

Reading Curriculum: Knowledge and Skills Map

Medium Term Plan

Year 3

Reading is at the heart of Woodland's curriculum.

READ! READ! READ!

- The Year 3 classroom should have an inviting and well-stocked reading environment. Children should be able to explore, browse and self-select from their reading area. There should be an ethos of peer recommendation and evaluation, you should also show that you are a reader and encourage children's further engagement in reading.
- In Year 3, pupils can read books at an age appropriate interest level, accurately and at a sufficient speed for understanding. They can now decode most words outside their spoken vocabulary. They will focus on developing vocabulary, breadth and depth of reading.
- Focus on an analytic approach to phonics teaching- recognition of written language as units, such as words within words, rhyme, syllables, common spelling patterns to move on from individual graphemes and phonemes.
- In Year 3, children are becoming independent, fluent and enthusiastic readers. Coverage should include reading & loving stories, poems, play scripts and non-fiction. They also learn how to read for sustained periods silently.
- Children heard read at least once a week - assessment for learning should be frequent resulting in guidance on improving word reading and fluency ability.
- Children explicitly taught how to answer specific question types and strands that will be included on the KS2 SAT paper; taught through RAID lessons. Question types attached to the document.

A class text used and read to the children EVERY DAY to ensure modelling of expression, tone and volume.

Key Priorities for reading in Year 3.

These **MUST** be in place:

- Keep informal records of reading observations (reading diaries) – establish reading perceptions, preferences and engagement.
- Provide a rich reading programme that includes reading aloud and sustained independent reading time, as well as encouraging social and collaborative aspects of reading when sharing with peers.
- Support children in tackling a wide-range of reading material for independent reading.
- Closely observe reading until fluency is achieved.
- Facilitate deeper, inferential response to texts and ignite children's curiosity when reading through asking and answering their own questions and questions of others.
- Give opportunity for children to read and respond in dialogic groups to explain ideas and thinking.
- Provide children with personal reading journals to record responses at home and school through writing and illustration.

Key:

Objectives not highlighted - The child should be demonstrating this objective as it has already been taught. Explicit teaching is required if they are not.

Objectives highlighted in yellow: Objectives that are new and will therefore require explicit teaching.

<u>Key Texts</u>	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Reading for Pleasure/ Storytime	Text: The secret diary of Jane Pinny: a Victorian house maid (and accidental detective) by Philip Ardagh (1 copy)	Text: Velda the awesomest Viking and the voyage of deadly doom by David MacPhail (1 copy)	Text: The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry (9 copies)
RAID/English	The Three Little Wolves and the Big Bad Pig The True Story of the Three Little Pigs Cinderboy	The Firework Maker's Daughter	The Great Chocoplot, Chris Callaghan.
Poetry	The Three Little Pigs (Revolting Rhymes) - Roald Dahl	Ice! - Douglas Flourian	The Chocolate Cake - Michael Rosen https://www.michaelrosen.co.uk/poems-and-stories-about-my-family/
<u>Word Reading and Comprehension Components</u>	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
Word Reading	Read all of the Year 2 common exception words accurately, they are beginning to read the Year 3 and 4 common exception words. Continue to use phonic ability and syllables to read accurately and fluently. Children use their syllable knowledge to	Read some of the Year 3 and 4 common exception words, noting the unusual correspondence between spelling and sound. Whilst reading aloud, they check that the text makes sense to them, discussing their understanding and	Revisit Autumn and Spring Objectives – for word reading, continue to use phonic knowledge, root word, suffix, prefix and syllable knowledge to read unfamiliar words and to learn new vocabulary for other topics. They should continue to be heard read at least once a

	read more difficult vocabulary and new vocabulary. Decoding is established- children can self-correct, read with accuracy, fluency and automatically. Can apply grammatical knowledge of root words, prefixes and suffixes to read aloud. Continues to read contractions without hesitation. Self-correcting is automatic, children can read 90+ words a minute. Can read independently using a range of strategies appropriately, including decoding to establish meaning. Children can read fiction, non-fiction and poetry confidently at their age ability after exposure throughout KS1. Can sustain silent reading for short fiction texts at their age level.	explaining the meanings words in context. Begins to read silently using close reading techniques for non-fiction texts. They are beginning to scan the text for information silently. Can apply grammatical knowledge of root words, prefixes and suffixes to read aloud. Can read aloud with speed, fluency, accuracy and enthusiasm for age appropriate texts. They can read aloud above age books, after being modelled by the teacher to expand their vocabulary and fluency.	week and practise sustained silent reading as well as reading aloud.
Reading Aloud- Fluency- Expression & Tone	Teacher models reading with fluency, intonation and tone- children to copy.	Teacher models reading with fluency, intonation and tone- children to copy.	Revisit Autumn and Spring Objectives – for fluency it is vital that children continue to hear modelled expression of reading. They need a variety of opportunities

	Echo reading is implemented- teacher reads part of a text- children copy. Children continue to take note of question marks/ exclamation marks /full stops when reading aloud. Children continue to take note of commas and speech marks when reading aloud. Change their pitch and speed. Children use their voice to convey meaning, natural pauses to build suspense. This is regularly modelled to the children and they continue to practise this independently. Children continue to learn about intonation and tone and how this expresses meaning- this is modelled to them and they have a go when reading aloud independently. Copy a modelled reading of a poem with expression and follow stage directions when reading a play script. Is increasingly familiar with a wide range of books, fairy stories, myths and legends	Echo reading is implemented- teacher reads part of a text- children copy. Children take note of question marks, exclamation marks and change their pitch independently to express the meaning of these types of sentences. Children continue to take note of commas and speech marks when reading aloud. Change their pitch and speed independently. Children use their voice to convey meaning, natural pauses to build suspense. This is regularly modelled to the children and they continue to practise this independently. Children continue to learn about intonation and tone and how this expresses meaning- this is modelled to them and they have a go when reading aloud independently. Copy a modelled reading of a poem with expression and follow stage	to practise reading aloud using expression, intonation and tone. They also need opportunities to read aloud poems and play scripts focusing on: <i>Intonation</i> <i>Tone</i> <i>Volume</i> <i>Action</i>
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	and can retell these orally.	directions when reading a play script. Is increasingly familiar with a wide range of books, fairy stories, myths and legends and can retell these orally. Prepare known poems and play scripts to read aloud and perform, showing understanding through Intonation Tone Volume Action- this is heavily modelled to them and they repeat what is modelled focused on performance reading.	
Listening and Discussion	Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books. (These can be used in foundation subjects) Participate in discussion about both books that are read to them and those they read alone. Can take turns and listen to others opinions. Can check and discuss that the text makes sense to them when reading aloud.	Discuss their understanding of vocabulary and explains the meaning of new words they come across in context. Can discuss and recognise key differences between prose and play scripts- by looking at dialogue, stage directions and the lay out of text.	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension skills. Practise performance reading.

Word Meaning (2a)	Identify words that are unfamiliar and discuss and clarify the possible meanings by making links to known vocabulary. Navigate a dictionary. Use dictionaries to check the meaning of words that you have read.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Vocabulary (2g)	Recognise simple recurring literary language and phrases in stories and poetry. Discuss my favourite words and phrases, identifying which are subject-specific and which are traditionally found within that genre. Identify the types of language author's use to capture the reader's interest and imagination. Discuss words and phrases that capture the reader's interest and imagination, identifying which are subject-specific and which are traditionally found within that genre.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Sequencing	Identify the key events in a text and order them. Identify the key vocabulary and phrases from the text that are used to describe the key events.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Order the key events from fiction and non-fiction texts and describe the sequence by using key vocabulary and phrases from the text.		
Retrieval (2b)	Skim an extract for a specific purpose. Scan an extract for a specific purpose using the key words from the question. Show the section of the text that I found the answer in. Answer who, what, why, where, when, which questions using direct reference to and quotes from the text. Retrieve and record information from a page in fiction and non-fiction.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Organisational Features (2f)	Locate the title and paragraphs and explain the purpose of them. Locate bold font, sub-headings, text boxes, pictures and the glossary. Identify the different organisational features within a text.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Poetry (2h)	Understand that there are different forms of poetry and explore examples of each. Use text annotation to identify the similarities and differences in terms of features in different forms of poetry, including free verse, narrative poetry.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Analyse the language and structure of the poem to identify the meaning of each stanza, as well as the poem as a whole. Mark-make on copies of different types of poems which link to identify changes in intonation. Recognise and recite some different forms of poetry, including free verse, narrative poetry, using appropriate intonation to make the meaning clear.		
<u>Key Texts</u>	Autumn 2	Spring 2	Summer 2
Reading for Pleasure/ Storytime	Text: The secret diary of Jane Pinny: a Victorian house maid (and accidental detective) by Philip Ardagh (1 copy)	Text: Velda the awesomest Viking and the voyage of deadly doom by David MacPhail (1 copy)	Text: The Great Kapok Tree: A Tale of the Amazon Rainforest by Lynne Cherry (9 copies)
RAID/English	The Three Little Wolves and the Big Bad Pig The True Story of the Three Little Pigs Cinderboy	The Willow Pattern	The Great Chocoplot - Chris Callaghan.
Poetry	The Three Kings - Henry Wadsworth Longfellow	My Shadow - Robert Louis Stevenson	The Sound Collector - Roger McGough
<u>Word Reading and Comprehension Components</u>	Autumn 2	Spring 2	Summer 2
Word Reading	Can apply grammatical knowledge of root words, prefixes and suffixes to read	Read most of the Year 3 and 4 common exception words. Noting the	Revisit Autumn and Spring Objectives – for word reading,

	aloud. Can read aloud with speed, fluency, accuracy and enthusiasm for age appropriate texts. Read further Year 3 and 4 common exception words. Noting the unusual correspondences between spelling and sound. Can read independently, using a range of strategies appropriately- taking into account , ? ! , “” and apostrophes for contractions. When reading independently, they can self-correct most mistakes. They are beginning to do this automatically, in their head. Can sustain silent reading to include longer, more complex texts.	correspondences between spelling and sound. Whilst reading aloud, they check that the text makes sense to them, discussing their understanding and explaining the meanings words in context, they are beginning to do this with unfamiliar words using their knowledge of root words. Can read fiction texts at their age ability silently for a sustained period of time, they are also developing their close reading skills for non-fiction. Can apply grammatical knowledge of root words, prefixes and suffixes to read aloud. Can read aloud with speed, fluency, accuracy and enthusiasm for age appropriate texts. They can read aloud above age books, after being modelled by the teacher to expand their vocabulary and fluency. They are also experimenting reading aloud unseen books, using the modelling of their own teachers and other adults	continue to use phonic knowledge, root word, suffix, prefix and syllable knowledge to read unfamiliar words and to learn new vocabulary for other topics. They should continue to be heard read at least once a week and practise sustained silent reading as well as reading aloud.
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		reading.	
Reading Aloud- Fluency- Expression & Tone	Teacher models reading with fluency, intonation and tone- children to copy. Echo reading is implemented- teacher reads part of a text- children copy. Children take note of question marks, exclamation marks and change their pitch independently to express the meaning of these types of sentences. Children continue to take note of commas and speech marks when reading aloud. Change their pitch and speed independently. Children use their voice to convey meaning, natural pauses to build suspense. This is regularly modelled to the children and they continue to practise this independently. Children continue to learn about intonation and tone and how this expresses meaning- this is modelled to them and they have a go when reading aloud independently. Copy a modelled reading of a poem with expression and follow stage directions when	Teacher models reading with fluency, intonation and tone- children to copy. Echo reading is implemented- teacher reads part of a text- children copy. Children take note of question marks, exclamation marks and change their pitch independently to express the meaning of these types of sentences. Children continue to take note of commas and speech marks when reading aloud. Change their pitch and speed independently. Children use their voice to convey meaning, natural pauses to build suspense. This is regularly modelled to the children and they continue to practise this independently. Children continue to learn about intonation and tone and how this expresses meaning- this is modelled to them and they do this when reading	Revisit Autumn and Spring Objectives – for fluency it is vital that children continue to hear modelled expression of reading. They need a variety of opportunities to practise reading aloud using expression, intonation and tone. They also need opportunities to read aloud poems and play scripts focusing on: <i>Intonation</i> <i>Tone</i> <i>Volume</i> <i>Action</i>

	reading a play script. Is increasingly familiar with a wide range of books, fairy stories, myths and legends and can retell these orally. Prepare known poems and play scripts to read aloud and perform, showing understanding through Intonation Tone Volume Action- this is heavily modelled to them and they repeat what is modelled focused on performance reading.	aloud independently. Copy a modelled reading of a poem with expression and follow stage directions when reading a play script. They can also have a go at doing this without it being modelled first. Is increasingly familiar with a wide range of books, fairy stories, myths and legends and can retell these orally. Prepare known poems and play scripts to read aloud and perform, showing understanding through Intonation Tone Volume Action Children now create their own performances working with groups and put into practise what they have been modelled to.	
Listening and Discussion	Discuss their understanding of vocabulary and explains the meaning of new words they come across in context.	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension	Revisit Autumn and Spring 1 Objectives – apply independently to unseen and seen texts- practising their comprehension skills. Practise performance reading.

	Can discuss and recognise key differences between prose and play scripts- by looking at dialogue, stage directions and the lay out of text.	skills. Practise performance reading.	
Predict (2e)	Predict what might happen on the basis of what has been read so far and background knowledge of the text. Make links between given details in the text to identify meaning. Discuss how to create a prediction based on select details, including the different possibilities for a response. Predict what might happen from select details in the text.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Summarise (2c)	Find, highlight and sequence the main ideas in one paragraph. Change the language in the main ideas from one paragraph to use language appropriate for a summary. Identify the main ideas in one paragraph and summarise them.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Inference (2d)	Search for simple clues within the text to support ‘reading between the lines’ Begin to use evidence from description, dialogue and action to support my ideas Discuss the actions of characters and justify views on the basis of what is being said and done, giving reasons for answers using simple evidence from the text.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Draw inferences such as inferring characters' feelings and thoughts from their actions, and, with support, begin to justify with evidence from the text.		
Themes and Conventions (2f and 2h)	Explain how the theme of the text studied relates to everyday life and my other learning and identify the typical conventions of found within a story. Identify the typical conventions found within a non-fiction text. Differentiate between fiction and non-fiction texts based on their conventions. Identify and discuss the themes and conventions in the fiction and non-fiction texts studied.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.
Poetry (2h)	Understand that there are different forms of poetry and explore examples of each. Use text annotation to identify the similarities and differences in terms of features in different forms of poetry, including free verse, narrative poetry. Analyse the language and structure of the poem to identify the meaning of each stanza, as well as the poem as a whole. Mark-make on copies of different types of poems which link to identify changes in intonation.	Revisit Autumn 1 Objectives with New Text.	Revisit Autumn 1 Objectives with New Text.

	Recognise and recite some different forms of poetry, including free verse, narrative poetry, using appropriate intonation to make the meaning clear.		
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Reading skills ladders-

Common exception words for reception, year 1 and Year 2

Pink highlighted- repeated words

Reception- children should know how to read these words on entry to year 1.

I	Go	Come	Went	Up	You	Day	Was
Look	Are	The	Of	We	This	Dog	Me
Like	Going	Big	She	And	They	My	See
On	Away	Mum	It	At	Play	No	yes
For	A	Dad	can	He	Am	All	
is	cat	get	said	to	in	was	

Year 1- children should know how to read these words on exit of year 1.

The	Of	was	you	me	so	Where	once
A	Said	Is	Your	She	By	Love	ask
Do	Says	His	They	We	My	Come	friend
To	Are	Has	Be	No	Here	Some	school
today	were	I	he	go	there	one	put
push	pull	full	house	our	in	was	

Year 2 words- children will start to learn these in year 1 and know all of them by Year 2 end.

Door	Mind	Most	Hold	Break	Last	Plant	Improve
Floor	Behind	Only	Told	Steak	Past	Path	Sure
Poor	Child	Both	Every	Pretty	Father	Bath	Sugar
Because	Children	Old	Everybody	Beautiful	Class	Hour	Eye
Find	Wild	Gold	Even	After	Grass	move	Could
kind	climb	cold	great	fast	pass	prove	should
would	who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents	

Year 3 and 4 words- children will start to learn these in Year 3 and know how to read all of them by the end of year 4.

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

KS2 Reading test

The reading test is a single on three passages of text.

question types, including:

- **Ranking/ordering**, below to show the in the story'
- **Labelling**, e.g. 'Label the story'
- **Find and copy**, e.g. suggests what the
- **Short constructed** bear eat?'
- **Open-ended** sentence that does the writer throughout this referring to the text

ANSWERING OPEN RESPONSE QUESTIONS



ANSWER THE QUESTION
Start your answer with part of the question.

PROOF FROM THE TEXT
The pictures showed that...
Using information from the text I know that...
Evidence to support this idea is...
In the text...
The author wrote...
On page ____ it said...

EXTEND OR MAKE AN OPINION OR CONNECTION & MAKE A SUMMARY STATEMENT
I thought this because...
I think ____ happened because...
I think the author was trying to tell us...
One reason I think this is...
I also think...
I know this because...

- ✓ Make a connection to another text, to the world, or to yourself.
- ✓ Summary Statement:
That is why...
This is my...
These are my reasons why...

paper with questions based

There will be a selection of

e.g. 'Number the events order in which they happen

the text to show the title of

'Find and copy one word that weather is like in the story' **response**, e.g. 'What does the

response, e.g. 'Look at the begins *Once upon a time*. How increase the tension paragraph? Explain fully, in your answer.'

Reading question stems based on the content domain of the KS2 test

2a – give/explain the meaning of words in context –

Explain two things that the words . . . suggest about . . .

Find and copy two words from the poem/story that show that the ‘frog was frightened’

Which word most closely matches the meaning of the word *rival* ?

Circle the correct option.

What does the word *spat* suggest about how the island of Mauritius was formed ?

Give the meaning of the word *parched* in this sentence.

What does *(a phrase)* mean ?

2b – retrieve and record information/identify key details from fiction and non-fiction –

Look at page 4 - according to the text, what could you do on your space holiday ? (using whole of page 4 – sometimes in table form (fill in boxes/draw lines/true or false/circle parts of pictures/give **two** ways) – be specific)

How can you tell that the International Space Station is very large ? (You can see it from/on earth)

Write down three things that you are told about the oak tree on the island.

What was revealed at the end of the story ?

Circle the correct option.

Give two reasons why . . .

Why were . . ?

2c – Summarise main ideas from more than one paragraph –

What is the main message of the poem/paragraph/article ? – sometimes multiple choice/true or false

Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you.

2d – make inferences from the text/explain and justify inferences with evidence from the text–

Why is space tourism *impossible* for most people ? Too expensive – answer across two sentences – find key words

Find and copy a group of words that shows that . . . (do not accept longer quotations)/some are 2 mark questions – you have to explain and justify/some are fact and opinion questions

How do these words make the reader feel ? (read whole paragraph)/How does the first paragraph suggest that . . . ? (have to know the difference between paragraphs and text boxes)

How do these comparisons help the reader ? (provide a comparison to something the reader will recognise)

How do the descriptions of support the idea that . . . ? Give evidence from the text (3 marks) – meaning of words in context important here (3 marks)

How can you tell that . . . ?

Look at the paragraph beginning: *The Tiny Island* . . . What impressions of the island do you get from these two paragraphs ?

What evidence is there of . . . Give two points.

Explain what this description suggests about . . .

In what ways might Martine's character appeal to many readers ? Explain fully, referring to the text in your answer.

Why were the dodos *curious and unafraid* ?

2e – predict what might happen from details stated and implied –

Based on what you have read, what does the last paragraph suggest might happen to the explorers next ? Use evidence from this paragraph to support your prediction (use the word ‘implies’ or suggests’ in the answer)

Do you think that Martine will change her behaviour on future giraffe rides ?
Yes ? No ?

Explain your choice fully, using evidence from the text (3 marks)

2f – identify/explain how information/narrative content is related and contributes to meaning as a whole –

Find and copy the group of words on page 9 where Lord John’s mood changes – got to refer to rest of text

Draw lines to match each part of the story with the correct quotation from the text.

2g – identify/explain how meaning is enhanced through choice of words and phrases –

What does (a word) suggests happens ? For example *in a flash* (page 6)

Find and copy four words from the paragraph that suggest (danger)

. . . they crossed the glassy surface of the lake. Give two impressions this gives you of the water.

2h – make comparisons within the text –

How does . . .’s mood change ? – refer to **both** mood at the beginning **and** at the end of the extract

Content Domains- KS2

KS2 Guided Reading Prompts for the Reading Content Domains (Primary English Education Consultancy)

GUIDED READING PROMPTS

2a: Give/explain the meaning of words in context

- The writer uses words like ... to describe What does this suggest about... (character/setting)?
- What other words/phrases could the author have used?
- Which word most closely matches the meaning of the word x?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- Which of these words..... is a synonym for (choose a word from the text)?
- Find and copy one word meaning.....
- Give the meaning of the word..... in this sentence
- Circle the correct option to complete this sentence (provide synonyms/phrases with similar meanings to replace at the end of the sentence)
- What does this phrase mean? (idiomatic or figurative language)

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?

- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about ... (character/setting/subject of the text)
- What was revealed at (beginning, middle, end, paragraph)
- Which of these statements is true/false?

2c: Summarise main ideas from more than one paragraph

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs.
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?
- Write sub-headings for each paragraph

2d: Make inferences from the text/explain and justify inferences with evidence from the text

- What makes you think that?
- Which words give you that impression?
- How can you tell that...?
- Can you explain why...?
- Explain what x (phrase with challenging vocabulary) suggests about x.
- What does this... word/phrase/sentence... imply about... (character/setting/mood)?

2e: Predict what might happen from details stated and implied.

- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?

- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?
- Do you think x will happen? Tick one (from yes/no/maybe). Explain your answer with evidence from the text.

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Explain why a character did something.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc....?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc. to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...(could be information contained in headings/glossaries/labels etc.)?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Draw lines to match each part of the text to the correct quotation.

2g: Identify/explain how meaning is enhanced through choice of words and phrases

- What does the word 'x' tell you about 'y'?
- Find two or three ways that the writer tells you 'x'.
- What does this... word/phrase/sentence... tell you about... character/setting/mood etc.?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?

- What other words/phrases could the author have used?
- The writer uses ...words/phrases to describe ... How does this make you feel?
- What do you think the writer meant by... 'x'?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc.?
- What do these words mean and why do you think the author chose them?
- What impression do these words... give you about... (use a synonym for the previous words)?

2h: Make comparisons within the text.

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

READING JOURNALS:

2a Give/explain the meaning of words in context

- Find 10 interesting words in your book. Write down what each one means. Now think of your own sentences that use the words.
- Make a list of smaller words hiding inside smaller words in your book. E.g. Chalkboard = chalk + board, shelter – She, he, helter...
- Find 10 adjectives in your book. Now try to use them in your own sentences
- Make a list of words from your book that other children may find hard to spell. Highlight the tricky part in each word.
- Find 10 adverbs in your book. Put them in alphabetical order.
- List any key words or phrases from the book.

- Draw and label a picture of a setting from your story. Copy words and phrases from the book that help describe the setting.
- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character.

2b Retrieve and record information/identify key details from fiction and non-fiction

- List all the characters that appear in the story.
- Write some questions about events in the story. See if a friend can find the answers to your questions by using the book.
- Choose one character from the story. Find three things the author says about this character.
- Draw a picture of your favourite character. Label it with words the author uses to describe the character.
- Over what period of time does your story take place? 1 day, 1 week, 1 month, or possibly years? Draw a timeline to show the events in your story. Did the events take place in the order in which we're told them?
- Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?
- Draw a bar chart to show the most exciting/dramatic parts of the story.
- Create a list of key words that you could use to make a glossary for your book. Now create a glossary with explanations of what each word means.
- Write down some facts you have learned from your book.
- Make a fact file about a topic from your book.
- Make up some questions about your book. Give them to a friend and see if they can use the book to answer them.
- Create a true/false quiz about the book. Try the quiz out on a friend.
- Summarise the main things you have learned from this book

2c. Summarise main ideas from more than one paragraph

- List the main events in the story.
- Summarise the main things you have learned from this book
- Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot.
- Draw a story mountain or story map to show the events in the book.
- Draw a cartoon strip of the main events in the story.
- Sequence events from the story.

- Re-write the story in your own words
- Write a fact file about the main ideas from this book.
- Write a blurb for this book.
- Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school newsletter/website.
- Rewrite a section of your book as a play script or as a text for younger children.
- Try to summarise the paragraph/chapter/book in 100 words or less.

2d. Make inferences from the text/ explain and justify inferences with evidence from the text

- Imagine you are one of the characters from the book. Write a diary entry about an event from the book from that character's point of view.
- How do you think a character was feeling at a key point in the story? Write their thoughts in a thought bubble?
- Write down three questions you would want to ask a character from the book. Now try to write their answers.
- Draw an outline of a character from the book. On the inside choose words that tell us about their character, on the outside write words that tell us about their appearance. Use the words to write a character description.
- Pick one character from the story, write a list of things you think they would like or dislike; e.g. favourite food, colour, t.v. programme etc. Find things in the text that support why you've made these choices about your character.
- Write three alternative titles for the book. Explain why you have come up with these titles.
- Storyboard events from the story as a comic strip. Which picture would represent the key even/turning point in the story?
- Write a telephone conversation between two characters from the book. Explain from where you have got your evidence.
- Write a letter from one character in the book to another. Explain from where you have got your evidence.
- Draw a chart to show how a character's feelings change over the course of a story.
- Write a missing scene for the story. This must be something that is implied in the text but which the author has left out.

2e. Predict what might happen from details stated and implied

- After finishing your book, think what would happen if there were an extra chapter; summarise what would happen in this chapter.
- Write a blurb for the book.
- Think of what might have happened before the story took place. Write this in your own words.
- Choose a character from the book and say what you think would have happened if they had behaved/reacted differently.
- Choose a key moment from the story and change the event – what would have happened next?

- Has this book changed your mind about anything? Was there something that you thought was true/was going to happen but you've found out is false?
- Before finishing the story, what do you think is going to happen?

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole

- Identify the organisational features (glossary, contents, index...) used by the author. How is it used to make the meaning of the text clear? What would happen if some of the features were missing?
- Identify different visual ways that the author has provided information (pictures, diagrams, photographs, line drawings...). Evaluate what the diagrams tell you that the words cannot. Could you find out all the information by looking only at the photographs? What is the value of the annotations?
- Look at the organisational features used by the author. Rank the features in order of importance and explain your choice.
- Create a quiz about the book which uses different organisational features. Challenge a friend to find the information using the different parts of the book.
- Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?
- Choose two books on the same topic and compare the way they are set out – what features are similar/different?

2g. Identify/explain how meaning is enhanced through choice of words and phrases

- Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.
- Make a list of the words and phrases used to create atmosphere, set the scene or describe character.
- Find descriptive words in the text. Use a thesaurus to find antonyms and synonyms for the words. Now try to use the new words in your own sentences. Evaluate which is more effective – the author's original choice or the new words you have found.
- Identify where the author has used figurative language. Evaluate the effectiveness of the language choices and the imagery created.
- How is the author trying to make us feel at this point? How does s/he achieve this?
- Are any words or phrases repeated? What effect does this create?

2h Make comparisons within the text

- Look at the length of sentences/types of description/organisational features/vocabulary choices/amount of dialogue at different points in the text. How does this support what the author is trying to do?
 - Choose two books on the same topic and compare the way they are set out – what features are similar/different?
 - Compare two characters from the story; how are they similar/different? Compare your book to another on the same topic; which do you prefer and why?
 - Compare settings in the book. How do they work to support the emotions/storytelling at each point of the story?
 - Draw pictures of different settings/different characters in the books and collect descriptive vocabulary from the text used to describe them. What similarities and differences can you find?
 - Compare different chapters in the book. Look at the organisational features; how are they similar and different? Why has the author chosen to present the information this way? How does this organisation work to support the finding of information?
 - Compare your book to a website on the same topic; which do you think gives better information and why?
 - Compare this book to others by the author. Are there any similarities or differences?
 - Was there a part of the story that reminds you of any other books you have read? Explain the connections.
- Does this writer have a website? Find out and see if you can find out about similarities and differences in the types of books they write

Fluency Skill map-

Word Reading and Fluency Learning Journey

Preparing for reading aloud with meaning (**fluency-expression-tone**)

Please note: that even when children can independently read fluently with all the key aspects, the class teacher will still model reading fluently on a daily basis to ensure that the skills remain simmering. Teachers should also continue exposing children to familiar tales and nursery rhymes up to year 6.

Skill Ladder	Key Knowledge
Modelled reading of a wide array of texts to children- expression/tone/performing- children repeat	At the beginning of their education and throughout children will be exposed to their teacher/other adults reading aloud to them as frequently as possible. Get the children to repeat the familiar phrases- whole chunks of text. Get the children to change their voices to change the meaning.
Repetition of nursery rhymes/familiar tales	Children need to hear as many nursery/rhymes and familiar tales as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
Repetition of rhyme & alliteration (poems)	Children need to hear as many popular rhymes and poems as possible. They will hear them that often that they start to remember them off by heart. They will repeat after the teacher and model the expression and tone that is needed. Show the children what the text looks like on the page.
Model and re-read familiar texts/rhymes/fairy tales	At this point the children will now be able to re-read familiar texts/fairy tales/rhymes aloud and practise their reading aloud skills. Children need to be repeating key parts of familiar tales- such as I'll huff and I'll puff and I'll blow your house down.

	Children need to have a go at performing small parts and reading aloud parts they remember.
Modelled reading of unfamiliar text to children- expression/tone/performing- children repeat.	Children will be able to apply their skills learnt from familiar tales to model the teacher/adults reading of unfamiliar texts too. Good expression should be modelled to the children of unfamiliar texts and get the children to repeat this
Read aloud unfamiliar books above their phonic level after being modelled by teacher	Children will now be able to apply their learning from familiar texts/class texts to read aloud unfamiliar books above their phonic level after their teacher has explicitly modelled this to them. They enjoy this and get to practise their performance reading voice.
Decoding is becoming automatic when reading aloud	Children have passed their phonic screening and can read at 90+ words per minute- developing good expression, tone and intonation which is frequently modelled by their class teacher.
Copies a modelled reading of a poem/play script	Children can mirror the teacher's modelled reading with intonation, actions, volume and correct tone. Children can perform poems and play scripts modelled by their teacher and then they have a go at performance reading them.
Reads aloud with expression, intonation and tone- Children are explicitly taught to take	This is regularly modelled by their teacher, and the children follow the reading and can see where the

into account punctuation and this is heavily modelled	teacher takes note of punctuation. Children should be taught how to change their voice for ? – children’s voices will go higher when asking a question (inflection) !- Explain that this is used to show emotion in their voice- this could be sadness, happiness, shock- dependant on the sentence “- Speech marks- how do you change your voice for someone talking , . - ; :- natural pauses in text when reading aloud Also talk to the children about reading aloud and when you can pause without punctuation to build suspense.
Children can perform a reading of a poem/play script independently.	Children can now read poetry and plays aloud in groups or independently using expression and tone to express meaning. This is still regularly modelled by their teacher but they are beginning to do this automatically now.

Independently takes note of punctuation when reading aloud.	Children understand how comma and full stops are used to join & separate clauses, maintains fluency and understanding when reading. They can use this punctuation to maintain expression in their reading aloud. They can also pause in places where there is no punctuation but to build suspense. This is still regularly modelled by their teacher but they are beginning to do this automatically now.
Independently reads aloud with accuracy, intonation, speed & enthusiasm and at a reasonable speaking pace.	At this stage children can read aloud confidently and reads the majority of words accurately. Their speaking pace is 100+ words per minute and they can vary their speed to portray meaning when reading aloud.
Learns a range of poetry off by heart and can perform these with meaning.	Confidently shows their understanding through intonation, tone, volume and action. This is modelled by their teachers performing poems. (ballad, sonnet, rap, elegy & narrative poems)

Prepares poems and play scripts to read aloud and perform.	Confidently shows their understanding through intonation, tone, volume and action. (Understands pace, movement, gesture and delivery- build tension with their performance). They can show the meaning they have portrayed through their writing through their own performance. This is modelled by their teacher with a poem created from a text or a script from a text.
Reads aloud fluently and effortlessly- showing meaning through intonation and tone.	At this stage children can read aloud confidently and they use their voice effectively by changing the intonation and tone. They know how to use their voice to portray meaning confidently and can do so with unfamiliar texts. This is still regularly modelled by their teacher but children do this automatically now.

KS2 Reading Fluency Package

Teacher guidance and implementation plan

Reading Fluency

- Reading fluency should not be confused with just the point when a reader can read words quickly and accurately. More specifically, it refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression, which enables them to construct the meaning of the text.

Why?

- Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning.
- A lack of reading fluency results in a weakness for reading comprehension. Therefore, to improve the outcomes for reading at the end of KS2, reading fluency should be an essential part of reading instruction. With the significant increase in word count and challenge in the

end of key stage tests, pupils need to direct most of their cognitive energy to the task of making sense of the text rather than decoding the words.

- Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression (prosody). This enables the reader to construct the meaning as they read the text.

What?

As pupils learn to read, they move from understanding how letters relate to sounds, to how these sounds can be blended together to form words, then understanding the meaning of these individual words, and what the words mean together when combined in a phrase.

Once they recognise the groups of words that make a phrase or sentence pupils demonstrate their understanding of meaning by knowing which words to emphasise, raising and lowering the volume and pitch of their voices, pausing at appropriate places within the text, speeding up and slowing down where appropriate and using punctuation to cue expression and appropriate inflection. This is the point reading fluency is reached.



Diagnosis

There are several dimensions to assessing reading fluency: reading accuracy, reading speed, prosody (stress and intonation used to contribute to *meaning*) and *reading comprehension*.

- Use Reading Speed texts to assess reading speed and accuracy.
- Use Reading Fluency Check to check prosody.
- Use Reading Questions to assess understanding.

Therapy

- Timetable weekly explicit Reading Fluency Instruction (recommended 30 minutes per week).
- Use Reading Fluency Strategies across the curriculum.
- Regularly model good oral reading across the curriculum.

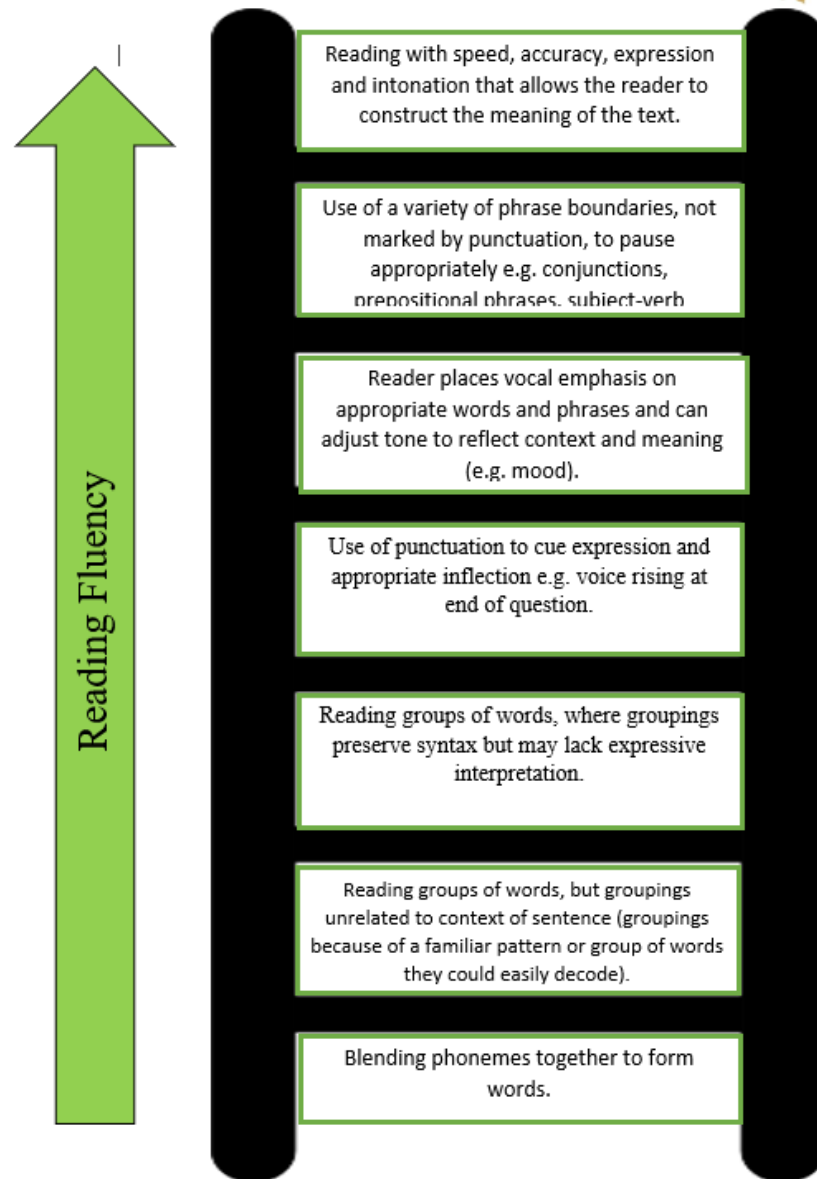
Testing

- Regular checks (at least every half term) of reading accuracy, reading speed, prosody *and reading comprehension*.
- Ensure that this remains a priority by making the explicit teaching of reading fluency an inherent part of their standard school diet for developing reading skills.

Blending sounds together to form words		Good visual recall of words and decodes unknown words with some effort		Automatically recognises words, decoding unknown words quickly	
Reads word by word		Reads groups of words, but groupings unrelated to context of sentence		Reads with good phrasing, preserving the syntax	
Uses a monotone or quiet voice		Sometimes reads with volume and expression		Reads with varied volume, intonation and expression, matching the meaning of the text	
Does not pay attention to punctuation marks when reading		Pauses are mostly longer at end punctuation marks and shorter at commas		Pauses appropriately for punctuation marks and uses punctuation to cue expression and appropriate inflection	

Pausing or hesitancy takes away the meaning of the text		Occasional breaks in rhythm, but meaning usually retained once difficulty has been resolved		Reads smoothly and can speed up or slow down at appropriate places in the text	
Pace is slow		Pace is uneven, sometimes too slow or too fast		Reads at a conversational speed and pace is consistent across the text.	
Stresses words in the wrong places		Changes pitch and stresses on some important words		Reader places vocal emphasis on appropriate words and can adjust tone at appropriate points in text to attend to the meaning as they read	

(decoding) skills ladder-



Word reading