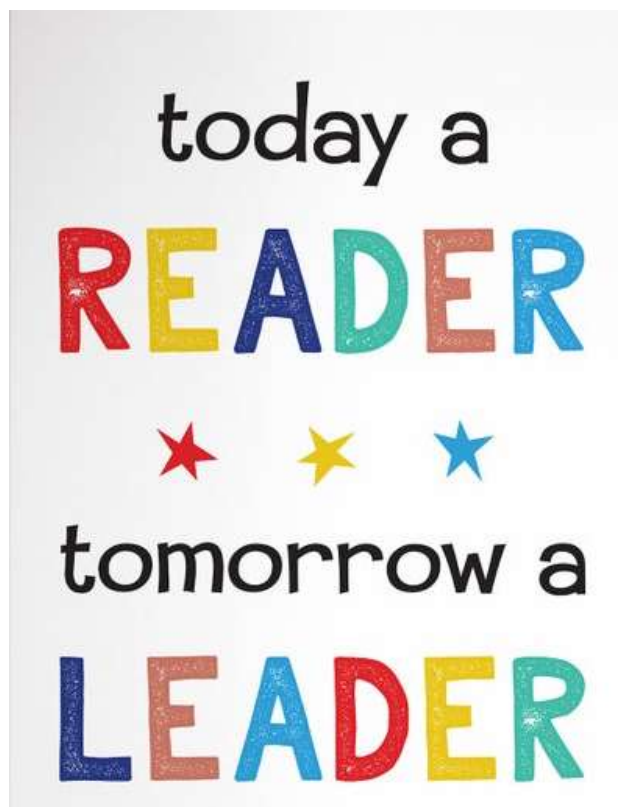


READING POLICY
STANAH PRIMARY SCHOOL



*“Today a **reader**, tomorrow a **leader**.” – Margaret Fuller*

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1. Intent

At Stanah, we believe that reading is an essential life skill and is integral to all learning. We actively promote the notion of 'Everyone is a Reader' across the school and ensure the children at Stanah develop a love of reading and are given opportunities to become confident, enthusiastic and lifelong readers, who enjoy reading for pleasure.

Dr Seuss.

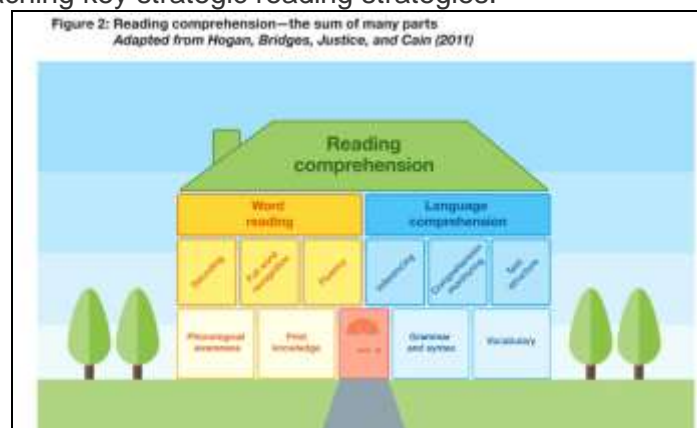


**The more that you read,
the more things you will know.
The more that you learn,
the more places you will go.**

Our intent for reading is our children at Stanah will:

- Become confident and fluent readers who read with accuracy, automaticity and understanding.
- Enjoy and develop positive attitudes towards reading.
- Develop a range of strategies to support their reading e.g. phonetic, graphic, syntactic and contextual.
- Are able to self-correct and make sense of what they are reading.
- Understand the key reading skills; retrieval, prediction, inference, vocabulary, sequencing and summarising.
- Acquire a wide range of vocabulary and are able to identify, discuss and select the authors choice of vocabulary, can summarise and are able to make detailed comparisons in reading.
- Actively take part in discussion and questioning in order to clarify and develop their understanding.
- Are exposed to a broad and rich range of fiction and non-fiction texts across the curriculum and can confidently apply the essential reading skills to answer and ask their own questions based on what they have read.
- Be exposed to a variety of rhymes and poems over the course of their journey through Stanah.

Our reading vision reflects comprehensive research, which includes the work of Alex Quigley and the EEF findings- Improving Literacy in KS1 and KS2, this includes evidence on the impact of the Reading Comprehension House. The reading comprehension house model supports our vision and illustrates that word reading and language comprehension are underpinned by a number of other building blocks of reading. Based upon these findings, we have carefully designed a reading curriculum that values and builds upon the importance of exposing our children to a wide range of vocabulary, opportunities to listen and understand, whilst teaching key strategic reading strategies.




https://www.youtube.com/watch?v=CEPD4txSUpE&t=48s&ab_channel=EducationEndowmentFoundation

In line with our teaching and learning approach, it is our intension that our reading lessons foster the importance of listening, understanding and teachers provide opportunities for structured questioning. We know when children are empowered to discuss, question, clarifying and explain, they gain a deeper understanding of what they have read. This approach enables our children to demonstrate a high level of independence, resilience, challenge and motivation whilst promoting collaboration and a rich child-lead reading culture.

One of the core drivers in our approach is the importance of understanding and using vocabulary. We believe through explicitly teaching key vocabulary, using our 'Stanah Freyer Model' and exposing our children to rich vocabulary opportunities, this improves their ability to read fluently and fully grasp a text.

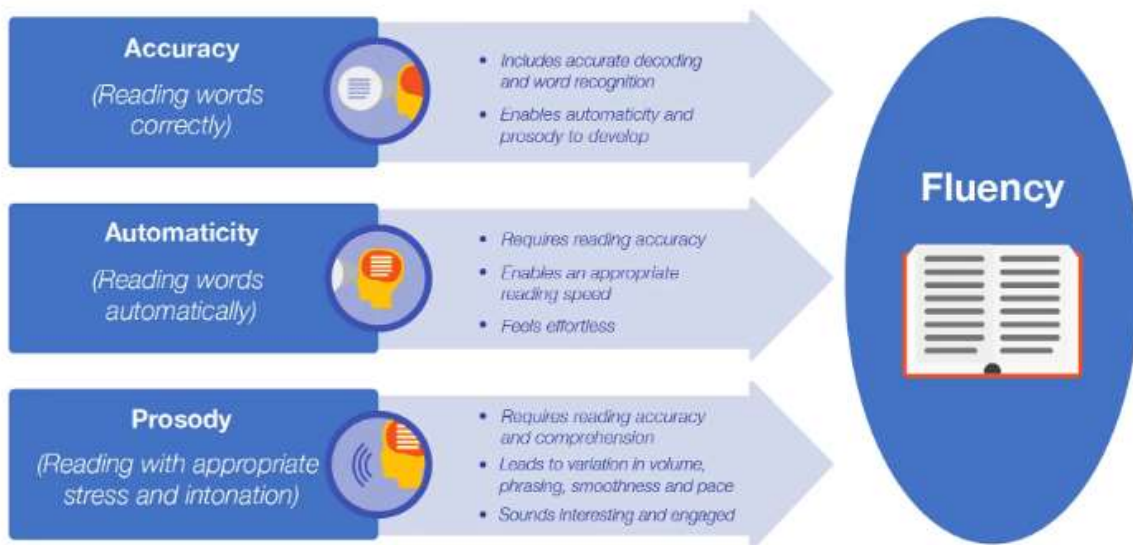
Stanah Freyer Model:

The word is...		
D e f i n e		D r a w
This sentence shows how it can be used.		
Synonyms:		Antonyms:

In turn this increases their understanding of grammar, sentence structure and allows readers to infer and make connections based on what they have read. Within lessons, teachers place a significant emphasis on supporting fluent reading capabilities and ensure our pupils are taught to read with accuracy, automaticity and prosody, making use of the Reader's Theatre.

[See policy 'Strategic Approach to the Teaching of Vocabulary Stanah Primary School'](#)

Figure 5: Reading fluency



2. Implementation

Our approach to teaching reading has been carefully devised to provide our children with the best opportunities to make accelerated progress in reading. At Stanah, we place a huge emphasis on the teaching of word reading and decoding, we understand without this extensive teaching and practise our children will not become accurate and fluent readers. Alongside this, we are confident that teaching the essential reading skills are fundamental in our strategic approach to delivering 'Our Stanah Reading Curriculum'. This focuses on the key reading skills; retrieval, prediction, inference, vocabulary and author choice, summarising, sequencing, commenting and comparing, whilst preparing the children for different types of questions they may be asked based on a text.

With our commitment to our cross-curricular approach, our children are taught to read using a wide range of reading resources, topic-specific and age-appropriate texts: e.g. Book Banded, BugClub Phonics, Class Author Texts, Teacher WAGOLs, Audio Books, OxfordOwl, First News and Leaflets. Furthermore, explicit links with our schools 'Talk for Writing' units are made to ensure reading is meaning and purposeful, strengthening links and depth of learning.

2.1 Our Stanah Reading Curriculum

2.1.1 What does it look like?

Across EYFS, KS1 and KS2, each class takes part in a one-hour whole class reading lesson. Using our Reading overviews children are taught the essential reading skills through the use of our unique 'Reading Dogs' approach. These are carefully linked to our them Stanah Curriculum offer, progression of skills, the National Curriculum and Lancashire KLIPs objectives. [See Whole School Reading Overview updated 2022-23](#)

2.1.2 EYFS and KS1

Across EYFS and KS1, we place a huge focus of word reading and decoding. The children are given lots of opportunity to practise this daily. They will listen to stories and rhymes regularly and will participate in active discussions about them.

Bug Club Phonics

At Stanah, we have adopted the Bug Club Phonics scheme which we use to ensure phonics is taught consistently and to a high standard across school. Bug Club Phonics is one of the DfE approved phonics teaching programmes and aims to help all children in your school learn to read by the age of six in a fun and accessible way.

“Bug Club Phonics is a comprehensive phonics teaching programme centred around an accessible and inclusive teaching approach. Evidence shows that working together fosters a sense of social inclusion for pupils and boosts the performance of those that may be progressing more slowly.”

The children take part in a 20-30-minute phonic session every day which is carefully planned and delivered as a 'Whole Class' session using the Bug Club Phonics. This scheme teaches a new grapheme and related phoneme, or alternative spellings to previously-taught phonemes, in every session. The Bug Club planning follows the same teaching sequence for each lesson delivered through each and every phase: Introduce, Revisit, Teach, Practice and Apply. As part of the teaching sequence, the children have access to multi-sensory resources, decodable books, interactive Bug Club games and online Bug Club texts. Teachers will enhance plans where need but remain within the teaching sequence to ensure consistency across the key stages in the delivery of phonics.

Children are continuously assessed within the lessons and at the end of each unit. The assessments produced by Bug Club enable teachers to track and monitor progress, using this information to adapt, plan and deliver appropriate intervention. One of our most successful interventions is the use of 'Precision Teaching' to secure sight vocabulary and sound recognition. This ensure children who require additional support get the help they need to become confident readers.

“Bug Club Phonics is designed to build children’s confidence and enjoyment of reading at the very start of their reading journey. It’s designed to get your children reading real books as soon as possible and feel empowered that reading is for them.”

Alongside this the children are taught and begin to develop the key reading skills of prediction, retrieval, summarising, inference and vocabulary.

<p><u>EYFS and KS1</u></p>	<p>Children in Key Stage 1 are taught the reading skills of prediction, retrieval, sequencing, inference and vocabulary.</p>
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2.1.3
KS2

Children in Key Stage 2 continue to work on word reading and decoding with a focus on reading words containing a variety of prefixes and suffixes. They develop a bank of strategies to enable them to work out unfamiliar words and are encouraged not to solely rely on phonics. Children in Key Stage 2 are taught the reading skills of prediction, retrieval, summarising, inference, vocabulary, authors choice, comparing and commentating. They will listen to stories and rhymes regularly and will participate in active discussions about them.

<p><u>KS2</u></p>	
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To support our less confident reader’s, children in Key Stage 2, will access additional phonics as an intervention where necessary, following the Lancashire Bounce Back Phonics, Spellingshed Resources or Bug Club Phonics catch up sessions.

We value the importance of understanding vocabulary and being word aware. Because of this, the children in KS2 have access to ‘Bedrock Vocabulary’ sessions at least once-twice a week. In addition to this, they are encouraged to use this at least once a week at home as of part of homework. This is an interactive programme which immerses the children in a range of fiction and non-fiction texts whilst teaching and reinforces tier 2 vocabulary. We provide opportunities to use the Bedrock block materials away from the sessions. The Bedrock topic mats provide the perfect opportunity for consolidation and retrieval practice. We know this increases exposure and understanding of the new vocabulary learnt whilst providing opportunities to apply this in their own writing. [**Appendices 5 \(Bedrock overview\)**](#)

2.2 Progression of Skills

The progression of skills and learning objectives in Reading at Stanah Primary School derive from National Curriculum objectives and the Lancashire KLIPS. These are designed to ensure that each year group builds on the learning of the previous year, thus building on core knowledge. At Stanah, we strongly believe that each year group is integral to a child's journey in becoming a confident and fluent reader, as all year groups provide the next building block of a child's knowledge and understanding.

The Reading Curriculum at Stanah can be split into 9 key areas, all delivered through our Stanah Reading Dogs approach. [See *Whole School Reading Progression documents updated 2022-23*](#)

• Decoding/Word Reading	• Poetry & Performance
• Fluency	• Understanding
• Range of Reading	• Questioning
• Familiarity with Texts	• Reading for Pleasure and discussing reading
• Non-Fiction	

2.3 Child- Led Discussion and Questioning

Child-led discussion and questioning is important to our unique approach. We know when children are active in their learning and are given opportunities to collaborate, discuss and question they develop a deeper comprehension and understanding of what has been read.

Please refer to the Teaching and Learning policy for further details on challenge, independent and resilient learners

As a school, we believe in modelling and providing the children with the tools to develop questioning strategies, monitor their own comprehension and then identifying and resolve difficulties for themselves. We want our children to be able to explore, identify and ask their own written comprehension questions linked to the essential reading skills. Children are supported in the generation of success criteria and teachers model how to ask and answer written comprehension. To support our vision, we have devised and provided reading packs with key question stems appropriate to their year group which the children use in their lesson. This empowers our children to generate and ask meaningful questions whilst supporting confidence and independence in whole class and group discussions. [See *Appendices 1 and 2*](#)



2.4 Differentiation and Challenge

Throughout the year, teacher's will explicitly teach the different reading skills and construct success criteria to ensure the children understand how to answer a range of questions. A guided reading lesson may focus on one specific reading dog or may combine more than one reading dog depending on the text, needs of the class or stage of the year.

Success Criteria

★
★
★
★
★
★

What makes you think Dad is in trouble?

Show them how to answer ABC

Refer back to this later - would we add anything else?

Informally copy right side...

During the reading lesson, the children access a range of question types and teachers provide well planned and thought out questions using a variety of true/false, multiple choice, who, what, where, why and prove it questions. Reading tasks and lessons are tailored to meet individual needs and next steps in reading.

	1 mark <u>Extract Four</u>		1 mark <u>Extracts Three and Four</u>															
Which sentence best describes how the boys are feeling in this extract? Tick one. They are nervous. <input type="checkbox"/> They are excited to have a mother. <input type="checkbox"/> They don't want Wendy to be there. <input type="checkbox"/> They are scared of Peter. <input type="checkbox"/>		<table border="1"> <thead> <tr> <th></th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>The Lost Boys are scared of Peter.</td> <td></td> <td></td> </tr> <tr> <td>The Lost Boys wear fur.</td> <td></td> <td></td> </tr> <tr> <td>They build Wendy a house.</td> <td></td> <td></td> </tr> <tr> <td>Wendy is kind to them.</td> <td></td> <td></td> </tr> </tbody> </table>			Fact	Opinion	The Lost Boys are scared of Peter.			The Lost Boys wear fur.			They build Wendy a house.			Wendy is kind to them.		
	Fact	Opinion																
The Lost Boys are scared of Peter.																		
The Lost Boys wear fur.																		
They build Wendy a house.																		
Wendy is kind to them.																		
		2 marks <u>Extract Four</u> How do you know the boys are desperate for a Mother? Use P&E in your answer.																

In the EYFS, towards the end of the year, the children begin to choose from differentiated chilli challenges under the direction of teachers or adults. Furthermore, the children will have access to reading materials or activities throughout areas of continuous provision.

Throughout KS1 and KS2, children are taught to highlight evidence in the text to prove their answers. This is built upon in Lower KS2, through the use 'Point & Evidence' and then again in upper KS2 through the use 'Point, Evidence and Explain'. The children use our devised sentence stems to present ideas which convince and give a clear understanding of their ideas whilst building confidence. We believe this enables them to comprehend the meaning of what they read.

Point	In my opinion ... The writer uses ... We can see from the text ... Firstly, ... Secondly, ... Finally, ... Compared to ...
Evidence	This can be seen ... We know this because ... It is outlined by ... An example to prove this is ... The evidence for this is ... For example ...
Explain	This has been used because ... This suggests ... This implies ... This is effective because ... This makes you think ... This makes the reader feel ...

Alongside the weekly reading lesson, teachers plan additional reading interventions such as shared reading, 1:1 reading or reading carousel activities to support children in making expected progress. At Stanah, precision teaching is used regularly with groups of children who require further support in building up sight vocabulary. This is a structured teaching method that's designed to improve the accuracy and fluency of reading. In addition to this, children who are at risk of falling behind take part in regular/planned catch up sessions e.g. Stanah Reciprocal Reading and Phonics interventions. These take place in a small group or on a 1:1 basis depending on the needs of the child.

2.5 Cross-curricular opportunities

Reading is a huge part of our curriculum and it is used across all subjects to immerse, empower and inspire children in their learning. Our carefully developed year group curriculum plans make meaningful links to reading across all year groups. To enable children to have a range of reading experiences, we also make use of online texts, Thinglinks and QR codes to enable our children to research, understand and gain a deeper knowledge in curriculum areas through reading. This enables our children to draw upon knowledge and vocabulary in their writing.



2.6 Reading for Pleasure

We know reading for pleasure opens up new worlds for children and we aim to ensure children are inspired, encouraged and develop a love of reading. Each classroom in school has a reading area that is inviting and inspirational. This is an active part of our classrooms and children are encouraged to access this area regularly.




2.6.1 D.E.A.R and Good Reads



We actively promote daily reading through our 'D.E.A.R- Drop everything and read' initiative. For 15 minutes each day the children are encouraged to drop everything this enables children to have daily exposure to reading for pleasure. Each classroom has a 'Good Reads' box/basket to influence reading for pleasure. Children are able to make book recommendations, review and suggest texts for whole class or independent reading.

2.6.2 Class Authors

Each year group has been allocated three class authors which the children are introduced to each year. At least one author per year group is directly linked to one of our English Talk for Writing units. This enables the children to, ‘consume a feast of books throughout their education’. Adults will model, discuss and share books and stories with the children in line with the 2023 Reading Framework.

Year Group	Author 1	Author 2	(Talk4Writing)
EYFS	✓ Jim Field 	✓ Julia Donaldson 	✓ Rod Campbell 
Y1	✓ Eric Carle 	✓ Michael Rosen 	✓ Oliver Jeffers 
Y2	✓ Nick Butterworth 	✓ Jill Tomlinson 	✓ Paul Geraghty 
Y3	✓ Enid Blyton 	✓ Roald Dahl 	✓ Dick King-Smith 
Y4	✓ C.S Lewis 	✓ J.F. Kinney 	✓ J Butterworth 
Y5	✓ David Walliams 	✓ Anthony Horowitz 	✓ Charles Dickens 
Y6	✓ R.J Palacio 	✓ J. K. Rowling 	✓ Michael Morpurgo 

2.6.3 Library and Book Swap

Children have timetabled access to our school library to ensure all children in school have the opportunity to make personal reading choices and are immersed in an array of genres and authors. We promote sharing books at Stanah through our ‘Stanah Book Swap’. This allows children to bring in a used text from home to swap with another used text. This ensures all children have an equal opportunity to read and children are provided with a wide range of texts to enjoy.



2.6.4 Visitors, Themed Days and Events

Across the school year, we provide an array of opportunities that allow our children to explore and discover new texts and authors. We value taking part in national initiatives to bring reading alive and hold regular whole-school events such as; National Poetry Day, World Book Day, sponsored read, book tasting, reading festivals, author visits, library visits and book sales.



2.6 Home Reading and Homework

At Stanah, children are asked to read regularly at home (at least 5 times a week) as part of their homework. As part of home reading, children in EYFS and KS1, are set additionally phonics activities through Bug Club. Children in KS2 are expected to complete an additional 'Bedrock Vocabulary' session. They also are encouraged to use Spellingshed and reading comprehension tasks may be set as appropriate.

Our children have access to high quality home reading texts which are chosen by the children from our banded and free reader options. Children across the whole-school, who are working below Phase 5 in phonics, are given a phased phonic book (Bug Club) and a book from their current assessed reading band to develop book talk, decoding, fluency and comprehension skills. In addition, we provide all our children with access to online texts through Oxfordowl and in KS1 the children access a whole range on online and interactive BugClub texts with activities. This provides the children with an extensive range of online texts at a banded level.

We value reading for pleasure and actively encourage children to read their favourite texts from home alongside our book banded, free reader and library option in school. To promote reading at home, we have developed a whole school initiative which allows our children to collect reading points each half term. Additionally, they collect reading certificates based on the number of reads during the year. This is shared with parents at the beginning of the year and each half term through Class Dojo.



2.7 Parental Involvement and Community Links

We know parents play a critical role in supporting their children and evidence shows that learning outcomes are enhanced when parental involvement is sustained and focused. We support our parents with this through regularly sharing key information and key learning on our Class Dojo. Reading tips and question stems are shared yearly with parents. In addition, we provide yearly parent workshops in reading and phonics. We have strong links with our community library, participate in local reading events and are lucky to have many volunteers who support year groups weekly and listen to readers in school.

2.9 Assessment

Assessment in reading is ongoing and conducted daily through high quality AFL. This informs future planning, enables teachers to identify children who require intervention and enables children to make accelerated progress in reading.

2.9.1 Marking and Feedback

Children are given high quality feedback in order to move learning on. Teachers quality mark reading in line with our marking policy and ensure the marking code is followed. Teachers ensure marking is tailored to individual next steps and purposeful links to the L.O are made. This provides a wealth of opportunities for the children to clarify, prove, explain or provide further evidence to support their answers. Teachers model how to improve answers and continuously reinforce *'Point, Evidence and Explain'*

2.9.2 Child-Led Assessment

Children play an active role in assessing their own reading through taking part in self and peer feedback. Our children at Stanah are taught to be reflective of their own work and are encouraged to offer advice and support to their peers through collaborative improvement and rally coaching. The children use our RAG cups and a range of exit slips within reading lessons to evaluate their own learning and understanding of what they have read. Using our question stems our children independently question each other in order to clarify and justify where they are in their own learning. We understand that this requires additional modelling and scaffolding to further support children in the EYFS and KS1. [*\(Appendices 3 and 4\)*](#)
[*Please refer to the Marking and Feedback Policy for further details*](#)

To inform judgments in reading:

Ongoing

Regular PM Benchmarking is used to ensure children are accessing books at the correct band for them.

- Children in Year 2 and 6 are assessed using past SATs papers throughout the academic year as necessary.
- Bedrock Vocabulary data is used in KS2.
- Precision teaching is used to monitor progress in sight vocabulary for LA readers.

Termly

- Teachers carry out termly assessments and update OTrack and Class Track with reading assessments in order to monitor progress and attainment.
- Children in Year 2-6 complete a termly Headstart test.
- Children are assessed using the Salford Reading Age and Comprehension assessments
- Children are assessed on reading their year group common exception words and suffix lists.
- Children in KS1 are assessed and progress is tracked using our Bug Club Phonic assessments and past phonics screening resources.

All assessments are monitored by SMT, phase and subject leaders termly. Additionally, teachers take part in moderation sessions throughout the year to ensure judgements are consistent across school. Children's progress in reading is reported through our annual parent's evenings and End of Year Reports.

3. Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our children will become fluent and confident readers who can apply their knowledge and experience to a range of texts throughout the curriculum.

- Children will use a range of strategies for decoding words, not solely relying on phonics.
- Children will have well developed comprehension skills which they can apply across the curriculum.
- Children will understand and use high level vocabulary.
- Children will have a good knowledge of a range of authors, genres and text types.
- Children will take part in discussion, develop a leading role and collaborate in reading lessons.
- Children will develop a love of reading!

3.1 Monitoring and Evaluation

Ensuring quality first teaching is delivered in reading across school the subject leader will monitor progress, curriculum coverage, implementation of the agreed overview, marking and feedback. Throughout the year, the subject leader will carry out termly book audits and lesson observations. Pupil interviews are conducted yearly to inform future changes and updates to the reading overview and policy.

We encourage teachers continuously to share good practice and observe each other throughout points in the year. We ensure teachers have access to high quality CPD through attending courses and provide regular staff meetings, insets and ensure resources are kept up to date.

3.2 Attainment and End of Year Expectations

Attainment is tracked using OTrack. Teachers will assess specific objectives throughout the year depending on what has been taught. At the end of each term, teachers will make judgements and provide each child with a year group level:

- Entering
- Developing
- Secure

A child working beyond their age group skills, is assessed to be working at Greater Depth. To assist these judgements, the Key Learning Indicators of Performance (KPI's) from the Lancashire KLIPs, are used alongside OTrack. As a school, moderation is used to support judgements and ensure assessment made in reading are accurate and consistent across all year groups.

Parents of the children in Year 6 receive their SATs reading judgement along with their summer report.

- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)

REVIEW AND UPDATE

- ✓ This policy is to be reviewed on a yearly basis by the subject leader. Jenna Breakwell

APPENDICES

Appendices 1 (EYFS and Key Stage 1 Question Stems)

Predicting Pip might ask...

What do you think will happen next?

Where do you think will go next?

What do you think will happen next?

What do you think the backcover/ chapter will be about?

What pictures might you expect to see in this sort of text?

How do you think this will end?

Can you think of any other ideas that start like this? How do they end? Do you think this will end the same way?

What sentence or phrase do you think will come next?

Draw what you think is going to happen next.



What do you think the next step will be?

Write three questions you would like to find the answer to in this text.

What could happen when _____?

What might _____ do if _____?

What do you guess _____ could _____?

Rex Retriever might ask...

Where/when is the story set?

Who refers the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in the story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/least favourite part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?

What happened when _____?

Why is this story/ sentence/ story/ sentence/ chapter called _____?

Can you think of a different title for this story/sentence/ story/ sentence/ chapter?

What do you remember about _____?

What does next in your mind about _____?

What remember do you remember most from _____?




Victor Vocabulary might ask...

What does this word/phrase tell you about _____?

Can you find a word/ sentence that links to what you have just read about _____?

Why did the author use the word _____ to describe _____?

How does this word/ description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/sad/ worried/surprised/ amazed?

Why is this word written in bold/italic/ capital letters?

What effect has the author created by repeating this word/ phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around the word to work out what it means?



How/where can we find out the meaning of this word?

Can you find any more phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?

Inference Iggy might ask...

What do you think is happening/ feeling at this point? Why?

What do you think the author means when _____?

Why does the author use the word _____ here?

What effect did the author want to create by _____?

How do you think the author feels about _____? Find the words or sentences to back this up.

What do you think the word _____ means? Why do you think that?

Can you explain why _____?

Why do you think _____?

Where do you think _____?

Can we work out how _____ looks about _____?

Does this tell us anything about _____?

How did you feel when _____?

Which bit made you feel _____?

Can you describe how you felt when _____ why?

Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?

What can we guess about when/when this is taking place?

What would _____ say if _____?




Sequencing Suki might ask...

How/where does the story start?

Who do you meet first?

What is the first/ second/last step in these instructions?

What did you find out first?

Put these sentences in the order they happened.



Make a table/chart/ picture/draw chart to show the order things happened in.

Use 20 words to wrap up this story or non-fiction text.

What happened next/in the middle/ at the end of _____?

Write a sentence/ draw a picture to show what happened at the beginning/middle/end.

Do you have to read this _____ first/ the order it has been written? What happens if you don't?

Inference Iggy might ask...

- What makes you think _____? Give evidence for your opinions.
- Which words/phrases give you that impression?
- Why do you think the author chose to _____? Give reasons for your answer.
- How was _____ different after _____? Why?
- Explain why the author chose this word to describe...
- What impression do we get of _____? Why?
- What do you think will happen to the main character now? Can you give reasons for your opinion?
- What makes you think this?
- Why is _____ important?
- What does the word _____ imply about _____?
- Which character would you most like to meet? Explain why.
- Why did the character behave like this?
- What do people usually do when _____?
- Does that remind you of _____?
- Why do you think (s)he _____?
- What do they seem to think about each other?
- Can we work out how _____ feels about _____?
- Which characters seem to _____?
- Why do you think _____ tells _____?
- What does _____ think?
- How did _____ react?

twinkl



Cassie the Commentator might ask...

- Look at the section entitled _____. Why has this been included in this text?
- Look at the front cover of this book. What sections would you expect to find in this book?
- Explain how the character's behaviour/appearance has changed over the book. Why/how has this happened?
- What is the purpose of _____?
- How does the layout help to _____?
- Compare one character to another. How are they different or similar?
- When might someone choose to read this book?
- In what ways, is _____ like _____?
- How has the author organised the text? Why?
- How does the organisation of this text help us to better understand the information?
- In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text?
- Who has the author written this text for?
- Compare how the characters are reacting to this problem. Who deals best with the situation?
- How has the character changed during the text?
- Which is the most important section in this book? Justify your choice.
- Compare one setting to another in the book. Why are the two settings significant to the story?
- What can you tell about the viewpoint/opinion of the author on this topic?
- How have your feelings about _____ changed?
- What's different now about _____?
- What, overall, is the effect of _____?
- What was the most effective/thought-provoking moment of the story?

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Arlo the Author might ask...

- What does the word _____ tell us about the character/setting/atmosphere?
- Look for a phrase that implies that the character/setting/atmosphere is _____.
- The author uses the word _____ to describe _____. What impression does this give us?
- How does the author show that the character/setting/atmosphere is _____?
- Can you think of a synonym/antonym for _____?
- Look for an example of a simile in the text. How does this add meaning?
- Look for an example of a metaphor in the text. How does this add meaning?
- Look for an example of personification in the text. How does this add meaning?
- Why have the headings/chapter names/character names been chosen for this book?
- Explain why the word _____ is used to describe _____.
- What does the word/phrase _____ tell you about _____?
- How does the word/phrase _____ help us to understand _____?
- How has the choice of words created a feeling of _____?
- Why did the author choose the verb/adjective/adverb _____?
- Which sentences are most _____?
- Which word(s) makes you feel _____?

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Rex Retriever might ask...

- Where is the story set?
- How does the main character look/behave/speak?
- When is the story set?
- Where would you find a section about _____?
- Can _____ have more than one meaning?
- What does the word _____ mean?
- What did _____ do when _____?
- Where did _____ go?
- Find a word or phrase which tells us how the character is feeling.
- Where in the book would you find _____?
- Who are the key characters in the book?
- What happened at _____?
- Describe...
- Which paragraph tells us _____?
- Which section tells us _____?
- Where does the story take place?
- When did the story take place?
- What did (s)he/it look like?
- Who was (s)he/it?
- Where did (s)he/it live?

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Predicting Pip might ask...

Who is on the front cover? What is in the background? How might these details give us clues about the content of the book?

Based on what you know about the character/event, how do you think the story will develop next?

Think about the author's other stories. Are there any familiar themes/characters/settings to the story we are reading? How did the story end? How might this story end?

Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.

How is the character like someone that you know? How would she/he react to this situation? How does that affect how you think this character might respond?

The character is in a tricky situation. What will the character do next? What would you do? Why?

What don't we know about _____?

What do we need to know, in order to _____?

Is anything missing from _____?

Is there something that we haven't _____?

What do you think is likely to happen when _____?

Do you think the author has a plan for _____?

What could _____?

What might happen if _____?

What do you guess could _____?

Why do you suppose _____?

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Summarising Sheba might ask...

What is the main theme/argument in this paragraph?

What is the main message in this paragraph?

Can you describe what has happened in this paragraph/chapter?

Using less than 20 words, could you write a new blurb for this book?

Which is the most important message in this book?

Can you describe what happened in three sentences?

Why do you think that might be important?

Is there anything you know now which you didn't know before?

What sticks most in your mind about _____?

What moment do you remember most from _____?

Can you remind us about _____?

How would you sum up _____?

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Vocabulary Victor might ask...

What does this word tell us about the character/setting/atmosphere?

Look at that sentence/passage and circle a word/phrase that means the same as _____.

Which words/phrase in this text give us the impression that the main character is _____?

Which words/phrase in this text give us the impression that the setting is _____?

Which words/phrase in this text give us the impression that the atmosphere is _____?

The author uses words like _____ to describe _____. What impression does this give us of the character/setting/atmosphere?

The author describes the main character as _____. Think of another word that could have been used instead.

Why did the author use the word _____ to describe _____?

How does the author make the reader feel _____ in this part of the text?

How has the author's choice of words created the feeling _____?

What do phrases such as _____ tell you about _____?

What might that mean?

What do you think the writer is saying, when they _____?

What does that imply/suggest/indicate about _____?

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Appendices 4 (Bedrock overview)

Bedrock offers **Bedrock Vocabulary**, a nine-year digital literacy and vocabulary curriculum designed for students of all abilities in KS2, KS3 and KS4 (Years 3-11), and **Bedrock GCSE Literature schemes**, a growing range of units to support learning of specific texts and terms for KS4 students. Our products enable students to learn independently and get immediate feedback – meaning that they are ideal for setting as homework or to support your strategy for remote and blended learning, as well as classroom learning. (Scroll down for more on how we can support the specific needs of primary schools and secondary schools).

A student's ability to understand a text largely depends on their ability to understand the language used. Research suggests that as a student progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with challenging texts across the curriculum.

With Bedrock, students:

- ✓ Encounter new vocabulary in aspirational, interactive fiction and non-fiction texts
- ✓ Acquire deep knowledge of vocabulary to support their academic success (a proven 32% uplift)
- ✓ Build confident voices and cultural awareness to equip them well for life beyond school

BLOCK 3 - TOPIC 1
Around the Zoo



PRE-TEST AND POST-TEST	LESSON 1	LESSON 2	LESSON 3
allow attach bounce cage chew claw cover crowd discuss feast frighten gap greedy herd ignore leap path popular	allow cage gap	claw leap path	attach cover frighten
	LESSON 4	LESSON 5	LESSON 6
	chew feast greedy	herd ignore popular	bounce crowd discuss