing a large repertoire of songs.</p>	<p style="color: #007bff;">Listen with increased attention to sounds. Respond to what they have heard</p>
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for phonics within the Nursery phase:</b></p> <ul style="list-style-type: none"> <li>3 stories a day repeated through the week</li> <li>Songs</li> <li>Rhymes and poems</li> <li>Talk about sounds</li> <li>Repetition</li> <li>Responding and tuning in to the different sounds through the day: school bells, alarms, stop signals (if using tambourine/whistle etc), key workers</li> <li>Listen to encourage talking</li> <li>Listen and remember sounds, songs, stories and rhymes</li> </ul>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>Explore their voices: sing, shout, whisper, growl, squeak etc</li> <li>Explore making sounds fast/slow/high/low</li> <li>Create animal noises, vehicle noises, weather noises</li> <li>Make noises/sounds using equipment</li> <li>Listen out for and tune in to sirens, aeroplanes, trucks, cars, birds, wind, rain etc</li> <li>Copy sounds</li> <li>Talk about and discuss new/unfamiliar/familiar sounds</li> <li>Create their own sounds</li> </ul>

## 2YO/N1 Curriculum Overview

	Autumn 1 Amazing Me All About Me	Autumn 2 The Deep Dark Wood What is a woodland?	Spring 1 Once Upon a Time Nursery Rhymes	Spring 2 All Creatures Great & Small Welcome to the World	Summer 1 Are Heroes Real Land Ahoy!	Summer 2 Glorious Gardens Brilliant Bugs
Key Phonics Opportunities	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Sounds in my house</li> <li>- Sounds in my school</li> <li>- Sound walk in the Nursery garden</li> <li>- Sounds my pet makes</li> <li>- Sounds on my way to school</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- My favourite sounds/songs/rhymes</li> <li>- My favourite instrument to explore</li> <li>- Play instruments to favourite/well known songs/rhymes</li> <li>- If you're happy and you know it – body sounds</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- Sounds my body can make: stomp, clap, click etc</li> </ul> </li> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Happy Birthday song</li> <li>- Rhymes and songs about us – If you're happy and you know it, Heads, shoulders, knees and toes etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Animal sounds</li> <li>- Weather sounds</li> <li>- Brown Bear Brown Bear what do you see?</li> <li>- Sound Match Game <a href="https://www.phonicsbloom.com/uk/game/match-sounds?phase=1">https://www.phonicsbloom.com/uk/game/match-sounds?phase=1</a></li> <li>- Phonicsbloom.com</li> <li>- Roll the ball game (Twinkl)</li> <li>- Autumn Sounds Game – Twinkl <a href="https://www.twinkl.co.uk/go/resource/tg-ga-162-level-1-phonics-autumn-environmental-sounds-game">https://www.twinkl.co.uk/go/resource/tg-ga-162-level-1-phonics-autumn-environmental-sounds-game</a></li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Making/copying sounds they might find in the woods, whistle, tweet, growl. Use instruments to create sounds from the woods.</li> <li>- Listen to a selection of music from across genres. Talk about the music, move to the music</li> <li>- Matching Sounds</li> <li>- Sitting in a circle the adult demonstrates playing a percussion instrument. Then explain that we are going to pass the instrument and try to copy the sounds made.</li> <li>- Different Bells busy bag</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Listen out for, tune into and talk about sounds in stories and rhymes</li> <li>- Sheep – Baa baa black sheep</li> <li>- Clock – Hickory Dickory Dock</li> <li>- Ducks – 5 little ducks</li> <li>- Mice – three blind mice</li> <li>- Rain – It's raining it's pouring</li> <li>- Birds – 2 little blue birds sitting on the wall</li> <li>- Whose voice?</li> <li>- Play a tape of children's &amp; adults recorded voices. Can they recognise the voice?</li> <li>- Nursery Rhyme Props</li> <li>- Using props can the children sing the songs without the lead of the adult</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Sounds for characters' movements in rhymes</li> <li>- Match instruments up to characters</li> <li>- Drum to the beat of The Grand Old Duke of York</li> <li>- Watch the Snowman across the week. Talk about the music and how it tells the story</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- March to the beat of The Grand Old Duke of York</li> <li>- Actions – Mulberry Bush</li> <li>- Mirror Play</li> <li>- Show the children how to hold a mirror sensibly and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Animal sound lotto</li> <li>- Sound walk</li> <li>- We're going on a sound walk we're going to catch a loud one. What a beautiful day.</li> <li>- What can you hear?</li> <li>- Describe and Find it game.</li> <li>- Describe different farm animals for the children to identify</li> <li>- Enlivening Stories (letters &amp; Sounds)</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Make Egg shakers</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- What noises can you make</li> <li>- Powerpoint</li> <li>- Roly Poly – Letters and Sounds</li> <li>- Mirror Play</li> <li>- Show the children how to hold a mirror sensibly and explain that we are going to look at our mouths when we make sounds</li> </ul> </li> <li>• <b>Rhythm and rhyme</b> <ul style="list-style-type: none"> <li>- Higgledy Hen Story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Describe and Find it game.</li> <li>- Describe different sea creatures for the children to identify from a group</li> <li>- Socks and Shakers used beach themed materials (Letters &amp; Sounds)</li> <li>- Twirling Mermaid</li> <li>- Ribbons – large circular movements</li> <li>- Seaside sound game <a href="https://www.twinkl.co.uk/go/resource/tg-ga-147-level-1-phonics-the-seaside-environmental-sounds-game">https://www.twinkl.co.uk/go/resource/tg-ga-147-level-1-phonics-the-seaside-environmental-sounds-game</a></li> <li>- I spy with my little eye – describe an object from the beach</li> <li>- Sound walk</li> <li>- We're going on a sound walk we're going to catch a loud one. What a beautiful day.</li> <li>- What can you hear?</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Play Instruments to represent beach related pictures shown to them</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <ul style="list-style-type: none"> <li>- Clapping Pirate words</li> <li>- Pirate, boat, treasure, map, parrot</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <ul style="list-style-type: none"> <li>- Wake up the bugs. Use sticks and beaters, outside, to wake up the bugs. Run a stick along the fence, bang on the pans in the mud kitchen. Use loud, quiet, fast and slow movements.</li> <li>- Listening walk – birds</li> <li>- Describe and Find it game. Describe different bugs for the children to identify from a group</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <ul style="list-style-type: none"> <li>- Mad about mini beasts story</li> <li>- Using instruments to represent the creatures</li> <li>- Make shaker bottles with materials found in the garden</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b></li> </ul>

		<ul style="list-style-type: none"> <li>- Roly Poly action song from Letters and Sounds – for walking through the woods.</li> <li>- Move through the woods (outdoors) fast/slow listen for the noises their body makes</li> <li>- Simon Says Game</li> <li>- What noises can you make</li> <li>- Powerpoint</li> <li>• <b>Rhythm and rhyme</b></li> <li>- Walk in the woods animal song - <a href="https://www.youtube.com/watch?v=g9LgYkd88rI">https://www.youtube.com/watch?v=g9LgYkd88rI</a></li> <li>- Walking in the forest song - <a href="https://www.youtube.com/watch?v=xbSSm_p782c">https://www.youtube.com/watch?v=xbSSm_p782c</a></li> <li>- Fox's Socks Story</li> <li>- Hickory Dickory Dock</li> <li>- Phonics Game – Phonics Play Website</li> </ul>	<p>explain that we are going to look at our mouths when we make sounds</p> <ul style="list-style-type: none"> <li>- Roly Poly – Letters and Sounds</li> <li>• <b>Rhythm and rhyme</b></li> <li>- Singing nursery rhymes</li> <li>- Finishing off the rhymes</li> <li>- Words that rhyme with star</li> </ul> <p>continue through the week to secure knowledge add objects that do not rhyme as children develop understanding</p> <ul style="list-style-type: none"> <li>- Row, row your boat story (Natalie Kindle account)</li> <li>- Rhyming Puppets</li> <li>- Give silly names to 2 puppets (Fizzy, Wizzy, Lizzy and Hob Tob).</li> </ul> <p>Talk to the puppets and miss out the silly words or rhyming words. Encourage children to join in saying the silly words. Continue throughout the week</p>		<ul style="list-style-type: none"> <li>- Pirate Talk – Changing voice and volume for pirate words</li> <li>- Splash to the beat – play a range of music and children recreate in water.</li> <li>- Play 'Follow-the-Leader' Adult chooses some body percussion, such as patting their knees, clapping their hands or clicking their fingers, and the rest of the group have to copy them.</li> <li>• <b>Rhythm and rhyme</b></li> <li>- Rhyming story – Go, go, pirate boat</li> <li>- Commotion in the Ocean story</li> </ul>	<ul style="list-style-type: none"> <li>- Move like a mini beast – Using hands, arms and feet move like a mini beast, use voices to assist the sounds where necessary</li> <li>- Clap the syllables of the bug names</li> <li>• <b>Rhythm and rhyme</b></li> <li>- Mad about mini beasts story</li> <li>- Days of the week chant (hungry caterpillar) Chant the days of the week. Change speed, tone, volume and voice. Continue throughout the week</li> <li>- Using the word sunny as a hook find rhyming words. Honey, money, bunny, funny.</li> </ul>
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### 3YO/N1 Curriculum Overview

	Autumn 1 Amazing Me My Home and My Family	Autumn 2 The Deep Dark Wood Who lives in a woodland?	Spring 1 Once Upon a Time Traditional Tales	Spring 2 All Creatures Great and Small Down at the Farm	Summer 1 Are Heroes Real Caped Crusaders	Summer 2 Glorious Gardens Marvellous Mini Beasts
Key Phonics Opportunities	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b></li> <li>- Happy Birthday song</li> <li>- Rhymes and songs about us – If you're happy and you know it, Heads, shoulders, knees and toes etc.</li> <li>• <b>Voice Sounds</b></li> <li>- Sounds in the home – recreate/pets/alarms/voices</li> <li>- What's that sound?</li> <li>- Who made that sound?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b></li> <li>- Walk in the woods animal song</li> <li>- <a href="https://www.youtube.com/watch?v=g9LgYkd88rI">https://www.youtube.com/watch?v=g9LgYkd88rI</a></li> <li>- Walking in the forest song - <a href="https://www.youtube.com/watch?v=xbSSm_p782c">https://www.youtube.com/watch?v=xbSSm_p782c</a></li> <li>- Fox's Socks Story</li> <li>- Hickory Dickory Dock Phonics Game – Phonics Play Website</li> <li>• <b>Voice Sounds</b></li> <li>- What's that sound?</li> <li>- Who made that sound?</li> <li>- Copy animal sounds</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b></li> <li>- Rhyming bingo – characters/props</li> <li>- Rhyming strings</li> <li>- Repetitive stories/rhymes</li> <li>• <b>Voice Sounds</b></li> <li>- Talk like the characters – changing voices</li> <li>- Repetitive phrases from stories</li> <li>- Which character is it?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b></li> <li>- Rhyming bingo – animals</li> <li>- Rhyming strings</li> <li>- Farm songs/rhymes</li> <li>• <b>Voice Sounds</b></li> <li>- What's that sound?</li> <li>- Who made that sound?</li> <li>- Copy animal sounds</li> <li>- Guess the sound and recreate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b></li> <li>- Rhyming strings</li> <li>- Rhyming soup for heroes</li> <li>- Rhyming hero names</li> <li>- Rescue the rhyming words</li> <li>- Supertato books</li> <li>• <b>Voice Sounds</b></li> <li>- Change voices for characters</li> <li>- What's that sound?</li> <li>- Who made that sound?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b></li> <li>- Rhyming bingo – minibeasts</li> <li>- Rhyming strings</li> <li>• <b>Voice Sounds</b></li> <li>- What's that sound?</li> <li>- Who made that sound?</li> <li>- Recreate minibeast sounds</li> </ul>

2YO/N1 Phonics Progression			
Objectives	<p><b>Emerging</b>            Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent playing            Enjoy songs and rhymes, tuning in and paying attention            Enjoy singing, music and toys that make sounds            Show attention to sounds and music.            Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Explore noisy toys, musical instruments, making their own noises/sounds/music</li> <li>• Sing songs and nursery rhymes</li> <li>• Play 'peepo'</li> <li>• Finish the song/join in with singing</li> <li>• Notice sounds in the environment inside and out</li> <li>• Look, listen, tune in and respond</li> </ul>	<p><b>Developing</b>            Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo            Say some of the words in songs and rhymes            Copy finger movements and other gestures            Explore their voices and enjoy making sounds.            Join in with songs and rhymes, making some sounds.            Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Join in with and finish off songs and rhymes</li> <li>• Sing action songs and join in actions</li> <li>• Use props, instruments and picture cards</li> <li>• Make loud/quiet/high/low/fast/slow sounds with their voices</li> <li>• Make animals noises, weather noises, vehicle noises</li> </ul>	<p><b>Secure (End of Preschool)</b>            Sing songs and say rhymes independently, for example, singing whilst playing            Anticipate phrases and actions in rhymes and songs, like 'Peepo'.            Make rhythmical and repetitive sounds.            Explore a range of sound makers and instruments and play them in different ways.            Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Sing songs whilst playing</li> <li>• Play musical and singing games</li> <li>• Play and perform to music</li> <li>• Play instruments, making their own sounds</li> <li>• Experiment playing instruments in different ways</li> </ul>
2YO/N1 Early Phonological Stages			
Stages	<p><b>Emerging skills</b></p> <ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <u>Tuning into sounds</u> (recall sounds they have heard, discriminate between sounds, talk about sounds they hear)               <ul style="list-style-type: none"> <li>- Listening walks inside and out</li> <li>- Copy sounds heard</li> <li>- Drum outdoors</li> <li>- Use voice to sing at different volumes</li> <li>- Tuning into the difference between which sounds are animals and which are vehicles</li> <li>- Discriminate between familiar environmental sounds – contrast – crisp packet/dog barking</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <u>Tuning into sounds</u> (identify and name the instruments being played, listen and respond as the instrument is being played)               <ul style="list-style-type: none"> <li>- Make up new words to old songs – use instruments to accompany the new lyrics</li> <li>- Match up same instruments and/or pictures</li> <li>- Copy loud and quiet sounds</li> <li>- Match instruments to movements</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <u>Tuning into sounds</u> (produce contrasts in rhythm, speed and loudness, join</li> </ul>	<p><b>Developing skills</b></p> <ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <u>Listening and remembering sounds</u> (describe what they see, identify the animals and imitate the sounds, add new words to their vocabulary)               <ul style="list-style-type: none"> <li>- Match pictures to sounds heard</li> <li>- Guess the sounds</li> <li>- Make animal noises to match animals/pictures</li> <li>- Make vehicle noises to match vehicles/pictures</li> <li>- Being able to differentiate two different animal noises or two different vehicles, two different types of weather</li> <li>- Discriminate between familiar environmental sounds – contrast – crisp packet/dog barking</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <u>Listening and remembering sounds</u> (able to remember and repeat a rhythm, discriminate and reproduce loud and quiet sounds, start and stop playing at the signal)               <ul style="list-style-type: none"> <li>- Matching sounds up with instruments</li> <li>- Create the same sound/pattern with the instrument</li> </ul> </li> <li>• <b>Auditory discrimination – Body percussion</b> <u>Listening and remembering sounds</u> (copy a body percussion sound or</li> </ul>	<p><b>Secure skills</b></p> <ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Environmental sounds</b> <u>Talking about sounds</u> (identify different sounds and place them in a context, identify similar sounds, make up sentences about sounds, join in the activities and take turns)               <ul style="list-style-type: none"> <li>- Identify items making noises in shakers</li> <li>- Share and talk about favourite sounds</li> <li>- Share and talk about sounds they do not like</li> <li>- Discriminate between two similar sounding sounds (bird whistle/normal whistle)</li> <li>- Act out stories and songs by role play, props and repeated sounds</li> <li>- Discriminate between familiar environmental sounds – contrast less obvious - different types of dogs barking</li> </ul> </li> <li>• <b>Auditory discrimination – Instrumental sounds</b> <u>Talking about sounds</u> (choose appropriate words to describe sounds they hear, match sounds to their sources, use sounds imaginatively to represent a story character, express an opinion about what they have heard)</li> </ul>

	<p>in with words and actions to familiar songs, articulate words clearly, keep in time with the beat, copy the sounds and actions, make up patterns of sounds)</p> <ul style="list-style-type: none"> <li>- Join in action songs</li> <li>- Listen to music – match an instrument to an action sound (clap, stamp)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme <u>Tuning into sounds</u></b></li> <li>- Tune into rhythm and rhyme in books and songs</li> <li>- Learn some songs and rhymes</li> <li>- Have favourite songs and rhymes</li> </ul>	<p>pattern of sounds, identify hidden sounds, suggest ideas and create new sounds for a story)</p> <ul style="list-style-type: none"> <li>- Pass a sound round the circle (clap, clap, clap)</li> <li>- Identify normal household sounds made by an adult from behind a screen (snoring, yawning, munching, brushing teeth)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme</b></li> <li>• <b><u>Listening and remembering sounds</u></b></li> <li>- Experiment with their voices when singing songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- Use sounds in stories – drum for elephant footsteps, triangle for a butterfly etc.</li> <li>- Hidden instruments – match the sounds</li> <li>- Perform for others</li> <li>- Match instruments to animals – Which one sounds most like a mouse?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Auditory discrimination – Body percussion</b></li> <li>• <b><u>Talking about sounds</u></b> (use language to make different endings to the story, use wide vocabulary to talk about the sounds they hear, group sounds according to different criteria)</li> <li>- Talk about noises/sounds that make them happy, sad, excited, cross</li> <li>- Look at scenarios and talk about when it is appropriate to be noisy/quiet (swimming baths, bedtime etc)</li> <li>- Use some appropriate vocabulary when talking about sounds – fast, slow, quiet, loud, long, short, click, stamp, tap</li> </ul> <ul style="list-style-type: none"> <li>• <b>Rhythm and rhyme <u>Talking about sounds</u></b></li> <li>- Notice when the wrong word has been put into a familiar song/rhyme and talk about why it is wrong</li> </ul>
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### 3YO/N1 Phonics Progression

Objectives	<p><b>Emerging 3 year old (not attended P/S)</b> Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Sing songs whilst playing</li> <li>• Play musical and singing games</li> <li>• Play and perform to music</li> <li>• Play instruments, making their own sounds</li> <li>• Experiment playing instruments in different ways</li> <li>• Join in repetitive stories and rhymes</li> </ul>	<p><b>Emerging</b> Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Listen with increased attention to sounds.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Listen to, learn and join in with rhyming books, songs and rhymes</li> <li>• Move to the beat</li> <li>• Suggest favourite rhymes/songs and books</li> <li>• Play rhyming soup using rhyming words/pictures</li> <li>• Play rhyming bingo</li> <li>• Join in repetitive stories and rhymes</li> </ul>	<p><b>Developing</b> Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Mirror play</li> </ul>	<p><b>Secure</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Mirror play</li> <li>• I went to the shop</li> <li>• Robot talk – Metal Mike L&amp;S</li> <li>• Whose voice?</li> </ul>
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**Stage 1 –**

- Visual

Visual Discrimination Activities	Step 1	Step 2	Step 3
	<ul style="list-style-type: none"> <li>- Sorting and matching objects to identical objects</li> <li>- Match photo to identical photo</li> <li>- Line them up – place objects along a line</li> </ul>   <ul style="list-style-type: none"> <li>- Placing shapes/letters on top of silhouettes</li> <li>- Discriminate between familiar objects – cup/plate, pen/crayon</li> </ul>  	<ul style="list-style-type: none"> <li>- Where's Wally activities</li> <li>- Fill them up – one bean in one cap – none to be missed out</li> <li>- Match identical sets of simple line drawings</li> <li>- Discriminate between familiar pictures – house/man</li> </ul>   <ul style="list-style-type: none"> <li>- Discriminate between familiar pictures – dog/puppy, pen/pencil, mug/cup</li> <li>- Odd one out – colour, object, animal, clothes, food</li> <li>- Shadow matching</li> </ul>  	<ul style="list-style-type: none"> <li>- Sorting objects by colour, shape, size, category</li> <li>- Match identical printed letters</li> </ul>  <ul style="list-style-type: none"> <li>- Match identical pairs of letters/numbers</li> <li>- Match identical groups of three letters</li> <li>- Match word to word</li> <li>- Spot the difference</li> <li>- Discriminate between words – dog/elephant moving onto dog/log</li> <li>- Sorting and matching</li> <li>- Kim's game</li> </ul> 

discrimination:

- Sequencing:
  - 2 step
  - 3 step
  - 4 step
- Information carrying words:
  - 1 step instruction
  - 2 step instructions
  - 3 step instructions
  - 4 step instructions

	<p><b>Stage 2 –</b></p> <ul style="list-style-type: none"> <li>• Compound words with pictures</li> <li>• 2 Syllables: <ul style="list-style-type: none"> <li>- 2 Syllables with pictures</li> <li>- 2 Syllables without pictures</li> </ul> </li> <li>• 3 Syllables: <ul style="list-style-type: none"> <li>- 3 Syllables with pictures</li> <li>- 3 Syllables without pictures</li> </ul> </li> </ul>
	<p><b>Stage 3 –</b></p> <ul style="list-style-type: none"> <li>• Onset and Rime (d-og, c-at, p-ig): <ul style="list-style-type: none"> <li>- Onset and rime with picture</li> <li>- Onset and rime without picture</li> </ul> </li> <li>• CVC long vowel sounds (g-ot-t, f-ee-t, r-ai-n): <ul style="list-style-type: none"> <li>- Long vowel sounds with pictures</li> <li>- Long vowel sounds without pictures</li> </ul> </li> <li>• CVC short vowel sounds (c-a-t, d-o-g, p-i-g): <ul style="list-style-type: none"> <li>- Short vowel sound with picture</li> <li>- Short vowel sounds without picture</li> </ul> </li> </ul>
	<p><b>Stage 4 –</b></p> <ul style="list-style-type: none"> <li>• Read Write Inc Speed sound lessons: <ul style="list-style-type: none"> <li>- Set 1 sounds Group A (Read first 16 Set 1 sounds, Learn to blend: Word Time 1.1 to 1.3)</li> </ul> </li> </ul>
Objectives	<ul style="list-style-type: none"> <li>- Multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> <li>- Count or clap syllables in a word</li> <li>- Recognise words with the same initial sound, such as money and mother</li> <li>- Respond to what they have heard, expressing their thoughts and feelings</li> </ul>

Reception Non Negotiable Objectives		
	Indoor	Outdoor
Phonics	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Read individual letters by saying the sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Read individual letters by saying the sounds for them.</li> </ul>
Notes	<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for Phonics within the Reception phase:</b></p> <ul style="list-style-type: none"> <li>Sound/letter/word/missing sentence hunts</li> <li>Stories, songs and rhymes daily</li> <li>Sound/word/sentences reading and writing</li> <li>Phonics area as part of continuous provision</li> </ul>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>Sound/letter/word/missing sentence hunts</li> <li>Stories, songs and rhymes daily</li> <li>Opportunities to use phonics outside</li> </ul>

Reception Curriculum Overview						
	Autumn 1 Amazing Me Where do I Belong?	Autumn 2 The Deep Dark Wood What happens in a woodland after dark?	Spring 1 Once Upon a Time Kings, Queens and Castles	Spring 2 All Creatures Great & Small Amazing Animals	Summer 1 Are Heroes Real Up, Up and Away!	Summer 2 Glorious Gardens Roots and Shoots
	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible	Follow RWI programme and make links where possible
Key Phonics Opportunities	<p><b>Reception</b></p> <p><b>End of Autumn 1:</b> Read single-letter Set 1 sounds.</p> <p><b>End of Autumn term:</b> Read all Set 1 sounds; blend sounds into words orally.</p> <p><b>End of Spring 1:</b> Blend sounds to read words; read short Ditty stories.</p> <p><b>End of Spring term:</b> Read Red Storybooks.</p> <p><b>End of Summer 1:</b> Read Green Storybooks; read some Set 2 sounds.</p> <p><b>End of Summer term:</b> Read Green or Purple Storybooks.</p>					

Grouping assessments to take place every 6-8 weeks and children are grouped accordingly.

### Phonics Progression

Objectives	<p><b>Secure (Three to Four Year Old)</b></p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children to explore:</p> <ul style="list-style-type: none"> <li>• Songs, rhymes, stories daily</li> <li>• Count and clap syllables</li> <li>• Silly soup</li> <li>• Mirror play</li> <li>• Oral segmenting and blending games</li> <li>• I spy</li> <li>• I went to the shop - use segmenting and blending or alliteration</li> <li>• Musical words - dance to music - when music stops chn segment/blend word/recognise sound/clap the syllable/think of a new word with same sound at the beginning</li> <li>• Robot talk - Metal Mike L&amp;S</li> <li>• Whose voice?</li> </ul>	<p><b>Emerging</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Read individual letters by saying the sounds for them.</p>	<p><b>Developing</b></p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p><b>Secure ELG</b></p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>LW ELG Write recognisable letters, most of which are correctly formed</p> <p>LW ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>LW ELG Write simple phrases and sentences that can be read by others</p>	<p><b>Bridging Curriculum including Y1 Non Negotiables</b></p> <p><i>Teach Set 3 for the top 10% of children</i></p> <p><i>Continue to move through the RWI reading books</i></p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Apply phonics knowledge &amp; skills as the route to decode words</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs taught</p> <p>Re-read these books to build up</p>

					<p>their fluency and confidence in word reading</p> <p><b>Year 1 non-negotiables</b> Read aloud accurately books that are consistent with their developing phonics knowledge and do not require strategies to read the words</p>
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# **RWI progress document**

## **Progress expectations**

### **Reception**

**End of Autumn 1:** Read single-letter Set 1 sounds.

**End of Autumn term:** Read all Set 1 sounds; blend sounds into words orally.

**End of Spring 1:** Blend sounds to read words; read short Ditty stories.

**End of Spring term:** Read Red Storybooks.

**End of Summer 1:** Read Green Storybooks; read some Set 2 sounds.

**End of Summer term:** Read Green or Purple Storybooks.

### **Year 1**

**End of Autumn 1:** Read Purple Storybooks; read some Set 2 sounds.

**End of Autumn term:** Read Pink Storybooks; read all Set 2 sounds.

**End of Spring 1:** Read Orange Storybooks; read some Set 3 sounds.

**End of Spring term:** Read Yellow Storybooks.

**End of Summer 1:** Read Yellow Storybooks; read all of Set 3 sounds.

**End of Summer term:** Read Blue Storybooks.

### **Year 2**

**End of Autumn 1:** Read Blue Storybooks.

**End of Autumn term:** Read Blue Storybooks with increasing fluency and comprehension.

**End of Spring 1:** Read Grey Storybooks.

**End of Spring term:** Read Grey Storybooks with fluency and comprehension.

**End of Summer 1:** Access RWI Comprehension and Spelling programmes.

**End of Summer term:** Access RWI Comprehension and Spelling programmes.

# Common Exception Words

Year 1 Common Exception Words			
the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		



Year 2 Common Exception Words				
after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	



## **Fischer Family Trust Reading Comprehension Progression in Skills**

### **Reading comprehension: Progression in objectives Suggested teaching activities and approaches**

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This section identifies the progress within the different strands, pulling together the year by year objectives, to help make the next step more obvious. It also includes some suggestions for teaching the objectives.

No school is likely to adopt all the suggested approaches, but they may help in identifying and establishing consistency in the teaching of comprehension across different year groups.

Use this section to identify a specific objective or approach to teaching an element of the comprehension curriculum, or to make an objective easier or harder in order to differentiate learning in a class.

## Section contents

	Pages
How the pages work	3
Develop positive attitudes	4 - 9
Skills and Strategies to read for understanding	10 - 23
Understand the vocabulary used in texts	24 - 27
Express, record and present their understanding	28 - 39
Understand the whole text	40 - 51
Retrieve information from texts	52 - 60
Inferential understanding	61 - 73
Reading to find out	74 - 82

# How the pages work

**Develop positive attitudes to reading**

- Take pleasure in reading: Develop positive attitudes to reading.
- Read independently and in groups. Enjoy listening to books read to them.
- Discuss books: participate in discussion about what is read to them, taking turns and listening to what others say.
- Extend their range of reading.

Our aim is to ensure not only that children can read but that they do read. We know that if children are enthusiastic, independent readers by the time they leave primary school, and this is sustained into their teenage years, then this has a strongly positive impact on their life chances and educational success. We believe that developing the ability to understand is critical to becoming a committed reader, for if you don't understand why would you want to read?

Developing positive attitudes depends on this understanding but also on the diet of texts we use with children. We need to read regularly to our classes, whatever their age. We need to use whole books not just extracts, so readers experience the pleasures of a beginning, middle and end of a text.

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**Whole school approaches and common activities for developing positive attitudes to reading**

- Identify a reading curriculum which is explicitly taught in all year groups
- Ensure the texts used with children are as rich as possible – only the best texts will do!
- Read regularly to children from a range of texts of different sorts and lengths, in order to give all children access to high quality material
- Use complete texts with children as often as possible – with older children short stories are ideal 'teaching texts'
- Use the school and local libraries to promote reading and support readers, ensure classroom book areas and displays encourage interest, reading success and good reading habits
- Have regular book themed assemblies, celebrate reading in all its different guises, enjoy world book day and other celebrations of reading
- Run out of class book groups which cross year group boundaries
- Maintain interesting book areas and displays in classrooms and corridors to entice children to want to read

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**Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them**

Progression

1	Select books for personal reading and give reasons for choices
2	Read and listen to whole books, make choices for their personal reading
3	Sustain their reading for enjoyment and to find out
4	Read independently complete short texts and sections from information books
5	Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others
6	Listen to texts read to them and sustain their reading of longer and more challenging texts

- Read regularly to children of all ages throughout the school
- Talk about books regularly – share enthusiasms, new finds, interesting snippets
- Have regular choosing times to replenish the classroom book stock
- Ensure book corners are enticing and welcoming, give children time to access them
- Make sure non-fiction texts are not simply 'props' in cross curricular displays but are used to promote reading
- Celebrate reading successes
- Encourage independent reading and reading at home

Theme and strand headings followed by **general introduction to the theme**, identifying important leadership and teaching considerations

**Whole school approaches and common activities for developing these skills**

**Suggestions for establishing consistent practices across a school**

**Progression within the objectives and teaching suggestions linked to the objective**

## **Develop positive attitudes to reading**

- Take pleasure in reading: Develop positive attitudes to reading
- Read independently and in groups. Enjoy listening to books read to them
- Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say
- Extend their range of reading

Our aim is to ensure not only that children can read but that they do read. We know that if children are enthusiastic, independent readers by the time they leave primary school, and this is sustained into their teenage years, then this has a strongly positive impact on their life chances and educational success. We believe that developing the ability to understand is critical to becoming a committed reader, for if you don't understand why would you want to read?

Developing positive attitudes depends on this understanding but also on the diet of texts we use with children. We need to read regularly to our classes, whatever their age. We need to use whole books not just extracts, so readers experience the pleasures of a beginning, middle and end of a text, of seeing how exciting situations are resolved and how books can open us up to new worlds and strange possibilities. We need to enthuse children about books, so we need to be committed readers ourselves, knowledgeable about children's books, and adept at exploiting opportunities created by film dramatisations of children's books, by world book day and other celebrations, and by creating exciting, engaging opportunities for reading through our classroom work.

## **Whole school approaches and common activities for developing positive attitudes to reading**

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- Identify a reading curriculum which is explicitly taught in all year groups
- Ensure the texts used with children are as rich as possible – only the best texts will do!
- Read regularly to children from a range of texts of different sorts and lengths, in order to give all children access to high quality material
- Use complete texts with children as often as possible – with older children short stories are ideal ‘teaching texts’
- Use the school and local libraries to promote reading and support readers, ensure classroom book areas and displays encourage interest, reading success and good reading habits
- Have regular book themed assemblies, celebrate reading in all its different guises, enjoy world book day and other celebrations of reading
- Run out of class book groups which cross year group boundaries
- Maintain interesting book areas and displays in classrooms and corridors to entice children to want to read
- Provide advice to parents on how to engage with the reading of older children, e.g. introducing some of the reciprocal reading approaches
- Monitor children’s independent reading
- Celebrate reading, involving the whole school community in events which raise the profile of reading and engage children in it

## **Take pleasure in reading: Develop positive attitudes to reading and enjoy listening to books read to them**

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<b>Progression</b>	
<b>1</b>	Select books for personal reading and give reasons for choices
<b>2</b>	Read and listen to whole books, make choices for their personal reading
<b>3</b>	Sustain their reading for enjoyment and to find out
<b>4</b>	Read independently complete short texts and sections from information books
<b>5</b>	Listen to texts read to them.  Read favourite authors and choose books to read on the recommendation of others
<b>6</b>	Listen to texts read to them and sustain their reading of longer and more challenging texts

- Read regularly to children of all ages throughout the school
- Talk about books regularly – share enthusiasms, new finds, interesting snippets
- Have regular choosing times to replenish the classroom book stock
- Ensure book corners are enticing and welcoming. Give children time to access them
- Make sure non-fiction texts are not simply ‘props’ in cross curricular displays but are used to promote reading
- Celebrate reading successes
- Encourage independent reading and reading at home

## **Read independently and in groups. Enjoy listening to books read to them**

This is a 'universal' objective and therefore not broken down into specific year objectives.

<b>In all years</b>	Read independently and in groups. Enjoy listening to books read to them
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- Provide time for children to select and read books both independently and in groups
- Read with children as part of guided reading
- Encourage children's independent reading at home, where possible let them borrow books and talk about their home reading in class
- Home reading – any reading is better than none!
- Ensure children of all ages are read to regularly
- Be ambitious with the texts that are read to the class to extend their knowledge of books and authors, beyond those that they might meet independently
- Where possible make multiple copies of a text that you are reading to the class available for children to examine, re-read or borrow
- Share enthusiasms and new finds
- Use the school and local libraries frequently
- Ensure that a class book area remains an attractive, exciting place, change displays regularly, bring new books in, highlight available books to the class

## **Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say**

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Progression	
1	Discuss books they like and give reasons for choices
2	Justify their choices of books and their preferences from the books they have read or have had read to them
3	Discuss why they like particular books or authors with others, giving reasons
4	Describe and review their own reading habits
5	Talk about books referring to details and examples in the text
6	Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader

There are overlaps between this element of the 'Develop positive attitude to reading' strand and discussion as part of the 'express, record and present understanding' strand. Here discussion is more general perhaps – more geared towards expressing thoughts and preferences about a text, rather than using discussion as a means of teasing out understanding. Obviously these book conversations are not mutually exclusive.

- Provide time for discussion about books; let children talk about books and make recommendations to each other
- Make links between children's own experiences and the events and information they encounter in texts
- Encourage children to link texts to others that they have read or heard
- Encourage children to express and articulate personal opinions about texts
- Make it clear that alternative interpretations and views about texts are acceptable, as long as disagreements don't become personal or argumentative

## **Extend their range of reading**

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Progression	
<b>1</b>	Select books to read and listen to
<b>2</b>	Make choices from a selection of texts to hear and to read themselves
<b>3</b>	Extend the range of books read by browsing and selecting texts, including poetry, to read independently
<b>4</b>	Develop their reading stamina as they read longer texts
<b>5</b>	Plan personal reading goals which reflect their interests and extend their range
<b>6</b>	Develop their reading stamina and complete the independent reading of some longer texts.

This strand is about extending children's reading repertoire, range and stamina. Whilst it is important to acknowledge, encourage and celebrate children's enthusiasms with reading, the teacher's role is also to extend their range and ability to read texts of greater length.

- Compare the texts and authors read in different year groups to ensure a rich, varied diet of texts
- Review the range of material read as part of topic work and in other curriculum subjects
- Use reading diaries to record reading achievements, note suggested titles and set personal reading goals
- Provide children with choice of reading material
- Enable children to browse from a range of texts
- Suggest follow up texts to supplement class or personal reading

## **Skills and strategies to read for understanding**

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- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Use prior knowledge to support understanding</li><li>• Check that books make sense to them</li><li>• Ask questions to improve their understanding</li><li>• Skim, scan and read closely</li><li>• Use strategies to locate or infer the meaning of unfamiliar words</li></ul> | <ul style="list-style-type: none"><li>• Annotate text</li><li>• Visualise their understanding of what they read</li><li>• Make predictions</li><li>• Summarise understanding</li><li>• Adapt reading strategies for different purposes or according to the text type</li></ul> |
|---|--|

We know that readers who are good at understanding the texts they read take an active approach to reading. They expect texts to make sense to them and when they do not, they take steps to sort out the difficulties. Good readers think about what they know about a topic before they read, frequently check their own understanding, for example by making predictions and brief summaries, and ask questions to clarify things which are not obvious to them. They do not read on when they do not understand, unless they are confident that an explanation will soon become clear. Whilst the 2014 Programme of Study identifies and highlights some of these important skills, others are not mentioned in the curriculum – yet these skills are fundamental to making children better readers.

These skills and strategies are also key to children performing well in reading comprehension tests. Teaching children the strategies they need to answer different sorts of questions is vital. This can mean teaching them to slow down their reading and think about what they have read. Teaching useful skills like skimming and scanning, expressing understanding through drawing or graphics (visualising), and annotating the text as they read all enable children to respond more independently and confidently in this sort of test situation.

Ironically many of the approaches used to test reading comprehension were originally ways of teaching understanding. By reclaiming these approaches for teaching we can build children's confidence in engaging with the meaning of a text, without teaching to the test.

Progression involves children using these skills and strategies with greater independence and confidence, without explicit reminders about what to do. Good readers know what sort of reading strategy to apply to the particular reading task in which they are engaged.

## **Whole school approaches and common activities for developing skills and strategies to read for understanding**

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- Use reciprocal reading as the default approach to guided reading with children whose decoding skills are strong and secure and as an intervention programme for children who can decode but struggle to understand
- Use inference training techniques both as an intervention and as whole class shared reading, in order to demonstrate the approaches to visualising and summary
- Explicitly focus on the application of appropriate reading strategies when using texts in other subjects and in cross curricular work
- Use language consistently across the school to describe and explain the different strategies being used when reading
- In all lessons which involve the use of texts, model thinking aloud about what is being read, ensuring comprehension by reading only a section of text at a time
- Demonstrate to children how to answer different types of comprehension questions, emphasising the technique and approach – or example skimming, scanning and close reading – as much as the answer
- Teach children to use useful strategies for inferring the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence
- Encourage children to retrieve information in active and practical ways. This will often involve re-presenting information from a text in another format, e.g. by completing and labelling pictures and diagrams, making maps and timelines, or using table recording formats. These approaches could be reinforced by generic book journal work which might include a range of formats to support the retrieval of information and noting of inferences

## Use prior knowledge to support understanding

Progression	
1	Think about what they know about events or topics prior to reading.
2	Link the events or topic from a text to their own experience and/ or information they know. Recognise how books are similar to others they have read or heard.
3	Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar books they have read.
4	Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.
5	Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is read to what was expected.
6	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make comparisons between a text and others they have read

Using prior knowledge is an essential reading comprehension skill. The knowledge a reader brings to their reading is an essential check when retrieving information from a text, (is this sensible?) but even more important to the process of inferring from a text, where the reader needs to fill in the gaps (read between the lines) between what is written and what is implied. Prior knowledge is 'the wall against which you bounce the ball of what you read.' Bringing to mind what is already known about a topic or event, in the jargon 'activating prior knowledge', should be the starting point for all reading lessons.

- Begin reading by discussing what is already known about a topic or event
- Encourage children to make links between their reading and their own experience
- Consider what is known or might be expected from other, similar texts
- Use prior knowledge to inform predictions and speculations about a text, (but be prepared to modify these in the light of what you actually read)
- When reading non-fiction texts, discussing prior knowledge should lead easily into identifying questions that the group need answering. Use KWL grids to collect what is known.
- Expect children to discuss how their prior knowledge was useful, or not, as they read through the text

## Check that books make sense to them

Progression	
1	Listen to their own reading, and that of others, and make a sense check at regular intervals.
2	Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding.
3	Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read.
4	Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost.
5	Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described.
6	Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning

Good comprehenders make a sense check at regular intervals. They expect a text to make sense and check their understanding throughout, stopping and taking action when they have lost comprehension. This is an important strategy to teach all children. We should be encouraging children to identify where they have lost the sense and to know what to do when they have done so.

- Model how to read texts in short sections (rarely longer than a page of A5 text) so that children learn to stop and check their understanding
- Use reciprocal reading techniques to identify elements in a short passage which they don't understand and take action to improve their understanding
- Slow reading down – building in a pause when reading with a group so that children have the opportunity to discuss a meaning which they are finding difficult to grasp.
- Model putting a text's meaning into your own words and expect readers to do the same
- Discuss 'fix it' strategies to deal with misunderstandings – asking questions, clarifying word meanings etc.
- Underline how important it is to understand and not simply 'read through' aspects of a text which you are unsure about

## Ask questions to improve their understanding

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Progression	
1	Ask questions about aspects of a text they don't understand.
2	Ask questions about a text to ensure they understand events or ideas in a text.
3	Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand.
4	Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text.
5	Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more.
6	Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching.

In real life we ask questions because we want to know something or to clear up confusion- asking questions is a basic strategy for understanding. As such we should be making sure that children ask more questions in order to clear up any confusions they have about the text they are reading. Good readers ask questions of a text and continue to think through something they don't fully understand, until they reach a satisfactory explanation for what they've read. It is therefore vital that we provide opportunities for children to ask their own questions, rather than always responding to the teacher's predetermined questions. Children asking questions should be a part of every guided reading session that is focusing on comprehension.

It is often difficult to admit that you don't fully understand something so creating the conditions where it is permissible to ask for something to be explained is important. Children may need to be encouraged to ask questions. Teachers may also need to model the different kinds of questions, those which explore meanings, as well as those that retrieve details directly from the text.

## **Ask questions to improve their understanding**

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- Encourage children to ask questions as part of group or class discussion of a text
- Model using different question types and stems, e.g. I wonder why ... Encourage speculation
- Ask different sorts of questions - ensure that you don't just ask questions which prompt retrieval from the text. Demonstrate the sorts of inferential questions which help groups to explore the meaning of a text
- When a reader asks a question ensure that the answer discussed isn't simply remembered but is rooted in the text. Encourage children to check an answer in the text
- Model and use reciprocal reading techniques to encourage readers to ask their own questions
- Encourage children to reflect on the different sorts of questions that they ask, e.g. what makes a good question?
- When reading as part of topic work use formats such as KWL grids to pose questions for research
- Encourage children to ask speculative and tentative questions in order to focus on the hints and suggestions they are picking up. Emphasise this is what good readers do.
- Use reciprocal reading techniques –particularly the questioning stage – to encourage children to ask their own questions about a text and contribute to a group discussion as they try to answer questions
- Get children to reflect on the sorts of questions they could ask. Help them to distinguish between '*right there*' questions (where the answer is likely to be directly stated in the text), '*think about*' questions (which are questions they need to stop and consider, because the answer is not directly there – but will be implied in the text), a '*look for links*' question (where children need to link pieces of information from across the text to make a deduction) and '*find out*' questions (questions that can't be answered from the text itself but need them to do more reading about the topic. Children could be taught a (whole school) approach to colour coding these question types
- Use guided reading, with a group focusing on developing comprehension, to follow up their independent work, e.g. after children have collected examples of what a particular character has said and done, use the chart or table as a starting point for questioning, asking for instance '*what did you think of ... then? Do you think that was the right decision to make?*
- Use Bloom's taxonomy of questions to develop understanding of different types of questions which elicit or require different kinds of thinking and answering
- Perhaps teach some basic question types – e.g. '*What do we know for certain?*' which encourages retrieval of given information and '*What do you think might be going on? What hints are you picking up?*' to encourage more speculative, inferential thinking

## **Skim, scan and read closely**

Progression	
<b>1</b>	Skim read to gain an overview of a page/ text by focusing on significant parts –names, captions, titles. Scan the text to locate specific information – using titles, labels.
<b>2</b>	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub headings. Scan pages to find specific information, using key words or phrases and headings. Read sections of text more carefully, e.g. to answer a specific question.
<b>3</b>	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.
<b>4</b>	Skim read a text to get an overview of it, scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text.
<b>5</b>	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read/ read on as appropriate.
<b>6</b>	Evaluate the value of a text for an identified purpose, drawing on information acquired by skimming and scanning Read carefully sections of texts to research information and to answer questions

Although these skills are often referenced within the reading of information books, they are just as relevant to answering questions on any sort of text. Skimming and scanning are key skills when answering comprehension questions, arguably the inefficient use of these skills and the over use of ‘remembering’ is what causes many problems among less effective readers. They are bracketed here with close reading as a reminder that once a particular section of a text has been located, this section needs to be read carefully to find the specific information required.

Some definitions:

Skimming – getting an overview of a text by reading key signposts which indicate meaning – for example the title, sub headings, captions, labels and looking at photographs or illustrations in an information book, reading the first sentence of each paragraph in a narrative

Scanning – reading down a text to locate a specific word or phrase in it

Close reading – reading the identified section of text slowly and carefully to find specific information or collect ‘evidence’. This slow reading is usually done for a specific, identifiable purpose

- Agree the use of school- wide language and metaphors to talk about the processes of skimming, scanning and close reading – e.g. based on the text detective surveying a crime scene, or the use of the fast forward/ pause buttons on a DVD player to locate a particular scene or event in a film.
- Teach readers to locate the specific section of the text and then read around the key word – by re-reading the sentence before it, the one containing it and the sentence after it
- Model and demonstrate the different processes of skimming, scanning and close reading in shared reading and apply them in guided reading
- Use opportunities when reading in topic lessons or in subjects across the curriculum to demonstrate these important skills
- Apply these skills as part of the process of answering comprehension questions

## **Use strategies to locate or infer the meaning of unfamiliar words**

Progression	
<b>1</b>	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text.
<b>2</b>	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
<b>3</b>	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.
<b>4</b>	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.
<b>5</b>	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.
<b>6</b>	Check the plausibility and accuracy of their explanation of or inference about a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning

These objectives are repeated in the vocabulary strand.

- Teach children to use the context to speculate about the meaning of the unknown word and to check the plausibility of their guess
- Show children how to use the information included in the text to understand the meaning of an unfamiliar word, e.g. by re-reading a sentence or reading on to where a word is reused or explained
- Demonstrate how to make use of a glossary to explain technical vocabulary
- Recognise where a word is not explained by its context and that using a dictionary is the best course of action
- Ensure new words learnt through reading are used frequently in class in order that they enter children’s working vocabulary
- Find ways to focus upon and celebrate new words – word walls, words of the week, competitions to re-use particular words etc.

## Annotate text

Progression	
1	Mark significant incidents in a story or information in a non-fiction text.
2	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.
3	Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information.
4	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.
5	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.
6	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful

This element is repeated in the 'express, record and present understanding' strand

- Consider establishing a colour coding and/ or mark scheme to be used consistently throughout the school, e.g.
  - Readers circle words they are unfamiliar with the meaning
  - They underline information which will answer a literal retrieval question/ use green to mark information which helps them answer 'right there' questions
  - They use a wavy line to mark information which might help answer an inferential question / use red to identify these questions as 'think about' questions
  - Identify 'find out more' questions for future research or follow up
  - Use orange to highlight significant moments where characters speak to each other
- Make simple summaries or marginal notes every 2 or 3 paragraphs

## Visualise their understanding of what they read

Progression	
1	Visualise what they have been reading, e.g. through drawing or acting out.
2	Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.
3	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.
4	Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.
5	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.
6	Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.

Visualising has been identified as important element in understanding what we read (see Pressley, 2000) and is used to support understanding as part of inference training. It is far more valuable than simply copying pictures from a text. Using illustration to reflect information in a text is also a helpful way of encouraging retrieval of detail.

- Talk to children about ‘picturing’ scenes and events in their minds as they read
- Encourage children to compare their idea about a character or event with the illustrations in a text
- Use information in a text as the basis for a drawing, illustration, diagram or graphic. Add labels, using direct quotation or paraphrasing from the text
- Use a graphic to re-interpret the information contained in a text
- Act out and freeze frame scenes from a text.
- Follow up children’s illustrations by asking them to locate evidence in the text to explain and justify what they have done
- Use illustration/ graphic visualisation to support retrieval (e.g. map making) and inference (an emotions map)

## Make predictions

Progression	
1	Make predictions based on clues such as pictures, illustrations, titles.
2	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.
3	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.
4	Make predictions about a text based on prior knowledge of the topic, event or type of text. Modify predictions as they read on.
5	Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.
6	Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.

A prediction is always an inference – as it is speculating about text that has not yet been read. Making predictions is an important inference skill and one of the aspects that is to be assessed under the new 2016 arrangements.

- Use reciprocal reading approaches to emphasise predictions
- Stop regularly as you read a text to enable children to think about what they've just read and to make predictions. Give children the opportunity to modify their predictions in the light of events or new information
- Predictions are based on prior experience, knowledge of the type of text and what has been read immediately before. Encourage children to recognise and use all these potential sources of information.
- Emphasise the plausibility of predictions rather than expect them to be correct
- When reading non-fiction, make use of immediate clues (sub headings etc.) to support predictions
- Enable children to review their predictions – why their idea is no longer appropriate or current, why they are no longer interested in that aspect of the text etc. – so that they get used to reviewing their own reading and identifying where texts have changed direction
- Model the language of predictions
- Show children that good predictions are based on text clues, e.g. titles, opening sentences etc., and not just pulled from the reader's unconscious. They are 'grounded speculations'.

## **Summarise understanding**

Progression	
<b>1</b>	(There is no Year 1 objective in this strand)
<b>2</b>	Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.
<b>3</b>	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.
<b>4</b>	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.
<b>5</b>	Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.
<b>6</b>	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.

Summaries enable readers to put their understanding into their own words (in itself a useful metaphor for comprehension) and begin to distinguish between key and less important information. The move from recounting in detail to summarising is a developed skill and one that takes practice.

- Use reciprocal reading as a main vehicle for developing this skill
- Summaries do not need to be of large sections of text, little and often is best
- Use children's over-detailed recounts as the starting point for making briefer oral summaries
- Highlight the value of paragraph topic sentences to summaries
- Set constraints ('Can you summarise this section in 3 sentences?') as an aid to making effective summaries
- Get children to explain why a particular piece of information is 'key' to understanding

- Challenge incomplete summaries – when children leave out important information

## **Adapt reading strategies for different purposes or according to the text type**

Progression	
1	Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading where necessary to regain understanding.
2	Stop and think about what they have read. Put what they've read or heard into their own words.
3	Identify where they don't understand what they've read, stop reading and take steps to fix the problem.
4	Adapt reading strategies to the different sorts of text read, including IT texts, and different purposes for reading. Take steps to re-establish understanding when comprehension is lost.
5	Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it
6	Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information

The focus here is on children learning to apply the appropriate reading strategies to their purpose.

- Teach readers to adapt their reading strategies for their purpose, e.g. reading for pleasure, independent reading, reading to find out, reading to answer comprehension questions
- Model different reading strategies, e.g. in order to show children how to overcome a difficulty in the text, or to decide whether a non-fiction text is appropriate for their purpose
- Identify the strategies they are going to use prior to reading – linked to the purpose of the reading, e.g. skim reading the contents and index of an information book and scanning for key words to check whether a text will be useful for their research, reading the blurb and first chapter of a novel to see whether you wish to read the whole text
- Discuss the strategies they plan to use when reading in order to encourage self-aware reading
- Discuss the most efficient approach to use for a particular task

## **Understand the Vocabulary used in texts**

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- Build a wide vocabulary
- Use a dictionary effectively
- Use strategies to locate or infer the meaning of unfamiliar words (*also included in the Skills and Strategies strand*)

Pupils' acquisition and command of vocabulary are keys to their learning and progress across the whole curriculum. It is vital for pupils' comprehension that they understand the words they meet in their reading across all subjects, for the more words that you understand the easier it is to grasp a meaning from the text.

We cannot minimise the importance of talk in the early years to developing a strong command over language and a wide vocabulary. Beyond the early years reading is hugely important in broadening children's knowledge of words. But it is not enough simply to encounter a word once in a text. Such new language has to be used and explored on many occasions – some experts suggest that we need to use a word 10 – 12 times before it enters our working vocabulary. For that reason, we not only need to highlight and discuss new words when reading with children – reciprocal reading techniques, particularly the clarify stage is valuable here – but continue to find lots of opportunities across the school week and in different subjects to use and reinforce unfamiliar vocabulary. Work in grammar is significant to this strand of reading, because grammar gives a meta-language for talking about the nature of a word and the job it is doing in a sentence.

Obviously we want to expand children's knowledge of words that they recognise and can explain quickly and fluently. Dictionary work is important in this. But because we cannot teach children every word in the dictionary we need to equip them to locate word meanings where these are given in the text, infer word meanings from the context and to use dictionaries as efficiently as possible, often to check the plausible speculations we have made. These skills will enable them to deal effectively with challenging vocabulary which they meet when reading independently. By doing this we will also build their familiarity with more words and hence increase their working vocabularies and text comprehension.

## **Build a wide vocabulary**

Progression	
1	Make collections of interesting words and use them when talking about books and stories.
2	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.
3	Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.
4	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.
5	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts.
6	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.

According to researchers it takes between 10 and 12 usages to embed a word into a person's working vocabulary, so part of the teacher's role is to ensure that new words met through reading are used later in class. Promoting an interest in words and an understanding of them is a key role for the teacher of comprehension.

- Ensure all classes have a word wall to highlight new or interesting vocabulary
- Take a consistent approach to introducing new vocabulary in all subjects, including developing topic dictionaries
- Use dictionaries in most lessons to check word meanings
- Use activities such as cloze procedure and word association 'maps' to highlight new vocabulary
- Use reciprocal reading techniques (particularly the clarify stage) as part of guided reading and as shared reading in topic work -- to build vocabulary knowledge
- Use new words frequently in class discussion for a week (or more) to embed them in children's understanding
- Ensure new words met in the course of reading are used subsequently as part of classwork

## Use a dictionary effectively

Progression	
1	Use simple dictionaries and begin to understand their alphabetical organisation.
2	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.
3	Locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.
4	Locate words in a dictionary by the third and fourth place letters. Use the quartiles of the dictionary efficiently to locate words quickly.
5	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context. Use a dictionary to check a suggested meaning.
6	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading. Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.

Efficient use of a dictionary is a valuable skill which enables readers to make more sense of what they've read, without disrupting the flow of reading. The use of a dictionary may be taught as a standalone lesson or 'clinic' but all reading sessions provide a good opportunity to apply this knowledge in practice. It is important to check the quality of the dictionaries being used and ensure that they include the words which the class will wish to clarify.

- Make dictionary use a routine part of shared and guided reading sessions and of reciprocal reading sessions. Look up a maximum of say 3 words a session, in order to emphasise using other strategies to find or infer the meanings of words
- Ensure all classes have age appropriate dictionaries but also a more detailed dictionary for challenging vocabulary
- Use and explain language such as 'clarify', 'meaning', 'context', 'definition', as well as technical terminology such as 'quartiles'
- Teach alphabetical order and the use of dictionary quartiles for ease of locating information
- Use the dictionary to check meanings of words with which the children are familiar, and consider alternative meanings
- Where applicable, link dictionaries and glossaries
- Compare alternative definitions given in different dictionaries

## Use strategies to locate or infer the meaning of unfamiliar words

Progression	
<b>1</b>	Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.
<b>2</b>	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.
<b>3</b>	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.
<b>4</b>	Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.
<b>5</b>	Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.
<b>6</b>	Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.

## **Use strategies to locate or infer the meaning of unfamiliar words**

Equipping children with strategies to find the meaning of words which are explained in the text, and infer the meaning of words which are implied rather than stated, is to put children in charge of their own understanding. It gives them a way forward when they are lost in a jungle of unfamiliar and unknown words.

- Ensure children are not inhibited to identify unfamiliar vocabulary
- Teach children to use useful strategies for inferring the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence
- Help children to reflect on the effectiveness of the different strategies they use to infer meanings of unfamiliar words
- Help children to understand when an unfamiliar word is explained or its meaning can be inferred from the text and when it is necessary to use a dictionary
- Get children to check inferred or dictionary meaning for sense or plausibility by looking back at the original text. Even when children immediately know a word meaning, encourage them to check the sense of the definition in the specific context
- Annotate a text to identify unfamiliar words so they can reconsider their meanings later
- Use language and grammatical terms consistently to talk about vocabulary, explain word inference (working out) strategies and dictionary use.

## **Express, record and present their understanding**

- Develop and express their understanding
- Answer questions about a text and record their understanding
- Justify their ideas about a text
- Annotate the text to support understanding
- Demonstrate understanding of stories, poetry and plays through retelling and reciting orally

A common frustration among many teachers is the way that children are often very capable orally when discussing their understanding of what they read, but find it hard to record their understanding in written forms. Given this is the way that reading comprehension is assessed at all age groups, it is important that we support children in not only understanding what they read but in how to record this understanding in different forms. This is not teaching to a test, but rather recognising that the articulation of ideas about texts – in talk, writing, drawing and other (perhaps creative) formats - is an essential part of being a reader.

The curriculum therefore needs to provide plentiful opportunities for children to explore texts in talk and through drama, but also to show them how to translate tentative understandings into more precise and considered expressions. They will need to be shown how to do this and how to use their understanding of a text to interpret text by reading aloud and acting out.

As readers become more adept at expressing, recording and presenting their understanding they become more articulate, better able to make their point succinctly and effectively, whether in talk or writing. They become better at justifying their ideas about the text and backing up opinions with evidence from the text. Their greater understanding is also apparent in the sensitive and appropriate ways that they re-interpret texts through reading aloud, drama and other creative responses to texts.

## **Whole school approaches and common activities to develop children's ability to express, record and present their understanding**

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- Encourage tentative ideas about text when engaged in active exploration or research, but ensure that children also can sum up their ideas and have opportunities to express a viewpoint which has been refined through discussion or by the challenge from the teacher
- Adopt a whole school common approach to answering the different sorts of comprehension questions
- Support the answering of questions by the use of working walls, for example which highlight the sorts of language and phrases which can be used to talk about a text
- Demonstrate a consistent approach to answering open ended, written comprehension questions, e.g. the REED approach (see appendix)
- Ensure guided reading sessions, where the focus is on comprehension rather than the application of phonic knowledge, allow children to explore the text and articulate their ideas about it, rather than simply read aloud
- Work on similar comprehension questions in pairs and threes – so that children can see, through teacher demonstration, a question type answered and then have opportunities to practise the same type question themselves
- Give children opportunities to read aloud to different audiences. First attempts and practice runs can be recorded so that they get used to reviewing their interpretations and modifying their version for presentation.
- Reading aloud should encourage children to use the text as if it were an actor's script which they annotate to indicate emphases or particular effects they want to achieve.
- A book journal approach (see appendix) can be used to encourage recording, allowing brief annotation and collection of notes as part of the exploration of texts. These can be used later as the evidence for more considered and articulated answers. Book journal activities can include many of the formats which we recognise from formal comprehension tests, here used to promote engagement and discussion.

## **Develop and express their understanding**

Progression	
<b>1</b>	Discuss reasons why things happen in the texts they read or are read to them. Express their understanding orally, and use words, illustrations and given formats to record their understanding.
<b>2</b>	Discuss themes, plots, events and characters, comparing stories by the same and different authors. Compare the information given about topics in non- fiction texts.
<b>3</b>	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas. Use simple graphics or illustrations to record and explain their understanding of information.
<b>4</b>	Understand and comment on ideas introduced in a passage or section they've read, drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.
<b>5</b>	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts, and present their ideas in appropriate and helpful formats, including graphically.
<b>6</b>	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically, orally, in writing and using graphics where necessary to support them, on the impact of books they have read.

## **Develop and express their understanding**

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This aspect is about encouraging children to talk about the books they read or have read to them. In order to encourage initial or tentative ideas, this discussion work might be done in pairs and small groups, but children should become more confident and able to contribute to class and large group discussions too. Progression involves backing up ideas with information from the text and listening to and taking account of other people's ideas.

- Discussion is usually better when participants have had the chance to rehearse their ideas before presenting them formally
- The jigsaw (or rainbowing) technique – where children work initially in a 'home' group to discuss an idea and then are re-organised to work with children from other groups who have been discussing something slightly different – is a useful way of enabling rehearsal
- When children have independently explored ideas about a text, perhaps using a book journal activity, then this can provide a useful starting point for discussion and follow up in guided reading
- Drama structures and activities such as freeze frames, conscience alley, thought tapping and forum theatre techniques provide a good starting point for considering why things happen, why something is important and why characters respond as they do. More formal activities like debates, and acting out court room scenes and significant situations will tend to arise from the exploratory work planned.
- Focusing a discussion or exploration on key points in a text is likely to prompt more discussion, so look for moments of crisis, disagreements, unanswered questions etc. as starting points for consideration
- Many texts explore moral questions and issues. These too provide good discussion starters.

## **Answer questions about a text and record their understanding**

Progression	
<b>1</b>	Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.
<b>2</b>	Retrieve information from a text and re-present it in a variety of forms including by matching and linking information, ordering, tabulating and copying. Use different formats (matching, ordering etc.) to answer questions on a text.
<b>3</b>	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts, e.g. flow charts, for and against columns, matrices and charts of significant information. Record their understanding of a text in different ways, using a range of formats.
<b>4</b>	Retrieve and collect information from different sources and re-present it in different forms, e.g. chart, poster, diagram. Answer questions on a text using different formats (matching, ordering, tabulating, etc.).
<b>5</b>	Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required to answer will be explicitly stated or implied in the text. Vary the reading strategies they use to answer questions, depending on the different types asked. Answer questions by explaining their ideas orally and in writing, including questions requiring open-ended responses.
<b>6</b>	Record details retrieved from the text about characters, events and ideas, e.g. by making a comparisons table, true or false grid etc. Recognise different types of comprehension questions (retrieval/ inferential) and know whether the information required for the answer will be explicitly stated or implied in the text. Vary the reading strategies they use and mode of answering according to what is expected of them by the question. Use confidently the different formats (matching, ordering etc.) to answer questions on a text. Answer questions by explaining their ideas orally and in writing.

## **Answer questions about a text and record their understanding**

Children need to be familiar with the different formats for comprehension questions and be confident in their use. If these become the backbone of a book journal approach and are used to teach as well as to text, then this will become second nature to them. We can learn from our practice in teaching mathematics and look for the same consistency across year groups in our work on comprehension.

- Ensure that the teaching of reading includes lots of opportunities for children to engage actively with texts and collect ideas and information using different formats. Book journal work will support this approach. Use children's independent work as the basis for discussion and follow up in guided reading.
- Formal comprehension work should build on the on-going effective teaching of texts. Teach comprehension questions in pairs or groups of 3. Use one to demonstrate and model the approach, the other 2 to allow children to explore and experiment independently.
- Use a limited number of question types over a half term, so children meet the type often and become confident in answering them. Children's confidence in approaching the traditional comprehension exercise of a text with 10 different questions is the ultimate goal, but a diet of this type of exercise only confuses rather than builds skill.
- Break the process for answering a comprehension question down into its constituent steps. Model the process from beginning to end, thinking/ talking aloud as you do so. Make sure you demonstrate how to write up the answer - this is an important use of shared reading. Then ask children almost the same question again and expect them to do likewise.
- Use the REED approach if appropriate. (See appendix)
- In Year 5 and 6: Discuss question types – some questions (retrieval questions) have the answer 'right there'. Highlight these in green. Other questions (inferential questions) are 'think about' questions. A reader needs to consider more evidence or information than in a right there question and needs to consider the situation more carefully. Colour code this question yellow and use this to mark any text which help you to answer. Some questions (deductions) require you to pull together information from different parts of the text – mark these questions and relevant information in the text blue. Some parts of the text may not really be understandable until you have researched the topic more fully – these sections too could be coloured coded.
- Discuss the key trigger words in the question so children know what they are looking for.

## **Justify their ideas about a text**

Progression	
<b>1</b>	Answer simple questions where they recall information from a text.
<b>2</b>	Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
<b>3</b>	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple retrieval and inference questions by making a point and supporting it with 'evidence' from a text.
<b>4</b>	Support their ideas about a text by quoting or by paraphrasing from it. Answer retrieval and inferential questions both orally and in writing, by making a point, and explaining it.
<b>5</b>	Evaluate a book or section of it, referring to details and examples in a text to back up their judgement and support their reasoning. Identify and summarise evidence from a text to support a hypothesis.
<b>6</b>	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from a text to support a hypothesis.

## **Justify their ideas about a text**

Good inferences are not plucked from the air, they are rooted in the text. Even though something is not explicitly stated doesn't mean that to come to that conclusion is based on a wild guess. A reader who is good at inference will have ideas about a text that are based on a collection of hints and suggestions and the careful balancing of events and information with experience and wider understanding of the world; they are grounding their speculation in their text knowledge. They can point to parts of the text which would support their opinion or idea. Good justifications summarise information to support a point of view in the reader's own words, quote selectively to establish the point, and paraphrase other information which reinforces the argument being made.

- Encourage children to complete the 'evidence' column in the 'What do you know for certain?' table to collect literal information and the 'hints/ guesses' column in the 'What do I think is happening?' table for collecting inferential understandings and speculations
- Ask children consistently: '*how do you know?*' and challenge unsupported ideas or opinions about a text or element of it
- Demonstrate how to justify a point of view, backing up the opinion by quoting from the text and summarising the argument succinctly
- Get children to reflect on which is the best evidence (quotation or paraphrase) from a selection to support an idea about a text. Encourage children to explain their thinking.
- Give children a collection of quotations from a text (or alternatively get them to highlight all the references in a text to a particular point) and ask them to decide what the collection might suggest or mean. Having agreed the main point, demonstrate how to construct an argument which makes the point and uses the best quotation to back it up. (Deciding on the best is itself an interesting discussion!) Discuss how to paraphrase or sum up the other quotations.
- Give an opinion about a text or aspect of it and ask children to find the evidence to back up (or challenge) the argument. Following discussion, reflect on the best evidence and how to construct an answer to a formal comprehension question.

## **Annotate the text to support their understanding**

Progression	
<b>1</b>	Mark significant incidents in a story or information in a non-fiction text.
<b>2</b>	Make simple notes on a text, e.g. underlining key words or phrases, adding headings etc.
<b>3</b>	Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading.
<b>4</b>	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.
<b>5</b>	Annotate a text to identify to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.
<b>6</b>	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

## **Annotate the text to support their understanding**

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This element is a repeat of the strand under 'skills and strategies to read for understanding'

- Make simple summaries or marginal notes every 2 or 3 paragraphs
- Consider establishing a colour coding and/ or mark scheme to be used consistently throughout the school, e.g.
  - Readers circle words they are unfamiliar with the meaning
  - Underline information which will answer a literal retrieval question/ use green to mark information which answer 'right there' questions
  - Use a wavy line to mark information which might help answer an inferential question / use red to identify these questions as 'think about' questions
  - Identify 'find out more' questions for future research or follow up
  - Use orange to highlight significant moments where characters speak to each other

## **Demonstrate understanding of stories, poetry and plays through retelling and reciting orally**

Progression	
<b>1</b>	Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.
<b>2</b>	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and through role play in groups, using dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.
<b>3</b>	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and characters. Read, prepare and present poems and play scripts.
<b>4</b>	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.
<b>5</b>	Distinguish in reading aloud a story, poem or play script, between the narrator and characters, and between different characters. Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.
<b>6</b>	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language. Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.

## **Demonstrate understanding of stories, poetry and plays through retelling and reciting orally**

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This strand is about children showing understanding of stories, poetry and plays through using intonation, tone, volume and action in performance and is a requirement of the 2014 Programme of Study.

- Consider how children can make oral and IT based presentations as well as directly performing in front of an audience.
- Children should learn to annotate a text as if it were an actor's script, identifying where to place emphasis, change tone or suggest emotion
- Record first attempts so that children get used to listening critically to their work and can suggest amendments and alternative ways of approaching the text
- It is unlikely that a first reading will be as fluent or expert as subsequent readings. Rehearsal is vital to retelling or reciting effectively
- Acting out stories, poetry and other material provides a valuable context for recounting a narrative and exploring expressive language or dialogue. Working these up for performance in front of an audience requires introducing theatrical skills so that words and actions are clear to an audience
- There are numerous informal audiences available in school – younger and older children, classmates, staff – as well as more formal opportunities to perform – assemblies, performances, open events for parents.
- Not all presentations need to be 'live'. Recorded performances allow for reconsideration, reflection and improvement

## **Understand the Whole Text**

- Identify main ideas and themes in a wide range of books and understand how these are developed over a text
- Identify how structure and presentation contribute to meaning
- Make comparisons within and across texts
- Identify how language contributes to meaning
- Evaluate the text

Whole text understanding is about ensuring readers grasp the main points and ideas of the texts they are reading. There is a danger with many comprehension tests that there is too great an emphasis on incidental details rather than ensuring understanding of the main points, key ideas or significant moments or explanations. It is important therefore that in our classroom work we encourage children to deal with meaning in its widest sense and focus on the central ideas rather than the less vital detail.

It is much easier to develop an understanding of whole texts when the text is relatively short. Dealing with cross text issues like change or identifying a turning point in a character's attitude, or being able to compare one idea or object with another, is more practical on short stories and with brief information sources than it is with a developed, extended novel. Of course, we want to read longer novels and non-fiction texts with our classes and encourage them to read them independently too, but short stories and information books make very useful 'teaching texts' which help us teach the explicit skills that we are focusing upon.

## **Whole school approaches and common activities for developing children's understanding of whole texts**

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- Use well written picture books, short stories and complete sections from non-fiction books as teaching texts
- Emphasise, in reading to the class and in teaching, key moments in a text, such as moments of change or crisis, revealing conversations, decision points, or significant information
- Encourage children to move from retelling in every detail to summarising key information
- Help children to engage with themes as well as events in texts, e.g. by encouraging empathy and understanding of points of view
- Highlight significant patterns in the way that texts are written or organised – e.g. repeated events, sayings, language use
- Promote activities which need to be updated and added to as reading progresses – for example book journal activities such as charts for collecting information about characters, ideas or objects, emotion graphs for tracking a character's feelings at different critical stages of the text, noting and updating predictions
- Make comparisons between texts and writers, linking texts currently being enjoyed with others they have read before
- Encourage children to speculate about a text. Ask *what do we know for certain? What do you think might be happening here?* Get children to pay attention to hints and suggestions as well as explicitly stated 'facts'.
- Encourage readers to identify the features that make a text a traditional story, an adventure story, an autobiography etc. so that they can apply this knowledge to later reading

**Identify main ideas and themes in a wide range of books and understand how these are developed over a text**

Progression	
1	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences, e.g. illness, getting lost, going away.
2	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.
3	Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.
4	Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.
5	Begin to distinguish between plot events/ details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative. Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.
6	Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of a text. In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.

## **Identify main ideas and themes in a wide range of books and understand how these are developed over a text**

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This aspect is focused on children identifying the theme or main ideas of a text.

- Use language carefully to help readers distinguish between the events and the plot in a narrative and the theme and ideas that the events illustrate
- Link particular narrative themes to specific text types
- Use knowledge about how common ideas are used and developed across texts as an aid to making predictions
- Make use of formats, e.g. emotions graphs, to track the development of an idea or theme over a short text
- Trace key moments in the development of a theme by skimming, scanning and close reading across specific sections of a text

The idea of change and development is one that young children find hard to grasp – their judgements about characters are, for example, once made, often fixed. A useful starting point is to focus on the characters who undergo change and development, because of what happens to them – this is at the heart of many children’s books

- Work in this area needs to focus on change and development. This means looking at key parts or episodes or characters in the text and examining the differences with what was noticed before.
- Narrative organisation formats – for example, the story mountain, 5 key scenes – provide a useful starting point for identifying differences and changes. Getting an overview of a text helps readers identify where changes occur. Concepts of beginning, middle and end can also be helpful.
- Use of comparison charts and tables can help focus attention on similarities and differences

## **Identify how structure and presentation contribute to meaning**

Progression	
<b>1</b>	<p>Identify and compare basic story elements, e.g. beginnings and endings in different stories.</p> <p>Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</p> <p>Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</p>
<b>2</b>	<p>Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</p> <p>Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.</p> <p>Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</p>
<b>3</b>	<p>Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</p> <p>Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.</p>
<b>4</b>	<p>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</p> <p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p>
<b>5</b>	<p>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</p> <p>Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</p>
<b>6</b>	<p>Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</p> <p>Understand how writers use the features and structure of information texts to help convey their ideas or information.</p> <p>Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.</p>

## **Identify how structure and presentation contribute to meaning**

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This aspect focuses on how writers organise and communicate their material, so that a reader can understand and enjoy the text. There is an objective linked to narrative, information texts and poetry.

- Asking children to re-assemble sections of text which have been disassembled (reconstruction activities) is a useful way of making them pay attention to the features and organisational structure of a text
- Encourage children to give paragraphs a title as a kind of sub heading or title
- Ask 'why has the author included this part? Why has she done it like this?'
- Draw attention to the author's specific way of organising or introducing something by trying out an alternative word/ title/ rhyme etc. Ask 'What difference does the change make?'
- Introduce children to common structures that authors use in different sorts of writing. Once a type has been explained provide other text examples for children to explore to look for similarities. Encourage colour coding and marking of text to identify different sections or elements
- The structure of a non-fiction text is usually much more obvious than the narrative structure. With narrative short texts make structural elements easier to grasp, e.g. it is easier to see where the problem is resolved, the section where the author summarises many events or the passing of many days is suggested but not explored in detail is much more obvious.
- Presentation similarly is a more important feature in non-fiction than in narrative
- With the right text, the exploration of structure and presentation in poetry can be great fun!

## **Make comparisons within and across texts**

Progression	
<b>1</b>	Discuss and compare events or topics they have read about or have listened to.
<b>2</b>	Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.
<b>3</b>	Make comparisons between events in narrative or information texts on the same topic or theme. Compare and contrast writing by the same author.
<b>4</b>	Collect information to compare and contrast events, characters or ideas. Compare and contrast books and poems on similar themes.
<b>5</b>	Make comparisons between the ways that different characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.
<b>6</b>	Make comparisons and draw contrasts between different elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

## **Make comparisons within and across texts**

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There are two elements here: comparing elements within a text, e.g. characters, ideas and topics, and comparing texts with other texts perhaps by the same author, or on the same topic or theme.

To focus on characters, events and information within a text:

- Collect information about different topics against headings
- Learn to list information and present it in table form. Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts
- Use true and false formats to explore similarities and differences
- Give children explanations or opinions and ask them to find the information, or 'evidence' to back them up or challenge them
- Ask children to use the information they have collected about a topic to make decisions or choices, e.g. which of these 3 weapons would be better for an army attacking a castle?

To look across the text as a whole or compare with other texts:

- Similarities and differences tables and Venn diagrams are good formats for collecting comparisons and contrasts
- Look at a number of texts by the same author to tease out comparisons
- Compare texts within the same genre to see similarities and differences
- Comparing a written text with the way that it is presented in another media is a useful starting point for identifying alternative approaches and differences in interpretation and presentation
- With non-fiction texts on the same topic discuss which text is the most useful and/ or trustworthy, depending on the purpose of the reading
- Try acting out scenes from a different point of view

## **Identify how language contributes to meaning**

Progression	
<b>1</b>	Explore the effect of patterns of language and repeated words and phrases. Identify and discuss some key elements of story language.
<b>2</b>	Speculate about why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.
<b>3</b>	Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.
<b>4</b>	Understand how writers use figurative and expressive language to create images and atmosphere, e.g. to create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons they have read.
<b>5</b>	Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.
<b>6</b>	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, using an appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through the language choices and the way they have developed them. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.

## **Identify how language contributes to meaning**

Although there will be an overlap with the vocabulary strand, the focus here is on an author's use of language for effect. Why will the author have chosen to use this particular word, or group of words? Why is a character always described in terms of say, wild weather? Is this image used across a book or just in one section?

- Cloze procedure, particularly when done as a pair activity, is a good way of focusing on alternative language choices and then back on the words an author actually chose to use.
- Focus on shades of meaning that are implied by a particular word choice
- Play word and phrase association games – *what do you think of when you hear the words ...?*
- Make up word sums – *if we add these 2 adjectives to the 2 we collected in the last paragraph, what do they add up to?*
- Collect evocative word use, e.g. the adjectives used to describe a character, the verbs used to describe her actions. Is there a pattern in the words chosen? What effect might the author be seeking?
- Focus on the use of figurative language and idioms, e.g. metaphors, similes, embedded metaphors. Check understanding and discuss the effect they have. Talk about the comparisons being made

## **Evaluate the text**

Progression	
1	Talk about aspects of the text that they like.
2	Explain why they like a particular text.
3	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.
4	Identify aspects or features that make a text entertaining, informative or useful.
5	Analyse the features of engaging or useful texts e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity and enthusiasm for a topic in non-fiction.
6	Identify the features that make some texts more effective than others.

There are some links between this strand and objectives in the attitudes strand. The progression here is to move from stating a preference to being able to explain and justify the preference. Later work focuses on evaluating elements of a text which work well and make it an effective text.

- Encourage children to give reasons for their preferences about a text, e.g. I like this best *because* ...
- Compare key parts of different texts, e.g. openings, and discuss why some work better than others
- Give children the opportunity to make choices about the texts they read and use and then justify and review them. Ask 'What should we use as the basis for choosing a book to research a topic?' Evolve check lists and criteria
- Find real reasons for children to express opinions, e.g. to make recommendations for others to read, or to suggest a text for the book club to read

## **Retrieve information from texts**

- Retrieve and record information from texts
- Retrieve the meaning of unfamiliar vocabulary where this is explained in the text
- Identify how language, structure and presentation contribute to meaning
- Ask retrieval questions about a text
- Distinguish between fact and opinion (Y5/6)

This sort of understanding is about noticing and understanding what is actually stated in a text. To retrieve a direct statements or specific detail involves a reader in locating the place in the text by applying skimming and scanning skills, and reading around the information. Readers will often retrieve information by directly quoting from the text.

Although literal retrieval is sometimes viewed as a lower level reading skill, noticing what is actually included in the text is often the starting point for more extended thinking and higher order reading, for speculation and making inferences. Secure literal understanding ensures that inferences are well grounded in the text.

Basic understanding and retrieval of information will need to be demonstrated as an important aspect of shared and guided reading. Teachers should help children to notice what is included in the text, not simply to rely on their memory, and to talk about what they notice, finding ways of recording their understanding. The answering of literal retrieval questions, in all their different forms, also needs to be included in the teaching of formal comprehension exercises. Book journal activities, using many of the assessment formats frequently used in formal testing including matching, ordering identifying whether something is true or false etc., provide valuable ways of recording information that has been retrieved from a text.

Retrieving the meaning of unfamiliar vocabulary where this is explained in the text is a repeated strand from Vocabulary.

Retrieving and recording requires readers to be able to match, order and compare information, as well as summarise their current understandings so there are also overlaps with the record understanding and the skills and strategy strands.

The progression in retrieving information from text is shown in a reader's ability to select information which is specific and relevant to the purpose or question, identifying less central as well as obvious information, knowing where to look for specific information, using with increasing accuracy the information found in a text to comment on an aspect of the text.

## **Whole school approaches and common activities for developing children's retrieval skills**

- Ask basic retrieval questions of most texts we read with children – e.g. *What do we know for certain? What do we know to be true in this text?* Follow this up by a check the text question: *How do we know it?*
- Encourage children to retrieve information in active and practical ways. This will often involve re-presenting information from a text in another format, e.g. by completing and labelling pictures and diagrams, making maps and timelines, or using table recording formats. These approaches could be reinforced by generic book journal work which might include a range of formats to support the retrieval of information.
- Support children to summarise sections of text – moving from a detailed recap/ retelling to a summary of key information.
- Identify retrieval questions as 'right there' questions and teach children throughout the school to colour code them consistently
- Teach a consistent approach to annotating text in order to answer literal retrieval questions, for example underlining key words in red and supporting text (usually the sentence before and after) underlined in a wavy red line.
- Demonstrate through shared reading, how to retrieve specific information from a text and answer retrieval questions by using this sequence:
  - Discuss the question and key vocabulary – ensure understanding of what the question asking
  - Demonstrate how to scan the text for the right place and scan for the key words
  - Model reading around the key words
  - Revisit the question and link text to it – rehearse and articulate the answer
  - Answer in the format required
  - Check the question has been answered

## **Retrieve information from texts**

Progression	
<b>1</b>	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text Find specific information in simple texts they've read or that has been read to them. Find information in a text about an event, character or topic.
<b>2</b>	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc. Express and record their understanding of information orally, using simple graphics or in writing.
<b>3</b>	Locate, retrieve and collect information from texts about significant or important elements or aspects (e.g. characters, events, topics). Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics or in writing.
<b>4</b>	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically.
<b>5</b>	Establish what is known about characters, events and ideas in narrative and non-fiction texts, retrieving details and examples from the text to back up their understanding or argument. Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically.
<b>6</b>	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts. Retrieve information from texts and evaluate its reliability and usefulness.

Finding information in a text involves the reader in noticing what details are included about the topic and capturing this information in some form. The tendency is for children to try and remember details rather than use their skills to locate the right section of text and then read closely to check exactly what was written. The role for the teacher in promoting effective retrieval skills, including skimming, scanning and close reading, is to encourage careful reading and checking and then to help the children to convey their understanding in different ways.

- Use a basic prompt like 'What can you tell me about...?' A basic question such as 'What do we know for certain?' also focuses on retrieval of information which is directly given in the text
- Encourage children to visualise their understanding by drawing maps (e.g. the setting of the narrative), diagrams and illustrations of objects, people, and places. These need to be accurate, based on the text and often labelled with wording from the text
- When reading information books it is often useful to get children to re-present information in another format, for example as a diagram or graphic
- Use prompts such as *What did the ... do? Describe ... What are the reasons given for...?*
- Retrieval of information directly given in a text can be usefully practised when reading in other subjects

## **Retrieve the meaning of unfamiliar vocabulary where this is explained in the text**

Progression	
<b>1</b>	Identify new or unfamiliar words that they meet in reading. Explain the meaning of the words they meet in a text.
<b>2</b>	Learn to read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.
<b>3</b>	Practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.
<b>4</b>	Decide where unfamiliar words are explained in the text or where they need to use a dictionary or glossary to find a word meaning. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.
<b>5</b>	Use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text. Explain the meaning of words used in a text.
<b>6</b>	Apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar vocabulary met in independent reading. Check the plausibility and accuracy of their suggestions.

## **Retrieve the meaning of unfamiliar vocabulary where this is explained in the text**

This aspect includes elements which are identified in the 'Use strategies to locate or infer the meaning of unfamiliar words' strand, focusing specifically on the location of meaning. Many of these suggested approaches are the same as those detailed there.

- Ensure children are not inhibited to identify unfamiliar vocabulary or words they are not certain of the meaning
- Use reciprocal reading techniques – particularly the clarify stage – to explore unfamiliar vocabulary
- Teach children to use useful strategies to locate the meaning of unfamiliar vocabulary, such as: re- reading the text, reading on the next sentence, making use of glossaries, visualising the scene/ event/ information, deciding on what fits with the context, analysing parts of words for clues, using the syntax of a sentence
- Annotate a text to identify unfamiliar words so they can reconsider their meanings later
- Get children to check the meaning given in a dictionary for sense or plausibility by looking back at the original text.
- When children already know a word meaning, encourage them to check the sense of the definition in the specific context
- Help children to be aware of the strategies they use to locate meanings of unfamiliar words
- Use language and grammatical terms consistently to talk about vocabulary, working out strategies and dictionary use.

## **Identify how language, structure and presentation contribute to meaning**

Progression	
<b>1</b>	(No year 1 objective)
<b>2</b>	Notice how information is presented.
<b>3</b>	Notice how information is presented across a range of texts.
<b>4</b>	Use knowledge of different organisational features of texts to find information effectively.
<b>5</b>	Use knowledge of different organisational features of texts to find information effectively. Comment on how information is presented on the page.
<b>6</b>	Use knowledge of different organisational features of texts to find information effectively. Identify and explain how complicated information is presented on the page to make reading easier.

Because structure and presentation are such a significant feature of information books there is a close relationship with the Reading to Find Out strand. There is no Year 1 objective in this strand.

## **Ask retrieval questions about a text**

Progression	
<b>1</b>	Ask questions to understand what has happened in stories they have read or been read to them.
<b>2</b>	Ask what, where, and when questions about a text to support and develop their understanding.
<b>3</b>	Clarify their understanding of events, ideas and topics by asking questions about them.
<b>4</b>	Identify elements of a text which they do not understand and ask questions about it.
<b>5</b>	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
<b>6</b>	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.

- Ask retrieval questions (or explain the task) before reading a section of text – in that way children read the text with the question in mind.
- Identify ‘right there’ questions, so that children begin to recognise the types of literal retrieval questions and to know that they are looking for information which is directly given in the text.
- Asking questions is a core part of reciprocal reading

## **Distinguish between fact and opinion (Years 5/ 6 only)**

Progression	
<b>5</b>	In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.
<b>6</b>	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.

- List words and sayings which express approval or disapproval and explore shades of meaning, e.g. from most to least positive
- Investigate character's opinions of other characters by acting out scenes, 'thoughtscaping' characters (identifying what a character really thinks as opposed to what she/ he says)
- Explore how descriptions of settings and places convey a mood or atmosphere, contrast how this is done through colour, music and sound in films
- Investigate how authors show rather than tell
- Examine non narrative texts, e.g. restaurant menus, advertisements, which express enthusiasm or opinion in implicit ways
- Explore how authors express opinions through their word choices as well as through explicit statements
- Enjoy texts which are written with a strong narrative voice, e.g. The True Story of the Three Little Pigs and discuss how this changes the traditional story

## **Inferential Understanding**

- Infer from what characters say and do
- Predict what might happen
- Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices
- Ask inferential questions
- Adapt reading strategies in order to make inferences

Making inferences is fundamental to successful functioning in society but more particularly to our ability to read with understanding and enjoyment. If a reader is weak at making inferences it severely limits their ability to understand overall and reduces the likelihood that they will acquire the habit of reading for pleasure. A key part of our role as teachers of reading then is to help children develop inferential reading skills; teaching children to make sensitive, appropriate and justifiable inferences from texts is a critical element of the reading curriculum. This means providing time for children to think and to talk about what they have read, to engage and to empathise – to put themselves into the action or into the character's shoes for example – so they can pick up the clues that are there in the text. The 2014 National Curriculum programme of study provides the flexibility that allows schools to take such an approach.

According to research, readers who are good at inference are ... *active readers, engaged in the search for meaning within a text. This involves the strategies of prediction, summation, questioning, monitoring inconsistencies and requires the reader to constantly check their own understanding. (Developing Pupils' Inference Skills -research by NFER for the DCSF).*

It is these skills that need to be promoted in all teaching of texts and in reading across the curriculum. Often, good comprehension depends upon slowing readers down so they notice what is in the text and providing opportunities for children to talk about their reading in order to develop their understanding. The development of good inference skills is also supported by objective led, active approaches to text, for example promoted through the use of book journals.

## **Inferential Understanding (continued)**

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The teaching of inference needs to be demonstrated as a key element of shared reading, practised through engaging tasks in independent reading and extended through guided work. We also systematically teach how to infer as part of formal comprehension exercises. Progression in this area involves readers becoming more adept at picking up textual clues and making an appropriate inference based upon them. As readers become more adept they will be able to do this across a text rather than from just a single extract and be able to back up their ideas or argument with supporting evidence from the text.

Knowledge of the topic being read about is really valuable when making an inference. Indeed, it is next to impossible to make an inference unless you do draw on your knowledge of the world – based on experience – and on your reading of other texts and other creative activities. Prior knowledge about an information topic is obvious enough, but prior knowledge of the topic or focus of a narrative is just as important. All comprehension focused reading lessons should include an element of prior knowledge activation, allowing readers to rehearse what they already know. In many cases it will be necessary to provide the readers with some background knowledge, perhaps by discussing a picture, using a film or talking to an expert, prior to reading.

## **Whole school approaches and common activities for developing inferential understanding**

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- Encourage children to speculate about a text – ask *what do you think is happening? What might be going on?*
- Demonstrate inferential skills explicitly in shared reading – thinking aloud and speculating about a text, asking *Why? What if? What might this mean?* questions, demonstrating checking strategies (re-reading, revisiting sections of text), demonstrating how to collect evidence in particular formats (e.g. tables etc.)
- Use the language of text detectives (e.g. highlight clues, *what might this mean, what do we deduce from this?*) to talk about solving the mysteries of text and collect evidence to answer questions. Encourage children to look for hints and clues.
- Encourage children to discuss the topic / content before reading – activating prior knowledge, recapping previous reading, summarising key information, using the vocabulary of the text and topic

## **Whole school approaches and common activities for developing inferential understanding (continued)**

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- Read text in manageable (and often short) sections in order to allow children to fix any misunderstandings and ask their own questions. Encourage frequent predictions, based on clues in the text. Encourage speculation, but always insist that readers base their inferential ideas on what is in the text.
  - Take active approaches to making inferences by using a number of key activities, e.g.
    - giving headings or titles to paragraphs and sections of text, which sum up some important information or event
    - visualising scenes and events through drawing and using drama techniques like thought tracking,
    - making inferences from pictures and objects associated with a text, focusing on mysteries in the text
    - making emotions graphs about how characters think or feel at key points in a text
    - drama explorations – strategies like *role on the wall* to track the difference between appearance and reality, dialogue and thought etc, *thought tracking*, *conscience alley*
    - playing games, e.g. *paint me a picture of*, which encourage children to speculate
    - (Use generic book journals to support a number of these activities.)
  - Encourage children to remember what was said and implied on previous pages and link these to their immediate reading
  - Act out scenes from stories, fixing key moments through the use of drama conventions like thought tracking, conscience alley, freeze frames. Explore character's thinking and motivation that lies behind what they say and do.
  - Use reciprocal reading techniques (predict, clarify, question, summarise) in guided reading and as a means of introducing texts in topic/ cross curricular work
  - Teach a consistent method of annotating text – underlining significant information about characters and events or key information in green, writing brief summaries of important aspects of text
  - Use the REED approach to supporting children when answering more demanding comprehension question. Use inferential questions in linked pairs or threes to first demonstrate the approach to answering and then give opportunities for independent application
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## Infer from what characters say and do

Progression	
1	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks.
2	Make inferences about characters from what they say and do, focusing on important moments in a text.
3	Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction.
4	Deduce the reasons for the way that characters behave from scenes across a short story.
5	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.
6	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.

What characters say and do is often a good place to start with making inferences because there is often a gap between words and actions. In addition, people in books do not always say exactly what they mean. The gap between expression and action is an area which authors often exploit, sometimes for comic effect and sometimes to drop hints and clues about what characters are really like. Focusing on dialogue and how characters act are easy ways to get children to understand that there is an underlying meaning to a text, or that things aren't exactly as they have been led to believe.

- Encourage the language of speculation, but also the reference back to the text to check
- Use drama activities to explore the difference between saying and meaning, e.g. *thought tracking*, *role on the wall*, and exploring the motivation behind action, e.g. *hotseating*, *thought tracking*, *forum theatre*
- Draw and label pictures which illustrate key moments in a text when a character is at a point of crisis
- Make emotions graphs/ maps to track characters' changing feelings at critical moments of the text
- Act out passages from a text, particularly passages with dialogue, trying out different expressions to interpret what characters are thinking and feeling
- Discuss what motivates characters to act as they do
- Present a very strong opinion about a character and ask children to find the evidence to either support the opinion or contradict it

- Focus on moments of crisis or change – what can we infer about what a character is thinking and feeling at this point. What are we basing our inferences on?
- Link any practical investigative activities back to the text, in order to check the whether interpretations are consistent with the text
- Demonstrate to children how to take their ideas and inferences about a character and construct an extended answer to a comprehension question

## **Predict what might happen**

Progression	
<b>1</b>	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.
<b>2</b>	Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.
<b>3</b>	Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded
<b>4</b>	Use information about characters to make plausible predictions about their actions.
<b>5</b>	Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts. Discuss the plausibility of their predictions and the reason for them.
<b>6</b>	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.

Teaching children to make predictions makes them more involved and engaged readers. Predictions set up a purpose for the reading and build interest and engagement. It is an important element of what good readers do to help them make sense of a text.

A prediction is always a form of inference – it is making an informed guess about what you are going to read about next, based upon what has been read already, what is known about the topic and the text type, and the immediate hints and clues the reader picks up. It is important that teaching makes this process explicit to young readers. We must also encourage children to understand the importance of *plausible* predictions,

based on these sources of information, rather than over emphasising correct predictions, because writers will always introduce new and unexpected ideas which we cannot foresee.

- Use reciprocal reading strategies (particularly the prediction stage) as the default approach to guided reading, where appropriate, and as a basic approach to introducing text in cross curricular work
- Read texts section by section to allow children to make frequent predictions
- Focus on significant moments of the text, e.g. story openings, moments of crisis, to encourage engagement and prediction
- Discuss and demonstrate how a reader uses specific clues in the text as well as what we know from our own lives and our expectations from previous reading in order to make a prediction. Identify the specific elements in the text being drawn upon (e.g. by highlighting the clues) when demonstrating how a reader makes a prediction. Show how to use titles, sub headings, illustrations and headings as a quick way into a text and making a prediction
- Demonstrate how to use skimming and scanning to identify key words and significant sentences in the next section of a text to make a prediction
- Note and revisit predictions frequently in order to review which are still plausible and which no longer seem appropriate, and to discuss why some predictions have ceased to be relevant
- Encourage children to reflect on how they made their predictions, what they based them on, their plausibility and how/ why they proved to be accurate or not

## Identify how language ... contribute(s) to meaning: How meaning is conveyed through the writer's language choices

Progression	
1	Explore the effect of patterned language or repeated words and phrases in familiar stories.
2	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.
3	Discuss the language used to create significant aspects of a text, e.g. opening, build up, atmosphere, and how a writer implies as well as tells.
4	Understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest, e.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions. Discuss the meaning of similes and other comparisons that they read.
5	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them. Consider the language used in a text and pick up the implications and associations being made by the writer.
6	Identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke, e.g. about characters, events or ideas.

Making an inference often involves picking up on the implications of a word or phrase, or a cluster of words and phrases. A good author chooses words carefully to convey a precise meaning and by helping children to engage with and consider these word choices we give them the chance of picking up the implications or hints.

A particular difficulty linked to word and phrase choice is an authors' use of idiomatic and figurative language. For children unused to reading or listening to books, or to talking about what they have read, seen or heard, then phrases like '*it's raining cats and dogs*', '*in the nick of time*', even '*a game of two halves*' etc. will be deeply confusing. Figurative language, such as comparisons made through the use of similes and metaphors, can be telling and illuminating, but also very difficult if, as a reader, you do not stop and work out what is being compared, how apt is the comparison, and what is being implied by it. Further, the choice of a single word can be used to imply significant information about a character or event, to say a character *stormed out of the room* is to use the verb storm as an embedded metaphor to imply that the character was angry, thunderous, wild. A reader who doesn't pick up such a meaning misses the point of the sentence. Whilst we are used to discussing powerful words in our teaching of writing we are often much less focused upon them in our reading.

Teaching needs to take account of these rich but potentially challenging areas for readers by paying attention to words and phrases, highlighting them, and talking around the meaning stated and implied. It is an important area of focus in both shared whole class reading and guided reading, as well as an element of texts that can be explored through independent work.

*Focusing on word choices:*

- In shared reading think aloud and speculate about an author's word choice
- Use cloze procedures to focus on particular word choices. Remove or cover interesting words, or a particular word class, e.g. adjectives, from a short section of text. Ask children to work in pairs or small groups to discuss what will fit or will make sense in the context. (The pair work rather than individual work is important in order to emphasise the need to discuss). Emphasise 'the best word' rather than the first word that makes sense. Consider alternatives, then refer back to the author's original choices – and explore how and why they might differ from the children's ideas.
- Encourage children to read text aloud as if they were actors interpreting a script. How will they read particular passage or words? What kind of emphasis or tone of voice? Encourage children to listen to each other or record their attempts and discuss why particular words might be read in particular ways.
- Collect clusters of words used in a text of a similar type, e.g. all the adjectives used to describe the building, or the words and phrases linked to a particular theme, topic or event. Ask: what do they notice about what they have collected? For example: *'Why might an author have used such violent words associated with stormy weather about ...?'*
- Teach children to word associate on significant words used in a text
- Use prompts like *What does the word ... imply about ...? Which words suggest that (the king was a cruel man)? How did the choice of words create a feeling of ...? What do phrases such as ... tell you about ...? Why did the author choose to use verbs such as ... and ...?*
- Get children to highlight the words and phrases which create a particular atmosphere or feeling. Then working in a group get them to compare ideas and discuss how the language has created the effect.
- Sometimes it is better to give children a possible explanation / reason for using a particular pattern of words and phrases and ask them to support or contradict your argument, e.g. *What words tell you that ... was upset?*
- Represent words from a text graphically, according to how often particular words are used in a text or to describe a character.
- Get children to think about whether a writer's choices of words are implying a point of view. Ask for example *do you think the writer admires ... (the Celts more than the Romans)?*

*Focusing on figurative language*

- Use the meta or technical language to talk about metaphors, similes etc.
- Make a collection of favourite sayings used by or about a character

- Use prompts like *Why did the author use this (simile)? What is being compared here? How did the metaphor help you understand? (A character) keeps saying 'it takes one to know one'. What does he mean? What does it suggest about him?*
- Try inventing alternative metaphors or similes to describe or compare ideas or events from a text. How successful are the suggestions in saying something in a fresh, interesting way and implying something more about the things being compared?
- Use reciprocal reading approaches (particularly the clarify and question stages) to focus on challenging vocabulary or the implied meanings of phrases)

## Ask inferential questions

Progression	
1	Ask questions to explore what characters say and do.
2	Ask questions to understand more about characters and events in narrative or the topic in non-fiction.
3	Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.
4	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.
5	Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding.
6	Ask questions to clarify and explore their understanding of what is implied in the text .

Asking inferential questions – as opposed to retrieval questions where the answer is given in the text – is a developed skill. Children need opportunities to practise asking questions that explore aspects which are implied rather than stated, or to understand the significance of things that are said and done. Focusing on characters and getting children to think and ask about what they mean when they say, why they might have done something, or how they might have felt all need explicit teaching and demonstration.

- Use reciprocal reading – particularly the questioning stage – as a prime strategy for encouraging children to ask questions
- Discuss the difference between what a character says and means
- Encourage children to 'put themselves into the picture' and think what questions they would ask if that event was happening to them
- Help them to question important events or moments of crisis in a text – *why did it happen? Would they have behave the same way? Who is to blame?*
- Encourage children to ask why questions of the topics they read about
- Drama strategies like thought tracking and freeze frame are effective ways of exploring the gap between what is said and thought and often raises pertinent questions about characters and what they do
- Ensure that questions that are raised by readers are taken seriously and discussed. At times it might be necessary to re-read sections of text to find an answer. Conversely the group may need to learn to 'hold onto' a question until the answer becomes clearer as they read further.

## **Adapt reading strategies in order to make inferences**

Progression	
<b>1</b>	Link what they are reading to their own experience.
<b>2</b>	Talk around a topic prior to reading. Re-read sections of texts carefully to find answers to questions about characters and events.
<b>3</b>	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts. Make regular predictions and brief summaries as they read, thinking about the clues and hints they've picked up, as well as what is directly stated. Re-read sections of texts carefully to check their ideas about the text.
<b>4</b>	Link what they are reading to prior knowledge and experience and to their knowledge of similar texts. Make predictions and brief summaries at regular intervals when reading Think about what they've read, re-read sections of texts carefully to find 'evidence' to support their speculations and interpretation of characters and events.
<b>5</b>	Link what they read to what they know (prior knowledge and experience), their knowledge of texts, and to what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning, and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.
<b>6</b>	Link what they have just read to what they know (prior knowledge and experience), their knowledge of texts, and what they have read in previous sections, to make inferences and deductions. Know how to gain a rapid overview of a text, e.g. by skimming and scanning and how and when to read slowly and carefully. Build 'thinking time' into their reading, identifying questions that they want answered. Summarise their current understanding at regular intervals when reading an extended text.

There is an overlap with the reading skills and strategies strand

## **Adapt reading strategies in order to make inferences**

Readers who are good at inference have a range of reading strategies at their command. These include: Activating prior knowledge; Making and modifying predictions; Checking the sense of what they are reading by re-reading and reading on; Visualising what they have read; as well as inferring the meaning of unfamiliar vocabulary from the context. If you are good at inferring then you can also put your understanding into your own words, summing up what you've read at regular intervals and adapt your reading strategies to a purpose – knowing when to skim and scan, when to read more closely, when to use an index to focus on a specific topic etc.

As far as inference is concerned, the reader needs to deploy these different strategies appropriately and effectively. This means that they are self-aware as a reader, aware of the purpose of their reading, and make some principled decisions about what is the most appropriate strategies to use in these particular circumstances.

- Ensure that the same language, metaphors and examples are used to talk about and describe the different reading processes in each year of the school.
- Include a reading working wall in each class, focused on effective reading strategies to use for different purposes
- Demonstrate in shared reading how a good reader might adapt their reading strategies to different purposes. Talk through how to 'activate prior knowledge' succinctly, for example, without getting too bogged in detailed explanations.
- Ensure a repeated focus on skimming/ scanning/ close reading as these are an essential set of skills.
- Encourage children to reflect on which strategies they need to use to complete a particular reading task – for example as a consistent element of shared and guided reading throughout the school from Year 2 onwards.

## **Reading to find out**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Retrieve and record information from non-fiction texts</li><li>• Ask questions to find out</li><li>• Identify how the structure and presentation of non-fiction texts contributes to meaning</li></ul> | <ul style="list-style-type: none"><li>• Identify how language ...contributes to meaning</li><li>• Apply strategies for reading non-fiction texts</li><li>• Distinguish between fact and opinion (Y5/6 only)</li></ul> |
|--|---|

Reading non-fiction for both pleasure and for research purposes is an integral part of the reading curriculum. Such reading enhances our knowledge of the world, and our sense of wonder as well as improving our general knowledge and specific subject understanding. The Programme of Study at both key stages highlights the importance of reading non-fiction.

Non-fiction texts and research reading are also good contexts to practise other key elements of the reading curriculum, such as summarising, annotating texts and considering writers' language use, as well as using the formats more commonly seen in assessment, as a means of exploring and collecting ideas about text. As such, the reading done in the different subjects across the curriculum should properly be considered part of the reading curriculum. By focusing on the reading in topic work, we both support developing reading skills and, ironically, improve the comprehension of the topic.

As readers become more adept at reading to learn or to find out they are better able to identify key questions they wish to answer, better able to make judgements about whether a text meets their purpose or is likely to be a reliable source of information, and more selective in the information they record.

## **Whole school approaches and common activities for developing reading to find out**

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- Discuss children's existing knowledge of topics or ideas as an introduction to working on information texts, using focusing activities to raise their interest and formats such as KWL grids.
- Encourage children to ask their own questions to find out more or to promote independent research
- Use reciprocal reading techniques as a key approach to introducing non-fiction texts to children in class and group lessons. This could include at Key Stage 1 where the text may need to be read to the children.
- Annotate non-fiction texts in a common, agreed way across the school
- Ensure that children's non-fiction reading strategies are applied specifically in topic work/ work in different curriculum areas.
- Develop a common non-fiction book journal including a range of formats which the children will use throughout the school. This will reinforce key skills such as identifying the order of events, retrieving information and making inferences in non-fiction reading

## **Retrieve and record information from non-fiction texts**

Progression	
<b>1</b>	Find information in a text about an event, character or topic.
<b>2</b>	Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc. Express and record their understanding of information orally, using simple graphics, or in writing.
<b>3</b>	Take information from diagrams, flow charts and forms where it is presented graphically. Express and record their understanding of information orally, using simple graphics, or in writing.
<b>4</b>	Pick out key sentences and phrases that convey important information. Take information from diagrams, flow charts and forms where it is presented graphically. Collect information from different sources and present it in a simple format, e.g. chart, poster, diagram.
<b>5</b>	Locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information.
<b>6</b>	Evaluate texts for their reliability and usefulness when researching a topic. Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table.

Finding information in the text involves the reader noticing what details are included about the topic and capturing this information in some form. The tendency is for children to try and remember details rather than use their skills to locate the right section of the text and then re-read to check their ideas. The role for the teacher in prompting effective retrieval skills, including skimming, scanning and close reading, is to encourage careful reading and checking strategies and helping children to convey their understanding and retrieval in different ways

## **Retrieve and record information from non-fiction texts**

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- Ask retrieval questions before reading a section of text – in that way they read the text with the question in mind. Similarly explain a task before the children read, e.g. *I will want you to find 2 pieces of information about (the way a river develops from its source). As you read look out for ideas you can share.*
- Use a basic prompt like: *What can you tell me about...?*
- Identifying 'right there' questions, so that children begin to recognise literal retrieval questions which are looking for information to be directly found in a text. Children could be taught to colour code these questions and the information relevant to answer them.
- Get children to discuss which part of a text to focus on before they look for the information they need to retrieve. *Which part of the text will we need to look for information about ...? Which sentence told us ...?*
- Encourage children to visualise their understanding by drawing maps (e.g. of the places mentioned in the text), diagrams and illustrations of objects, peoples and places. These need to be accurate – i.e. based on the text, or labelled with the wording from the text so the reference is clear.
- In information books, understanding is often best expressed by asking readers to re-present detail in another format, for example in diagrammatic or graphic format
- Use prompts such as *What did the ...do? Describe.. What are the reasons given for ...?*
- Encourage children to find and copy, match, sequence etc. using the words and phrases from the text

When recording information:

- Use the L section (for *what I have learnt*) of the KWL grid to record developing knowledge of a topic
- Represent ideas, where appropriate, in graphic and diagrammatic form, e.g. timelines, mind maps etc., adding labels to explain
- Use these graphic representations as a starting point for discussion in guided reading, asking children to explain and justify their ideas and representations
- Use techniques like jigsawing (or rainbowing) to encourage children to rehearse, discuss and reflect on the information they have found out about a topic
- Demonstrate to children how to develop a written account, answer to a question or presentation, using their notes, graphics and applying the REED approach (see appendix)
- Elements of the inference training approach (visualise, record a sentence) will be helpful

## Ask questions to find out

Progression	
1	Pose questions and use a text to find answers.
2	Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about.
3	Prepare and list questions as the basis for enquiry and decide which are the most important to follow up.
4	Prepare for and carry out factual research by reviewing what is known, what needs to be found out, what resources are available and where to search.
5	Prepare for research by identifying what they already know and what they need to find out. Plan their inquiry or research in the light of these questions. Adapt their questions as they read.
6	Locate resources for a specific research task, identifying key questions to be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.

- Promote children's oral questioning as part of the reciprocal reading approach

- Record children’s questions (e.g. in the ‘W’ section (What do we want to find out?) of the KWL grid) and use these as the basis for enquiry. Follow up the enquiries so that as many questions as possible get answered. Some answers will also be recorded using different formats, including graphic organisers
- Prompt children to ask different sorts of questions, both retrieval and inferential
- Give as much attention to the asking of good questions as to the answering of them
- Display prompt sheets of good questions to ask about a topic

## Identify how the structure and presentation of non-fiction texts contributes to meaning

Progression	
1	Discuss different ways pages from an information book can be laid out and how this is different from story books. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagram
2	Identify and explain the use of different organisational features in non-fiction texts, including alphabetical order, layout, illustrations, diagrams, captions, hyperlinks and bullet points.
3	Identify how different non-fiction texts are organised. Use the organisational features of non-fiction texts in their own reading and research.
4	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how to use to find information efficiently.
5	Identify the features of different non-fiction texts, e.g. recounts, instructions, explanations, persuasive writing and argument, including content, structure, vocabulary, style, layout and purpose. Discuss the way that writers of non-fiction match text structure to their intentions.
6	Understand and explain how different conventions and presentational features are used across a range of information or non-narrative texts.

Compare different types of information texts, including texts which are a mix of text types or were written for a number of purposes simultaneously, and identify differences in the way that they are structured.
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- The features of non-fiction texts which help readers locate information include: contents, index, sub- headings, alphabetical order and page numbers.
- As well as introducing and explaining these structural features, teachers will need to demonstrate how writers use presentational features such as layout, diagrams, captions, hyperlinks and bullet points in order to find information effectively.
- It is important to identify and use these features but also encourage children be critical of how they are used – the emphasis should be less on whether the features are used in a text, but focused rather on how well these features help the writer express ideas clearly and help the reader understand the topic being introduced

## Identify how language ...contributes to meaning

Progression	
<b>1</b>	Discuss the language used in labels and captions. Notice how language is used in instructional writing and recounts. Discuss the meaning of significant words met in reading linked to particular topics.
<b>2</b>	Notice some of the language features of non-fiction texts, e.g. direct language, the language of explanation, time connectives etc. Speculate about the meaning of unfamiliar words in non-fiction texts and use glossaries effectively to help understanding.
<b>3</b>	Begin to identify some of the language differences between fiction and non-fiction texts. Develop their understanding of key words met in reading non-fiction texts.
<b>4</b>	Investigate the language features of different sorts of non-fiction texts. Investigate the meaning of technical or subject specific words, e.g. by reading the text explanation or using a glossary or dictionary.
<b>5</b>	Investigate the use of language in different types of information text, e.g. words and phrases which signal a point of view in persuasive texts, how encyclopaedia convey authority. Compare the explanations or definitions given for technical or subject specific words and phrases in non-fiction texts.
<b>6</b>	Discuss the way that writers of non-fiction match language and text structure to their intentions - to amuse, persuade etc. Explain and use accurately the subject specific vocabulary used in different non-fiction texts.

This strand includes elements of Vocabulary

Non-fiction reading provides a good opportunity to introduce and develop understanding of subject specific or topic specific vocabulary. It is important to remember though that a single encounter with a word is not sufficient to embed it within our working vocabularies – so repeated opportunities to use and discuss specific language choices must be created. As well as topic vocabulary, the language used to introduce readers to the subject and maintain their interest, e.g. in newspaper reports or autobiographies, needs to be identified and discussed.

The non-fiction curriculum should include instructions, letters, diaries, and autobiographies as well as the range of non-narrative texts used as part of work across the curriculum.

## **Strategies for reading non-fiction text**

Progression	
<b>1</b>	Locate parts of the text which give particular information, including labelled diagrams and charts.
<b>2</b>	Scan a text to find specific sections using key words or phrases, sub headings. Decide on whether a text is useful by skim reading its title, contents page, illustrations, headings and sub headings.
<b>3</b>	Skim and scan a text to locate information quickly and accurately. Draw together ideas and information from across a text, using simple signposts (contents, index, sub headings, page numbers etc.) in the text.
<b>4</b>	Clarify unfamiliar vocabulary met in information texts. Skim a text for an overview, Scan texts for key words, phrases and sentences as well as useful headings to locate information. Pay particular attention to introductions and opening/ closing sentences in paragraphs to identify key information. Adapt reading strategies to the different sorts of text read, including IT texts, and to different purposes for reading.
<b>5</b>	Clarify unfamiliar vocabulary met in information texts. Apply the range of reading strategies to reading information texts i) thinking about what they already know; ii) skimming to gain an overall sense of the text; iii) scanning to locate specific information; iv) close reading to develop understanding; v) text marking. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.
<b>6</b>	Clarify unfamiliar vocabulary met in information texts. Read effectively for different research purposes, e.g. skim and scan a text to gain an overview of a text, identify which part of the text needs to be read more carefully to find particular information, read slowly and carefully a section, annotating the text as appropriate. Plan research in other subjects, considering how best to read different sources, and find and record the information they need.

This strand includes aspects identified in the 'Skills and Strategies to Read for Understanding' strand.

- Demonstrate the process of applying reading skills to find an answer and recording answers using different formats through shared reading
- Remind readers of the range of strategies they might use to locate information as a prelude to research and independent reading
- Focus on and demonstrate the different reading strategies in topic/ cross curricular lessons, wherever a text is used to support learning
- Non- fiction texts are particularly useful contexts for teaching and practising the key strategies of 'activating prior knowledge', and skimming, scanning and close reading

- The recording of answers will use appropriate formats like timelines, tables etc. Adapt the non-fiction book journal for work in different subjects

## **Distinguish between fact and opinion (Years 5/ 6 only)**

Progression	
<b>5</b>	In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts, e.g. biography, autobiography, argument.
<b>6</b>	In autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction. In non-fiction texts distinguish between explicit and implicit points of view.

These are repeated objectives from the 'Retrieve information from texts' strand.

- List words and sayings which express approval or disapproval and explore shades of meaning, e.g. from most to least positive
- Investigate character's opinions of other characters by acting out scenes, 'thoughtscaping' characters (identifying what a character really thinks as opposed to what she/ he says)
- Explore how descriptions of settings and places convey a mood or atmosphere, contrast how this is done through colour, music and sound in films
- Investigate how authors show rather than tell
- Examine non narrative texts, e.g. restaurant menus, advertisements, which express enthusiasm or opinion in implicit ways
- Explore how authors express opinions through their word choices as well as through explicit statements
- Enjoy texts which are written with a strong narrative voice, e.g. The True Story of the Three Little Pigs and discuss how this changes the traditional story

**Progression in Reading Texts and Themes document**

<b>Year</b>	<b>Theme</b>	<b>Fiction</b>	<b>Non-Fiction</b>	<b>Other</b>
<b>KS1</b>				
<b>Y1 ZR Autumn 1</b>	Fairy Tales / Traditional Tales	Mixed Up Fairy Tales The True Story of the 3 Little Pigs by Mr.A.Wolf Traditional Tales/ Fairy Tales		The Book of Fantastic First Poems
<b>Y1 ZR Autumn 2</b>				
<b>Y1 ZR Spring 1</b>				
<b>Y1 ZR Spring 2</b>				
<b>Y1 ZR Summer 1</b>				
<b>Y1 ZR Summer 2</b>				
<b>Y1/2 CR Autumn 1</b>				
<b>Y1/2 CR Autumn 2</b>				
<b>Y1/2 CR Spring 1</b>				
<b>Y1/2 CR Spring 2</b>				
<b>Y1/2 CR Summer 1</b>				

<b>Y1/2 CR Summer 2</b>				
<b>Y2 RC Autumn 1</b>	Explorers	The Owl Who Was Afraid of the Dark (WCR) Wombat Goes Walkabout	This is Captain Cook by Tania McCartney Usborne Famous Lives: Captain Cook Cook's Cook: The Cook who Cooked for Captain Cook	Humorous verse, riddles, tongue twister, sea shanties.
<b>Y2 RC Autumn 2</b>				
<b>Y2 RC Spring 1</b>				
<b>Y2 RC Spring 2</b>				
<b>Y2 RC Summer 1</b>				
<b>Y2 RC Summer 2</b>				
<b>LKS2</b>				
<b>Y3/4 Autumn 1</b>	Vikings	Arthur and the Golden Rope (WCR) Odd and the Frost Giants How to Train your Dragon Riddle of the Runes Viking Blood How to be a Viking - Cressida Cowell I was there..Viking Invasion	Dragonology Working with Dragons A Practical Guide to Dragons Vikings in 30 Seconds How to be a Viking - A Northlanders Guide The Gruesome Truth about The Vikings Food and Cooking in Viking Times Viking Raiders	Virtual Tour of Viking Vilage <a href="https://www.literacyshed.com/vikingvillage.html">https://www.literacyshed.com/vikingvillage.html</a>  Jotun - Journey of A Viking Warrior <a href="https://www.literacyshed.com/jotun.html">https://www.literacyshed.com/jotun.html</a>  The Saga of Biorn <a href="https://www.literacyshed.com/the-myths-and-legends-shed.html">https://www.literacyshed.com/the-myths-and-legends-shed.html</a>  Viking Saga Songs - BBC

		Stories of Dragons – The Dragon's Treasure		Viking Poetry of Love and War
<b>Y3/4 Autumn 2</b>				
<b>Y3/4 Spring 1</b>				
<b>Y3/4 Spring 2</b>				
<b>Y3/4 Summer 1</b>				
<b>Y3/4 Summer 2</b>				
<b>UKS2</b>				
<b>Y5 Autumn A</b>	Victorians	Gaslight (WCR) Dodger Twelve Minutes to Midnight	<p style="text-align: center;"><u>TES</u> <u>Comprehension</u> <u>Sheets:</u></p> <ul style="list-style-type: none"> <li>• Queen Victoria</li> <li>• Chimney sweeps</li> <li>• Rich and poor children</li> </ul> <p><u>Twinkl</u> <u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>• Industrial revolution</li> <li>• Workhouse</li> </ul> <p>Eye-Witness – Victorian Britain</p>	<p style="text-align: center;"><u>Victorian Poetry</u></p> <p>Frost on the window pane The little pit boy A Christmas Carol</p> <p>Florence Nightingale clip - <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-florence-nightingale-the-founder-of-modern-nursing/zjbp2sg">https://www.bbc.co.uk/teach/class-clips-video/ks2-florence-nightingale-the-founder-of-modern-nursing/zjbp2sg</a></p> <p>Queen Victorian clip - <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk">https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk</a></p> <p>Charles Darwin clip - <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-charles-darwin-the-founder-of-evolution/z79vhbk">https://www.bbc.co.uk/teach/class-clips-video/ks2-charles-darwin-the-founder-of-evolution/z79vhbk</a></p>

			100 facts on Victorian Britain	<a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-charles-darwin-victorian-science/zddbnrtd">clips-video/ks2-charles-darwin-victorian-science/zddbnrtd</a>  Victorian villains - <a href="https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-ks3-gcse-victorian-prison-punishments-john-smith/z4x4qp3">https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-ks3-gcse-victorian-prison-punishments-john-smith/z4x4qp3</a>
<b>Y5 Autumn 2</b>				
<b>Y5 Spring 1</b>				
<b>Y5 Spring 2</b>				
<b>Y5 Summer 1</b>				
<b>Y5 Summer 2</b>				
<b>Y6 Autumn 1</b>	Victorians	Cogheart (WCR) Oliver Twist Street Child	100 facts on Victorian Britain  <u>Literacy Shed Plus Comprehension (stage 6):</u> <ul style="list-style-type: none"> <li>• Street Urchin</li> <li>• A schoolhouse Letter</li> <li>• Queen Victoria</li> </ul>	Victorian poetry (A Christmas Carol) (Jaberwocky) (The Charge of the Light Brigade)  Oliver Twist film clip  <u>Literacy Shed Film Unit:</u> The Biography of Charles Dickens

			<ul style="list-style-type: none"> <li>• Escaping the Workhouse</li> <li>• Worst jobs for kids</li> </ul>	
<b>Y6 Autumn 2</b>				
<b>Y6 Spring 1</b>				
<b>Y6 Spring 2</b>				
<b>Y6 Summer 1</b>				
<b>Y6 Summer 2</b>				

\*WCR= Whole Class Reader

## Long Term Overview and Progression Document Literacy - Word Reading and Comprehension

### 2YO Non Negotiable Objectives

Indoor	Outdoor
Comprehension	
LC P Develop play around favourite stories using props LC P Repeat <b>words and phrases</b> from familiar stories	LC P Develop play around favourite stories using props LC P Repeat <b>words and phrases</b> from familiar stories
Word Reading	
LR P Notice some print, such as the <b><u>first letter of their name, a bus or door number, or a familiar logo</u></b>	LR P Notice some print, such as the <b><u>first letter of their name, a bus or door number, or a familiar logo</u></b>
Notes	
<p><b>Children should be taught the following in a variety of different ways and this should become the daily standard for word reading and comprehension within the 2YO phase:</b></p> <ul style="list-style-type: none"> <li>• Three stories a day; which include props, puppets or enhancements where necessary</li> <li>• Areas such as the home corner should display logos that are familiar to children in their home such as cereal packets, milk cartons...</li> <li>• Recognise their photograph and the initial sound in their name through registration and snack choice time</li> </ul>	<p><b>Children should be given the opportunity daily to</b></p> <ul style="list-style-type: none"> <li>• Create play around favourite stories, using props and telling simple stories for example creating bridges and pretending to be the Three Billy Goats Gruff</li> <li>• Areas such as outside should display logos that are familiar to children such as shop signs, bike numbers, road signs...</li> </ul>

### 2YO Comprehension Progression

Comprehension Objectives	<p><b>Emerging</b> LC P Enjoy songs and rhymes, tuning in and paying attention LC P Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo LC P Say some of the words in songs and rhymes LC P Copy finger movements and other gestures LC P Sing songs and say rhymes independently, for example, singing whilst playing</p>	<p><b>Developing</b> LC P Enjoy sharing books with an adult LC P Pay attention and responds to the pictures or the words LC P Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone LC P Repeat <b>words</b> and phrases from familiar stories</p>	<p><b>Secure (End of Preschool)</b> LC P Ask questions about the book. Makes comments and shares their own ideas LC P Develop play around favourite stories using props LC P Repeat <b>words and phrases</b> from familiar stories</p>
Key Opportunities	<p><b>Children should be given the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• join in daily singing songs and rhymes daily – encourage attention through use of actions, picture cards and objects</li> <li>• use musical instruments during singing times</li> </ul>	<p><b>Children should be given the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• hear to three stories daily</li> <li>• hear their favourite stories repeatedly to enable them to join in with key words</li> <li>• engage with a reading corner that is interesting and inviting</li> </ul>	<p><b>Children should be given the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• hear to three stories daily</li> <li>• use props, puppets and images to develop play around stories</li> <li>• hear their favourite stories repeatedly to enable them to join in with key words and phrases</li> </ul>

	<ul style="list-style-type: none"> <li>engage with a reading corner that has key rhymes and song props</li> </ul>		
<b>2YO Word Reading Progression</b>			
Word Reading Objectives	<b>Emerging</b> LR P Notice some print, such as the first letter of their name, a bus or door number, or a <b>familiar logo</b>	<b>Developing</b> LR P Notice some print, such as the first letter of their name, a <b>bus or door number, or a familiar logo</b>	<b>Secure (End of Preschool)</b> LR P Notice some print, such as the <b>first letter of their name, a bus or door number, or a familiar logo</b>
Key Opportunities	<b>Children should be taught to recognise:</b> <ul style="list-style-type: none"> <li>logos from the home such as; children's food and toy logos</li> </ul>	<b>Children should be taught to recognise:</b> <ul style="list-style-type: none"> <li>logos from outside such as; outside environmental print – traffic signs, and shop signs</li> </ul>	<b>Children should be taught to recognise:</b> <ul style="list-style-type: none"> <li>logos from outside such as; door numbers, bus numbers</li> <li>First letter of their name</li> </ul>

<b>3YO Non Negotiable objectives</b>	
Indoor	Outdoor
Comprehension	
LC N Engage in <b>extended conversations</b> about stories, learning new vocabulary	LC N Engage in <b>extended conversations</b> about stories, learning new vocabulary
Word Reading	
LWR N Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul>	
Notes	
<b>Children should be taught the following in a variety of different ways and this should become the daily standard for word reading and comprehension within the 3YO phase:</b> <ul style="list-style-type: none"> <li>Children should be taught key vocabulary from the key text of the week. This should be linked directly to activities in the setting to practise and embed the meaning of each word</li> <li>Children should be taught phonics daily both through direct teaching and play opportunities</li> <li>Taught how to engage with Helicopter Stories to enable them to create own stories</li> </ul>	<b>Children should be taught the following in a variety of different ways and this should become the daily standard for word reading and comprehension within the 3YO phase:</b> <ul style="list-style-type: none"> <li>Story stones linked to key stories/favourite</li> <li>Helicopter stories area</li> </ul>

### 3YO Comprehension Progression

Comprehension Objectives	<p><b>Emerging 3 year old (not attended P/S)</b>                  LC P Ask questions about the book. Makes comments and shares their own ideas                  LC P Develop play around favourite stories using props                  LC P Repeat <b>words and phrases</b> from familiar stories</p>	<p><b>Emerging</b>                  LC N <b>Talk</b> about stories, learning new vocabulary</p> <p>LC N Understand the five key concepts about print:                  - print has meaning                  - print can have different purposes                  - we read English text from left to right and from top to bottom                  - the names of the different parts of a book                  - page sequencing</p>	<p><b>Developing</b>                  LC N Engage in <b>conversations</b> about stories, learning new vocabulary</p> <p>LC N Understand the five key concepts about print:                  - print has meaning                  - print can have different purposes                  - we read English text from left to right and from top to bottom                  - the names of the different parts of a book                  - page sequencing</p>	<p><b>Secure (End of N2)</b>                  LC N Engage in <b>extended conversations</b> about stories, learning new vocabulary</p> <p>LC N Understand the five key concepts about print:                  - print has meaning                  - print can have different purposes                  - we read English text from left to right and from top to bottom                  - the names of the different parts of a book                  - page sequencing</p>
Key Opportunities	<p><b>Children should be given the opportunity to:</b></p> <ul style="list-style-type: none"> <li>hear to three stories daily</li> <li>use props, puppets and images to develop play around stories</li> <li>hear their favourite stories repeatedly to enable them to join in with key words and phrases</li> </ul>	<p><b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>print has meaning                         <ul style="list-style-type: none"> <li>Own name and logos</li> </ul> </li> <li>print can have different purposes                         <ul style="list-style-type: none"> <li>See Writing progression for text types</li> </ul> </li> <li>we read English text from left to right and from top to bottom                         <ul style="list-style-type: none"> <li>Model how we read words, texts and stories</li> <li>Show children how to handle books and to turn the pages one at a time</li> </ul> </li> <li>the names of the different parts of a book                         <ul style="list-style-type: none"> <li>Cover, spine, title, page</li> </ul> </li> <li>page sequencing                         <ul style="list-style-type: none"> <li>Beginning, middle and end</li> </ul> </li> </ul>	<p><b>Children should be taught:</b></p> <p>LC N Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>print has meaning                         <ul style="list-style-type: none"> <li>Stories</li> </ul> </li> <li>print can have different purposes                         <ul style="list-style-type: none"> <li>See Writing progression for text types</li> </ul> </li> <li>we read English text from left to right and from top to bottom                         <ul style="list-style-type: none"> <li>Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word</li> </ul> </li> <li>the names of the different parts of a book                         <ul style="list-style-type: none"> <li>Author, text and blurb</li> </ul> </li> <li>page sequencing                         <ul style="list-style-type: none"> <li>Page numbers</li> </ul> </li> </ul>	<p><b>Children should be taught:</b></p> <p>LC N Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>print has meaning                         <ul style="list-style-type: none"> <li>Stories</li> </ul> </li> <li>print can have different purposes                         <ul style="list-style-type: none"> <li>See Writing progression for text types</li> </ul> </li> <li>we read English text from left to right and from top to bottom                         <ul style="list-style-type: none"> <li>Show children how sentences start with capital letters and end with full stops</li> </ul> </li> <li>the names of the different parts of a book                         <ul style="list-style-type: none"> <li>Illustrator and pictures</li> </ul> </li> <li>page sequencing                         <ul style="list-style-type: none"> <li>Contents page</li> </ul> </li> </ul>

### 3YO Word Reading Progression

Word Reading Objectives	<p><b>Emerging 3 year old (not attended P/S)</b>                  LR P Notice some print, such as the <b>first letter of their name, a bus or door number, or a familiar logo</b></p>	<p><b>Emerging</b>                  LWR N Develop their phonological awareness, so that they can:                  - spot and suggest rhymes                  - count or clap syllables in a word                  - recognise words with the same initial sound, such as money and mother</p>	<p><b>Developing</b>                  LWR N Develop their phonological awareness, so that they can:                  - spot and suggest rhymes                  - count or clap syllables in a word                  - recognise words with the same initial sound, such as money and mother</p>	<p><b>Secure</b>                  LWR N Develop their phonological awareness, so that they can:                  - spot and suggest rhymes                  - count or clap syllables in a word                  - recognise words with the same initial sound, such as money and mother</p>
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Key Opportunities	<p><b>Children should be taught to recognise:</b></p> <ul style="list-style-type: none"> <li>logos from outside such as; door numbers, bus numbers</li> <li>First letter of their name</li> </ul>	<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>Missing word prediction in rhymes</li> <li>count or <b>clap</b> syllables in a word</li> <li>Names and names of friends</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Through alliteration rhymes and phonics activities</p>	<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>Missing word prediction in stories</li> <li><b>count</b> or clap syllables in a word</li> <li>Names and names of friends</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Through alliteration stories and phonics activities</p>	<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>Change the words in rhymes and stories</li> <li><b>count</b> or <b>clap</b> syllables in a word</li> <li>Key words from stories</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Through exposure to magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'</p>

### Reception Non Negotiable Objectives

	Indoor	Outdoor
Word Reading	<p>LWR ELG Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>LWR ELG Read words consistent with their phonic knowledge by sound-blending</p> <p>LWR ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	
Comprehension Objectives	<p>LC ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>LC ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>	<p>LC ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>LC ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>
Notes	<p>Children should be given the opportunity daily through the environment to</p> <ul style="list-style-type: none"> <li>Create own stories using the Helicopter Story approach</li> <li>Practise taught vocabulary in the setting through play</li> </ul>	<p>Children should be given the opportunity daily to</p> <ul style="list-style-type: none"> <li>Create own stories using the Helicopter Story approach</li> <li>Practise taught vocabulary in the setting through play</li> </ul>

**Reception Progression**

Comprehension Objectives	See Communication, Language Development for Progression links to Listening Attention and Understanding		<p><b>Secure</b>                  LC ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary                  LC ELG Anticipate (where appropriate) key events in stories                  LC ELG Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>
Key Opportunities	<p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"> <li>Retell own stories using the Helicopter Stories approach</li> <li>Through three a day stories, children are to anticipate events, retell stories and use vocabulary introduced through the key stories through play</li> </ul>		
Word Reading Objectives	<p><b>Emerging</b>                  LWR R Read individual letters by saying the sounds for them                  LWR R Blend sounds into words, so that they can read short words made up of known letter- sound correspondences                  LWR R Read some letter groups that each represent one sound and say sounds for them                  LWR R Read a few common exception words matched to the school's phonic programme</p>	<p><b>Developing</b>                  LWR R Read individual letters by saying the sounds for them                  LWR R Blend sounds into words, so that they can read short words made up of known letter- sound correspondences                  LWR R Read some letter groups that each represent one sound and say sounds for them                  LWR R Read a few common exception words matched to the school's phonic programme</p>	<p><b>Secure (ELG)</b>                  LWR ELG Say a sound for each letter in the alphabet and at least 10 digraphs                  LWR ELG Read words consistent with their phonic knowledge by sound-blending                  LWR ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p><b>Bridging Curriculum (Y1)</b>                  LWR R Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words                  LWR R Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>
Key Opportunities	<p><b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>Phonics sessions following the RWI scheme including word time up to 7</li> <li>Children should be exposed to all set one sounds</li> <li>Red Words</li> <li>Ditties/Storybooks</li> </ul>	<p><b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>Phonics sessions following the RWI scheme including word time linked to set 2 sounds</li> <li>Children should be exposed to all set two sounds including consolidations</li> <li>Red Words</li> <li>Ditties/Storybooks</li> </ul>	<p><b>Children should be taught:</b></p> <ul style="list-style-type: none"> <li>Phonics sessions following the RWI scheme including word time linked to set 3 sounds for those children who have learnt one grapheme for each sound learnt so far and can read using these sounds and spell using these sounds.</li> <li>Children should be exposed to all set two sounds including consolidations</li> <li>Red Words</li> <li>Ditties/Storybooks</li> </ul>



**Brougham**  
Primary School

**Handwriting Policy**

**December 2023**

**Next review December 2024**

**#**

## **Our Aims and Beliefs**

At Brougham Primary School, we insist upon high standards of handwriting, across the curriculum. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of key stage 2, we aim for all children to produce fluent, legible, and eventually, speedy joined up handwriting and to understand the different forms of handwriting used for different purposes.

Our aims is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. We also aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

### **Aims:**

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



to

### **Expectations**

### **Staff**

All staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

## **Pupils**

Pupils experience coherence and continuity in the learning and teaching of handwriting across all school years and are encouraged to take pride in the presentation of their work.

## **Handwriting frequency**

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

## **Early Years**

For our youngest pupils, we ensure the following:

- Movements to enhance gross motor skills, such as air-writing, pattern-making, dancing.
- Exercises to develop fine motor skills, such as making marks on paper, whiteboards, sand trays, tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.
- Correct sitting position and pencil grip for handwriting

## **Key Stage 1**

We ensure the following:

- Continuing with gross and fine motor skills exercises
- Introduction to cursive handwriting, learning and practice,
- Reinforcement of capital letters and printed letters

## **Key Stage 2**

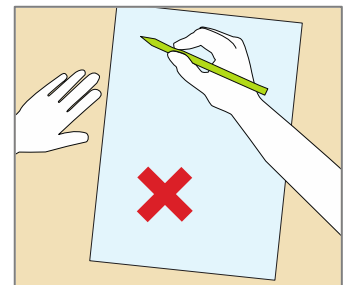
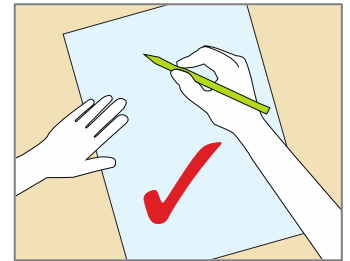
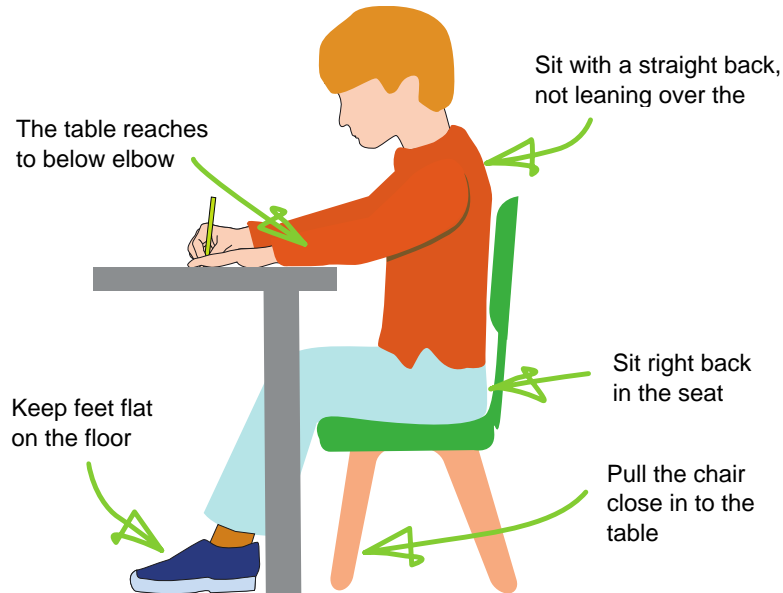
We cover the following:

- Cursive handwriting reinforcement
- Dictation exercises promoting quick note-taking and speedy handwriting writing skills

## **Correct posture and pencil grip for handwriting**

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

### **SITTING POSITION**



Paper position for right-handed children

### **THE TRIPOD PENCIL GRIP**

Both right- and left-handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

### Right-handed pencil grip

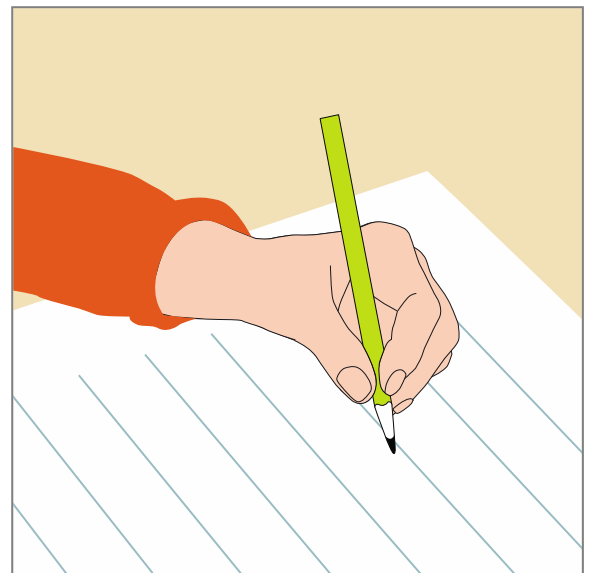
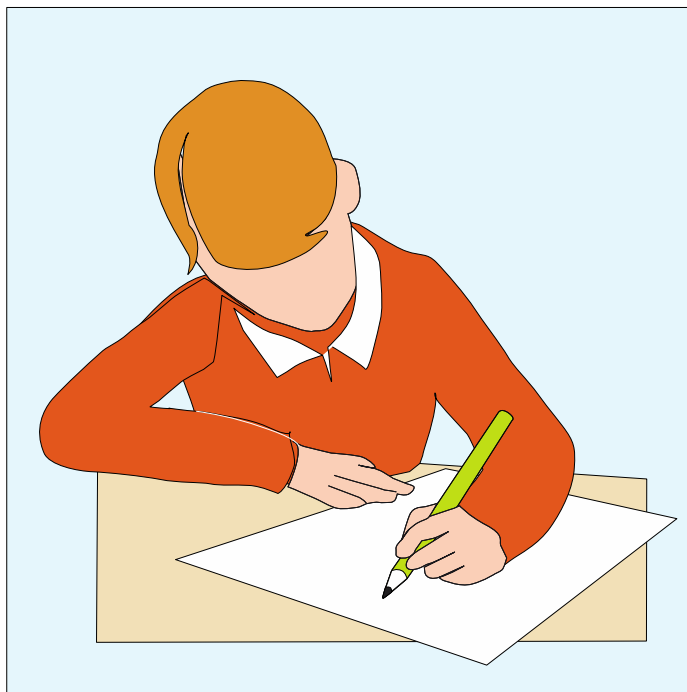


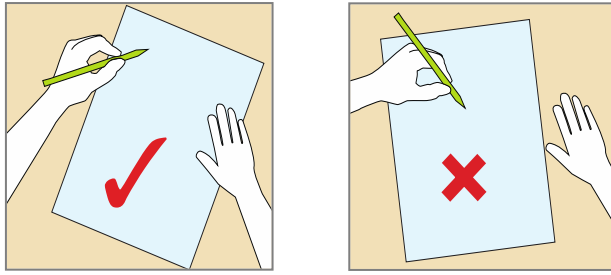
### Left-handed pencil grip



## LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.





Paper position for left-handed children

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.

### **INTERVENTION**

For children who may need additional support, we use 'Bubble Writing.' Bubble Writing has developed a simple scaffold that places a bubble either side of the line to support letter formation.

This simple scaffold provides a guide to consistently form cursive letters and ensure each letter is uniform in both height and width. Children are able to leave equal spaces between words and see clearly whether or not there is enough space at the end of each line for the next word they intend to write.

### **INCLUSION**

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

### **Pens and Pencils**

In Early Years and Year 1, children use pencils when beginning to write. In year 2, once fine motor skills have been established, children use a pen.



**Brougham**  
Primary School

**HOME / SCHOOL READING AGREEMENT**

I understand the school is promoting home / school reading and agree to support the school and my child by:

1. hearing my child read and using the home / school record to sign and/or comment and share my views about my child's reading;
2. encouraging my child to take care of the school's reading book and home / school record;
3. agreeing to keep the home/school record and book in its original condition;
4. listening to my child read a minimum of **3 times per week**;
5. returning the home/school book and record to school on the designated day once per week

Child's Name..... Parental signature.....

Date .....