



Blackwater Reading Strategy **2023 - 2024**

Statement of Intent

Curriculum Origin

Blackwater School seeks to explore the aims and objectives of the EYFS and National Curriculum to form a basis of planning the English curriculum for reading.

Curriculum Design

The EYFS and English National Curriculum form the basis of this document which is sequenced in order to be progressive and support the development of reading skills, including word reading and comprehension skills. Word reading is initially taught through the Little Wandle phonics scheme (including KS2 catch up sessions), progressing to individual practise through reading texts at ability level, using Accelerated Reader. Reading comprehension is broken down into the 6 domains using the VIPERS question framework - vocabulary, inference, prediction, explanation, retrieval and summarising/sequencing. Children regularly revisit all reading domains and are taught to understand how to answer questions on them.

Preparing for Secondary School

In order to prepare our children for life at Richard Lander School/ Redruth School we ensure that the Reading National Curriculum has been covered and that children have a confident and clear grasp of all that is included. Children are inspired to have a love of reading and are familiar with reading across all aspects of the curriculum.

Supporting SEND

At Blackwater School, all staff have a high level of training of SEND and are able to recognise and work towards removing barriers to learning across the curriculum. The document: SEN Strategy provides information on how children who have SEND are supported at Blackwater School. Pupils with SEND in reading are supported through Little Wandle rapid catch up groups in KS2.

In reading in particular, whilst promoting core skills, teachers ensure that children are supported by learning in either small groups or pairs, often supported by an adult, to develop their reading skills. Texts are selected at an appropriate level and children are supported when accessing whole class texts often by pre-reading with a TA to discuss any unfamiliar vocabulary and ensure understanding - this also gives confidence when discussing what has been read with peers. When answering reading comprehension questions, there is support and relevant scaffolding depending on the needs of all children. Where needed, children use reading aids e.g. overlays to support them.

Cultural Capital

The **reading** curriculum at Blackwater ensures that we are committed to ensuring that all our children learn to read fluently, with understanding, and are passionate about reading, so that they have the greatest chance of success in the future.

It has been proven, through intensive international academic research, that the greatest indicator of future life success is children's ability to read for pleasure. We place a high priority on reading as we believe it is the cornerstone to all learning. We provide opportunities for our children to read across the curriculum and to deepen their knowledge in other subjects by reading non-fiction books. We aim to provide children with a range of quality reading material and experiences with the aim of encouraging them to become independent, enthusiastic and motivated readers and to see reading as a positive experience.

High quality resources to support the process of reading are used such as Literacy Shed. High quality texts, novels, images and videos from a variety of sources and cultures are used to support reading as a stimulus or prompt; these texts enable children to explore areas of global and local culture, as well as sensitive topics.

At Blackwater, we all understand that cognitively there is no reason why a child can't learn to read and to enjoy reading. We also understand that barriers exist for some children. We believe in all of our children, no excuses are made on their behalf. High expectation drives our passion for reading.

Statement of Implementation

Pedagogy of reading

Blackwater School has a model of learning which sets out all the key principles of effective learning. These are set out clearly in the school's Teaching and Learning Policy.

In **reading**, key skills are regularly revisited for all children whilst developing depth of understanding as they progress through school. Little Wandle is used throughout EYFS and KS1 and currently is used in KS2 for all children who have been assessed and haven't achieved fluency yet to ensure their 'rapid catch up'.

In EYFS

- ✓ In Nursery, children build skills of phonological awareness through daily teacher led sessions.
- ✓ The initial focus for developing early reading skills is communication and language. Continuous provision reflects this with the provision of communication friendly areas.
- ✓ In Reception, children begin by learning the letter sounds through daily phonics sessions. We use Little Wandle, which is a synthetic phonics scheme where there are five taught phonics sessions and three taught reading sessions a week.
- ✓ Children are assigned books which match their phonics knowledge and ability.
- ✓ Children are encouraged to read independently through continuous provision, with a range of books available inside and outside.
- ✓ Extension and catch up sessions are planned every six weeks following informal ongoing assessment during phonics teaching.
- ✓ Books linked to topics are displayed widely in the learning environment.
- ✓ Comprehension skills are taught within the Little Wandle sequence of learning and also Book Talk sessions weekly.
- ✓ Book Talk sessions are used to explore picture books to support children's comprehension using VIPERs sentence starters.
- ✓ Children are read to daily; they join in with rhymes and singing.
- ✓ Children are regularly visited by a member of the local community for storytelling sessions.

Reading for Pleasure

- ✓ Promoting reading for pleasure in all our children is shared by all staff as our key priority.
- ✓ Children enjoy the fact that adults 'trust' them with real books.
- ✓ Children are taught to enjoy the privilege of being read to daily, including poetry, fiction and non-fiction texts.
- ✓ Children are provided with an extensive range of reading material: a well-stocked, central library, reading areas in every class, newspapers, comics and magazines are all available in key stage one and two classrooms.
- ✓ We subscribe to the local library service and make good use of their delivery of cross-curricular topic related boxes of books. We also regularly change our high-low books through the library service.

Time Allocation

In EYFS and KS1 there are five thirty minute sessions of phonics and three 20 minute Little Wandle Reading Practice sessions each week; the first has a focus on decoding, the second on prosody and the final session is on comprehension. An adult leads each group over the three days.

In KS2, reading is explicitly taught 5 times over a period of a week for 20 minutes each time. Each day in KS2, children read independently for 20 minutes daily. When children in Year 2 have exited the Little Wandle scheme, they will then read daily for 20 minutes independently through the AR system.

Throughout the school, there is a daily class reader time for 15 minutes where all children in the class are listening to a story together. This is called DEAR time which happens in the afternoon.

In KS2, continue to listen to children read aloud as part of the school day, spotlight children are identified through regular assessment, these children are heard read as a priority.

Recording Reading

Little Wandle reading records are kept by teachers and TAs.

In KS2, reading learning is recorded in Reading Journals.

When children read independently or to parents, this is also recorded on their online reading diary (Boom reader). In EYFS/KS1, reading is recorded in their paper reading diary.

Ensuring Knowledge is learnt

Little Wandle assessments are carried out at the end of each half term. If needed, additional phonics and reading Catch up support is provided in groups or individually.

Children are given daily opportunities to read - they are asked questions about what they have read, which can be answered formally in writing as well as through verbal responses in class conversations. Teachers are able to assess children's individual comprehension skills as well as decoding of words on a regular basis when listening to them read.

Accelerated Reader quizzes to test children's understanding of a book are completed at the end of each book read. AR STAR TESTS are completed half termly, which gives the child a 'reading age' and a ZPD so then they know what ability book to choose from.

Children are tested termly on their reading skills as part of NFER/SATs assessments from Year 2 to Year 6.

Enrichment Opportunities

Each year, World Book Day is celebrated throughout the school.

Library visits from our local library in assemblies, as well as opportunities to visit the local library.

A local storyteller visits once a week in EYFS.

Reading in the Wider Curriculum

As part of our wider curriculum, all our projects are steeped in fiction and non-fiction books. From the Education Library Service, we get at least two boxes of books per class linked to the topic or Science learning. Other reading curriculum opportunities are:

- All Science topics start with a book linked to the learning.
- In Early Years, stories and books are shared at least three times a day. We ensure that books with protective characteristics are included into this list.
- There is a weekly school book which is shared in assembly on Wednesday. This book is linked to local or global dates e.g. Anti bullying day, Martin Luther King day, Remembrance day.

Celebrations for Reading

- Termly Outstanding Reader Award.
- Regular Reader Award
- Recommend a book to a friend = 5 Class Dojos
- VIPERS questions used at home regularly = 5 Class Dojos
- Accelerated reader certificates given in our weekly celebration assembly.
- Summer term reading tea party for effort and progress in reading.

What does Reading look like in Blackwater?

What independent reading looks like in Blackwater School.	Each day, children in KS2 read independently for 20 minutes. Children read texts from the appropriate book band through Accelerated Reader. Class teams will often use this time to listen to all children read, using a rota over the course of the week.
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	<p>Where appropriate, independent reading is recorded by children using Boom Reader.</p> <p>Class teachers will monitor the amount of time a child has been reading a book for - they will use their professional judgement to guide children when choosing appropriate books.</p> <p>This time can be used for reading interventions for children who need additional support in this area</p>
<p>What paired reading looks like at Blackwater School.</p>	<p>Children sit next to each other and share one text. There is an arrangement as to how much text children read to each other and children are taught strategies of what to do if they are stuck. Paired reading starts every reading comprehension session and paired reading will be used across the wider curriculum.</p> <p>Children are explicitly taught and modelled emotional intelligence when reading together and are aware of others' confidence levels.</p> <p>Children who find reading more challenging may be exposed to the text before, so that there is gained confidence during the class activity.</p> <p>It has been noticed that children are often unsure of reading aloud, being confident with their oral skills, especially moving up the school, and this is an opportunity for children to read aloud fluently, expressively and for children to gain confidence in their oral ability.</p> <p>Texts used for this should be informative and used to support understanding of subjects and learning.</p>
<p>What Reading comprehension lessons look like at Blackwater School.</p>	<p>Monday: Novel Study - Discussion is based around the previous chapter that was read. Children to complete VIPERS questions (questions come from Literacy Shed+) about that chapter. Word reading is taught separately so all children can access learning comprehension skills by having the text read to them if necessary.</p> <p>The class will then go through those answers together to help children recognise how to answer questions including key vocabulary (because, in the text it says etc..)</p> <p>For all children accessing comprehension lessons, they will look at one piece of writing for the three days:</p> <p>Tuesday: The focus of this lesson is on fluency and understanding vocabulary. The chosen text will be read aloud and any complex vocabulary will then be discussed. The text used in these sessions should be age appropriate, but aspirational.</p> <p>Wednesday: In the second session, the focus of shared reading is on developing comprehension skills, with the reading domains revisited on a constant spiral. Often this session children will work on retrieval, inference, explanation, summarising and prediction skills: discussing as a class and responding in writing where appropriate.</p> <p>Thursday: In the third session, the focus of reading comprehension is on independent response to questions / prompts. Live marking is used so that feedback is instantaneous, misconceptions can be addressed and WAGOLs celebrated.</p> <p>Friday: In upper key stage two pupils complete a new comprehension paper in order to independently practise what they have learned that week. This is good practice and they are marked together in class. These comprehensions come from: Literacy Shed or Grammarsaurus. In Lower key stage two and key stage 1 children develop their comprehension skills through their class text in this session.</p>

What class reading time looks like at Blackwater School.	In the afternoon, children are read to by their class teacher. During this time, all children are listening, sat quietly - this time should not be interrupted: a magical time of the day.
DEAR TIME	Books are linked to the class project which hooks children into the read and the project at the same time.

Statement of Impact

Formative Assessment

Children are given daily opportunities to read - they are asked questions about what they have read, which can be answered formally in writing as well as through verbal responses in class conversations. Teachers are able to assess children's individual comprehension skills as well as decoding of words on a regular basis when listening to them read, and through phonics assessments.

Weekly Reading Comprehension Lessons in KS2 give teachers a chance to assess pupil's comprehension skills at least twice a week.

Children are tested termly on their reading skills as part of NFER/SATS assessments from Year 2-6 which informs teachers as to what question types children are confident in and which they need further support.

Pupil Voice

English curriculum leaders complete pupil conferencing once a term, where they discuss children's English learning with them. This is recorded on an Evidence Form and shared with Governors.

Summative Assessment

In EYFS and KS1 Little Wandle assessments are carried out at the end of each half term

Each term children in KS2 complete NFER/SATS assessments. This data is analysed in pupil progress meetings, as well as the senior staff data team & governors, and actions are decided upon which inform planning and teaching.

KS1 DATA

READING - 67% (13% Greater Depth) National Average 67%

KS2 DATA

READING - 80% (40% Greater Depth) - National Average - 74%

Average Scaled Score in reading 106

Monitoring and Evaluation

The Early Reading Lead monitors progress through half termly Little Wandle assessment

The Reading Lead team monitors medium term planning at the start of each term to ensure all areas of reading are being covered. Outcomes are monitored in books at the end of each unit of learning. Feedback is given to staff if needed.

Summary

Our school is clearly one where reading is a high priority. On entering the school, visitors are greeted by our beautiful library and displays which celebrate children's reading. Moving around the school, our welcoming

reading areas and book shelves show the importance of books in all of our learning. All these aspects have helped to create a positive reading ethos and an understanding of the need to learn to read in our children

The adults work endlessly to encourage a can-do attitude in our children and this can be seen by the children's enthusiasm when choosing books, independently reading, sharing texts with others and enjoying being read to. Our children all see themselves as readers and demonstrate a love of books, even our most disadvantaged pupils.

Additional Information

VIPERS Progression

We use VIPERS as a way of supporting children to understand the many types of comprehension questions. Here is our progression document to support grammar links, activities and question stems per year group.

EYFS

Early Learning Goal	Activities	Vipers Sentence starters
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Sequencing pictures to tell a story. Story sacks for retelling. Small world play.	Who did..? Where did..? When did..? What happened first/ after..?
Anticipate (where appropriate) key events in stories.	Book talk sessions. Daily DEAR time.	What is happening? What will happen next? What happened before?
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.	Word of the day. Sharing lots of books. Adults modelling and using newly introduced vocabulary throughout the day.	What does the word.. mean? What does this word tell us? Which words best describe the setting/ character/ mood?

Year 1 to Year 6

Vocabulary

	National Curriculum expectation	Grammatical links	Activities https://www.teachingenglish.org.uk/article/vocabulary-activities	Question stems
Y1 /2	<ul style="list-style-type: none"> recognising and joining in with predictable phrases discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases 	<p>Discussing the meaning of words within the text and discussing words with similar/different meanings. Progression of vocabulary:</p> <ul style="list-style-type: none"> Adjectives Nouns Verbs Adverbs 	<p>Sorting language - means the same, means the opposite</p> <p>Word associations</p> <p>Memory games - how many words can you remember, images or vocabulary</p> <p>Pairs with words with similar meanings - if they are similar you can keep them, if different put them back.</p>	<p>What does this word mean?</p> <p>What does the word.....mean in this sentence?</p> <p>Find and copy a word which means</p> <p>What does this word or phrase tell you about</p> <p>Which word in this section do you think is the most important? Why?</p> <p>Which of the words best describes the character/setting/mood etc?</p> <p>Can you think of any other words the author could have used to describe this?</p> <p>Why do you think.....is repeated in this section?</p>
Y3 /4	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context identifying how language, structure, and presentation contribute to meaning 	<p>Discussing the meaning of words and groups of words within the text and discussing words with similar/different meanings. Progression of vocabulary:</p> <ul style="list-style-type: none"> As above Adverbial phrases and clauses - understanding the meaning of groups words in context. 	<p>Alphabet games - pick a category and write one word for each letter of the alphabet</p> <p>Drawing vocabulary</p> <p>Roll a dice word activity</p> <p>Write an acrostic poem for a word</p> <p>Reading eye-spy/ scavenger hunt</p> <p>Sorting vocabulary - open sort or closed sort depending on if categories are given to children</p> <p>Word pairs</p> <p>Vocabulary relay</p>	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text which means.....</p> <p>Find and highlight the word that is closest in meaning to.....</p> <p>Find a word or phrase which shows/suggests that.....</p>
Y5 /6	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context discuss and evaluate how authors use language, including figurative language, considering the impact on the 	<p>Discussing the meaning of words and groups of words within the text and discussing words with similar/different meanings. Progression of vocabulary:</p> <ul style="list-style-type: none"> As above Figurative language - metaphors, similes, personification. 	<p>Shades of meaning</p> <p>Semantic map</p> <p>Drawing vocabulary</p> <p>Write an acrostic poem for a word</p> <p>Reading eye-spy/ scavenger hunt</p> <p>Sorting vocabulary - open sort or closed sort depending on if</p>	<p>What do the words and suggest about the character, setting and mood?</p> <p>Which word tells you that....?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find one word in the text which means.....</p>

	reader	<ul style="list-style-type: none"> children using the language of antonyms and synonyms. 	categories are given to children Word pairs Vocabulary relay Word association games	Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that.....
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Inference				
	National Curriculum expectation	Grammatical links	Activities	Question stems
Y1/2	<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences drawing on what they already know or on background information and vocabulary provided by the teacher making inferences on the basis of what is being said and done 	Making inferences from specific words within the text - progression of vocabulary: <ul style="list-style-type: none"> Adjectives - eg cloudy, suspicious Verbs - eg ran, sprinted, crawled. Adverbs (how) Pronouns Nouns Conjunctions (used to explain) 	Watch, listen and discuss what the children think is happening and why. How do they know? Selecting appropriate adjectives(Y2) based on an image Revealing different parts of a picture/photo role play Videos with and without sound Sound with and without imagery	Why was.....feeling.....? Why didhappen? Why did..... say.....? Can you explain why.....? What do you think the author intended when they said.....? How does.....make you feel? (Looking at pictures) What might they be feeling? How do you know?
Y3/4	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	Making inferences from specific words within the text - progression of vocabulary: <ul style="list-style-type: none"> As above. Adverbial phrases/clauses - silently, with care, without a worry, at day break Show not tell - trembling, stifling a yawn. 	Show not tell freeze framing Hot seating and role play Newsround sequencing activities Zoom in Zoom out. Specific noun/adj/adv changes -Vocabulary snakes and ladders (small version) land on a word, find and define it in a text	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?
Y5/6	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	Making inferences from specific words within the text - progression of vocabulary: <ul style="list-style-type: none"> As above Figurative language - metaphors, similes, 	Infer from pictures Show not Tell Hot seating and role play Small excerpt from the text Use what you do know to work out what you don't	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 ?

		<p>personification. Drawing inferences from abstract concepts.</p> <ul style="list-style-type: none"> Collective nouns - group, crowd, mob. 	<p>know</p> <p>Revealing small parts of text/extracts at a time</p>	<p>How can you tell that..... ?</p> <p>What impression of do you get from these paragraphs?</p> <p>What voice might these characters use?</p> <p>What was thinking when..... ?</p> <p>Who is telling the story?</p>
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Prediction				
	National Curriculum expectation	Grammatical links	Activities	Question stems
Y1, Y2	<ul style="list-style-type: none"> recognising and joining in with predictable phrases predicting what might happen on the basis of what has been read so far 	NA	Predict what they are doing next - teacher puts on hi-viz	<p>What might happen at the end of the story?</p> <p>What might happen in the story?</p> <p>What might happen next?</p> <p>Look at the book cover/blurb –what do you think this book will be about?</p> <p>What do you think will happen next? What makes you think this?</p> <p>How does the choice of character or setting affect what will happen next?</p> <p>What is happening? What do you think happened before?</p> <p>What do you think will happen after?</p> <p>What do you think the last paragraph suggests? What will happen next?</p>
Y3/4	<ul style="list-style-type: none"> predicting what might happen from details stated and implied, using evidence from the text to back up my ideas. 	NA	<p>-Use of visual prompts</p> <p>-Blurb - make predictions of genre</p> <p>-Read a sentence at a time - reveal and predict after each sentence</p> <p>-My prediction - evidence - outcome</p> <p>-Reflection of predictions -</p>	<p>From the cover what do you think this text is going to be about?</p> <p>What is happening now? What happened before this?</p> <p>What will happen after?</p> <p>What does this paragraph suggest will happen next? What makes you think this?</p>

			discussions	<p>Do you think the choice of setting will influence how the plot develops?</p> <p>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p>
Y5/6	<ul style="list-style-type: none"> predicting what might happen from details stated and implied, using evidence from the text to back up my ideas. 	NA	<ul style="list-style-type: none"> -Use of visual prompts -Blurb - make predictions of genre -Read a sentence at a time - reveal and predict after each sentence -My prediction - evidence - outcome -Reflection of predictions - discussions 	<p>From the cover what do you think this text is going to be about?</p> <p>What is happening now? What happened before this? What will happen after?</p> <p>What does this paragraph suggest will happen next? What makes you think this?</p> <p>Do you think the choice of setting will influence how the plot develops?</p> <p>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</p>

Explain				
	National Curriculum expectation	Grammatical links	Activities	Question stems
Y1, Y2	<ul style="list-style-type: none"> discussing the significance of the title and events explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Explain from specific sentences/parts within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> Adjectives - what does XXX tell you Verbs - eg ran, sprinted, crawled. Adverbs (how) Pronouns Nouns Conjunctions (used to explain) 	<ul style="list-style-type: none"> -True or False - explain -Give a set of instructions to learner - then the learner needs to explain what they have achieved -Explain job roles - verbally tell them what people do 	<p>Who is your favourite character? Why?</p> <p>Why do you think all the main characters are girls in this book?</p> <p>Would you like to live in this setting? Why/why not?</p> <p>Is there anything you would change about this story?</p> <p>Do you like this text? What do you like about it?</p>

<p>Y3/4</p>	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. discussing words and phrases that capture the reader's interest and imagination 	<p>Explain from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> As above. Adverbial phrases/clauses - silently, with care, without a worry, at day break <p>Show not tell - trembling, stifling a yawn. Author choices -</p> <ul style="list-style-type: none"> Structure of the text - why questions? <p>Speech - direct and indirect</p>	<p>-Race to explain using words found in the questions</p> <p>-Match the answer to the questions</p> <p>-Partner discussions</p> <p>-Show the answer, what's the question</p> <p>-True or False - explain - evidence from text</p>	<p>Why is the text arranged in this way?</p> <p>What structures has the author used?</p> <p>What is the purpose of this text feature?</p> <p>Is the use of effective?</p> <p>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?</p> <p>What effect does have on the audience?</p> <p>How does the author engage the reader here?</p> <p>Which words and phrases did effectively?</p> <p>Which section was the most interesting/exciting part? How are these sections linked?</p>
<p>Y5/6</p>	<ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. 	<p>Explain using feature in the text:</p> <ul style="list-style-type: none"> As above Figurative language - metaphors, similes, personification. Drawing inferences from abstract concepts. <p>Collective nouns - group, crowd, mob.</p> <p>-Emotive language uses - explaining feelings</p> <p>-Explain meaning of phrases</p> <p>-Dialect, accents and slang from different areas</p> <p>-Comparing 2 texts about same thing - viewpoints and differences</p>	<p>-Which is the best explanation and why?</p> <p>-Agree and disagree statements based on texts - explain why you think that</p>	<p>Why is the text arranged in this way?</p> <p>What structures has the author used?</p> <p>What is the purpose of this text feature?</p> <p>Is the use of effective?</p> <p>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?</p> <p>What effect does have on the audience?</p> <p>How does the author engage the reader here?</p> <p>Which words and phrases did effectively?</p> <p>Which section was the most interesting/exciting part? How are these sections linked?</p>

<p style="text-align: center;"><u>Retrieve</u></p>				
	<p>National Curriculum expectation</p>	<p>Grammatical links</p>	<p>Activities</p>	<p>Question stems</p>

<p>Y1, Y2</p>	<ul style="list-style-type: none"> answering and asking questions 	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> Adjectives - eg cloudy, suspicious Verbs - eg ran, sprinted, crawled. Adverbs (how) Pronouns Nouns Conjunctions (used to explain) 	<ul style="list-style-type: none"> -Wider use of pictures -Spot the difference -Play dough/lego build a description -Scavenger hunt - find the answer around the room 	<p>What kind of text is this?</p> <p>Who did.....?</p> <p>Where did.....?</p> <p>When did.....?</p> <p>What happened when.....?</p> <p>Why did happen?</p> <p>How did.....?</p> <p>How many.....?</p> <p>What happened to.....?</p>
<p>Y3/4</p>	<ul style="list-style-type: none"> retrieve and record information from non-fiction asking questions to improve their understanding of a text 	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> As above. Adverbial phrases/clauses - silently, with care, without a worry, at day break Show not tell - trembling, stifling a yawn. <p>Structure of the text - paragraphing and subheadings</p>	<ul style="list-style-type: none"> -Create your own retrieval questions -Make a Quizziz -Spot the difference in the texts questions -Draw a picture of ___ based on ___ -Finding groups of words -Create a wanted poster based on descriptions -Where's Wally activities - searching and finding 	<p>How would you describe this story/text? What genre is it? How do you know?</p> <p>How did...? How often...? Who had...? Who is...? Who did...?</p> <p>What happened to...?</p> <p>What does.... do?</p> <p>How is</p> <p>What can you learn about from this section?</p> <p>Give one example of.....</p> <p>The story is told from whose perspective?</p>
<p>Y5/6</p>	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction asking questions to improve their understanding of a text 	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> As above Figurative language - metaphors, similes, personification. Drawing inferences from abstract concepts. Collective nouns - group, crowd, mob. <p>Structure of the text - paragraphing and subheadings</p>	<ul style="list-style-type: none"> -Speed retrieval -Kahoot -Skimming and scanning the text -Create your own retrieval questions -Make a Quizziz -Spot the difference in the texts questions -Draw a picture of ___ based on ___ -Finding groups of words -Create a wanted poster based on descriptions -Where's Wally activities - searching and finding 	<p>How would you describe this story/text? What genre is it? How do you know?</p> <p>How did...? How often...? Who had...? Who is...? Who did...?</p> <p>What happened to...?</p> <p>What does.... do?</p> <p>How is</p> <p>What can you learn about from this section?</p> <p>Give one example of.....</p> <p>The story is told from whose perspective?</p>

Sequence/summarise

	National Curriculum expectation	Grammatical links	Activities	Question stems
Y1, Y2	<ul style="list-style-type: none"> To begin to be aware of the way stories are structured. To retell familiar stories orally To sequence the events of a story they are familiar with To discuss the sequence of events in books and how items of information are related. 	<p>Using language from the text to help with summarising and sequencing key events:</p> <ul style="list-style-type: none"> When adverbs - then, next, first 	<p>-Place the images/sentences in the order in which they happen in the text</p> <p>-What order do you think these images go in? -Screen shots from videos/ copies from books.</p>	<p>What happened first?</p> <p>After ... what happened next?</p> <p>How did the story end?</p> <p>Number these events based on the order in which they happen in the story.</p>
Y3/4	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	<p>Using language from the text to help with summarising and sequencing key events:</p> <ul style="list-style-type: none"> As above When adverbs and adverbial phrases - once, in the morning, at daybreak, before long <p>Purpose of a text - persuade, inform, entertain</p> <p>Structure of a text - paragraphing and subheadings</p>	<p>Sequencing images and sentences from the text and summarise key points</p> <p>Creating comic strip and story mapping main points</p> <p>'Tweet or text' the main points from a text</p> <p>Creating a STAR guide for the text - fiction and non-fiction</p>	<p>Can you number these events 1-5 in the order that they happened?</p> <p>What happened after?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do these chapter</p>
Y5/6	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<p>Using language from the text to help with summarising and sequencing key events:</p> <ul style="list-style-type: none"> As above When adverbs and adverbial phrases - once, in the morning, at daybreak, before long Subordinating conjunctions <p>Text genre and purpose of a text - writing to persuade, inform, entertain and discuss</p> <p>Structure of the text - paragraphing, headings, sub-titles, bullet points, images and captions</p> <p>Layout features of a text.</p>	<p>Which is the best summary and why?</p> <p>Rewrite the blurb of the story.</p> <p>Summarise what has happened up until this point in the story.</p> <p>Summarise this extract/chapter in ___ words</p> <p>Complete a book/text review</p> <p>Edit and improve this summary - examples and non-examples, make this more concise, what information is needed/not-needed?</p> <p>Creating a STAR guide for the text - fiction and non-fiction</p>	<p>Can you number these events 1-5 in the order that they happened?</p> <p>What happened after?</p> <p>What was the first thing that happened in the story?</p> <p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do these chapter</p> <p>Which title best suits the paragraph starting...</p> <p>Where would you expect to see this writing... in a ?</p>

Findings from the Ofsted English Review

Reading - high quality English curriculum features:

- The reading curriculum enables pupils to read increasingly complex and whole texts. Model texts are used throughout the school, with pupils regularly exposed to high quality texts - use of reliable sources of texts, novels and teacher written examples.
- Teachers develop pupils' reading accuracy, automaticity and prosody. Ongoing use of paired reading in KS2 at least 3 times a week, KS1 and EYFS daily phonics and guided reading. In KS2 pupils are listened to by an adult at least one every 2 weeks, however more often ideally.
- Time is given to pupils reading a lot of text, across the school curriculum, to develop their reading fluency. Reading across the curriculum for all pupils through paired reading to understand learning intentions.
- Instruction in reading comprehension strategies is time-limited and explicit. Reading comprehension lessons happen 3 times a week with different outcomes each lesson in KS2.
- Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactic knowledge, as well as knowledge of context and ideas in the text. VIPERS used to teach reading comprehension skills throughout the school.
- Teachers emphasise the relationships between words, helping pupils to explore morphology and etymology to support their comprehension and spelling.
- Teachers encourage pupils to read for pleasure while ensuring that they become accomplished readers as soon as possible. High quality texts available to pupils throughout the school, pupils encouraged to have 1 'reading book' from the appropriate book band, as well as a book they 'read for pleasure' if also wanted. In KS2 pupils have 20 minutes per day to read independently - this time is non-negotiable and not interrupted.
- Planned and spaced recall helps pupils to retain the new vocabulary they have learned.

SEND - high quality reading curriculum features:

- Teaching does not rely on differentiated teaching, activities or resources to achieve a curriculum goal.
- Reading interventions incorporate training in knowledge of letter-sound correspondences, and how to apply knowledge of phonics to reading and spelling.
- Struggling pupils have more opportunities for repetition where necessary. This can secure essential knowledge to automaticity

Literature - high quality curriculum features:

- The curriculum has been designed to develop in pupils a genuine love of literature, and an ability to respond to texts personally.
- The curriculum has been designed to enable pupils to deepen their understanding in the 4 domains or fields of knowledge in literature, and to apply the key concepts from each field using disciplinary methods in their writing.
- The curriculum includes a range of ambitious whole texts in different forms and genres, which have been carefully chosen using subject-specific criteria.
- Over time, teachers build pupils' 'readiness' for future encounters with texts and critical views. They do this in a meaningful way so as not to narrow the literature curriculum.
- Teachers introduce pupils to texts that they would not choose to read for themselves, especially from other times and places and with a range of perspectives.

Assessment - high quality English curriculum features:

- The curriculum breaks learning down into component parts, which are assessed formatively. This enables teachers to identify precisely children's misconceptions, gaps and errors. Teachers use information from this assessment to adapt the curriculum.
- Feedback to pupils is specific and provides them with a 'recipe for future action'.
- Low-stakes assessment of knowledge and retrieval tasks are also used to improve pupils' retention of the content.
- A multi-tiered approach to assessing reading problems leads to accurate identification and diagnosis of difficulties and pupils receive targeted support.
- Teaching focuses on building pupils' prerequisite knowledge rather than on practice for answering examination questions.

Blackwater Reading Spine

The aim of this reading spine is to provide an extensive list of books which staff will read to their classes, use as extracts for comprehension, or use alongside writing units. The intention is that by the time they reach year 6 and beyond, they have been exposed to a wide, rich vocabulary and broader knowledge of the world. This will develop a love and curiosity to explore further reading, allowing them to access the more complex books expected in further education.

	Autumn Year A	Spring Year A	Summer Year A	Autumn Year B	Spring Year B	Summer Year B
Wheal Friendly	A)'Fairy Tale Pets' Tracey Corderoy and Jorge Martin B)'We're all Wonders' R.J. Palacio	A)'Harry and the Bucketful of Dinosaurs' Ian Whybrow B)'The Marvellous Moon Map' Teresa Heapy and David Litchfield	A)'Rapunzel' Bethan Woolvin B)'The Gruffalo' Julia Donaldson	A)'Pardon Said the Giraffe' Colin West B)'The Rainbow Fish' Marcus Pfister	A)'Owl Babies' Martin Waddell B)'The Storm Whale in Winter' Benji Davies	A)'What the Ladybird Heard' Julia Donaldson B)'Ivy and the Lonely Raincloud' Katie Harnett
Wheal Harmony	'The Incredible Book Eating Boy' Oliver Jeffers 'Amazing Grace' Mary Hoffman	'Prince Cinders' Babette Cole 'Zog' Julia Donaldson	'The Deep, Dark Wood' Craig Hall 'The Great Kapok Tree' Lynne Cherry	'The Magic Finger' Roald Dahl 'Winter's Child' Angela McAllister and Graham Baker-Smith	'Beegu' Alexis Deacon 'Lights on Cotton Rock' David Litchfield	'The Pirates Next Door' Jonny Duddle 'Giant Jelly Jaws and the Pirates' Helen Baugh/Ben Mantle
Wheal Busy	'Julius Zebra' Gary Northfield	'Oliver and the Seawigs' Philip Reeve and Sarah McIntyre	'How to Train your Dragon' Cressida Cowell	'Stig of the Dump' Clive King	'The Firework Maker's Daughter' Philip Pullman	'King of the Cloud Forest' Michael Morpurgo
Wheal Luna	'Letters from the Lighthouse' Emma Carroll	'Tom's Midnight Garden' Philippa Pearce	'Holes' Louis Sachar	'Sky Song' Abi Elphinstone	'The Wild Robot' Peter Brown	'Who Let the Gods Out?' Maz Evans

Comprehension Spine

Tues to Thurs

We want to ensure that all children have a rich and broad exposure to reading texts which is why we have a comprehension spine to support that diversity. Below details the reading comprehension focuses per class, linking them to fiction, non fiction, poetry/song. We are really proud of this extensive collection of extracts for the children to explore.

Fiction	Non-fiction	Poetry and Songs
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Wheal Harmony - Year 1/2 2022 2023

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Stage 1	Summer Narrative	Autumn Narrative	Winter Narrative	Spring Narrative	Seasons Poetry	Lifecycle of a tree Information
Autumn 2 Stage 1	Seasons Information	Wonderful Weather Information	Clouds Information	Weather Poetry	Little Snowflake Narrative	Santa's Holiday Narrative
Spring 1 Stage 1	How to build a rocket Instructions	The Planets Information	The telescope Poetry	UFOS Non fiction	The first person in space	The first moon landing Information

					narrative	
Spring 2 Stage 1	Astronaut ant Narrative	Komodo Dragons Poetry	Materials Information	Soft and hard materials Narrative	Transparent materials Narrative	Different Materials Narrative
Summer 1 Stage 2	Habitats Non Fiction Information	Animal Groups Information	Horace the Hedgehog Narrative	The story Poetry	Life of a tree Information	Adaptations Information
Summer 2 Stage 2	Hansel and Gretel Narrative	Little Red Riding hood Narrative	The elves and the shoemaker Narrative	How to build a den Instructions	The rainforest tree Narrative	Clouds Poetry

Fiction	Non-fiction	Poetry and Songs
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Wheal Harmony - Year 1/2 2023- 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Stage 1	My body Poem	Staying Healthy Narrative	Senses Narrative	Skeletons Information	Exercise Information	Lifecycle of a tree Information
Autumn 2 Stage 1	Why bats fly at night Narrative	The Little Red Hen Narrative	How the tiger got his stripes narrative	Fairy Poem Poetry	The Christmas star Narrative	How to build a snowman Instructions
Spring 1 Stage 1	Who lived in a castle? Information	The siege Poetry	The Sword in the stone Narrative	Castle Facts Information	Castle defences Explanation	The first moon landing Information
Spring 2 Stage 1	The Queen Information	Queen Victoria Information	Queen Elizabeth I Information	I am a dragon Narrative	George and the dragon Information	A visit to Antarctica Poetry
Summer 1 Stage 2	Pirate Pete Narrative	How to bury your treasure Instructions	Ghost Ship Narrative	Pirate Fact or Fiction Information	Captain Blackbeard Narrative	A hero called Bob Poetry
Summer 2 Stage 2	What is an ocean? Information	Warm oceans Information	Cold oceans Information	How can we protect our oceans?	The rainforest tree Narrative	Friends forever

Wheal Busy - Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Romans	<u>All about the Romans</u> Information	<u>Food and Drink</u> Information	<u>Gladiators</u> Information	<u>Hadrian's Wall</u> Explanation.	<u>Romulus and Remus</u> Narrative	The Owl and the Pussy Cat Poem
Autumn 2 Food chains	<u>There was an old lady</u> Narrative	<u>Food chains</u> Information	<u>Strange predators</u> Information	<u>Ocean food chains</u> Information	<u>Plastic dinner</u> Explanation	The <u>Tiger</u> Poem
Spring 1 Underwater	<u>The origin of Mermaids</u> Information	<u>The lost plane</u> Narrative	<u>Seas and oceans</u> Information	<u>Little green turtle</u> Narrative	<u>Layers of the ocean</u> Information	From a Railway Carriage Poem
Spring 2 Coasts	<u>The water cycle</u> Explanation	<u>The seaside</u> Information	<u>Coastal erosion</u> Explanation	<u>The British coastline</u> Information	<u>Black Pearl's Cove</u> Narrative	I wandered lonely as a cloud Poem
Summer 1 Mythical creatures	<u>The Kraken</u> Narrative	<u>Unheard of beasts</u> Information	<u>Why do dragons make good pets?</u> Persuasion	<u>Leprechauns</u> Information	<u>Fairy lake</u> Narrative	The Lion and Albert Poem
Summer 2 Normans	<u>Harold</u> Narrative	<u>Norman Britain</u> Information	<u>Motte and Bailey castles</u> Information	<u>Domesday book</u> Information	<u>A bitter rivalry</u> Information.	Wind on the Hill Poem

Wheal Busy - Year 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Romans	Gladiator Narrative	Julius Caesar Information	Ancient Rome Information	What have the Romans done for us? Explanation.	Who were the Romans? Information.	Firework Night Poem
Autumn 2 The human body	Your brain and you Information	The skeleton Explanation	Journey to the centre of your body Narrative	Digestion Explanation	Bodily bits n bobs Information	The crocodile Poem
Spring 1 The ocean depths	Daredevil divers Information	Heading down Narrative	Hidden creatures Information	Legends of the deep Information	The Mariana trench Information	If Poem
Spring 2 Deep sea creatures	Record breakers Information	Coral reefs Information	Cetaceans Information	Cephalopods Information	Ancient sea creatures Information	My Shadow Poem
Summer 1 Anglo-Saxons	Beowulf and Grendel Narrative	Crime and punishment Information	How great was Alfred? Information	The Anglo-Saxons Information	Unearthing of Sutton Hoo Information.	The Raven Poem
Summer 2 Vikings	Vikings in Britain Information	Viking myths Information	Viking Gods Information	The theft of the hammer Narrative	Riding the waves Narrative	Night Mail Poem

Wheal Luna – Year 5/6 – 2022 - 23

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Ice Planet - Ice Narrative	Classification - A Guide to Identifying Trees Information	Classification - The Platypus: A Letter Letter	Classification - Carl Linnaeus Information	Ice Planet - Glaciers Information	Stopping by the Woods on a Snowy Evening - Robert Frost Poem
Autumn 2	Ice Planet - Ice Animals Information	Ice Planet - Ice Ages Information	Myths and Legends - Beowulf Narrative	Myths and Legends - Children of Lir Narrative	Ice Planet - Franklin's Lost Men Information	Jabberwocky - Lewis Carroll Poem
Spring 1	Coastlines - A Beacon of Hope Narrative	Shang Dynasty - Fun Facts	Shang Dynasty —International Timeline Information	Shang Dynasty -The Beginning of China Information	Shang Dynasty - What was life like?	The Highwayman Part 1 - Alfred Noyes Poem
Spring 2	History of Computers- The Top Selling Computer Games Information	History of Computer Gaming - The First Computer Game Information	History of Computers - On a Roll Narrative	Shang Dynasty - Lasting Impact Information	20th Century Music - Benjamin Britten Biography	The Highwayman Part 2 - Alfred Noyes
Summer 1	Ancient Greece - Ancient Greek Facts Information	Ancient Greece -Greek City-States Information	Ancient Greece - King Midas	Light - Dual Narrative Narrative	Light - Facts About Light Information	The Charge of The Light Brigade Poem
Summer 2	Light – Light Through Time Information	Ancient Greece – Trojan Horse Narrative	Ancient Greece – The Olympic Games Information	Light – The Eye Information	Light – The Light Narrative	The Road Not Taken – Robert Frost Poem

Wheal Luna – Year 5/6 – 2023 - 24

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Electricity – The Airship Narrative	World War I – The Great War Information	World War I – Christmas Truce Narrative	Electricity – Michael Faraday Biography	World War I – The Treaty of Versailles Information	Colonel Fazackerley Butterworth-Toast Charles Causley Poem
Autumn 2	World War II – Evacuee Letter Informal Letter	Space – The Moon Information	World War II – The Wexbridge Crier Newspaper	World War II – The Water Tower Narrative	Space – Orbiting the Sun Information	Invictus – William Ernest Henley Poem
Spring 1	Food of the World – Origins of Fast Food Information	Living Things - Life Cycle of a Flowering Plant Explanation	Eco – Global Warming – Dystopia Narrative	Eco – Global Warming – Counting Narrative	Rainforests – Crashed Diary Entry	Rainforests - The Cunning Plan Poem
Spring 2	Animals – Extreme Survivors Information	Animals – Rewilding Britain Information	Weather – The Rain of Life Narrative	Weather – Weather and Climate Change Information	Animals – Old Foot Narrative	The Jumblies Edward Lear Poem
Summer 1	The Future – Future of Transport Information	Mexico – Mexico Information	Mexico - Origins of Mexico City Narrative	The Future – The Operation Narrative	Mexico – Dia De Los Muertos Information	The Listeners Walter de la Mare Poem
Summer 2	Mexico – Sugar Skills Instructions	Mexico – Grandmother Narrative	Adventure Stories – The Boat Narrative	The Future – Inventions of the Future	Adventure Stories – Brave Girl Breaks Bonds of Earth Newspaper	The Lady of Shalott Alfred, Lord Tennyson Poem