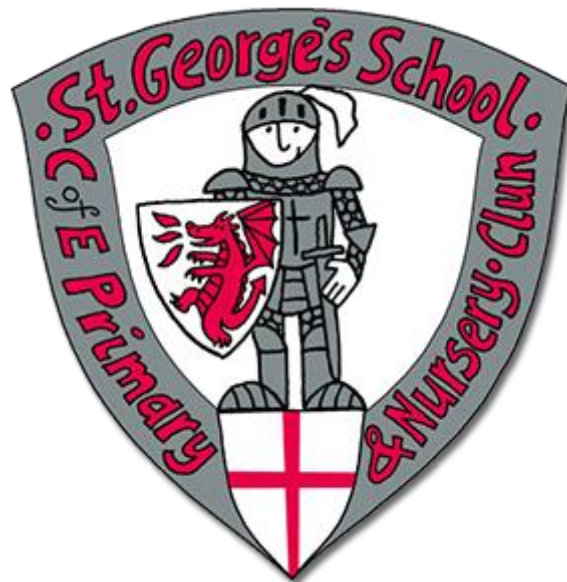




Reading Whole School Approach



St. George's Academy Clun

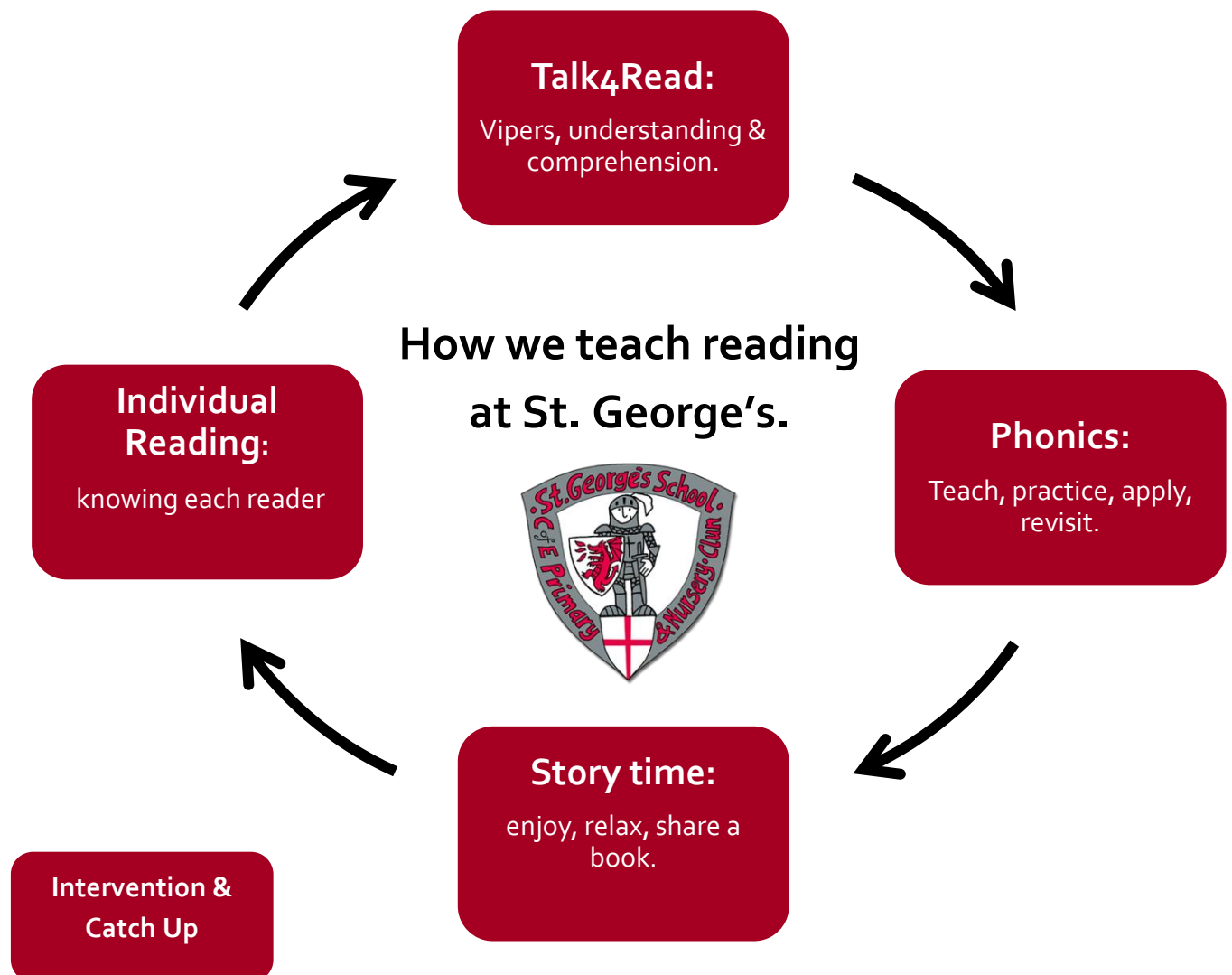
January 2021, revised September 2022



Our Vision:

*"We are here to **bring learning to life** for every member of our school community, just as water brings life to the world. We are here to prepare children for their journey through life as responsible respectful citizens of the future who are ambitious, courageous and kind. We are a school that is proud to be creative, caring, nurturing and challenging in equal measure. We aim to develop **life-long learners** who thrive in our care and bring life to the future of our world."*

And so, our **vision for reading** is to **bring books to life for children**, creating **life-long readers** who find enjoyment through reading. We aim to expose children to a wealth of literature, authors and text types to create readers who read for both pleasure and knowledge.





The Teaching of Phonics and Early Reading



Phonics is: making connections between the sounds of our spoken words and the letters that are used to write them down.

Intent

Phonics (reading and spelling)

At St. George's, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the *Little Wandle Letters and Sounds Revised* progression (appendix 1), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At St. George's, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

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

Because we believe teaching every child to read is so important, we have a Reading Leader who leads the early reading programme in our school, they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

connect	sequence	change	replace	reduce	compare	add	arrange	classify	assemble
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- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
 - Reading for pleasure books also go home for parents to share and read to children.
 - We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.



The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

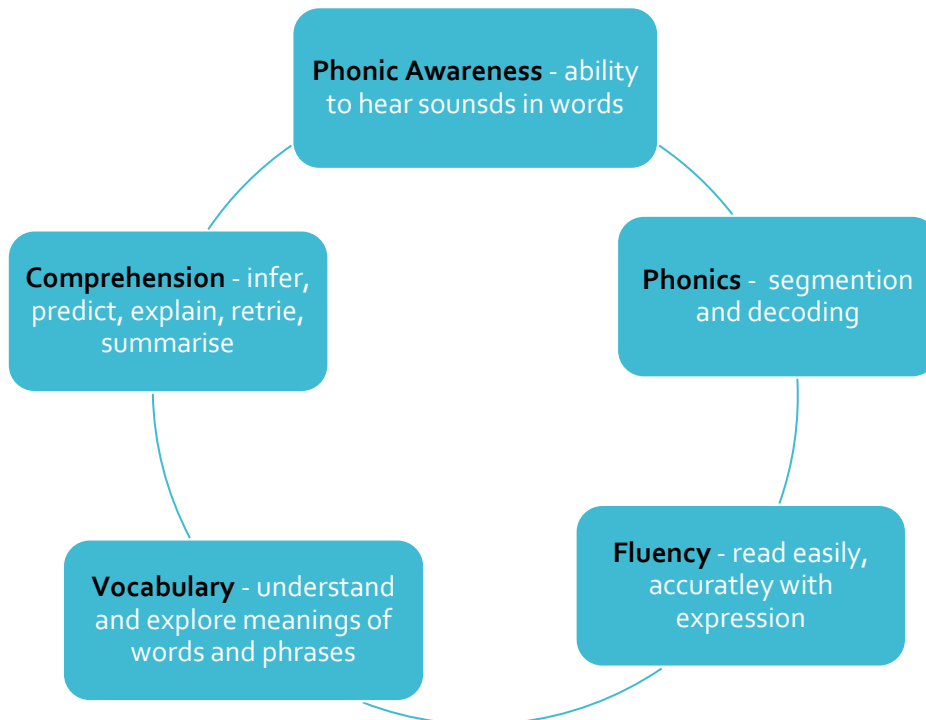
The Teaching of Reading in key Stage 2

Reading is prioritised.

In **KS2** the day starts with 15 minutes AR reader time where children have the opportunity to read independently for pleasure and complete a book quiz. Children have a daily 30 – 40 minute whole class Talk4Reading. The end of each day finishes with children listening to a story read by the teacher, to model fluency, chosen from the Pie Corbett reading spine, a chosen author or text linked to the curriculum topic.

The reading materials that the children interact with have been carefully planned and sequenced using the Pie Corbett Reading Spine, Pie Corbett Page Turners and chosen authors so that over a 2 year cycle the children have exposure to a wealth of literature linked to the topic theme. (Appendix 2)

To be able to read and understand texts children need to master 5 areas. The areas of fluency, vocabulary and comprehension are taught using Talk4Reading (T4R) approaches.




The areas of comprehension and vocabulary are taught through the reading domains, using Reading Vipers (Appendix 3), with vocabulary as a strong thread through every lesson. Texts pre-read, with specific vocabulary taught through a variety of T4R approaches.



Coverage of the domains, using question stems (Appendix 4), are planned and sequenced over a half term related to the text focus. Phrases are modelled by staff to teach children to 'talk like a reader' (Appendix 5). The teaching of reading is taught through class texts chosen from the Pie Corbett Reading Spine, a chosen author or text linked to the curriculum topic.


Key Stage 1
Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence



Key Stage 2
Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Reading Around the Curriculum

We provide the children with a wealth of reading experiences. Each class has a book area combined with a selection of topic based texts (fiction & non-fiction) for the classes' current theme, on loan from the Shropshire Library Service to promote reading around the curriculum. Children have home access to Curriculum Visions for eBooks, Espresso and Activelearn for reading and listening to texts. Published materials, Whizz Pop Bang & First News are available for children to read in school or at home. The school library has a selection of fiction and non-fiction texts, with book banded books organised for easy selection.

An example of a theme plan with reading materials:

Theme plan: Survival Class 3		
Fiction Street Child, Berlie Doherty Wolf Brother, Michelle Paver Hatchet, Gary Pulsen Survivors, David Long	Non-Fiction Earth Shattering Events – Robin Jacobs Volcanoes – DK Find Out! Hillary & Norgay’s Mount Everest Adventure. The Ultimate Survival Guide for Boys – Mike Flynn How to be an explorer – Emma Lynch Tsunami Surges – Planet in Peril Be a Survivor – Go Wild	Poetry If - Rudyard Kipling Still I Rise - Maya Angelou



Children's Reading Books

We ensure that books are accurately matched to children's needs. In EYFS, KS1 and as necessary the children take home a book matched to the phonic phase they are learning and a second book to promote vocabulary and comprehension which can be shared with an adult. Children are asked to read both books prior to changing books and re-reading is prompted. Children can independently select their books from the classroom or library area. Family members who read with and to the child are asked to record the reading and note comments in the reading diary. This diary is used by staff in school when children are heard read 1:1 by an adult. The class teacher will also record a note of the book being read in class that week, the appropriate phonics along with reading prompts.

In KS2, children take home an Accelerated Reader (AR) book banded book linked to their specific zone of proximal development. The children can also take home a second book, magazine or newspaper of their choice, again to enjoy with or without an adult. This is to ensure we are not limiting pupil's opportunity to read a variety of texts. Children change their book independently from a choice in the classroom or library, this includes curriculum topic based books from the Shropshire Library Service, printed materials such as First News and Whizz Pop Bang and online eBooks on curriculum visions. Children in KS2 who require extra support in their reading will read a catch up scheme book, which is an age appropriate, decodable, synthetic phonic book for older children with an accompanying follow up activity.

Children and family members are asked to record the reading and note comments in the reading diary. This diary is used by staff in school when children are heard read 1:1 by an adult. Once children have read, read with an adult or listened to an AR book banded book they complete an online quiz.

Assessment

In EYFS and KS1 teacher assessment against the Early Learning Goals, National Curriculum Objectives and reading domains. Children in Year 1 & 2 are assessed in Termly PIRA assessments. In KS2 children are assessed against the National Curriculum Objectives and reading domains. Accelerated Reader assessment provides a reading age and zone of proximal development. Children in Year 1 – 6 take part in PIRA and SATs termly assessments. Specific targeted interventions are used to support children who are not on track to meet age expected levels of attainment or reach their own specific progress measures such as greater depth. These can be in the form of precision 1:1 reading intervention such as 'Toe by Toe', or through a catch up phonics reading scheme 'Catch Up Readers' including the series Moon Dogs and Talisman.

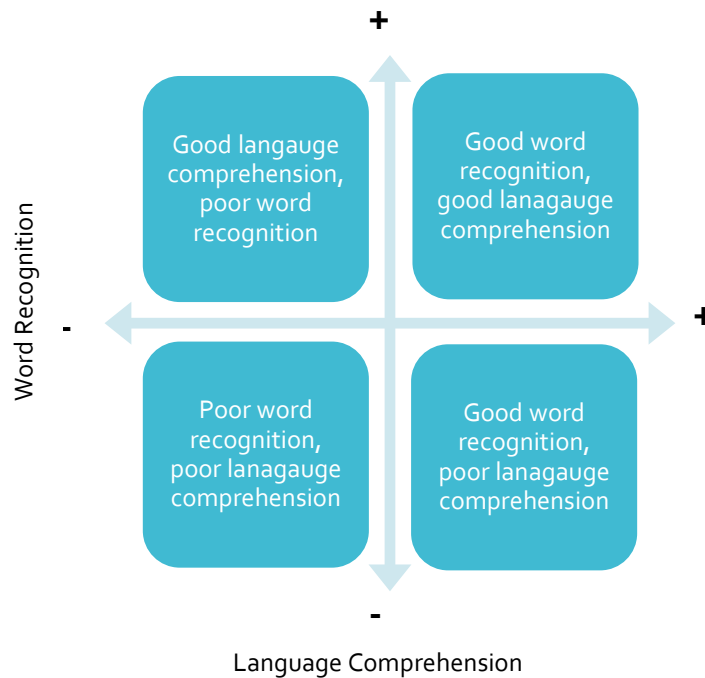


Questions about Reading at St. George's

1. How is the curriculum designed?

Our curriculum follows the National Curriculum, organised over a sequential 2 year cycle based on pupils' age and interest. Medium term sequence plans ensure learning is sequenced and built upon, within a year and across years. Texts are chosen linked to the classes Theme Plan, the Pie Corbett Reading Spine, and key authors all of which develop pupils' cultural capital.

2. What are the barriers to achieving our reading vision and how are we addressing them?



Barriers	Actions
Phonic decoding skills	Early identification – pre-teach and booster interventions for EYFS and KS1. Intervention of KS2 pupils. Catch up reading scheme for KS2 readers. Age appropriate, decodable, synthetic phonic reading books for older, struggling readers beginning with The Moon Dogs – progressing through to Amber Guardians Further action: family engagement/workshops.
Fluency	Intervention 1:1 reading – range of reading volunteers *paused due to COVID-19.
Language /vocabulary	Talk4Reading approach, teaching of new/unknown language. Further action: family engagement/workshops EYFS, KS1 & 2 language focus, TALKBOOST intervention
Lack of reading at home/ being heard read or read to.	Intervention 1:1 reading – range of reading volunteers *paused due to COVID-19. Further action: family engagement/workshops, including story sacks for the whole school – families involved in making.
Children not wishing to read. Reading for pleasure	Children not wishing to read due to barriers to reading. – above approaches. Modelling from staff. Class read to support reading for enjoyment. School provides a variety of reading materials to cater for reading interests. Intervention 1:1 reading – range of reading volunteers *paused due to COVID-19 Further action: story sacks For whole school – families involved in making. Class reading workshops. Mystery readers. “Lets



	<i>Read</i> – once a month whole school reading with pupil buddy scheme. Outdoor reading “ <i>wheelbarrow reading</i> ”
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3. How is reading implemented and developed at St. George’s?

Whole school agreed approach to the teaching of reading. Little Wandle revised Letters and Sounds to teach decoding skills, and reading. Focus on language development, word recognition and comprehension skills. Teaching the skills of fluency, modelling and accurate reading. Quality story time, modelling reading behaviours. Exposing the children to a range of quality texts across the curriculum. Staff training, including Phonics, Talk4Reading, Helen Youngman’s EYFS conference and subject leader local authority meetings.

4. How does reading support other subjects at St. George’s?

Staff expose children to and children have access to a range of texts to read around the curriculum. The school subscribes to the Shropshire Library Service & curriculum Visions, allowing children to have access to a range of curriculum texts beyond the school’s own library or non-fiction texts.

5. How do we assess reading at St. George’s and what is done with this information?

EYFS & KS1: teacher assessment Little Wandle letter and sounds revised assessment. Continuous teacher assessment of the current learning using curriculum objectives.
 KS1: Continuous teacher assessment of the current learning using curriculum objectives. Termly PIRA reading assessment.
 KS2: Continuous teacher assessment of the current learning using curriculum objectives. ½ termly Accelerated Reader reading age assessment. Termly PIRA reading assessment.
 Assessment allows staff to plan for next steps this maybe be a whole school, cohort, group or individual area for development. Planning can be adapted accordingly and interventions can implemented. Specific targeted interventions are used to support children who are not on track to meet age expected levels of attainment or reach their own specific progress measures such as greater depth. These can be in the form of precision 1:1 reading intervention such as ‘Toe by Toe’, or through a catch up phonics reading scheme ‘Catch Up Readers’ including the series Moon Dogs and Talisman.

6. How is the teaching of phonics and reading monitored?

The teaching of reading and phonics is monitored through lesson observations, book look, pupil voice and through hearing children read and assessing understanding and decoding skills used.

7. How are books matched to ability to ensure appropriate level of challenge?

In EYFS and KS1, books are match the child’s phonics stage, assessed by the class teacher.
 In KS2, children’s books are chosen from a range within their zone of proximal development and reading age. Children who require further support read an age appropriate, decodable, synthetic phonic book for older children with an accompanying follow up activity. Children also have the choice of an additional book of any level, school merit the use picture books for all ages, reading for pleasure and being read to by an adult at home.



8. How do we ensure that story time/class read is engaging?

Story time can be with discussion, using props, drama or a pure listening activity. Staff have received Talk4Writing training. **Further action:** observation of good practice across school and between schools. Development of story sacks.

9. Who do we ensure staff are confident in their approaches?

Staff training including: Phonics, Talk4Reading, Helen Youngman's EYFS conference and subject leader local authority meetings. **Further action:** observation of good practice across school and between schools.

10. How are books selected to read with classes at St. George's?

Classes use the Pie Corbett Reading Spine & Pie Corbett Page Turners for class read and whole class teaching for reading, texts can also be chosen from a chosen author or text linked to the curriculum topic. Pie Corbett texts are used for Talk4Writing, or a teacher written text using Pie's as a model.

11. How do we promote reading for pleasure?

We engage with national and local (Bishop's Castle Library) reading activities. Modelling from staff. Class read to support reading for enjoyment. School provides a variety of reading materials to cater for reading interests as well as a Gold Service with Shropshire Library Service to provide children with topic based texts each term. Librarians in KS2 who lead and organise reading activities at lunch time. Golden reading in KS1. Outdoor reading "wheelbarrow reading".

Further action: story sacks for whole school – families involved in making. Class reading workshops. Mystery readers. "Let's Read" – once a month whole school reading with reading buddies across year groups.

12. How often are the children at St George's read to by an adult?

Everyday – designated class read/story time is the last 15 minutes of the day, also through reading across and within the curriculum. Reading volunteers (paused by COVID-19) will also read to and with pupils. **Further action:** Weekly Mystery Reader.

13. Who hears children read at St. George's?

Children are heard read each day through classroom activities – children reading in the whole class teaching of reading, reading within other lessons including subject based reading. Specific 1:1 reading happens during Golden Reading, AR reader time by staff and at other planned opportunities through the day. St. George's also has a bank of reading volunteers (paused by COVID-19) who hear children read. Children will also read to each other across the school in 'Let's Read' and in reciprocal reading activities in KS2.

14. How do we promote that parents reads to and with their children?

With parental engagement and information through: Reception Induction meeting, Letters and sounds workshop. Information and promotion of reading activities – school based, local and national. **Further action:** family engagement/workshops, including story sacks for the whole school – families involved in making.



15. How do we provide disadvantaged pupils with opportunities to access appropriate reading materials?

Children have access to a range of texts: classroom or library books, this includes curriculum topic based books from the Shropshire Library Service, printed materials such as First News and Whizz Pop Bang and online eBooks on curriculum visions.

Actions

KS1 Assessment	Reading age assessment for KS1 and emergent readers.
Parental engagement, reading at home, reading for pleasure	<ol style="list-style-type: none"> 1. Family engagement/workshops importance of reading and reading with and too your child – all ages. 2. Supporting your child with language development and comprehension. 3. Story sacks For whole school – families involved in making.
Reading for pleasure	<ol style="list-style-type: none"> 1. "Lets Read" – once a month whole school reading with reading buddies across year groups. 2. Mystery reader 3. Story sacks EYFS, KS1 & KS2. 4. Observation of good practice, across school, between schools for story time/class read.

Appendix 1: Programme progression Reception and Year 1 overviews

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.



Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far



Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yool/ ue blue rescue /yool/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yool/ u-e rude cute /ee/ e-e these /ool/ /yool/ ew chew new /ee/ ie shield /or/ ow claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /ff/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /ool/ ul ou fruit soup	any many again who whole where two school call different thought through friend work



Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



Year 2

Term 1

Revisit

Phase 5 GPCs as required by pupils

Homophones

Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)

Year 2 phonics

- The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'.
- The /s/ sound spelt 'c' before 'e', 'i' and 'y'
- The /n/ sound spelt 'gn' and (less often) 'gn' at the beginning of words

Common exception words

/aɪ/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.

Strategies at the point of writing

- Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:
- Segmentation
 - Using a GPC chart
 - Using spelling journals, word banks, the environment, a working wall.
 - Word sort
 - Which one looks right?

Term 2

Revisit

The /l/ or /ə/ sound spelt '-le' at the end of words

Homophones and near homophones

quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant

Apostrophe

The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)

Year 2 phonics

- The /aɪ/ sound spelt 'y' at the end of words
- The /i:/ sound spelt '-ey'
- The /r/ sound spelt '-rk' at the beginning of words
- The /a/ sound spelt 'a' after 'w' and 'gu'
- The sound /ɜ/ spelt 's'

Common exception words

Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils

Suffixes

Adding endings '-ing', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it
 Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter
 Adding '-es' to nouns and verbs ending in 'y'
 The suffixes '-ful', '-less' and '-ly'
 Words ending in '-tion'

Strategies at the point of writing

- Have a go
- Using the working wall to find correct spellings of high frequency and common exception words
- Using an alphabetically-ordered word bank

Term 3

Revisit

The possessive apostrophe (singular nouns)

Homophones

Revision of all homophones taught so far

Apostrophe

The possessive apostrophe (singular nouns)

Year 2 phonics

- The /l/ or /ə/ sound spelt '-el' at the end of words
- The /l/ or /ə/ sound spelt '-al' at the end of words
- The /l/ or /ə/ sound spelt '-il' at the end of words (unusual spelling)
- The /ɑ:/ sound spelt 'a' before 'l' and 'll'
- The /ɑ:/ sound spelt 'a' after 'w'
- The /ʌ/ sound spelt 'o'
- The /ɜ:/ sound spelt 'or' after 'w'

Common exception words

All Year 2 words not taught so far

Suffixes

Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'
 The suffixes '-ment', '-ness',

Strategies at the point of writing

- Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:
- Introduce individual Have a Go sheets if not established already
 - Teach using analogy to spell a word you don't know



Appendix 2: Reading 2 -3 year cycle.

Class 1		
Cycle A Autumn Term In The Forest	Cycle A Spring Term Toys	Cycle A Summer Term Journeys
<p>The Gruffalo, Julia Donaldson One Stormy Night, Ruth Brown Owl Babies, Martin Waddell Can't you sleep Little Bear? Martin Waddell Tidy Titch Peace at Last, Jill Murphy We're going on a Bear Hunt, Michael Rosen Where's my teddy? The Doorbell Rang Harry and the Dinosaurs go to School Who am I? Crocodiles and Noodles</p>	<p>Old Bear stories, Jane Hissey Dogger, Shirley Hughes The Three Billy Goats Gruff Goldilocks and the Three Bears Chicken Licken Cinderella Who's at the door? How to grow cress Each Peach Pear Plum, Allan & Janet Ahlberg Our favourite rhymes</p>	<p>Penguin Small, Mick Inkpen Lost and found, Oliver Jeffers Slowly said the Sloth I'm glad to say The cat who lost his purr Where the forest meets the sea Where the Wild Things are, Maurice Sendak Elmer and the lost teddy, David McKee The Train ride, June Crebbin Polar Bear Polar Bear Walking through the jungle Camouflage Whose baby? Rumble in the Jungle Parrots and cheating cheetahs</p>
Cycle B Autumn Term You and Me	Cycle B Spring Term Traditional Stories from a range of cultures	Cycle B Summer Term Out and About
<p>The Tiger who came to Tea, Judith Kerr Dear Zoo, Rod Campbell Handa's Surprise, Eileen Browne Brown Bear Brown Bear, What do you see? Bill Martin Jnr & Eric Carle Baby Bear Baby Bear Birthdays The Dippy Dinner Drippers Titch A Quiet Night In The Perfect Pet Pig in the Pond Katie Morag and the Two Grandmas This is the Bear and the Picnic Lunch Oscar got the Blame Your Amazing Body How Babies Grow Alphabet Zoo Look for me in this ABC Classic Poems</p>	<p>Troll, Julia Donaldson and David Roberts The Chinese New Year Once Upon a Time The Boy who cried Wolf Our favourite stories from around the world What's the time Grandma wolf? The Three Bears and Goldilocks The Hare and the Tortoise The Little Yellow Chicken Emeka's Gift Examples of reports-Tigers, Let's look at fruit, Animal senses What's it like to be a Baby Elephant? The Fish who could Wish The Big sneeze Pass the Jam Jim</p>	<p>Mr Gumpy's Outing, John Burningham The Train Ride, June Crebbin Mr Big The Lighthouse Keepers Lunch Funnybones The Hungry Caterpillar, Eric Carle Elmer Elmer again, David McKee Elmer and Wilbur, David McKee Suddenly Farmer Duck Jasper's Beanstalk, Nick Butterworth & Mick Inkpen Doodling Daniel Houses around the world Ladybirds Counting Little Miss Muffet counts to 10 Over in the meadow Out and about</p>

Class 2		
Cycle A Autumn Term Invasion	Cycle A Spring Term Wild Water	Cycle A Summer Term Comparisons
<p>Fantastic Mr Fox, Roald Dahl Be aware of the Bears, Alan MacDonald The Battle of Bubble and Squeak, Phillipa Pearce</p>	<p>Bringing the Rain to Kapiti Plain, Verna Aardema The River an epic journey to the sea, Patricia Hegarty Frog and Toad Together, Arnold Lobel</p>	<p>The Lion Witch and the Wardrobe, C S Lewis Dr Xargle's Book of Earthlets, Tony Ross Amazing Grace, Mary Hoffman</p>
Cycle B Autumn Term Grand Designers	Cycle B Spring Term Extreme Survival	Cycle B Summer Term Captivating Creators
<p>There's a Pharaoh in Our Bath! JeremyStrong Iron Man, Ted Hughes The True story of the 3 little pigs, Jon Scieszka</p>	<p>Little People, Big Dreams, David Attenborough, Maria Isabel Sanchez Little Red Riding Hood, Alison Jay The Hodgeheg, Dick King-Smith</p>	<p>Stone Age Tales: The Great Cave, Terry Deary Cave Baby, Julia Donaldson The Owl who was afraid of the dark, Jill Tomlinson.</p>

connect	sequence	change	replace	reduce	compare	add	arrange	classify	assemble
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Class 3		
Cycle A Autumn Term Invaders and Settlers	Cycle A Spring Term Survival	Cycle A Summer Term Discoveries
Why the Whales Came, Michael Murpurgo (4) Kensuke's Kingdom, Michael Murpurgo (5) Wolf Brother, Michelle Paver (5)	The Snow Walkers Son, Catherine Fisher (4) Street Child, Berlie Doherty (5) Hatchet, Gary Pulsen (5)	Bill's new Frock Anne Fine (4) or There's a Boy in the Girls Bathroom, Louis Sachar (6) Tom's Midnight Garden (5) Skellig, David Almond (6)
Cycle B Autumn Term Britain at War	Cycle B Spring Term Going Places	Cycle B Summer Term Legacy
Friend or Foe, Michael Murpurgo (5) Fireweed, Jill Paton Walsh (6) Letters from the Lighthouse, Emma Carroll (6)	Butterfly Lion, Michael Murpurgo (4) The Midnight Fox, Betsy Byars (5) Cogheart, Peter Bunzl (6)	Varjak Paw, SF Said (5) River Boy Tim Bowler (6) The Girl of ink and Stars, Kiran Millwood Hargrave
Cycle C Autumn Term Crime and Punishment	Cycle C Spring Term Climate Control	Cycle C Summer Term Fit for a King?
Artemis Fowl, Eoin Colfer (5) <i>Beetle Boy, M.G. Leonard (5)</i> *Holes, Louis Sachar (6)	Sky Hawk, Gill Lewis (4) Floodland, Marcus Sedwick Aiken (5) Mortal Engines, Philip Reeve (6)	The Firework-maker's Daughter, Phillip Pullman (4) Wolves of Willoughby Chase, Joan Aiken (5) Phoenix, SF Said (6)



Appendix 3: Reading Vipers.

KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



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KS1 Reading Vipers

Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



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KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



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KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



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KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



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KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



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KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?



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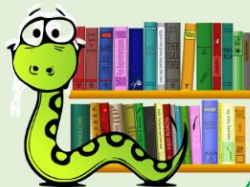
KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



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KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



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KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?



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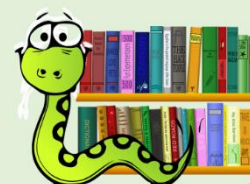
KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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Appendix 4: Question Stems.

KS1 QUESTION STEMS:

- 1a
- "....." The word means (choose one)
 - "....." Which words means the same as (choose one)
 - "....." This means the are (choose one)
 - "....." Find and copy one word which shows that
- 1b
- What was doing on?
 - Why was?
 - Where did? Write down one place.
 - What is the?
 - What happens when?
 - Why is so important?
 - Give two places where you could find
 - What is the name of?
 - The text tells us about Name two of them.
 - Draw three lines to describe
 - Who might be interested in reading this?
 - When are?
 - Give two things that
 - Find and copy two things that
 - Put ticks in the table to show which sentences are true and which are false (also 1d)
 - What did think was?
 - Explain why (became interested) when? (also 1d)

KS2 QUESTION STEMS:

- 2a
- Which word is closest in meaning to ...?
 - What does "....." mean?
 - What does the word "....." tell you about the
 - What does "....." mean in this sentence?
 - Find and copy two different words from this sentence which show
 - Find and copy one word from this paragraph which is closest in meaning to the word
 - Find and copy a group of words which tells you that
 - Find and copy one word which shows that
 - "....." Choose the best words to match the description above. Circle both of your choices.
- 2b
- Why had (retrieval and explanation of a key detail)
 - What is the first (mistake) that makes?
 - What conclusion does draw from this?
 - Give one piece of advice that
 - Who else in the story
 - What event made
 - Using information from the text, put a tick in the correct box to show whether each statement is true or false.
 - Name two of the (hardships) that faced when
 - Why do?
 - How long take?
 - In what year did?

- How did? (choose one)
- 1c
- Draw three lines to show where each day.
 - Number the following events from 1-5 to show the order that they happened in the story. The first one has been done for you.
- 1d
- "....." This means was (choose most appropriate adjective)
 - What did think was?
 - thought that Why?
 - Why did?
 - Why did describe as
 - What is the main difference between and
 - The story shows that was (choose one) (and repeated for different character)
 - How do you think felt at the end of the story?
 - Why did he/ she feel that? (also 1b)
- 1e
- Which of these do you think is likely,

- 2c
- Number the following events 1-5 to show the order in which they happened.
 - The first one has been done for you.
 - Which of the following would be the most suitable summary of the whole text?
- 2d
- Look at the paragraph..... Why does do this?
 - In what way does think that
 - What does think that ...
 - What are three ways shows that
 - Put a tick in the correct box to show whether each of the following statements is a fact or an opinion.
 - (Statement) Give one piece of evidence from the text which shows this.
 - Look at What was unusual for about
 - Look at How is the made to seem Explain two ways, giving evidence from the text to support your answer.
 - According to, why might
 - What does this paragraph tell you about’s character? Explain two features of his/ her character, using evidence from the text to support your answer.
 - (statement) How can you tell this from its actions? Give two ways.
- 2f
- Draw lines to match each section to its main content. One has been done for you.
- 2g
- "....." what does this description suggest about



Appendix 5: Talk Like A Reader.

Talking Like a reader

You can

- **Predict** – I predict that...
- **Suggest** a new idea – *I think... because ...*
- **Challenge** – *I'd like to challenge Jenny ...*
- **Build** on an idea – *I'd like to build on Raj's idea ...*
- **Explain** ideas – *Can Kabir explain further why he thinks ...*
- **Question** – *We were wondering why ...*
- **Justify** – *The author states....*

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The Language of Discussion

Collect phrases to help discussion

- *It reminds me of ...*
- *I'm not sure but ...*
- *We wondered whether ...*
- *I like that idea but ...*
- *It is the same as ...*
- *It appears to be ...*
- *We think that ...*
- *The writer suggests that ...*
- *Perhaps, ...*
- *It makes me think of ...*
- *The main point might be ...*

