Reading at West Green

Supporting our children to become fluent, skilled and passionate readers is essential in helping them to succeed, thrive and belong.

Early reading

We use the *Ruth Miskin Read Write Inc.* programme to support our teaching of phonics. This programme extends into Key Stage 2 for children who need it. Please see the Early Reading and Phonics page for more information.

KS2 Reading

Across Key Stage 2 children are supported to read, analyse and enjoy a range of engaging texts. We study classic stories by well-known authors, modern works, non-fiction texts, plays and poetry. Our texts are selected intentionally to enhance and support the pupil's understanding of the knowledge and vocabulary borne out of our History, Geography and wider curricula where possible. They are also selected with diversity in mind. Indeed, books are both windows and mirrors reflecting a reader's own identity and sense of belonging whilst providing insight into the lives and experiences of others.

Our reading teaching centres around five core skills. By teaching our children to retrieve, interpret, understand vocabulary, and analyse an authors' choice and viewpoint, we not only teach pupils to comprehend the texts they read but to dig below the surface and explore them through a writer's eyes.

Reading for pleasure

We have a well-stocked, beautiful and inspiring library which all our learners are welcome and encouraged to borrow books from. Our classroom book corners also have a range of non-fiction texts linked to the year group's wider curriculum learning which they can read, borrow and be inspired by. Across Key Stage 1, in addition to their RWI phonics learning, we use a range of intentionally selected books which we read for pleasure in story time. These texts also enhance, and connect to, the children's wider curriculum learning.

Once children are independently reading with fluency, they use the library alongside the *Accelerated Reader* programme to support their home reading. This fantastic online platform assigns each child a reading age and gives them a corresponding book level to guide their independent reading. Children have independence in selecting titles that interest them within their level and once they have read their chosen book, they are encouraged to complete an online comprehension quiz about it. This checks their understanding and helps their teacher support them where needed.

We also inspire our children's love of reading by arranging visits from authors and poets and by arranging special events, such as our annual poetry week (in which children study and perform a poem by heart) and our exciting World Book Day where children (and staff!) dress up as book characters and take part in a carousel of engaging reading themed lessons.

West Green reading progression overview - CHOICE



Author's choice

This means that you can talk about the writer's use of language, structure and presentation and explain the impact these have on, you, the reader.

Teacher notes:

Teaching pupils to understand the choices authors make and, importantly, the impact of these choices, is an ANALYTICAL skill. This is more than just teaching children to comprehend what they read, it is about teaching children to go deeper, thinking about and justifying the intent behind the words and showing an understanding how and what the author wants the reader to feel and think.

This is largely a KS2 skill as a good level of reading and comprehension is needed before pupils can attempt to analyse a text. Understanding author's choice can be taught discretely (i.e. by practising the individual question types outlined below) in order to develop the pupils' understanding of this concept. However, it can be taught by answering 'BIG' questions (via mini paragraphs) which allow pupils to draw all their procedural reading skills together whilst also analysing authorial choices made at the writing stage. They can then complete creative tasks to demonstrate their understanding of their analysis. This enables them to 'read as writers' and then 'write and readers'. Examples of big questions and creative tasks are listed below. These can be taught across KS2 with increasingly challenging texts although, greater scaffolding and discussion will be necessary in Year 3&4 whilst more independent, deeper and clear analysis would be expected of Year 5&6.

Question type	Year 1&2	Year 3&4	Year 5&6
Punctuation/grammar/ stylistic choices	n/a	• Why are brackets/bullet points/ellipsis/question marks used? • Why is the word … in inverted commas? • Why is this element/word/phrase in bold/underlined/in italics? • Why are long/short sentences used? • What is the impact of the text boxes/colours/arrows across this piece? • Why has the author asked the reader a question? • Why has this font/font size been used?	
Language choices		• Why is this style of formal / informal language used in this text? • Why has the author used lots of adjectives/repetition/described the senses? • How does the choice of language create the impression that…? • What does the choice of language suggest…? • Why is the description of … a good metaphor to use? • Why did the author use the word…? • How does the writer link the conclusion to the introduction? • How does the first sentence/paragraph help to guide the reader? • How does the author make you feel…(e.g. guilty/sorry for the character/concerned…?) • How do you know the author loves the holiday resort/fil/restaurant/animal/product? • What do you feel when you read this paragraph? Why? • Give an example of the use of humour in the text. • How do you know this is a poem/letter/set of instructions based on the language used? •	

Features	In KS1 pupils learn to name and identify structural and presentational features (such as headings, subheadings, captions, diagrams, text boxes) and to use them to help them navigate and understand the text they are reading. They should also learn to recognise features of particular genres (i.e. fairy tales, quest narratives) and certain text types (i.e. story, report, instructions, poem, letter).	• Give two features that tell you that this is written as a formal letter/diary/script. • How does the timeline/image/diagram/layout make this text easier to understand? • Why has the author decided to lay out her work this way? • Why has the author included a picture/diagram/caption/headline? • How do you know this is a poem/letter/set of instructions etc? • Why has the author used a flashback? How does it help the reader? • What is the extract's genre? How do you know?
BIG questions Creative tasks		**Questions ask pupils to analyse how the author's choices have created a desired effect. Pupils may have to consider a range of linguistic, grammatical structural and presentational choices and the impact these have on the reader. (These big questions can also be covered in Year 3&4 but with heavy scaffolding):** • How has the author built up tension/a sense of danger in this chapter? Write a short paragraph about a burglar creeping into a house. Use everything you have learned this week to build up tension. • How is the character made to seem… mysterious/friendly/selfish/posh/suspicious? Write a short character description of a new character that might feature in this text. Use everything you have learnt this week to make them seem mysterious. • How has author created such a vibrant description of the market? Based on your analysis this week, write a setting description of Notting Hill Carnival. Make language, punctuation and grammatical choices to make it seem as vibrant as you can. • How has the author made this story/poem frightening/funny/mysterious/sad etc.. Write a humorous paragraph which could appear in this text. Write as a reader and make choices to make it as funny as you can. • What is the mood of this chapter (i.e. how it makes the reader feel?) How does the author create this? Write a short description of a young person walking through a city alone at night. Think about the mood of the piece using everything you have learnt this week. • How does the author make the mood change across the chapter? Write two paragraphs about a young person walking through an empty town at night. Each paragraph should have a different mood. • How has the author made sure that this poster can be used successfully in an emergency? Design a new poster that shows someone how to use a fire extinguisher in an emergency. Make appropriate language, punctuation and design choices to make it easy to use. • How has the author made this report/script/set of instructions easy to navigate/understand/perform/read? Write a set of instructions telling someone to….Use everything you have learnt this week to help you make them easy to follow. • How has the author made this text persuasive? Write you own persuasive paragraph convincing your reader to recycle more. What choices will you make to convince your reader to do it? • How has the author made their viewpoint clear? • How has the author developed the theme (big idea) of (e.g. courage/friendship/tolerance/equality)?

West Green reading progression overview

INTERPRET



Interpret

This means that you can do more than simply understand the texts you read. You can unlock clues so you can discover more about the text and the characters.

You can also predict events based on evidence.

Teacher notes:

Interpreting/inference is a **PROCESS** skill which enables pupils to access and understand a wide variety of fiction and non-fiction texts and answer questions about them. Inference is about using explicit (plainly stated) and implicit (not plainly stated) clues as evidence to grasp a deeper understanding of the text. Answering these questions requires the pupils to ask themselves 'It doesn't directly say in the text so, how do I know?

The teaching of inference across KS1&2 is very similar:

- Read: what is the question asking?
- Identify: are there key words/ideas in the question that can help?
- Read: skim and/or scan- where is the answer?
- Identify: Look for clues. What does someone/something do/say/think/feel?
- Justify: Say why (use because)
- Answer and check: Does it answer the question?

It is mainly the complexity of the text, clues and vocabulary used (both in the text and in the questions asked) that provides additional challenge as pupils progress across the Key Stages. However, there are some variations in question types and processes which also add extra challenge as pupils become more skilled at interpreting information from texts. These are highlighted below. Each year group should consolidate the interpret skills of the previous stage as well as increasing the level of challenge.

Question type	Year 1&2	Year 3&4	Year 5&6
Understanding textual clues	Pupils are asked to demonstrate their knowledge of setting/character/plot/ideas based on clues outlined in the text. Answers are derived from short, signposted sections of text. The words in the question are often directly linked to the text so pupils can scan and 'lift' the answer. Options are sometimes given (tick 1): • Where was...? • What did...? • When did….? • Who..? • Why did...? • How did/do…? Examples from SATs papers include:	Answers are drawn from more broadly signposted increasingly complex sections of texts. Written explanations are mostly expected. The textual clues are increasingly more abstract/implicit. Pupils are asked to explain 'impressions'/thoughts (and are beginning to justify them using evidence from the text). • What impressions do you get of the setting/character? • What type of person/place is ….? • What do you think the teacher is like?	Pupils are asked to explain Impressions/thoughts and the attitudes of characters featured in the text; making a point (or multiple points) and justifying them using evidence found across texts: • What impressions do you get of the setting? Give two impressions, using evidence from the text to support your answer. • What impressions do you get of the relationship between Piper and Micah? • What impressions do you get of…at this point in the extract? Give two impressions, using evidence from the text to support your answer. • What does this paragraph tell you about … character? Explain two features of his character,

	• Gaby pulled the cardigan tighter around her. Why does Gaby do this? Tick one • What did Mum describe as 'sparkling fireworks'? • Where was the whale? (Tick 1) • When did the children go to the park? • Who touched the girl's shoulder? • Why did JJ paint the top of the shed rather than his sister? Tick 1 • Why did cowboys become friends with each other? • Why did the boy feel angry? • Why did horses have to be strong? • Why did Dora want to give things to the jumble sale? Write two reasons. • Dora cried as she pushed her pram away for the last time. Why was she sad? • Gaby pulled the cardigan tighter around her. Why does Gaby do this? Tick one • Why did Dora decide not to buy her things back? • Why did the child describe their father as a giant? • The poem explains how cold weather…tick 1 • How did Mum feel when she first saw Jasmine? • How do you think Heron Feather felt at the end of the story?	• What impressions do you get of his grannie in the verse/stanza? • What could Joe's mother be thinking after she reads the letter? Tick one thought. • What was the character thinking when…?	using evidence from the text to support your answer. • In what ways might the main character appeal to many readers? Explain fully using evidence from the text. • How does the character change across the chapter/extract/story? Provide evidence to justify your answer. • How has the author made it clear that the story is set in the past/future/in Africa? • What is this character's attitude towards…(the teacher/the email/the event?) How do you know?
Finding evidence to prove a point	This question type and skill rarely features at KS1, however, higher ability pupils can practise this skill by working with short, focused pieces of text and sentence stems ('I know this because'): • Why is 'Statues' a good name for this game? Tick 1 • Being a park keeper is a good job for Liam. Why?	Questions ask pupils to demonstrate 'how they know' a statement is correct by finding evidence in the text. One piece of evidence is usually required. Sometimes pupils are asked to select vocabulary from the text. • What evidence is there in the text tells us that giant pandas could be dangerous animals? • How can you tell that Edward was determined to find the game? Give one piece of evidence that shows his determination. • David Walliams was determined to be successful in his attempt to swim the English Channel. Give one piece of evidence from the text which shows this. • How does Joe know that the letter contains bad news before his mum tells him what it says? • How do you know the girl is mean? • Provide a piece of evidence to support the following statement… • What evidence is there of…(e.g. the character being stubborn/determined…?) • Many people think that this character is greedy. Do you agree? Why? • Find and copy a group of words that show….(e.g. how much he loved his dog).	Questions are phrased in increasingly complex ways. Pupils are asked to provide multiple pieces of evidence. The textual clues that the children are required to understand in order to answer these questions become increasingly more implicit. • Complete the table below with one piece of evidence from the leaflet to support each statement. • Bumblebees are very important to the human race. Give two ways they are important. • The whale did not seem to be alarmed by meeting Michael. How can you tell this from its actions? Give two ways • What suggests that the inside of the old farmhouse was not very well looked after? • What evidence suggests that the girls are jealous of the boys? Name two pieces of evidence. • What are three ways the cat shows it does not enjoy Gaby trying to rescue it? • Find and copy a group of words that shows that his grannie makes a difference to the poet during her visit. • Edward found a game. How can you tell that there was something strange about the game? Explain two ways, using evidence from the text to support your answer.

Explaining and justifying inferences (making a point).	n/a	**Pupils are required to explain the meaning of textual clues. The clue are signposted and pupils are asked to demonstrate their knowledge of the 'points' these are making.** • 'The woman did not look back'. What does this tell you about how she was feeling? • 'His eyes were fiery flames'. What does the quote above tell the reader about this animal? • The man read the email 'over and over again'. How was he feeling? • Explain what this description/word suggests about… (e.g. the way the character moves/the personality of the character/the type of genre/the setting...)	**Questions become more challenging as pupils are required to demonstrate their understanding of more difficult vocabulary used within increasingly implicit and abstract textual clues:** • In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. This suggests that… • Explain what the poet finds *weird* about his grannie in the last verse. • What was *unusual* for Michael about this day? • 'Like a sleeper waking from a dream, he looked around, dazed'. This tells us that at the end of the story Michael felt that… Tick one • big, quiet stillness of the afternoon.' What was the water like? • Why is the boy *huddled* in the doorway while he waits for Piper to open the door? • 'They crossed the glassy surface of the lake'. What impression does this give you of the lake?
Fact and opinion	n/a	Questions require pupils to state whether a given statement is a fact or opinion. The statements given are easily distinguishable as facts or opinions. • Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion:	The opinions stated may be closely linked to facts given in the text so to make distinguishing them more difficult. Pupils are required to identify facts and opinions written in texts. • State one fact and one opinion given in this report.

Prediction	Pupils are required to predict what might happen on the basis of what has happened so far. Options are mostly given and predictions are based on explicit clues in the text. Pupils can be encouraged to talk about their predictions using sentence stems ('I think…. because..'). • Which of these do you think the child is likely to say at the end of the outing? • The baby dropped the ice cream. What might happen next? Tick one.	Pupils predict based on their understanding of the text. Questions provide scaffolding, (i.e. a prediction' is given) which the pupils are required to find evidence to justify. The textual clues that pupils are required to use increasingly become less explicit and more implicit. Sentence stems can be used to support pupils ability to paraphrase or quote directly from the text. ('I think the character learnt his lesson because in the text…) • Do you think… (e.g. the character learnt their lesson/it will be a happy ending…?). Explain/justify your answer using evidence from the text? • *Will Taylor change his behaviour on future visits to the field?' Why do you think this? Use evidence from the text.* • Do you think…. will happen? Yes, no, maybe? Use evidence to justify your answer.	Questions are more open requiring pupils to make their own predictive point and provide evidence to back it up. The evidence drawn upon is often implicit and requires higher level interpretation. Pupils should be encourage to quote directly from the text and explain why they have selected the word/phase/action (I predict…. Because in the text….which makes me think that….) • Based on what you have read, what does the last paragraph suggest might happen to the explorers next? Use evidence from this paragraph to support your prediction. • Can you predict what might happen next? Use evidence from the text to explain your answer. • What does this dialogue suggest might happen next? What makes you think this? • What do you think might have happened before this extract? What evidence can you find to back up your points?

West Green reading progression overview – VOCABULARY

Understanding vocabulary



This means that you can understand the words used in the text you are reading and use this knowledge to help you understand the text better.

Teacher notes:

The teaching of 'vocabulary' can be both a **PROCESS** skill and an **ANALYTICAL** one. Indeed, reading is much more than teaching pupils the literal meanings of words (although this is part of it!).Teaching pupils how to decipher, define and comprehend allows them to literally comprehend texts, thus retrieving information, but also infer, in order to derive deeper meaning, and analyse, exploring how words are used for different purposes and effects.

As with the teaching of retrieve and interpret skills, the teaching processes across KS1&2 can be similar:
- Read: what is the question asking?
- Identify: are there key words/ideas in the question that can help?
- Read: Skim and/or scan- where is the answer?
- Identify: can you find the key word/synonym/idea?
- Read: above and below
- Answer and check/substitute: Does it answer the question/make sense?

It is mainly the complexity of the text, clues and vocabulary used (both in the text and in the questions asked) that provides additional challenge as pupils progress across the Key Stages. However, there are some variations in question types and processes which also add extra challenge. These are highlighted below. Each year group should consolidate the vocabulary skills taught at the previous stage as well as increasing the level of challenge.

Question type	Year 1&2	Year 3&4	Year 5&6
Understanding definition	Questions ask pupils to identify synonyms from short signposted sections of text. Options are given or pupils asked to find and copy. • The teacher was furious. What does 'furious' mean in this sentence. Tick one. • Find and copy a word that means the same as….	Pupils are asked to Identify synonyms of words and explain definitions across longer texts. The vocabulary is increasingly challenging. Options are sometimes given but written responses (to questions highlighting more simple synonyms) are now required: • Find and copy a word that means the same as… • The girl *skidded*. What does skidded mean in this sentence? • Draw lines to match the words with their meaning in the text. • The food was 'divine'. This means the food was… tick one	Pupils are asked to identify synonyms and explain definitions of individual words and phrases (sometimes colloquial). Options are sometimes given but written explanations are also expected. Pupils are also asked to identify words 'closest in meaning'… • What does the word 'reassure' mean in this sentence? • The boy said she had 'done a decent job'. This means she had… Tick one • What is the meaning of the phase 'vividly recall'? • Identify the meaning of the phrase… (left to my own devises/dawned on me) • Which word/phrase is closest in meaning to…(motivated/remembered clearly). • 'But she won't sing' What does Piper mean when she says this about the music box?

Identify vocabulary to demonstrate the literal meaning of texts 	**Pupils are asked to select vocabulary from short, sign posted sections of text. The key words in questions are directly linked to the vocabulary used in the text. Pupils are asked to lift the words directly from the text.** • Find and copy a word/two words that show you how the boy cleaned the jug/ what the dough feels like/when the girl went to the park/where they were stood).	**Pupils select vocabulary from longer texts and from multiple places within a text (across paragraphs). Questions still signpost where to find the answer but more broadly. The key words in questions are sometimes synonyms of the vocabulary used in the text.** • Find and copy a word/two words that show you when/how/where/what… • The text refers to (the Bumble Bee's cousins)….find and copy a word that tells you who they are.	**The vocabulary used in questioning is more complex:** • Find and copy one word which shows that the woman was in charge of the house (guardian). • Which phrase tells you that lots of the competitors failed that day. (Another one bites the dust).
Identify vocabulary to demonstrate knowledge of inference 	**Pupils are asked to select vocabulary from short, sign posted sections of text. Options are always given.** • It was difficult to get the letter through the box. Find and copy the word that tells you this. • Circle the words in the section of text given that tell you that the boy was in a rush. • 'tried to peep around her legs' what does this tell you about the boy? Tick the correct sentence. • 'Huge, rumbling, grumbling'. What do these words tell you about machines? Tick the correct sentence. • The flowers fade…'This means that the flowers… tick one…	**Words and phrases are drawn from more broadly signposted, increasingly complex sections of texts. Options are given but written explanations are also expected. The textual clues are increasingly more abstract/implicit:** • Find and copy a word/phase which suggests that… • Find and copy one word to show… that Jo was angry/that the boys didn't want to leave. • Explain what this phrase/word suggests about… (e.g. the way the character moves/the personality of the character/the setting)	**The more challenging words and phrases (sometimes colloquial) identified and explained demonstrate an understanding of more complex themes:** • Find and copy one word to show… that the poet's grannie made him feel safe. • Identify the phase which tells you that the boy felt threatened.
Identify vocabulary chosen by an author for effect 	**The vocabulary selected focuses on how author's word choices enhance descriptive meaning. Vocabulary is taken from short, sign posted sections of text. Options are given.** • Find and copy/tick a word which makes the apples sound tasty/the hat seem comfortable/the diamond seem wonderful.	**Pupils should identify vocabulary from longer, increasingly complex pieces of text. Questions check understanding of how an author chooses vocabulary to enhance descriptions and to influence the reader. Options are sometimes given but mostly pupils should lift vocabulary from the text:** • The word 'slung' suggests that Piper put on the brown coat… Tick one • Which word suggests to the reader that…. this is a serious situation/the character was extremely sorry/the pollution is particularly bad?	**The Identification of vocabulary also checks understanding of author's intent. Pupils are also asked to explain the impact of vocabulary:** • Find and copy the word/phrase which persuades the reader to… • Give one example of the use of humour in the text • Find a phrase which demonstrates this is a suspense story. • Explain what this phrase/word suggests about the type of genre/the author's viewpoint • Explain what effect the use of the phrase….. has on the reader.

West Green reading progression overview - RETRIEVE

Retrieval



This means you can answer questions about what happens in the text to show your understanding.

You can also summarise what has been written.

Teacher notes:

Retrieval is a **PROCESS** skill which enables pupils to access and understand a wide variety of fiction and non-fiction texts and answer questions about them. The teaching of retrieval skills across KS1&2 are very similar:
- Read: what is the question asking?
- Identify: are there key words/ideas in the question that can help?
- Read: Skim and/or scan- where is the answer?
- Identify: can you find the key word/synonym/idea?
- Read: above and below
- Answer and check: Does it answer the question?

It is mainly the complexity of the text and vocabulary used (both in the text and in the questions asked) that provides additional challenge as pupils progress across the Key Stages. However, there are some variations in question types and retrieval processes that also add extra challenge as pupils become more skilled at retrieving information from texts. These are highlighted below. Each year group should consolidate the retrieval skills of the previous stage as well as increasing the level of challenge.

Question type	Year 1&2	Year 3&4	Year 5&6
Finding information	Retrieving answers from short, sign-posted sections of text. The words in the question are often directly linked to the text so pupils can scan and 'lift' the answer. Answers are basic/concrete: • What did/does…? • When did…? • Where did….? • Who was/did…? • Why did…? Retrieving two/three pieces of information from the same short section of text. Options are sometimes given for pupils to select: • Which two topics did the boy sort his books into? • Why did the ducks not like the sea? Write two reasons. • Draw three lines to show what the girl did each day. • Put three ticks in the table to show what cowboys are like. Retrieving simple information across a short simple text: • Match the name of the game to what the text tells you can win in each one. • Which three places did the girl visit in this story?	Retrieving multiple pieces of information from longer texts and from multiple places within a text (across paragraphs). Questions still signpost where to find the answer but more broadly. The key words in questions are sometimes synonyms of the vocabulary used in the text. Information required in the answer becomes increasingly abstract or complex: • Look at page 2/paragraph 3-5. Write three things you are told about…. • What does the animal do across this chapter to prove he is powerful (name 3 things)? • How does the text suggest you can stay healthy (name 3 ways)? • Look at the whole text and complete the table to show what people can do to help the different categories of bees. • Complete the table to show the character's feelings towards… in the story. • Draw lines to match each part of the story/text/poem with the correct quotation from the text. • Draw lines to match the character with the action.	Questions almost always include synonyms of vocabulary used in the text. Answers are increasingly complex or abstract and found in more than one place across the text. Competing information and distractors are used so that pupils must identify what is relevant.

True and false	**Questions ask pupils to identify whether basic, concrete statements are true or false based on information retrieved from short sign-posted sections of texts and across short, whole texts. The vocabulary used in the statements are often directly linked to the text so pupils can scan and 'lift' the answer:** (Questions checking the comprehension of simpler texts often start with a noun – mostly a name. The questions checking the comprehension of more difficult texts are more varied in structure.) • Using information from the text, tick one box in each row to show whether each statement is true or false. -Liam does the same jobs every day. -Liam always works alone. -Liam sometimes cuts the grass and the bushes. -Liam's work is often dirty. -The lessons are only for good swimmers. -A six-year-old could take part in the lessons. -Children can sign up on their own. -There is a party at the end of the course	**Questions ask pupils to identify whether statements are true or false retrieving information from longer signposted sections of texts and across whole texts. The key words in the statements are sometimes synonyms of the vocabulary used in the text. The statements are increasingly complex or abstract:** • Using information from the text, tick one box in each row to show whether each statement is true, false. -Wasps can be aggressive. -Male bumblebees sometimes sting. -Bumblebees only go outside when it is warm. -You need a big garden to help bumblebees. **Questions can be made more challenging by adding an extra column to the true and false table which ask the pupils to justify their answer:** • Explain: how do you know it is true/false?	**Statements almost always include synonyms of vocabulary used in the text and are increasingly complex or abstract. Competing information and distractors can increase the difficulty of retrieving the correct information:** • Using information from the text, tick one box in each row to show whether each statement is true, false. -Michael was in an unfamiliar area of sea when he saw the whale. -The boat was still motoring forwards when the whale appeared. -The whale felt warm and soft when Michael touched it. -Michael could not name the colour of the whale's eye. Questions can be made more challenging by adding an 'unknown' option to the true and false table.
Comparison	n/a	**Questions ask pupils to compare multiple similarities or differences across sections or whole texts:** • How are the characters/landscapes/ objects similar/different? Give 2 reasons. • How is the panda different to other bears? How is it the same?	**Questions ask pupils to compare and contrast information simultaneously:** • Compare and contrast the characters/landscapes/objects of… and…How are they similar and different? • Jenny says the landscapes are very similar. Will disagrees. How might they both be right?
Pictorial representations	n/a	**Pupils are asked to draw pictorial representations by retrieving multiple pieces of information across whole or sections of texts:** • Draw and label a picture of the setting/character/object described in the text.	**Pupils are asked to analyse pictorial representations based on retrieved information across a text:** • Which of these drawings best represents… (a character/an object/landscape…) described in the text? Why?

Cause and effect	n/a	n/a	**Pupils are asked to demonstrate their comprehension of how events/ideas link across a text:** • What was revealed when…./at the end of the story? • Why did… happen after… • What was one effect of….(e.g. the poet going to war)?
Sequencing	**Questions ask pupils to sequence basic, obvious events across short sign-posted sections of texts and across short, whole texts. The vocabulary used in the statements are often directly linked to the text so pupils can scan and 'lift' the answer. To develop sequencing skills pupils can start by ordering images from texts and then orally recalling their order:** • Look at the section about apple juice. Number the sentences below from 1 to 4 to show the order they happen: - The machines cut down the apples. - The apples are washed and cleaned. - The fruit grows from apple buds. - The juice is poured into cartons. • Number the following from 1 to 5 to show the order things happen in the story. The first one has been done for you. - Machines destroyed the pond. - The ducks lived happily in the pond. - The ducks were set free on a lake. - The ducks were rescued by a helper. - The ducks hid in some thick reeds.	**Questions ask pupils to sequence events by retrieving (and sometimes inferring) information from longer signposted sections of texts and across whole texts. The key words in the statements are sometimes synonyms of the vocabulary used in the text. The statements are increasingly complex or abstract:** • Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen. The first one has been done for you. - A cub eats bamboo for the first time. - A cub leaves its mother. - A cub develops black spots. - A cub weighs 31 to 36 kilograms. - A cub weighs about the same as an apple.	**Questions ask pupils to sequence events and summarised information by retrieving (and often inferring) information across texts. The events given almost always include synonyms of vocabulary used in the text and are increasingly complex or abstract. Competing information and distractors can increase the difficulty of retrieving the correct information. Moreover, the order of the events the pupils are asked to consider may differ from how they physically appear on the page (i.e. a flashback may be used).** • Here are some summaries of different paragraphs from the text. Number them in the order in which they appear: -Tigers are threatened with extinction. -Various organisations campaign to preserve the species. - Information about habitats and habits. -Recent events that have raised awareness of this issue. -An overview of the purpose of the article.
Summarising	**Although there is no curriculum requirement for KS1 pupils to summarise texts, some high ability children can be challenged to practise this skill. For example, pupils can be asked to recall the main events read in fiction texts or talk about the main ideas discussed in non-fiction pieces. To develop these skills pupils can sequence images from a story then remove some to leave just the 3-4 key events that show the beginning, middle and end. They can then orally, or in writing, summarise the story in 3-4 sentences (First, next, then, finally or at the beginning……Then…..Finally…).**	**Questions focus on the pupils' comprehension of plot, character and the overall meaning of whole texts.** • What are the main events that happen in this story? • What is the main thing the author/poet/writer is trying to tell you/show you/explain? • Describe in your own words what the story/text/poem is about. • Describe in your own words what the farmhouse is like/what the girl looks like. **Pupils' are asked to summarise identified sections in greater detail:** • Describe in your own words what the chapter/stanza/section/paragraph is about. • What would be a suitable caption for this image? • What would be a suitable heading for this text/paragraph?	**Questions ask pupils to summarise whole texts, identified sections and character/setting by identifying the 'best' or 'closest' paraphrased options. Answers to open ended questions should become more concise and precise:** • Which statement is the best summary of…(page 5)? • Which section/verses/paragraphs are mainly about….? • Which section of the leaflet/report/which paragraph informs the reader that… • Draw lines to match each part of the text with the correct summary. • Tick the stanzas/verses which are 'mainly' about the poet's life. • Which sentence below best describes…. • Which sentence/statement below best describes (the girl's actions/the farmhouse…?

West Green reading progression overview - VIEWPOINT



Understanding author's viewpoint

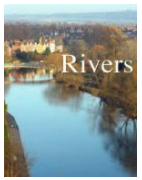
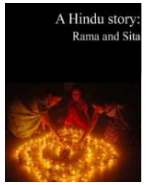
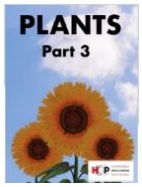
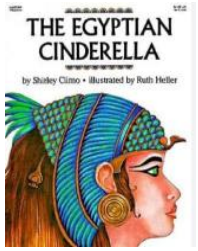
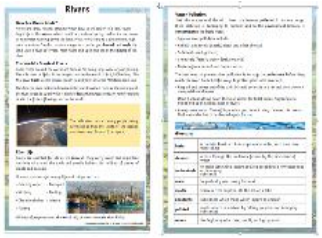
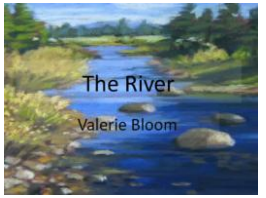
This means you can talk about the viewpoint of the writer and explain the overall effect of the text on the reader.

Teacher notes:
Teaching pupils to understand the viewpoint of the author is an ANALYTICAL skill. Like understanding author's choice, it requires pupils to delve deeper into texts, using all of their skills of retrieval, inference, analysis to uncover the author's intentions (what they want their reader to do/think/become), views (what they believe) and broader themes (their big idea). For example: A report about recycling:
Intention: To encourage the reader to recycle more
Viewpoint: That waste is bad and is damaging our world
Theme: Sustainability
This is largely a skill taught across KS2. Challenge increases as texts, and the themes within them, become more complex.

Question type	Year 1&2	Year 3&4	Year 5&6
Identifying intention	Through discussion pupils should learn to think about the overall effect of the texts they are reading and start to describe what the author is trying to do (i.e. scare/educate/persuade/inform/surprise) or what they think (i.e. littering is bad). Pupils can also start to think about the main themes of a text i.e. (tis story is about friendship/love/being brave/looking after our world etc). All of the learning here should be done through discussion. This can be done through discussion.	• What is the main purpose of this text? • What is the author's intention? • Why do you think the author has written this text? • What do you think the author intended us to learn/think about when reading this story? • What does the author want the reader to do after reading this? • What is the moral of the story?	In upper KS2 pupils can be taught to more independently and clearly explain intention, viewpoint and themes through the use of sentence stems: -This story teaches us that…. so I think the theme of the story is…. ' -The writer aims to teach/show the reader that…..' I know about this theme because…./ It reminds me of….. The theme of X is….. …The writer's view is……. She/ he wants the reader to……
Identifying and explaining viewpoints		• Explain how the author's use of language in this sentence/paragraph/text shows that…(e.g. she loves animals.) • What do you think the writer thinks about this topic? Why? • How does the writer show his positive / negative attitude towards…? • How does this article create the impression that…(the author didn't really like the restaurant)? • What do you think the reporter thinks about the man she interviewed? How do you know? • How do the two poets/writers differ in their viewpoint towards….?	
Identifying themes		• What is the theme (big idea)? How do you know?	

Reading curriculum overview – Year 3

Autumn 1

Potential Stimulus	Fiction	Non- fiction	Poetry
   	The Egyptian Cinderella – Shirley Climo 	Information Text. Rivers 	The River- Valerie Bloom 

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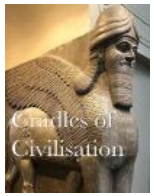
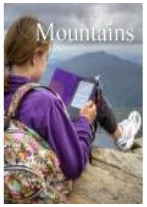
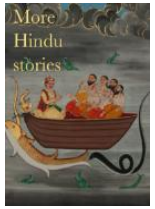
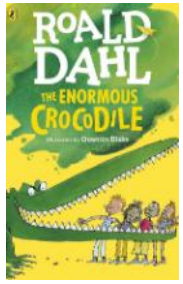
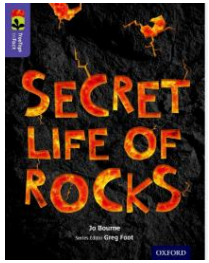
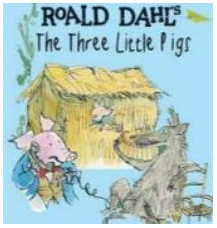
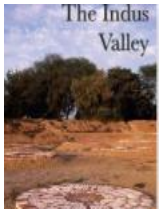
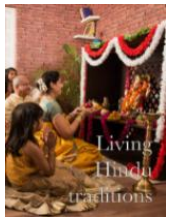
   	The Enormous Crocodile – Roald Dahl 	Information text. The Secret Lives of Rocks – Jo Bourne 	Three Little Pigs – Roald Dahl The Tummy Beast – Roald Dahl  

Spring 1









The Iron Man – Ted Hughes



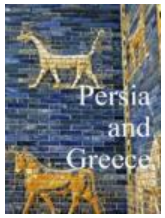
Information text. The Northern Lights



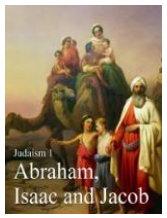
Last Night I saw the City Breathing – Andrew Fusek-Peters



Spring 2









The Worst Witch – Jill Murphy



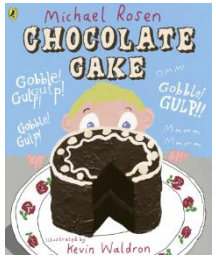
Newspaper report. Volcanoes

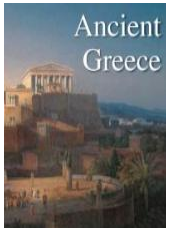
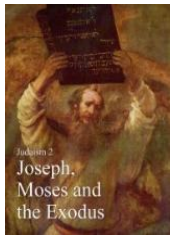
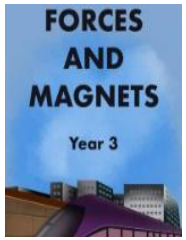
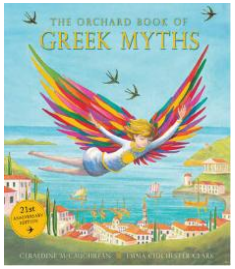
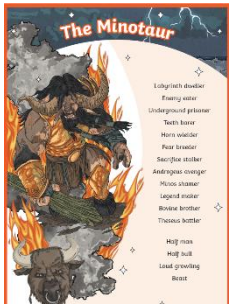
Instructions. How to make a Volcano.





Chocolate Cake by Michael Rosen



Summer 1			
  	The Orchard Book of Greek Myths – Geraldine McCaughrean 	Playscript – The Story of Baucis and Philemon 	The Minotaur 
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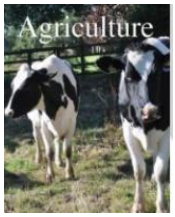
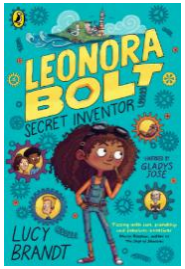
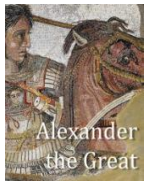
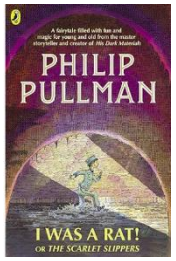
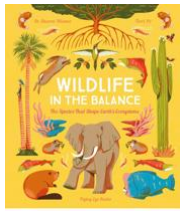
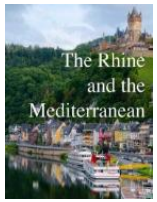
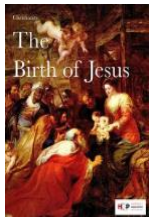
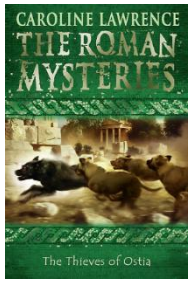
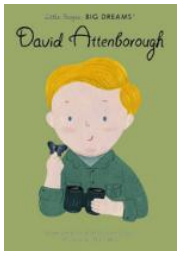
  	Leonora Bolt – Lucy Brandt 	Explanation text. How do bees make honey? 	<u>Poetry Week</u> ‘Then Laugh’ Bertha Adam Backus 

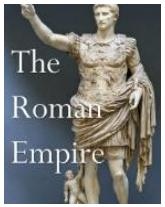
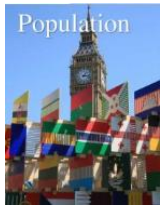
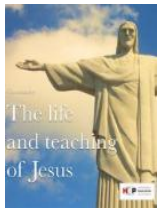
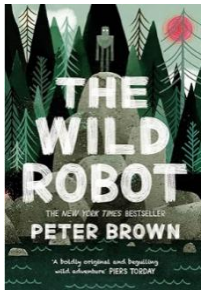
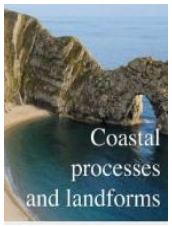
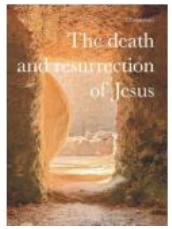
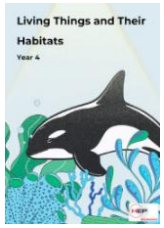
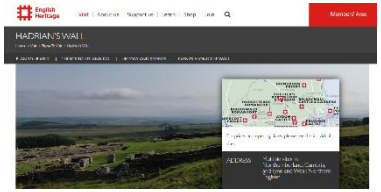
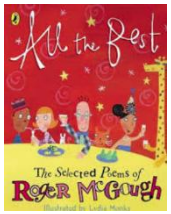
Reading curriculum overview – Year 4

Autumn 1

Potential Stimulus	Fiction	Non- fiction	Poetry
   	I was a Rat – Phillip Pulman 	Information text. Wildlife in the balance - Dr Sharon Wismer 	The World is Getting Hotter – Michele Preen 

Autumn 2

   	The Thieves of Ostia – Caroline Lawrence 	Biography. David Attenborough: Little People Big Dreams (Maria Isabel Sanchez Vegara) 	The River's Story – Brian Pattern 

Spring 1			
   	The Wild Robot 	Persuasive brouchure. Cardiff 	The Sound collector – Roger McGough 
Spring 2			
   	Playscript. Rocking Romans 	Persuasive Website. Hadrien's Wall 	Give and Take – Roger McGough 

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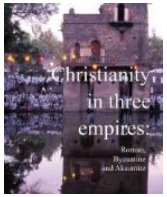
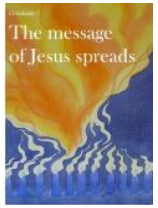
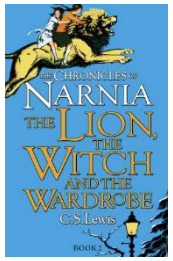
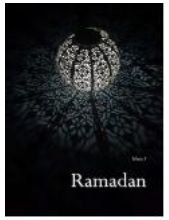
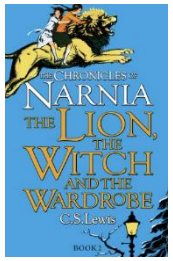
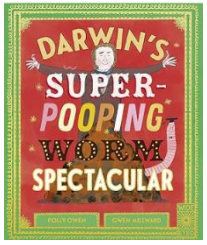
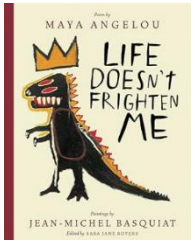
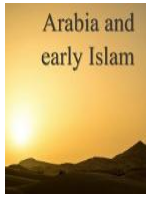
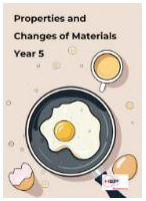
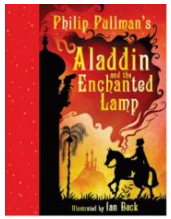
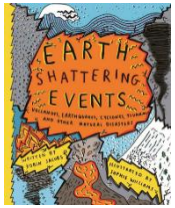
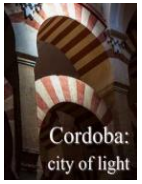
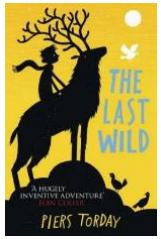
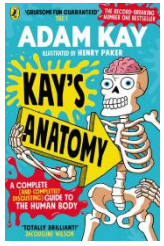
  	The Lion, the Witch and the Wardrobe – C.S.Lewis 	Explanation text. Electric Shock 	The British (Serves 60 Million) – Benjamin Zephaniah 
Summer 2			
  	The Lion, the Witch and the Wardrobe – C.S.Lewis 	Darwin's Super Pooping Worm Spectacular – Polly Owens & Gwen Millward 	<u>Poetry Week</u> Life Doesn't Frighten Me - Maya Angelou 

Reading curriculum overview – Year 5

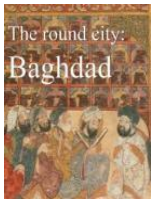
Autumn 1

Potential Stimulus	Fiction	Non- fiction	Poetry
   	Aladdin and the Enchanted Lamp – Philip Pulman 	Information and Explanation. Earth Shattering Events – Robin Jacobs 	Werewolf Club Rules – Joseph Coelho 

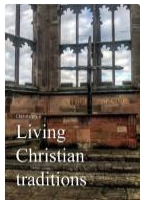
Autumn 2

   	The Last Wild – Piers Torday 	Information and Explanation. Kay's Anatomy – Adam Kay 	Werewolf Club Rules – Joseph Coelho 

Spring 1

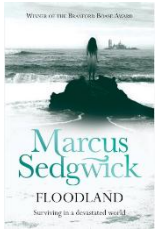








Floodland – Marcus Sedgwick



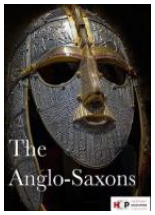
Speech. Greta Thunberg's speech to The United Nations 2019

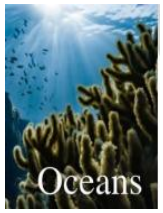


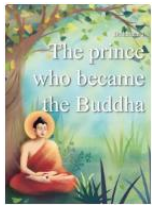
Bush Fire – Jackie Kay



Spring 2

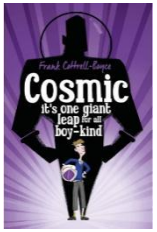




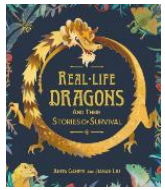




Cosmic – Frank Cotrell Boyce



Real Life Dragons and their Stories of Survival – Anita Ganeri

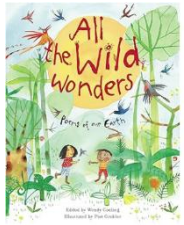


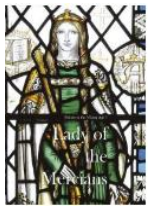
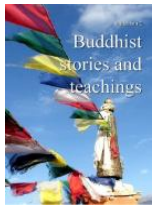
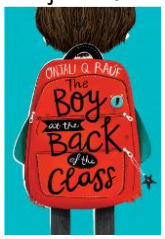
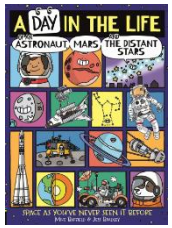
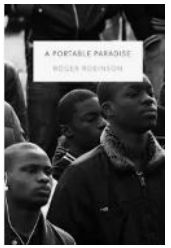
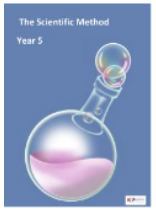
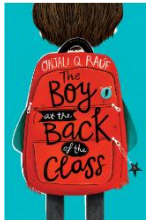
Newspaper report: The Staffordshire Hoard

https://www.theguardian.com/uk/2009/sep/24/anglo-saxon-treasure-hoard-gold-staffordshire-metal-detector



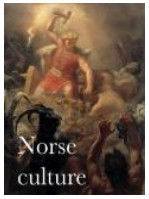
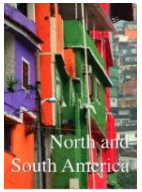
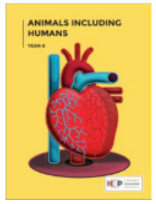
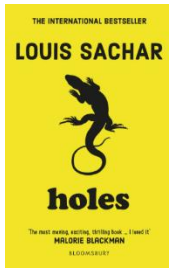
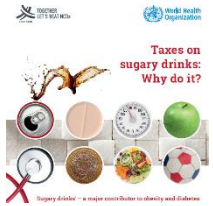
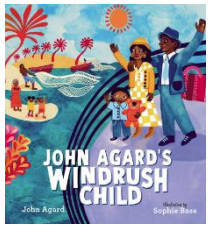
All the Wild Wonders – Wendy Cooling



Summer 1			
  	The Boy at the Back of the Class – Onjali Q Rauf 	Graphic information. A Day in the Life of an Astronaught, mars and the Distant Stars – Mike Barfield 	A Portable Paradise – Roger Robinson 
Summer 2			
  	The Boy at the Back of the Class – Onjali Q Rauf 	Interview. Tim Peake. 	<u>Poetry week</u> Invictus - William Earnest Henley 

Reading curriculum overview – Year 6

Autumn 1

Potential Stimulus	Fiction	Non- fiction	Poetry
   	Holes – Louis Sachar 	Argument. Sugar Tax 	Windrush Child – John Agard 

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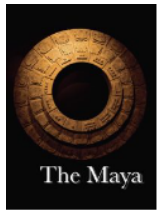
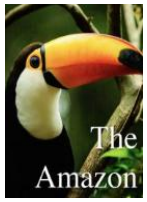
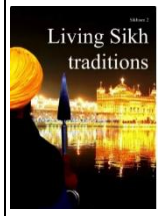
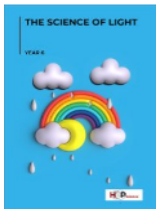
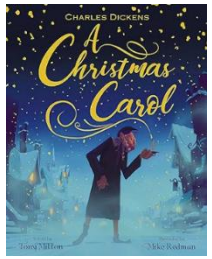
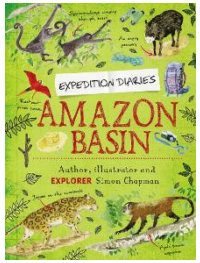
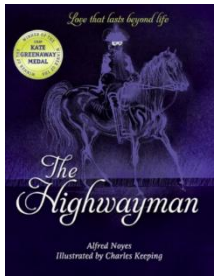
   	A Christmas Carol (abridged) – Charles Dickens 	Diary. Amazon Basin – Simon Chapman 	The Highway Man – Alfred Noyes 

Spring 1





Goodnight Mr. Tom – Michelle Magorian



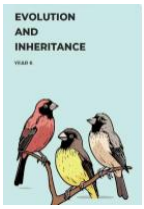
Speech. We Shall Fight on the Beaches – Winston Churchill



Bomber's Moon – Mike Harding

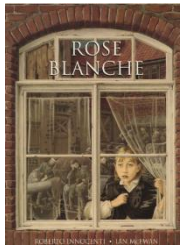


Spring 2





Rose Blanche – Roberto Innocenti

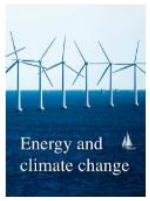
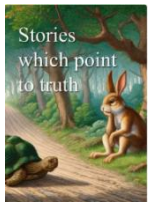
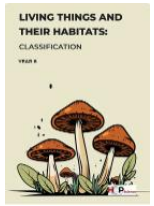
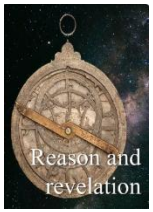
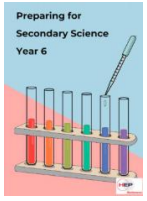


Story poster. Fair Trade
Persuasive poster. Fair Trade



For the Fallen – Laurence Binyon



Summer 1			
  	Wonder – R.J Palacio 	SATs comprehension practise – various texts.	SATs comprehension practise – various texts.
Summer 2			
  	Wonder – R.J Palacio 	Letter. To the American People - Barak Obama 	<u>Poetry Week</u> If - Rudyard Kipling 