



**Hunslet Carr Primary School**  
**Leeds**



# Phonics & Reading Clarity Document

**September 2019**

*High Expectations, Caring, Positive Attitudes & Successful*



## **Rationale**

As a school, we recognise the difference that being able to read has on a child's life chances. Being dedicated to giving children the best start in life, it is vital we set out clearly what we expect for our children's phonic and reading teaching.

As well as being explicit in what we expect from the teaching of phonics and reading we are also focusing on children's ability to speak and be clearly understood. One of the ways in which we hope to do this is through the expectation that children always answer in full sentences in all lessons.

The following document builds on the excellent practice we already have taken place in our school and recommendations in publications such as Reading Reconsidered.

## **Speaking and Listening**

Make a claim, state an observation, ask a question, construct an argument, cite evidence. **What do all of these have in common? They can only be answered in a complete sentence.**

Changes to the National Curriculum in 2014 fundamentally increased the sophistication and complexity of language required of our children at every year group.

It is vital for our children who perhaps don't have the opportunity to engage in conversations at home with rich and challenging vocabulary to be challenged to consistently communicate their thinking in complete sentences when in school.

### **Changing your habits.**

Ask an adult to sit in your classroom for three or four minutes. Draw a simple chart on a whiteboard and tally the number of complete sentences compared to incomplete sentences you hear from the children.

Once you are aware of the number of conversations that happen in your classroom that don't contain complete sentences, challenge yourself and the children to speak in complete sentences. Choose a signal with your class that represents an incomplete sentence. Each time someone responds using an incomplete sentence, the class should make that signal so that whoever was talking will know to go back and repeat but in a complete sentence.

You will be amazed how quickly these higher expectations will be taken on by the children and the changes to the conversations you have in your classroom.

As well as expecting children to speak in full sentences you should also encourage them to listen and respond to each other. Asking children if they agree or disagree with the previous answer or if they have anything to add will make children listen to each other more and use rich vocabulary in their response.



## **Phonics**

### **Progression through the Phases**

<b>Year Group</b>	<b>Phase</b>
Nursery	1
Reception	2 – Autumn term inc j, v, w, x, z 3 & 4 – Spring term. <i>Letter names to be taught at the start of phase 3 as soon as diagraphs are introduced.</i> 4 – Summer term
Year 1	4 – recap in Autumn term (First half) 5 – Spring and Summer term
Year 2	5 – recap in Autumn term (First half) 6 – Spring and Summer term

### **Planning**

As a school, we have chosen to teach using the Letters and Sounds resources produced by the Department of Education.

When planning phonics, Key Stage One teachers should use the planning format in Appendix 1.

The teaching of Letters and Sounds should be completed every day. Each lesson should be taught in the morning and last for 20 minutes. During these 20 minutes, teachers should be following the 'Letters and Sounds' guidance, keeping the whole class together whilst ensuring that each lesson contains;



### **Revisit and Review**

Practice previously learnt letter(s)  
Practice oral blending and segmentation

### **Teach**

Teach new letter(s)  
Teach blending and/or segmenting of letter(s)  
Teach one or two tricky words

### **Practice**

Practice reading words



Practice writing words that include taught letter(s)

### **Apply/ Assess**

Read or write a caption with the teacher using one or more high-frequency words. Assess to inform the following lesson.

### **Reading in Phonics**

In order to consolidate learning in Phonics, children should have the opportunity to read books that focus on the phoneme or grapheme they have learnt. Our books to read in class are phonically decodable covering Phase 1 to Phase 5. These are the ones that should be used within reading lessons and for 1:1 reading. These books are from the 'Booklife' scheme.

### **Assessment**

Teachers should assess children within the Phonics sessions. If any children are struggling, they should be supported through 'keep up' interventions but should not miss the whole class lesson.

Keep up Interventions normally happen on the same day and involve an adult working with the child on the sounds they found hard in the morning. Delivery of the session should be different from what the child received in the morning so that the child has a number of opportunities to access the learning in different ways.

Teachers should assess children on a half termly basis and record the phase they are working at using the 'Phonics Tracker'. Support for children working below the expected phase should be described on the box below the tracker (See Appendix 2). Assessment of the children should be completed using the Assessment sheets in Appendix 3. These should be kept as a record of the children's achievements and gaps and as a way of moving learning forward.

If children are working significantly below the current teaching phase, teachers must indicate what support is in place at the bottom of the Phonics Planning. If children continue to struggle, they should be referred to the school SENCo and more specific intervention put in place.



## **Reading**

### **Book Bands**

Hunslet Carr has a book band system that is colour coordinated. For more information about our Year Group expectations please see Appendix 4.

### **Reading Scheme**

In EYFS and KS1, we use the 'Booklife' scheme for Reading sessions. These are phonically decodable and match the phonemes and graphemes that the children are learning within class. There are supplementary books that correspond to the above colours that are used for home reading. These are a mixture of Rigby Star and Bug Club. In KS2, there are a range of books that correspond to the colours above and are labelled according to year groups. There are sets of books for reading lessons that are labelled according to lexile levels relating to year groups.

### **Reading Lessons**

Reading lessons should be timetabled for four lessons per week. These lessons should last 40 minutes each.

Reading lessons are divided into two types:

- Whole Class Shared Reading
- Guided Group Reading.

As a school we believe that children require a blend of Shared and Guided Reading to receive all of the elements we felt were necessary for them to progress.

Within topic weeks, there should be 'topic reading sessions' where children have the opportunity to read for purpose. There will be topic books from the School Library Service to support these sessions.

### **Shared Reading Rationale (Whole Class)**

The benefits of Shared Reading are outlined below:

- Children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote
- Children can improve speaking and listening skills, as well as to develop comprehension skills
- More time is given to modelling skills rather than just assessing the ability
- Reduced workload as teachers do not need to plan and resource a carousel of guided reading activities
- The behaviour for learning is improved as all pupils are engaged in the lesson
- All children receive reading teaching four days a week
- Less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions
- Children have the opportunity to hear the teacher model of good use of intonation, movement, volume and expression



- Key reading skills can be taught to children ready for them to apply in the following week during Guided Reading sessions.

### **Guided Group Reading Rationale**

The benefits of Guided Group Reading are outlined below:

- Opportunity to listen to a small group of children read
- Target individuals with questioning and feedback
- Accurately assess children's individual reading skills
- Independent groups can focus on vocabulary, rather than having to create additional space in the timetable
- Listen to all children read within the week
- Successfully and accurately assess children's needs and plan for future lessons or interventions.

## **Structure of Reading Lessons Across School**

### **Year 1**

To ensure that children focus on the strategies they need to become fluent readers and embed their learning in Phonics, Year 1 will teach Guided Reading only.

The daily lessons should be structured so that children receive 20 minutes of Guided Reading group work. The main focus of teaching should be on reading strategies so that the children enter Year 2 as confident, fluent readers who are secure with decoding skills and are therefore ready to learn challenging comprehension skills. To ensure consistency, the range of decoding strategies in Appendix 5 should be used as a method for supporting reading.

### **Year 2 to Year 6**

Lessons should be timetabled for one week of Shared Reading, followed by one week of Guided Reading. A reading strategy (see Appendix 6) should be taught in the Shared Reading week, which will then be applied and consolidated in the Guided Reading week. This means that there will be one main objective to be taught and practised over two weeks of reading.

### **Week One - Shared Reading**

#### **Choosing the text**

The first step of Shared Reading is choosing a high-quality challenging text. This should provide a clear challenge for all members of the class.

*A good rule of thumb is that the higher attaining children in the class should be able to read the text fluently but not be able to comprehend it fully. Children should not be able to access the text without your guidance, therefore you will have the opportunity to teach them new skills throughout the sessions.*

There should be a wide range of texts used, such as fiction, non-fiction and poetry. Where possible, the texts should be linked to topic and Talk 4 Writing unit. There may be suitable texts to use from the Pie Corbett reading spine.



The text should be chosen according to which will best support the teaching of the skills. In KS2, there is a range of designated Shared Reading texts that can be found in the reading cupboard.

### **Planning the sessions**

The next step of Shared Reading is the planning. Year group teachers should plan lessons together based on key reading strategies. To help plan the four sessions during the week we have created a crib sheet to guide your professional discussions (See Appendix 7). These sheets should be displayed in the classroom.

### **Close Reading**

Having read the book 'Reading Reconsidered' by Doug Lemov, we have decided that when working with a whole class on a text the following 4 points need to be covered.

- Use layered reading to read the text multiple times
- Establish meaning via text-dependent questions (TDQs)
- Analyse meaning via TDQs
- Process insights in writing.

### **Layered Reading**

In a nutshell, Layered reading is the choices you make as a teacher when introducing a text to the class. On the first read you can choose whether you read the whole text (contiguous), reveal the text line by line or whether as a teacher you choose parts of the text that have a common theme (leapfrog).

The next step of Layered Reading, once you have read the text with the children, is to model your thought process to the children using a set of 'Think Alouds'. These are thought bubbles around the text that as experienced readers we do naturally without thinking. Developing readers need this process to be modelled.

### **Establishing and Analysing meaning via text-dependent questions (TDQs)**

Once the children have read the text carefully it is about asking the right questions to establish and analyse the meaning of the text, while still keeping the focus skill a priority. *At Hunslet Carr Primary School we call these questions Text Dependent Questions (TDQ) (see Appendix 8).*

### **Process insights in writing.**

Every Shared Reading session should end with the children responding to the text in writing.

Written responses should be recorded in children's reading response books for assessment and moderation purposes. Children should be exposed to 'SAT' style questions as an activity within the week. To reduce workload, there is a template provided for teachers to adapt accordingly (See Appendix 9).

### **Anchor Charts**

Anchor charts should be used to document learning of the reading strategies and displayed on the reading washing line.

For examples of Reading Anchor Charts see Appendix 9.



## **Week Two – Guided Reading**

In the second week, children will be taught reading skills through Guided Reading in groups. Reading will be taught through a carousel of activities which should be planned for using the planning grid (See Appendix 10).

### **Adult Led Sessions**

During every session, the teacher and support staff will read with a group of children. This will be an opportunity to assess children's reading ability and comprehension skills. The focus of these sessions should relate to the skill taught in the previous week. A crib sheet to outline the structure of the session is provided in (See Appendix 11).

Round Robin should not be used for independent reading during the guided reading session with an adult. All children within the group should be reading quietly while the teacher tunes in to children they want to assess. This may mean the teacher has to move around the group to listen to individuals.

In Key Stage 2, in the last 10 minutes of every adult led session, there should be a written response from the children. For example, these could be two questions in the style of a 'SAT's paper or a summary of the text read that session. The written responses should be recorded in the Reading Response book and should be marked and assessed within the lesson as the children are completing them.

The adult working with this group will record information on the guided reading record to describe whether a child has met the objective or not to inform future planning (See Appendix 12).

### **Independent Groups**

Whenever groups are independent, they should undertake meaningful work. This will take the form of completing word webs, dictionary work or Reading as a Reader activity (see Appendix 12). Again, any work completed should go into the children's Reading Response book.

### **Groupings**

Classes should be split into four groups that are as closely matched by attainment as possible. There should be no more than eight children in one group. This allows each group to have the opportunity to read with an adult twice a week.

### **Guided Reading File**

There is no expectation for teachers to set up a guided reading file in any specific way. The guided reading records and milestone grids are working documents to assess reading and inform future planning so teachers should organise them in a way that works best for them. These would be the only documents expected to be saved in a file/files ready for moderation.

### **Speaking and Listening**

**When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support.** Children need to be able to say a response before they can write one; developing this skill at primary school is vital for success at secondary.





Teachers should model and encourage children to make good use of sentence stems (eg, "The author has used the word \_\_\_\_\_ to suggest \_\_\_\_\_, as the word \_\_\_\_\_ has connotations of \_\_\_\_\_"). The teacher should expect children to always answer in full sentences during discussions.

### **Assessment**

The National Curriculum should be used to assess children's reading levels. These should be informed by your assessments within lessons, guided reading records and evidence within reading response books. Formal tests should be taken once a term and the question level analysis of the children's answers used to inform future planning.

### **Reading Outside the Lesson**

#### **Whole Class Story Time**

At 3 pm, the school bell will ring. This signifies the start of whole class reading time. With only the exception of PE, all activities should cease at this time and story time begins.

#### **Free / Independent Reading**

Children should have many opportunities to read independently for pleasure throughout the week. Opportunities for children to read should be maximised in library time and children should also have the chance to read silently in class. This could be a 10-minute slot either straight after break time or lunch time.

Children will need to be taught the expectations around independent reading so that learning time is not wasted during the session. This should be displayed to the children in the form of an anchor chart displayed on the Reading washing line. They should also be taught the 'Five Finger Rule'. This is a simple strategy so that children can independently assess if a book is at the correct level (See Appendix 13).

Adults could use this opportunity to listen to children read.

#### **Reading Fluency**

In addition to the range of reading skills, we are aware of the importance of reading fluency. In school we have Five Minute Readers. Children should be heard to read three times a week for five minutes. Questions to develop comprehension skills should not be asked at this time.

The adult who reads with that child should tick their name off on a laminated sheet to record who has been heard read that week.

In addition to this, we will use timed reading fluency extracts, using a range of strategies such as: choral reading (everyone reads together); echo reading (teacher reads and children repeat); teacher reading (modelling); and paired reading.



## **Home Readers**

As well as guided reading, children should be provided with an individual reading book that will be taken home for children to read with their parents. The purpose of individual readers is for children to practice reading skills, build on confidence and fluency.

Ideally reading books should be changed daily with the understanding that children have read the book or part of the book and have answered oral questions about the text. The evidence of the children reading should be recorded in their reading records by the child's parent.

The book band colour coded levels and phonic phases should be used as a guide when picking out appropriate books for home reading.

Initially, to ensure that children are reading an appropriate book for them at home, an adult should undertake a running record with the child. This would take the form of listening to a child and recording the number of errors they make. If the child makes more than ten errors per 100 words read then the book is too hard for them to read at home. If the child makes less than five errors per 100 words the book is too simple.

## **Library Books**

Children will visit the school library every other week. Every child should take out a book, which will remain in school in their tray. This can be read during free reading time.

## **Cross-Curricular Reading**

Every opportunity should be taken to read across the curriculum. Children should be provided with chances to practise their reading skills whenever possible. This could be during lessons such as topic, maths and outdoor learning. There should be topic related reading sessions in the topic weeks.



## Appendix 1 - Key Stage 1 - Phonics Planning Sheet

<u>Hunslet Carr Primary School</u> <u>Weekly Phonics Plan</u>				
Teacher:		Class/group:	Current phase:	W/C:
	Revisit and review	Teach	Practise	Apply
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				



## Appendix 2 – Book Band Colour Scheme

The table below shows the order of the colours and where children should be in each term and by the end of the year group they are currently in. It also details the expected Lexile levels. Lexile levels can be cross referenced at [lexile.com](http://lexile.com)

Year	Term	Number	Book band	Lexile
FS	Autumn	1	Pink	0 - 75
	Spring	2	Red	75 - 125
	Summer	3	Yellow	125 - 200
Year 1	Autumn	4	Light Blue	200 - 225
	Spring	5	Green	225 - 300
	Summer	6	Orange	300 - 325
Year 2	Autumn	7	Turquoise	325 - 400
	Autumn	8	Purple	400 - 475
	Spring	9	Gold	475 - 575
	Summer	10	White	575 - 625
	Summer	11	Lime	625 - 650
Year 3	Autumn	12	Brown	650 - 725
	Spring	12	Brown	650 - 725
	Summer	13	Grey	725 - 750
Year 4	Autumn	13	Grey	725 - 750
	Spring	14	Grey	725 - 750
	Summer	14	Dark Blue	750 - 900
Year 5	Autumn	14	Dark Blue	750 - 900
	Spring	14	Dark Blue	750 - 900
	Summer	15	Dark Red	900 - 1000
Year 6	Autumn	15	Dark Red	900 - 1000
	Spring	15	Dark Red	900 - 1000
	Summer	15	Dark Red	1000+



## Appendix 3 – KS1 Decoding Strategies

### Guided Reading Strategy Prompts

<p><b>Sharp Eye</b></p>  <p>Look at the pictures.</p>	<p><b>Mouse the Mouth</b></p>  <p>Say the first sound.</p>	<p><b>Sound Talk It</b></p>  <p>Say each sound.</p>	<p><b>Don't Forget!</b></p>  <p>Use your memory.</p>
<p><b>Tommy Tracker</b></p>  <p>Point to each word as you read.</p>	<p><b>Try on the fly!</b></p>  <p>Try a word that makes sense.</p>	<p><b>Slide the Snake</b></p>  <p>Blend the sounds together.</p>	<p><b>Chunky Monkey</b></p>  <p>Look for chunks.</p>
<p><b>Hop, Skip and Jump</b></p>  <p>Read to the end and come back.</p>	<p><b>Punctuation Pete</b></p>  <p>Pause for punctuation.</p>	<p><b>Excited Evic</b></p>  <p>Add expression.</p>	<p><b>Flippy Dolphin</b></p>  <p>Flip the vowel from short to long.</p>



## Appendix 4 – KS1 and KS2 Reading Sequence and Strategies

**Predicting**

Think about:

- ❖ What the text is going to tell you
- ❖ Anticipating what might happen next

**Inferring**

Think about:

- ❖ Using the text clues and what you already know
- ❖ Figuring out what's not directly stated

**Connecting**

Think about:

- ❖ Your background knowledge and experiences
- ❖ Connecting the information to your life
- ❖ How the story is like another story or text
- ❖ Understanding how the text is like the world around you
- ❖ What the text reminds you of

**Questioning**

Think about:

- ❖ Why something is or is not happening
- ❖ Why a character feels or acts a certain way
- ❖ Things you are confused by
- ❖ Words you don't know the meaning of
- ❖ Rereading to clarify what you've read

**Evaluating**

Think about:

- ❖ Your opinion of the text and how well you understand it
- ❖ Whether applying what you read makes sense
- ❖ Determining the author's purpose
- ❖ How you could use what you've read

**Feeling**

Think about:

- ❖ How you feel when you are reading the text
- ❖ How your feelings change throughout the text
- ❖ Why you feel that way

### Reading Strategies Teaching Sequence

Weeks	Shared Reading Teaching Focus	Guided Reading Practice Focus
1-2	Predicting	Predicting
3-4	Inferring	Predicting and Inferring
5-6	Connecting	Predicting, Inferring, Connecting
7-8	Feeling	Predicting, Inferring, Connecting, Feeling
9-10	Questioning	Predicting, Inferring, Connecting, Feeling, Questioning
11-12	Evaluating	Predicting, Inferring, Connecting, Feeling, Questioning, Evaluating

As individual reading strategies are taught, anchor charts will be created and displayed for the children to refer to during independent reading.

Once all of the reading strategies have been explicitly taught, the assessment of reading within an individual class will guide the teachers in planning for the strategies that they need to focus on further.



## Appendix 5 – Shared Reading Crib Sheet

### Selecting the Text

- What Reading Strategy/Skill is it I want to teach?
- Will it be challenging for the higher attaining readers?
- Does it support the T4W text or Topic Text?
- Does it support the Reading Strategy you are hoping to teach?

### Layered Reads

- How will I introduce this text for the first time to the children?
- Contiguous, Line by Line or Leap Frog?
- What 'Think Alouds' do I want to reinforce when I model to the children?

### Establish Meaning

- Which words are crucial to the understanding of the text that might need to be explained before you analyse the text?
- Do I need to find pictures to represent the words before the lesson?
- Do the children understand what the pro-nouns in the text are referring to?
- Which of the TDQs are most relevant to support today's lesson?

### Analyse Meaning

- Which aspects of the plot/story are crucial for the children to understand what is happening?
- Which of the TDQs are most relevant to support today's lesson?
- Which children do I most need to focus on to ensure they are understanding the text?

### Written Response

- Which Reading Strategy I am hoping today's lesson will have developed?
- How can children show in writing their understanding of that Strategy?
- Which of the SAT style questions might help me with this task?



## Appendix 6 – Text-Dependent Questions (TDQs)

### Reading Reconsidered – Text Dependent Questions

Toggling		
TDQs	Questions to Establish Meaning	Questions to Analyse Meaning
<b>Word or Phrase Level Questions</b>	<p>Referent Q – Asks what word, often a pronoun, refers to.</p> <p>Denotation Q – Asks what a word or phrase specifically means.</p> <p>Explanation Q – Asks what a word or phrase means in this particular setting.</p>	<p>Word Pattern Q – Asks about a pattern of words that are deliberately chosen and what affect this has on the reader.</p> <p>Connotation Q – Asks what a word implies in this context and how that affects the meaning or tone.</p> <p>Figurative/Literal Q – Asks a child to compare the figurative meaning to the literal and ask what affect the writer had by choosing those specific words.</p> <p>Sensitivity Q – Ask as child to consider how the line or paragraph would be different if another word had been used instead.</p> <p>Missing Word Q – Ask a child to consider what words they would have expected to be in a line and why they think the author has deliberately left them out.</p>
<b>Sentence of Line Level Questions</b>	<p>Paraphrase Q – Asks a child to restate the line in simplified words to express its meaning clearly.</p> <p>Key Line Q – Asks about the ideas and feelings that this line gives the reader that might not be explicitly expressed in the text.</p> <p>Reference Q – Asks what a sentence or line refers to.</p> <p>Sentence Structure Q – Ask how the sentence has been structured affects the meaning.</p>	<p>Allusion Q – Asks a child to consider how the sentence or is similar to what they might have read elsewhere.</p> <p>Key Line Q – Asks about the role this line plays in the passage and compares it to similar sentences elsewhere in the text.</p> <p>Reference Q – Asks what a sentence or line refers to.</p> <p>Sentence Structure Q – Ask how the sentence has been structured affects the meaning.</p> <p>Figurative/Literal Q – Asks a child to discuss the meaning of the imagery in the text (Simile, Metaphor, Symbolism etc).</p>
<b>Paragraph or Stanza Level Questions</b>	<p>Summary Q – Asks a child to distil the main elements of a paragraph into the most important ideas.</p> <p>Delineation Q – Asks a child to follow a theme of character in a text and to trace their timeline or sequence of ideas.</p> <p>Finite Evidence Q – Asks a child to track evidence throughout a section of the text using multiple source of evidence.</p>	<p>Paragraph Function Q – Asks a child what the main purpose of this paragraph is in relation to the rest of the text.</p> <p>Dramatic Irony Q – Asks a child to discuss their knowledge of events in a text compared to the knowledge of the characters in the text.</p> <p>Extended Metaphor Q – Asks a child to trace a metaphor across a number of lines and paragraphs in a text.</p>





**Appendix 7 – Written response to Reading – SAT style questions**  
**Check for Understanding Prompts to be used in Guided and Shared Reading.**

**Question \_\_\_\_**

Using information from the text, tick one box in each row to show whether each statement is either **True** or **False**.

	<b>True</b>	<b>False</b>
<b>[Add in here statement 1]</b>		
<b>[Add in here statement 2]</b>		
<b>[Add in here statement 3]</b>		

**Question \_\_\_\_**

Using information from the text, tick one box in each row to show whether each statement is either **a Fact** or **an Opinion**.

	<b>Fact</b>	<b>Opinion</b>
<b>[Add in here statement 1]</b>		
<b>[Add in here statement 2]</b>		
<b>[Add in here statement 3]</b>		

**Question \_\_\_\_**

Look again at the text you have been reading today.

Find and copy **[One Word]** or **[One sentence]** that shows the main character in this text is feeling **[Add in here an emotion]**.

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Question \_\_\_\_

Number these events from 1 – 6 in order in which they happen.

The first and last event have been done for you.

[Add in here an event from the text]	
[Add in here the 1 <sup>st</sup> event from the text]	1
[Add in here an event from the text]	
[Add in here an event from the text]	
[Add in here the last event from the text]	6
[Add in here an event from the text]	

Question \_\_\_\_

Look again at the text you have been reading today.

According to the text, what **[Add in here a question based on a fact either stated or implied in the text]**?

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**Question** \_\_\_\_

Look again at the text you have been reading today.

According to the text, give one way that **[Add in here a character from the text]** are ...

(a) similar to **[Add in here another character the children are aware of]**.

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(b) different from **[Add in here another character the children are aware of]**.

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**Question** \_\_\_\_

Look again at the text you have been reading today.

Complete the sentence below.

**[Add in here the start of a fact from the text]** ...

Tick **one**.

**[Add in here a possible ending to the fact above]**

**[Add in here a possible ending to the fact above]**

**[Add in here a possible ending to the fact above]**

**[Add in here a possible ending to the fact above]**



Question \_\_\_\_

Look again at the text you have been reading today.

... [Add in here a sentence from the text with one word in **bold italics**] ...

What does the word [***Bold Italic Word***] mean in this sentence?

Tick **one**.

[Add in here a synonym of the  
**Bold Italic Word**]

[Add in here a synonym of the  
**Bold Italic Word**]

[Add in here a synonym of the  
**Bold Italic Word**]

[Add in here a synonym of the  
**Bold Italic Word**]

Question \_\_\_\_

According to the text, [Ask a question that has two explanations either explicitly or implicitly answered in the text]?

Give **two** reasons.

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_



**Question** \_\_\_\_

Look again at the text you have been reading today.

Which statement is the **best** summary of the whole text?

Tick **one**.

[Add in here a possible  
summary of the text]

[Add in here a possible  
summary of the text]

[Add in here a possible  
summary of the text]

[Add in here a possible  
summary of the text]

**Question** \_\_\_\_

Look again at the text you have been reading today.

Find and copy **[One Word]** or **[One sentence]** that shows the main character in this text is **[Add in here something the main character is thinking or feeling in the text]**.

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Question \_\_\_\_

[Add a section from the text the class have been reading and highlight a word or phrase by using *bold italics*]

What do the words [add the *bold italic words here*] mean in this sentence?

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Question \_\_\_\_

Look again at the text you have been reading today.

... [Add in here a figure of speech from the text] ...

What does [Add in here the figure of speech from above] mean?

Tick **one**.

[Add here a possible meaning of the figure of speech]

[Add here a possible meaning of the figure of speech]

[Add here a possible meaning of the figure of speech]

[Add here a possible meaning of the figure of speech]



Question \_\_\_\_

Look again at the text you have been reading today.

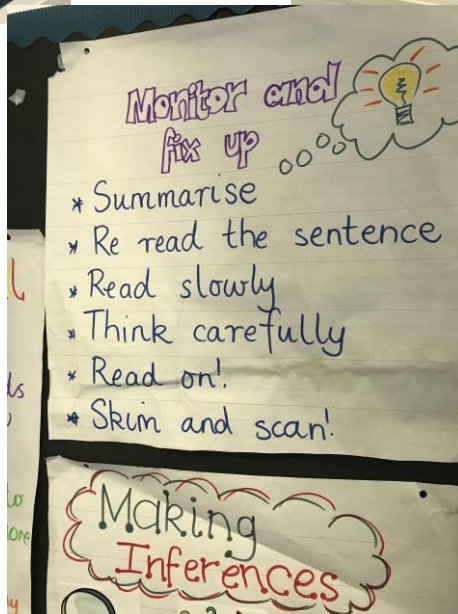
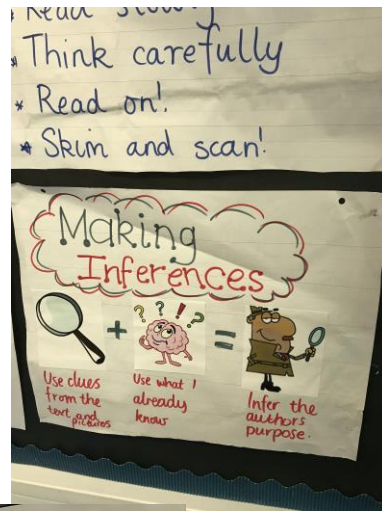
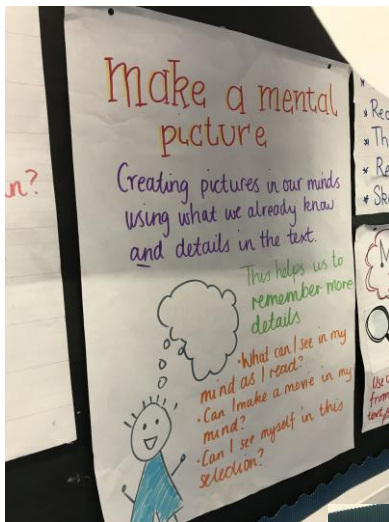
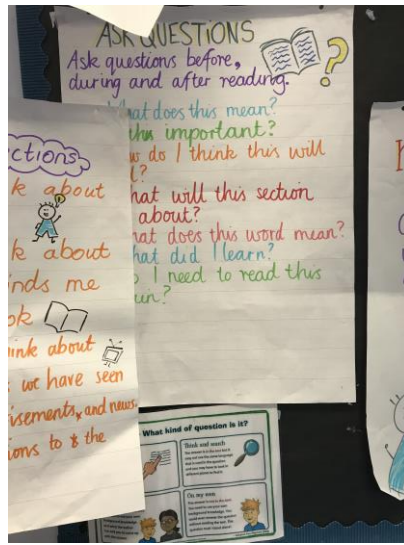
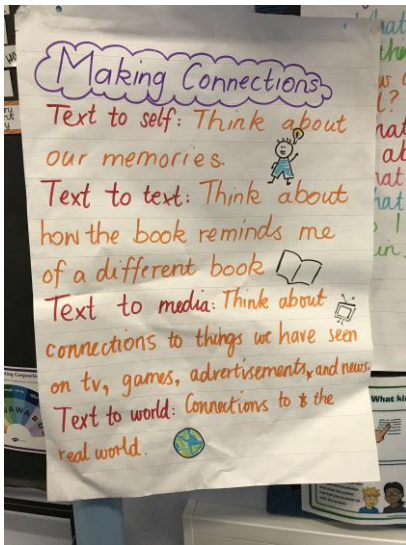
**[Add in here a question about the text the children have been readings such as what impression do you have of the main character at this point in the text]?**

Give two **[Add in here a word that links to the question stem such as impressions]**, using evidence from the text to support your answer.

<b>[Add in here a word that links to the question stem such as impressions],</b>	Evidence
<hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



**Appendix 8 – Examples of Reading Anchor Charts**







## Appendix 9 – Guided Reading Planning Document

### **Guided Reading Group Activity Plan W/C \_\_/\_\_/\_\_**

	Monday	Tuesday	Wednesday	Thursday
Kipling (Pre-Basic)				
Shakespeare (Basic)				
Rowling (Advancing)				
Lewis (Deep)				

Each group to complete the following tasks each week:

1. Guided read with CT
2. Guided read with TA
3. Word webs
4. Reading as a reader



## **Appendix 10 – Guided Reading Crib Sheet**

### **Guided Reading Session Structure**

Introduction	<p>Pupils are asked to:</p> <ul style="list-style-type: none"><li>- Comment on their prior knowledge of the topic/similar books</li><li>- Make predictions</li></ul> <p>Adult: To remind the children of the strategy learnt last week. Use this as a focus today. Use the reading response posters for guidance on questions to ask.</p>
Decoding and Vocabulary Check	<p>E.g. 'What could you do if you get stuck on a word? 'What could you do if you don't know what the author is saying?' or 'What strategies could you use to work out the meaning of the unknown word?'</p> <ul style="list-style-type: none"><li>- The children should suggest the range of decoding and vocabulary strategies that they have been taught to support them with accessing the text.</li><li>-</li></ul>
Independent Reading	<p>The children: Read to themselves, at their own pace (silently or using a 'private voice')</p> <p>The teacher: Gives some or all pupils in the group some focused attention to monitor accuracy, fluency and comprehension.</p>
Returning to the Text	<p>The teacher: Identifies and discusses with the children, elements which may require clarification.</p> <p>Promotes pupil interaction, e.g discussions in pairs, group discussion where pupils build on contributions of others.</p> <p>Revisits the key objective and exemplifies through teacher modelling/peer demonstration.</p>
Response and Next Steps	<p>The teacher: Listens and respond to children's responses.</p> <p>Makes a link in to other sessions.</p> <p>Reinforces the reading strategies.</p> <p>Give children a task to do in their Reading Response Book. Monitor and mark during the session.</p>



## Appendix 11 – Guided Reading Record

Guided Reading Record for \_\_\_\_\_ Group

Date & Book	Reading Strategy Focus	Comments



## Appendix 12 – Activities for the Independent Groups during Guided Reading

### Word Web

Synonyms	Today's Word	Antonyms
	<b>Definition:</b> 	
<b>Example Sentence:</b> 	<b>Drawing</b> 	<b>Example Sentence:</b> 

### Dictionary Activity

1. Look through your text and pick out 3 - 5 words that you do not understand.
2. Look them up in a dictionary to find out their definition.
3. Use the word in 2 sentences to show that you have understood the meaning.



**Reading as a Reader**

Reading as a Reader

<p><b>Questions</b></p>	<p><b>The Shadow</b> All night, thunder growled overhead. Zelda crouched in the darkness, staring at the raindrops bouncing on the road. Wind lashed the glistening tarmac and the streetlights flickered. Zelda shivered. Where could she escape from the rain? At that moment, Zelda heard something crawling along the pavement, hidden by shadows. A vague shape slipped into a doorway. A glowing green eye flickered. Zelda's fur prickled and eyes widened as she watched. What was it? Quick as a flash, Zelda dashed under a lorry and crouched, her entire body quivering. Silently, the jet black, menacing shadow paced through the darkness, slinking along the rain-washed pavements. Zelda's heart pounded faster, she held her breath. Closer and closer the shadow sneaked. Zelda could hear claws scratching on the tarmac and see green eyes glittering. Had it seen her? She watched. She listened. She waited. But, there was nothing. Zelda could bear it no longer. Leaping out from under the lorry, she shot back across the wet, glistening road and scoured over the</p>	<p><b>Connect</b></p>
<p><b>Predict</b></p>		<p><b>Feel</b></p>
<p><b>Infer</b></p>		<p><b>Evaluate</b></p>

**Appendix 13 – The Five-Finger Rule**

# 5

# FINGER RULE

What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

0-1	Too Easy
1-2	Perfect Choice
3-4	Give It A Try
5+	Too Hard