



## Blackwater Reading Strategy 2024 - 2025

### 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 secondary 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 or having the text read aloud to them 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 and Grammarsaurus resources. 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.
- ✓ Non-fiction texts, linked to learning in the wider curriculum are available to children in all classrooms.

### 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 (drop everything and read) time.

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 (purple exercise books.)

When children read independently or to parents, this is also 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. This data is recorded on Insight and analysed by the subject lead, who then sets next steps for action planning.

### 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, class libraries contain books linked to the learning in the wider curriculum. 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?

<p>What <u>independent reading</u> looks like in Blackwater School.</p>	<p>Each day, children in KS2 read independently for 20 minutes. Children read texts from the appropriate book band through Accelerated Reader.</p> <p>Class teams will often use this time to listen to all children read, using a rota over the course of the week.</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</p>
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	<p>additional support in this area.</p> <p>Our reading champion provides a weekly report on AR reading, including children scoring low in AR quizzes, who will next need to quiz with an adult. This report also includes children who haven't quizzed in the last two weeks.</p>
<p>What <u>paired reading</u> looks like at Blackwater School.</p>	<p>Children sit next to each other and share one text. Children are paired across the school, with older children supporting younger children with their reading. Older children use VIPERS questions stems to help them form questions for younger readers.</p> <p>Children are explicitly taught and modelled emotional intelligence when reading together and are aware of others' confidence levels.</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 <u>Reading comprehension in EYFS/key stage one</u> look like at Blackwater School.</p>	<p>The Little Wandle programme includes a half an hour reading session three times a week. One of these sessions has a specific comprehension focus daily.</p> <p>In addition to Little Wandle, children in nursery and reception have a book talk session weekly during which the children are read to and discuss the text using VIPERS sentence stems.</p> <p>In key stage one, in addition to Little Wandle comprehension, children have a VIPERS based comprehension lesson for 20 minutes daily. During this time, the adult reads the class text to the children and models developing comprehension skills around it.</p>
<p>What <u>Reading comprehension lessons in key stage two</u> look like at Blackwater School.</p>	<p><b>Monday:</b> 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. 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><b>Tuesday:</b> 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</p>

	<p>should be age appropriate, but aspirational.</p> <p><b>Wednesday:</b> 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><b>Thursday:</b> 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><b>Friday:</b> In 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 key stage 1 children develop their comprehension skills through their class text in this session.</p>
<p>What <u>class reading time</u> looks like at Blackwater School.</p> <p>DEAR TIME</p>	<p>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.</p> <p>Books are linked to the class project which hooks children into the read and the project at the same time.</p> <p>In nursery and reception, children are read, shorter books, several times a day.</p>

## 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 and through pupil voice 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

<b>Early Learning Goal</b>	<b>Activities</b>	<b>Vipers Sentence starters</b>
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

<b><u>Vocabulary</u></b>				
	<b>National Curriculum expectation</b>	<b>Grammatical links</b>	<b>Activities</b>  <a href="https://www.teachingenglish.org.uk/article/vocabulary-activities">https://www.teachingenglish.org.uk/article/vocabulary-activities</a>	<b>Question stems</b>
<b>Y1/2</b>	<ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>discussing and clarifying the meanings of words,</li> </ul>	Discussing the meaning of words within the text and discussing words with similar/different meanings. Progression of vocabulary: <ul style="list-style-type: none"> <li>Adjectives</li> <li>Nouns</li> <li>Verbs</li> <li>Adverbs</li> </ul>	Sorting language - means the same, means the opposite  Word associations  Memory games - how many words can you remember, images or vocabulary  Pairs with words with similar meanings - if they are similar you can keep them, if different put them back.	What does this word mean?  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?



	<p>linking new meanings to known vocabulary</p> <ul style="list-style-type: none"> <li>discussing their favourite words and phrases</li> </ul>			<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"> <li>using dictionaries to check the meaning of words that they have read</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<p>Discussing the meaning of words and groups of words within the text and discussing words with similar/different meanings.</p> <p>Progression of vocabulary:</p> <ul style="list-style-type: none"> <li>As above</li> <li>Adverbial phrases and clauses - understanding the meaning of groups words in context.</li> </ul>	<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"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p>Discussing the meaning of words and groups of words within the text and discussing words with similar/different meanings.</p> <p>Progression of vocabulary:</p> <ul style="list-style-type: none"> <li>As above</li> <li>Figurative language - metaphors, similes, personification.</li> <li>children using the language of antonyms and synonyms.</li> </ul>	<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 categories are given to children</p> <p>Word pairs</p> <p>Vocabulary relay</p> <p>Word association games</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>

### Inference

	National Curriculum expectation	Grammatical links	Activities	Question stems

<p><b>Y1/2</b></p>	<ul style="list-style-type: none"> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• making inferences on the basis of what is being said and done</li> </ul>	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> <li>• Adjectives - eg cloudy, suspicious</li> <li>• Verbs - eg ran, sprinted, crawled.</li> <li>• Adverbs (how)</li> <li>• Pronouns</li> <li>• Nouns</li> <li>• Conjunctions (used to explain)</li> </ul>	<p>Watch, listen and discuss what the children think is happening and why. How do they know?</p> <p>Selecting appropriate adjectives(Y2) based on an image</p> <p>Revealing different parts of a picture/photo</p> <p>role play</p> <p>Videos with and without sound</p> <p>Sound with and without imagery</p>	<p>Why was.....feeling.....?</p> <p>Why did .....happen?</p> <p>Why did..... say.....?</p> <p>Can you explain why.....?</p> <p>What do you think the author intended when they said.....?</p> <p>How does.....make you feel?</p> <p>(Looking at pictures) What might they be feeling? How do you know?</p>
<p><b>Y3/4</b></p>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> <li>• As above.</li> <li>• Adverbial phrases/clauses - silently, with care, without a worry, at day break</li> <li>• Show not tell - trembling, stifling a yawn.</li> </ul>	<p>Show not tell</p> <p>freeze framing</p> <p>Hot seating and role play</p> <p>Newsround</p> <p>sequencing activities</p> <p>Zoom in Zoom out.</p> <p>Specific noun/adj/adv changes</p> <p>-Vocabulary snakes and ladders (small version) land on a word, find and define it in a text</p>	<p>Find and copy a group of words which show that...</p> <p>How do these words make the reader feel? How does this paragraph suggest this?</p> <p>How do the descriptions of ..... show that they are ..... ?</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>
<p><b>Y5/6</b></p>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> <li>• As above</li> <li>• Figurative language - metaphors, similes, personification. Drawing inferences from abstract concepts.</li> <li>• Collective nouns - group, crowd, mob.</li> </ul>	<p>Infer from pictures</p> <p>Show not Tell</p> <p>Hot seating and role play</p> <p>Small excerpt from the text</p> <p>Use what you do know to work out what you don't know</p> <p>Revealing small parts of text/extracts at a time</p>	<p>Find and copy a group of words which show that...</p> <p>How do these words make the reader feel? How does this paragraph suggest this?</p> <p>How do the descriptions of ..... show that they are ..... ?</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>

## Prediction

	National Curriculum expectation	Grammatical links	Activities	Question stems
Y1, Y2	<ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul>	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"> <li>predicting what might happen from details stated and implied, using evidence from the text to back up my ideas.</li> </ul>	NA	<ul style="list-style-type: none"> <li>-Use of visual prompts</li> <li>-Blurb - make predictions of genre</li> <li>-Read a sentence at a time - reveal and predict after each sentence</li> <li>-My prediction - evidence - outcome</li> <li>-Reflection of predictions - discussions</li> </ul>	<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> <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"> <li>predicting what might happen from details stated and implied, using evidence from the text to back up my ideas.</li> </ul>	NA	<ul style="list-style-type: none"> <li>-Use of visual prompts</li> <li>-Blurb - make predictions of genre</li> <li>-Read a sentence at a time - reveal and predict after each sentence</li> <li>-My prediction - evidence -</li> </ul>	<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>outcome</p> <p>-Reflection of predictions - discussions</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>
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<u>Explain</u>				
	National Curriculum expectation	Grammatical links	Activities	Question stems
Y1, Y2	<ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<p>Explain from specific sentences/parts within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> <li>Adjectives - what does XXX tell you</li> <li>Verbs - eg ran, sprinted, crawled.</li> <li>Adverbs (how)</li> <li>Pronouns</li> <li>Nouns</li> <li>Conjunctions (used to explain)</li> </ul>	<p>-True or False - explain</p> <p>-Give a set of instructions to learner - then the learner needs to explain what they have achieved</p> <p>-Explain job roles - verbally tell them what people do</p>	<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>
Y3/4	<ul style="list-style-type: none"> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>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.</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<p>Explain from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> <li>As above.</li> <li>Adverbial phrases/clauses - silently, with care, without a worry, at day break</li> </ul> <p>Show not tell - trembling, stifling a yawn. Author choices -</p> <ul style="list-style-type: none"> <li>Structure of the text - why questions?</li> </ul> <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>

Y5/6	<ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> <li>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</li> <li>provide reasoned justifications for their views.</li> </ul>	<p>Explain using feature in the text:</p> <ul style="list-style-type: none"> <li>As above</li> <li>Figurative language - metaphors, similes, personification. Drawing inferences from abstract concepts.</li> </ul> <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>
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Retrieve				
	National Curriculum expectation	Grammatical links	Activities	Question stems
Y1, Y2	<ul style="list-style-type: none"> <li>answering and asking questions</li> </ul>	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> <li>Adjectives - eg cloudy, suspicious</li> <li>Verbs - eg ran, sprinted, crawled.</li> <li>Adverbs (how)</li> <li>Pronouns</li> <li>Nouns</li> <li>Conjunctions (used to explain)</li> </ul>	<p>-Wider use of pictures</p> <p>-Spot the difference</p> <p>-Play dough/lego build a description</p> <p>-Scavenger hunt - find the answer around the room</p>	<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>

Y3/4	<ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> <li>asking questions to improve their understanding of a text</li> </ul>	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> <li>As above.</li> <li>Adverbial phrases/clauses - silently, with care, without a worry, at day break</li> <li>Show not tell - trembling, stifling a yawn.</li> </ul> <p>Structure of the text - paragraphing and subheadings</p>	<ul style="list-style-type: none"> <li>-Create your own retrieval questions</li> <li>-Make a Quizziz</li> <li>-Spot the difference in the texts questions</li> <li>-Draw a picture of ___ based on ___</li> <li>-Finding groups of words</li> <li>-Create a wanted poster based on descriptions</li> <li>-Where's Wally activities - searching and finding</li> </ul>	<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>
Y5/6	<ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> <li>asking questions to improve their understanding of a text</li> </ul>	<p>Making inferences from specific words within the text - progression of vocabulary:</p> <ul style="list-style-type: none"> <li>As above</li> <li>Figurative language - metaphors, similes, personification. Drawing inferences from abstract concepts.</li> <li>Collective nouns - group, crowd, mob.</li> </ul> <p>Structure of the text - paragraphing and subheadings</p>	<ul style="list-style-type: none"> <li>-Speed retrieval</li> <li>-Kahoot</li> <li>-Skimming and scanning the text</li> <li>-Create your own retrieval questions</li> <li>-Make a Quizziz</li> <li>-Spot the difference in the texts questions</li> <li>-Draw a picture of ___ based on ___</li> <li>-Finding groups of words</li> <li>-Create a wanted poster based on descriptions</li> <li>-Where's Wally activities - searching and finding</li> </ul>	<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"> <li>To begin to be aware of the way stories are structured.</li> <li>To retell familiar stories orally</li> </ul>	Using language from the text to help with summarising and sequencing key events:	<ul style="list-style-type: none"> <li>-Place the images/sentences in the order in which they happen in the text</li> <li>-What order do you think</li> </ul>	<p>What happened first?</p> <p>After ... what happened next?</p> <p>How did the story end?</p>

	<ul style="list-style-type: none"> <li>To sequence the events of a story they are familiar with</li> <li>To discuss the sequence of events in books and how items of information are related.</li> </ul>	<ul style="list-style-type: none"> <li>When adverbs - then, next, first</li> </ul>	these images go in? -Screen shots from videos/ copies from books.	Number these events based on the order in which they happen in the story.
Y3/4	<ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p>Using language from the text to help with summarising and sequencing key events:</p> <ul style="list-style-type: none"> <li>As above</li> <li>When adverbs and adverbial phrases - once, in the morning, at daybreak, before long</li> </ul> <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"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>	<p>Using language from the text to help with summarising and sequencing key events:</p> <ul style="list-style-type: none"> <li>As above</li> <li>When adverbs and adverbial phrases - once, in the morning, at daybreak, before long</li> <li>Subordinating conjunctions</li> </ul> <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 Woodvin 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 Cinder' 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, key stage two

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

Wheal Luna s Year 5/6 s 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 s- 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	Ancient Greece - Greek City- States	Ancient Greece - King Midas	Light - Dual Narrative Narrative	Light - Facts About Light Information	The Charge of The Light Brigade Poem

	Information	Information				
Summer 2	Light s. Light Through Time Information	Ancient Greece s. Trojan Horse Narrative	Ancient Greece s. The Olympic Games Information	Light s. The Eye Information	Light s. The Light Narrative	The Road Not Taken s. 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 Shallot Alfred, Lord Tennyson Poem