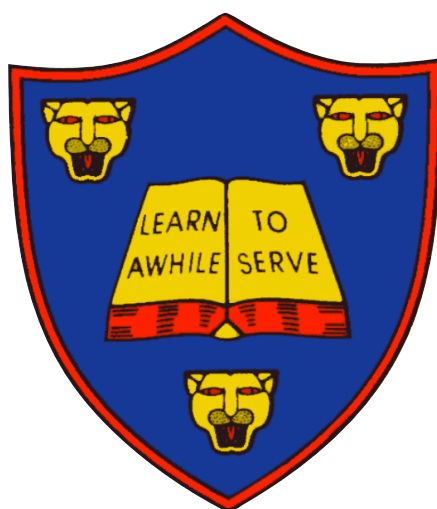


Stratford-upon-Avon Primary School



English curriculum: Reading

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The context of our school

Stratford-upon-Avon Primary School is situated in a culturally rich area, and we are lucky to have internationally-renowned local history on our doorstep. As such, the town has a thriving tourist industry, meaning we benefit from interacting with visitors from far and wide. We are proud to be situated at the heart of Shakespeare's Stratford-upon-Avon and, quite rightly, English is at the heart of everything we do!

All children flourish at our school. We are proud of our long track record of achieving above national average outcomes across all subjects and for all groups. Our children make good - or better - progress from their starting points with us in Reception. Our children leave Stratford-upon-Avon Primary School ready to succeed at secondary school, and in later life.

We are proud of our rich diversity. Though we are 65% White British, the percentage of children in our school with EAL is above the national average. Many of our children have dual heritage and speak two languages. In fact, we currently speak 16 languages across the school! We also have above national average numbers of pupils with SEND.

We work hard to ensure that our curriculum is equitable, inclusive, inspiring and purposeful. Our English curriculum enables all pupils to be at their best.

Intent

Reading is at the heart of everything we do and underpins our curriculum. Proficient reading unlocks all other subjects and enables our children to be at their best. We want our children to be excited about their learning, and our pupils are engaged and enthusiastic readers, writers and actors as a result. We intentionally promote a love of reading, oracy and performance throughout our learning opportunities. Using our knowledge of our children, we make informed, deliberate choices about what our children read, ensuring texts are age and stage appropriate, useful, inspiring and engaging. We believe in offering a rich English curriculum that offers 'windows, mirrors and doors', so that all children believe that they belong here and can flourish. We also know that our children 'Can't be what they can't see', so we ensure our curriculum choices are ambitious and varied so as to promote role models and possibilities for later life.

Implementation

Children read, and are read to by an adult, every single day in lessons across the curriculum in every phase across school. Our aim is to develop knowledgeable, strategic and fluent readers who read independently and for pleasure. Children know that they can read to extract useful information and they can read for enjoyment. We are dedicated to the development and refinement of our reading pedagogy. Our approaches are research-led and informed by experts who can point to impact achieved efficiently. The intention of this document is to outline the approaches used at Stratford-upon-Avon Primary School to teach reading comprehension. Please see our Early Reading and Phonics Policy to learn more about these approaches.

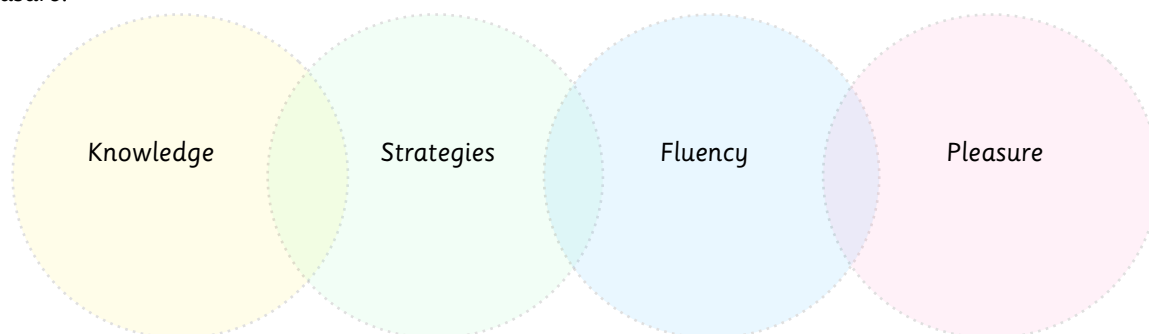
Impact

Children leave Stratford-upon-Avon Primary School as successful, passionate, opinionated readers and performers. They read fluently and expressively, and are confident in front of an audience. They read clearly, persuasively and dramatically, so that people enjoy listening to them and take heed of what they are saying. Children make excellent progress and reading outcomes have been above national average for some time.



The four main purposes of reading at Stratford-upon-Avon Primary School

Reading at Stratford-upon-Avon Primary School serves four main purposes: reading to develop knowledge; reading to develop strategic use of comprehension strategies; reading to develop fluency; and reading for pleasure.



Reading for Knowledge:

- Children read to obtain knowledge of the world in science, history, geography and the arts.
Here, the main purpose of the reading is to develop an understanding of the world.
- Reading for knowledge of literacy in English lessons.
Here children develop their understanding of characterisation, genre, narrative arcs, idioms, figurative expressions and other literary techniques in order to help them understand similar texts independently in the future.
- We purposefully map text choices which support our children to build schemas.
Children make links between similar genres, conventions and authors. When they read, they are able to say: "This reminds me of something I have read before..."
- Reading for knowledge of words.
An emphasis is always placed on the acquisition of vocabulary in any reading in any subject across the curriculum.

Reading Strategically:

- Teachers model and children practise reading strategically. The aim is that children become strategic readers through observing the metacognitive approaches to comprehension modelled by the teacher.
- Explicit teaching of these strategies happens regularly with younger children to allow for greater automaticity in older children. The development of these strategies is interwoven into the exploration of texts that are meaningful for the children's learning.

Reading for Fluency

- Fluency is modelled by the teacher and practised by the children. The aim is for children to read and re-read passages to develop their expression, phrasing, smoothness and pace, and to develop their reading speed.

Reading for Pleasure

- We promote reading as a pleasurable pursuit in myriad of ways: daily read-alouds and story times; engaging book corners; visiting authors; book fairs; trips to the library; and participation in national events, for example.
- Every child can express their preference about the texts they have read, can share their favourite story and can introduce you to their favourite author.



Purpose

Knowledge for writing: Reading as authors themselves

(See also our Writing Policy)

Children are taught to appreciate literature as an art, exploring the tools and conventions authors use to craft their writing. They investigate the techniques writers use to enhance meaning in their texts. During the 'saturation' stage of our writing sequence (see our Writing Policy), children 'zoom in' on inspirational texts. Often, these are extracts from our class novels and thematically-related texts. During grammar dabbles, learning begins by looking at a grammatical technique being deployed by authors and we evaluate its purpose and impact, so that children know why they are effective and can replicate this in their own writing.

They compare characters within and across texts, and analyse the ways in which authors use characterisation. This knowledge acquisition is facilitated by the class teacher through extensive modelling, exploration and focused class discussion.

This knowledge helps children make inferences as they are more able to identify the subtle hints and signals authors convey through use of language. The more this is modelled and discussed in class the more likely children are to comprehend future independent reading.

Characterisation

Teachers make explicit reference to the techniques authors use to develop characters.

These include but are not limited to:

- Special traits - appearance, walk, spoken expressions, pastimes, special skills etc. and what these tell us about the character
- Dialogue - what characters say and how they say it
- Action - what characters do and how they do it
- Techniques authors use to show how a character is feeling, such as 'Show, not tell'.

Language Choice - LKS2

Through extensive teacher modelling and class discussion, children explore how authors enhance meaning through their use of language. This includes specific word or phrase choice, use of figurative language and imagery, use of question and exclamation, and the use of sound. Teachers focus children's thinking on the 'why' when discussing author's use of language as this aids comprehension.

Language Choice – UKS2

As children interact with more challenging literature, teachers make reference to more advanced literary techniques. This deepens children's understanding of a text and prepares them to be vigilant of signs and signals from authors in future reading. Examples of these techniques are provided below.



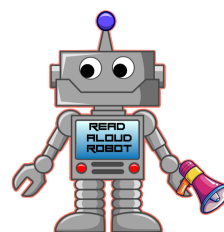
Language choices continued

Show, not tell	Authors often show how a character is feeling through their actions or description.
Lull the reader	Authors prefix an intense scene with a calm scene to lull the reader into a false sense of security.
Foreshadowing	The authors gives hints about what will happen later on in the story.
Omens	Ominous sounds and imagery can be used to create tension. (e.g. pathetic fallacy, where the weather indicates the mood)
Passive voice	Writers can use the passive voice to withhold information, causing tension. (e.g. 'The door was slammed', but we do not know by whom!)
Sentence length	Long sentences with lots of clauses and repetition need to be read quickly which creates a sense of panic and action. Short and abrupt sentences slow the reader down and focus attention.
Dramatic irony	Authors often let the audience know something the characters in the story don't know to enhance empathy, add a sense of peril, and/or create tension

Purpose Developing fluency

Reading for fluency across the curriculum

We have developed the character of Read Aloud Robot who teaches us how not to read like a robot. Whenever he appears in class, we know that we are focusing upon using our 'story-telling voices'.



Fluent readers can read with appropriate expression, volume, phrasing and pace. Research consistently shows that fluent reading allows for greater comprehension as limited cognitive resources are freed from focusing on word recognition and are redirected to comprehension (EEF, 2017). Equally, comprehension aids fluency, as readers can add meaning into passages by emphasising key words or phrases. Research shows that children benefit from explicit teaching and teacher modelling, and repetition over time, to build fluency.

Explicit teaching of prosody and using our 'story-telling voices'

We explicitly teach prosody skills at all ages and stages. In lower school, our focus is upon reading at an appropriate pace, responding to punctuation, and using emphasis to communicate meaning and to support comprehension. These skills are directly taught when working in our Little Wandle reading groups (see our Phonics Policy), and when echo reading passages of our story books.

In EYFS and Year 1, texts are chosen which include repeated words and phrases for the children to predict and imitate (e.g. when reading Owl Babies by Martin Waddell, they repeat "I want my mummy!" using



their best owl voices). Daily rhyme time also builds familiarity to reduce cognitive load and enable them to focus upon reading effectively.

In Key Stage 2, every reading lesson begins with a **fluency read** and working in our **reading partners**. Teachers 'zoom in' on a particular Read Aloud Robot skill, model prosody and provide ample opportunities for children to imitate and repeatedly practise using skills themselves.

Our lesson structure for building reading fluency - Reading Partners



Teachers model read an extract, choosing a specific prosody skill to model.

The text should be short enough to enable rereads by each partner before the time is up. The focus may be upon, for example:

- the way that the voice responds to punctuation to add meaning and aide comprehension
- altering our voices to represent different character voices
- using changes of pace to add suspense or emphasis



Children read in partners.

Partners are organised according to teacher-identified class priorities.

For example, a developing reader may be partnered with a confident reader for support; or partners may be of similar abilities.



Children are shown a timer.

Partner A reads. Partner B reads. Repeat within the time.

Children build familiarity with the text by re-reading as often as possible.



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During partner reading, adults circulate to listen and address misconceptions by remodelling and praising. Occasionally, children will be asked to read 1:1 with a teacher, but this is the exception, not the norm.

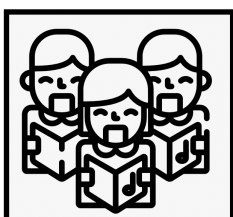
Fluency development across the curriculum

A range of strategies are used at Stratford-upon-Avon Primary School to develop fluency when reading across the curriculum. Children engage with texts to acquire new knowledge and vocabulary, and develop their understanding of the wider world.

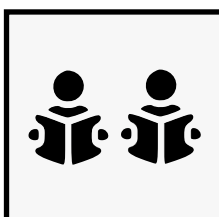
When accessing a text, teachers use a variety of strategies to promote fluency. These include the following which are deployed appropriately according to the text and needs of the class.



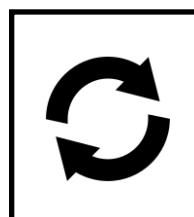
Echo



Choral



Paired



Repeated



Theatrical

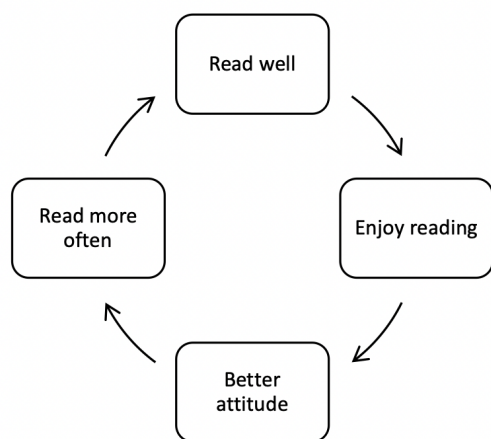


Fluency development across the curriculum continued

Echo reading	Fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback. The focus here is for children to imitate the exact performance of the expert reader. The expert reader must make explicit reference to their own use of volume, expression, phrasing and pace and explain why they have chosen to read in this fashion.
Choral reading	The adult reads a piece and the whole group or class read it back in unison, imitating the exact performance. This is similar to the echo read but as the whole group or class read back in unison the teacher can receive a large amount of feedback quickly. It also gives less confident children an opportunity to read aloud with peer support.
Paired reading	Children read aloud to each other and give each other feedback. More fluent readers can be paired with less fluent readers to provide peer support.
Repeated re-reading	Pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
Theatrical reading	Teachers use a range of techniques to encourage children to master a piece of text to a performance standard. These activities can be highly engaging and make explicit that reading aloud is a performance and meaning is inferred in the style of reading.



Purpose **Reading for pleasure**



The 'Reading Virtuous Cycle' (Willingham, 2014) refers to a simple phenomenon associated with reading for pleasure. Children who can read well enjoy reading as it requires little effort. This means they develop a better attitude to reading and therefore read more often. As a result they become even stronger readers and so the cycle continues.

This phenomenon sits at the core of our approach to promoting reading for pleasure: we teach our children to read well so that it becomes effortless - meaning they can enjoy it.

All adults at Stratford-upon-Avon Primary School are reading role models who share their own love of reading with the children. Adults proactively promote texts linked to pupil interests and go above and beyond to bring the reading curriculum to life - wearing costumes and enhancing the environment.

In addition to this, we also deploy a range of strategies across school to raise the profile of reading, promote it as a pleasurable activity, and to ensure that children are motivated to read.

Some of our many inspiring events and initiatives

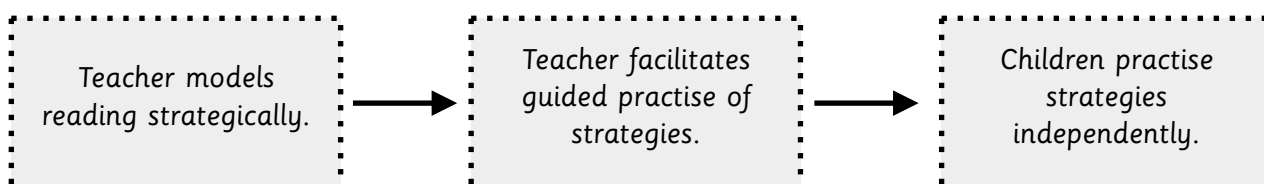
Class readers	Reading across the Curriculum
The class reader is a text which is read aloud to the class on a regular basis. It may not be being studied in depth, rather its purpose is to be enjoyed and to promote discussion. It may be chosen by the teacher or have been voted for by the children. Class readers promote high engagement, rich discussion and schema-building. Story times are also an opportunity for the children to hear a story read aloud to them by a talented reader.	We read non-fiction texts across the curriculum to enhance our knowledge and understanding of subject themes. This means reading features in almost all English, history, geography, science and RE lessons.
Pupil librarians - Empowering pupil leaders	Vibrant reading corners
Chatterbox library scheme for reluctant readers	Visiting authors
Whole-school Shakespeare Week	Book vending machine
Book fair twice a year	Reading stations around school
Summer reading challenge	Stratford Grammar School – Year 3 pupils access the library; older students create reading events for our children
World Book Day Costumes and adapted timetables	



Purpose

Reading strategically to comprehend

Extensive evidence has consistently shown the impact of teaching metacognitive reading strategies for reading comprehension (EEF, 2017). The teaching of these strategies is interwoven into the exploration of fiction or meaningful non-fiction relevant to the children's learning across the curriculum. The purpose of teaching these strategies is to draw attention to the thought processes of the expert reader. Teachers 'think aloud' as they read to model how proficient readers make use of these strategies to comprehend a text and then children practise applying these strategies through guided and eventually independent practice.



Younger children require extensive practise of these strategies. Older children may require further practise - even in Upper Key Stage 2. Children bridge from our phonics curriculum to our reading comprehension curriculum midway through Year 2 and the aim is that most children are strategic readers by the end of Year 3. In UKS2, our expectation is that pupils can articulate the strategies they would choose to use in order to answer comprehension questions across the broad reading domains.

Comprehension strategies

Teachers encourage children to participate in the following activities to unlock comprehension.

Comprehension strategies	
Activate and connect	Activating prior knowledge is explicitly modelled by teachers. Children are encouraged to use what they already know about a topic, from reading or other experiences to aide their understanding.
Monitor and clarify	Children actively monitor and clarify their understanding of a text. This involves identifiygin areas of uncertainty or clarifying the meaning of unfamiliar words or phrases.
Summarise	Children describe succinctly the meaning of sections of text. This can be attempted using various graphic organisers.
Question	Children read actively by asking questions that would improve their understanding of a text.
Visualise	Children visualise what they have read through art and drama.
Predict	Children make predictions when they read and provide reasons for their 'clever guesses', referring to evidence when possible.
Infer	Using their knowledge of vocabulary, the world, and literature, children infer the meaning of sentences from their context and the meaning of words from their spelling patterns. They refer to their knowledge of the wider world and literary conventions to predict what will happen next, and the actions / feelings of characters.



How are our weeks structured?

Reading weeks by age and stage

Our EYFS and KS1 reading week

(Also see our Phonics Policy)

In addition to participating in our Little Wandle phonics week, opportunities to build reading for pleasure and comprehension are embedded throughout our week. Adults maximise upon opportunities to engage children in discussion about the texts we read - including encouraging repetition, oral rehearsal and responding to quality questions posed. Even our youngest learners are encouraged to make verbal predictions, to ask their own "I wonder..?" questions, and to express their opinions.

Book of the week	This has been chosen to engage the children, to link to our class topic, and to expose children to rich vocabulary.
Shorter books	Whenever there is free time, we read stories to the children. This usually happens before lunch and at the end of the school day. These are shorter picture books and familiar books that they re-encounter and enjoy. Children are encouraged to join in during repetitive moments.
Rhyme time and daily singing	Little Wandle maps progression across nursery rhymes that the children should know by the time they leave KS1. These repetitious nature which means the children can orally rehearse key words and phrases.
Reading nook	There are quality books within our continuous provision that children can practise reading to one another or ask an adult to read to them. Reading spoons and puppets enable them to act of familiar texts.
Home reading	Children take a phonics book with known graphemes to build fluency and a book that they have chosen to read for pleasure with an adult weekly. Adults record this in a reading diary which is checked by their teacher weekly. It is our expectation that they read at least 3 times per week.

Our Year 2 pupils (until mid-year) access:

When ready, pupils graduate from our Little Wandle phonics scheme and adopt the KS2 reading approach.

Story time	Teachers choose a quality class chapter novel that links to the class topic. This should be approximately 12 months ahead of what the children are able to read independently. Children enjoy listening to this class reader daily. The purpose is for them to enjoy listening to a quality text read well by a reading expert. Teachers ask questions to build comprehension strategies, particularly around inference, prediction and summarisation.
Reading across the curriculum	Wider curriculum knowledge is shared through class texts for the majority of lessons. Teachers use a combination of modelled reading, choral reading and echo reading to share this new information. Quality texts are chosen which also introduce pupils to new vocabulary.
Reading groups	Children read to an adult a minimum of 3 times per week, as per our Little Wandle curriculum approach (see phonics policy).
Home reading	Children take a phonics book with known graphemes to build fluency and a book that they have chosen to read for pleasure with an adult weekly. Adults record this in a reading diary which is checked by their teacher weekly. It is our expectation that they read at least 3 times per week.



How are our weeks structured? Our reading weeks by age and stage

Our KS2 reading week

In addition to reading across the curriculum, we also timetable four reading lessons per week in Key Stage 2 (and from Summer term in Year 2 if the children are ready) where the focus is upon developing fluency and comprehension.

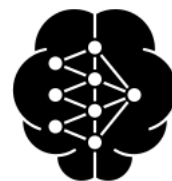
Lesson sequence:	Lesson 1	Lesson 2	Lesson 3	Lesson 4
What we read:	Novel 	Linked texts 	Linked text 	Novel 
Focus:	Schema-building (making connections) Conversations to depth Inference Summary Prediction	Vocabulary input Teacher modelling of whole text. Zoom in on extract. Reading reading pairs for fluency Rapid retrieval Quick quiz Skills modelling Independent application		Schema-building (making connections) Conversations to depth Inference Summary Prediction
Purpose:		 		

Lessons 1 and 4

The primary purpose of these lessons is to enable schema-building and engagement with a text to depth.

During these lessons:

- Children continue to listen to a quality class reader. They may listen to a new chapter, for example.
- They may engage with the text using echo reading and choral reading, or they may just listen.
- The text is selected as it will capture the interest of the children. Its purpose is to be read aloud, discussed and enjoyed.
- These are selected because they are worthy of closer study and are mostly out of independent reach of the children by approximately 12 months. Reading challenging books with children regularly greatly improves reading attainment (Westbrook et al, 2018).
- The teacher is able to scaffold and navigate children's understanding. The text is explored in detail and teachers have a clear academic reason for studying the text.
- Because these texts are lengthier, usually chapter books, they enable schema-building. Children are encouraged to refer to similar texts, characters and authors encountered before. They explore narrative conventions, similarities and differences.





- Children engage in rich discussions and debates, and answer open questions designed to deepen their engagement. These encourage them to infer, predict and express preferences based upon evidence.
- During these lessons, pupils are encouraged to engage creatively with a text in a way which promotes understanding to depth. This can include drama and artwork to support visualisation.

Lessons 2 and 3

The primary purpose of these lessons is to develop comprehension strategies and close-reading.

During these lessons:

- We focus upon linked texts which relate to class topics or supplement knowledge and understanding of class readers.
- Children are exposed to a variety of different text types: poems, extracts, fact files, beginnings, endings, lyrics.
- This builds their confidence when encountering different formats, structures and conventions, reducing cognitive load to free up their ability to focus upon prosody and therefore comprehension.

	Reading pairs for fluency The purpose of this part of the lesson is to develop prosody. • Children read for fluency for the first 10 minutes of a lesson (see page 7).
	Quick quiz The purpose of the quick quiz is to practise literal retrieval at speed. • Quick quizzes begin these lessons. They relate directly to what has just been read. These questions are literal retrieval questions that should be answered at pace using the skills of skimming and scanning strategically. Questions should require one or two word answers only.
  	Skill modelling My turn, partner turn, your turn We <u>do not</u> follow a domain map which arbitrarily dictates which skill is focused upon and when (e.g. Tuesday = Vocabulary). Rather, teachers choose a skill to focus upon which will unlock their comprehension of a text and is appropriate to the extract, whilst being mindful that children are exposed to the full breadth of reading domains necessary to comprehend texts quickly and effectively. To support teacher workload, we have access to the LiteracyShed VIPERs discussion guides which support colleagues with question-generation and ensure children are exposed to the full breadth of domains (author choice, vocabulary, compare, contrast and comment, retrieval, inference, summary and prediction). In LKS2, these comprehension skills are explicitly modelled so that pupils can imitate. This builds towards independent application in UKS2 where pupils successfully identify the question type and necessary technique to unlock meaning. In UKS2, therefore, pupils may attend to several different question types per lesson as they can more confidently draw upon their toolkit of skills. In LKS2, pupils may focus upon one specific question type while they build confidence and skill.



What children read

Phonically familiar texts

We follow the Little Wandle phonics curriculum (see Phonics Policy). Data from regular assessments is entered into an assessment tracker which supports teachers to identify phonically-familiar books for pupils. These are used in reading groups. They are read a minimum of three times per week to an adult before being taken home. Therefore, children have explored the text with their teacher and have had ample opportunity to read them aloud before they are taken home to be read for fluency.

Rhymes and songs

(See the Little Wandle progression map for nursery rhymes; see our Music curriculum).

Books of our own choice

Children are also able to choose a book to share with an adult at home. These books can be from our class reading areas or from our school library.

We also recommend the EPIC app which can be accessed by families at home and provides children with a wealth of fiction and non-fiction e-texts.

Class Readers

(See Appendix A for our text spine and rationale.)

Teachers make use of Alex Quigley's 'Arduous Eight' to gauge the appropriateness of a text for their children by assessing it against the criteria below.

1. Background knowledge – the range of necessary knowledge and related ideas in a given passage or whole text.
2. Range and complexity of vocabulary (including word length).
3. Use of abstract imagery and metaphorical language.
4. Sentence length and syntax.
5. Narrative or whole-text structures (flashbacks, change of perspective etc.).
6. The generic elements of the text e.g. a biographical account in history.
7. The scaffolds present, or absent, in a given text e.g. key word glossary.
8. Text length (e.g. longer texts including a broad range of information)

In addition to the above criteria, we intentionally choose books which provide 'Windows, mirrors and doors', choosing books written by a breadth of authors - consciously profiling women, BAME protagonists and people with disabilities.

Linked texts

Children are exposed to a wide variety of different texts, from lyrics to newspaper articles, to digital texts, to poems and fact files. This builds their familiarity with different text conventions to reduce cognitive load and enable them to access texts usefully and in a way which enables them to attend to comprehension. Teachers explicitly teach the conventions associated with non-fiction texts (see the Micro Rules of Non-Fiction by Doug LeMoy).



Non-fiction texts

These build knowledge and understanding of the wider world and our non-fiction thread underpins our wider curriculum subjects.

Reading as writers

(See also our Writing Policy).

Our writing is inspired by the quality texts that we read. During the 'saturation' phase of our writing journey in particular, children read quality extracts that spotlight authorial decision and technique, so that pupils understand the impact of grammatical choices upon the reader. Children can then imitate authors when writing texts themselves, and are able to explain their choices and their intended effect.



Inclusion



Providing support

In Key Stage 1, Little Wandle details clear adapted pathways for pupils with SEND, pupils with EAL, and pupils who need additional support to remain learning at the pace of their peers. The priority is keeping all children together, working alongside their peers. Therefore, pre-teaches, post-teaches and catch-ups are used strategically in response to assessment. In some instances, pupils receive additional interventions when knowledge and skills gaps become too large, such as the Rapid Catch-up programme.

In lower-school, trained volunteer readers and Teaching Assistants are also deployed to hear pupils read their phonically familiar texts more regularly to build confidence and fluency.

In Key Stage 2, the majority of reading teaching is done through whole-class teaching. It is therefore essential that teachers consider how they can provide support in their lessons to ensure all children have equal access to the text being studied. The strategies below are just some of the ways in which teachers provide support for children in their lessons.

Pre-read: Reading the text aloud to children before the lesson will help reduce cognitive load during the lesson. Potential areas of confusion can be addressed to give children an advantage during the main lesson.	Re-phrased pieces: Teachers can re-write particularly challenging passages, using simpler language choices. This allows children to still assimilate the narrative or knowledge independently. This approach should not be over-used for children who are working within the standard of their phase.
Summary: Provide children with a summary of the text. This can be in a graphic organiser which they can refer to in the lesson.	
Glossary: Dual-coded glossaries for any words or phrases that children may need can be provided to ease cognitive load.	Cloze Procedures: These can be used to allow children to demonstrate their understanding without having to write long passages.
Manage the Read Along: Ensure children are only asked to read aloud passages that are appropriate for their level of fluency.	Guided Group: If the text is to be tackled independently by the rest of the class, during the lesson, the adults can provide support by delivering a guided group to those who may need it.
Scaffolded Answers: Provide children with sentence stems to structure their answers.	



Scaffolded Questions: when asking inference questions, some children will need scaffolding. If asking the class “What impression does the author give of Scrooge?” Scaffold this further for children by identifying specific language choices to analyse “What impression does the simile “as solitary as an oyster” give you?. You can further scaffold this by providing a contrast “How would changing ‘oyster’ to ‘eagle’ change this impression?” This approach can be summarised as: 1) Pose the Question 2) Identify Evidence 3) Provide Contrast

Reciprocal Reading: A more thorough pre-teach of a text is sometimes required if children are going to be able to access the text in depth in the lesson. A strong format to follow for weaker readers is the ‘Reciprocal Read’ (EEF, 2019). Although this approach can be used with any child.

1. **Predict:** Before reading children predict what will happen in the passage or what the passage will be about
2. **Teacher reads the piece aloud** to the group with children reading passages if appropriate.
3. **Clarify:** Children discuss any words, phrases or ideas they don’t understand during and after the reading.
4. **Question:** Children pose questions about the text that would help further their understanding. These could be literal (what is actually going on), inferential (things not explicit in the text) or authorial (why authors have chose specific words, phrases or devices)
5. **Summarise:** As a group or independently, children summarise and sequence the key events or messages of the text



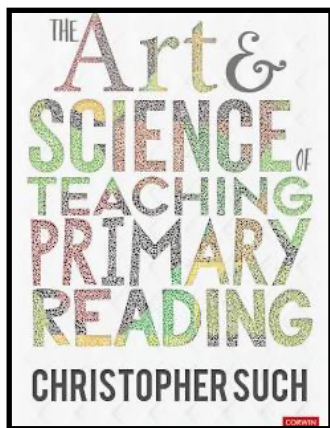
Providing challenge

Teachers ensure there is challenge provided in all reading lessons for those confident readers in the class. The intention here is to encourage children to think more deeply about a text, call upon a larger and more developed schema, or to make use of a greater level of fluency.

Remove Scaffolds: Remove the scaffolds to success that you might be providing for the rest of the class (vocabulary banks, sentence stems, scaffolded questions) this requires children to think more independently.	Evaluate Writer's Choice: Evaluating an author's choice of language can be a rich avenue of exploration for the whole class. In order to push children further, task them with providing explanations as to why authors made certain events happen or had characters behave or say certain things.
Associated Texts: Provide additional texts or extracts of texts linked to the core text of the lesson. For example, poems around similar themes or from the same author, or news articles linked to the non-fiction focus of the lesson. This ensures children make use of their greater fluency and access a broader wealth of literature.	Stretched Comparisons: In order to challenge children, encourage them to make comparisons between two seemingly unconnected things. For example, following reading regarding 'Big Cats', we could ask children to find similarities and differences between jaguars and crocodiles.
Challenging Inference Questions: Provide challenging inference questions that require the use of broader knowledge. This forces children to draw upon their detailed schemas of the world and literature.	Detailed Responses: Tasking children to use phrases such as 'has connotations of' 'implies that' 'suggests that' provides a strong challenge and requires deep analytical thinking.
Support Opposing Views: Ask children to provide evidence for opposing views on a theme, topic or character e.g. 'What evidence is there to support the view that Scrooge is a good person and a bad person?'	Succinct Responses: Provide restraints for children so they have to be economical in their responses. This provides additional challenge and encourages children to consider their responses carefully.
Open-ended Questions: Provide questions that are open-ended and don't necessarily have a 'right' answer. Children should be required to consider a wealth of evidence in their response (e.g. 'which family was the most to blame for Romeo and Juliet's Death?' 'Is the Iron Man a threat to humankind? or for non-fiction 'Was the British Empire a Blessing or a Curse?')	Creative Writing: Allow children to choose how they respond to a text. It is often interesting to ask children to respond in a non-congruent genre (e.g. write a poem in which summarises the key points of a piece of non-fiction reading.)
Create Reading Aids: Task children to create questions on the piece based on specific content domains or create glossaries or visual aids for future classes to use.	



Key research that informs our approach



Effective reading fluency
impact study

