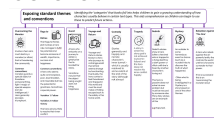
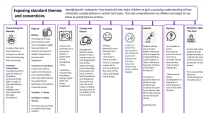



Early readers: EYFS F2			
Phase 1	Phase 2 Comprehension monitoring		Phase 3
Word reading	Stage 1- Check for basic understanding <b>ORAL</b>	Stage 2- Unlock deeper comprehension through modelling and guided discussion <b>ORAL</b>	Stage 3- Build the mental model <b>ORAL/WRITTEN</b>
<p><b>Let's read!</b> Page numbers -Teacher model -Echo read -Choral read</p> <p><b>Spot it (some)</b> Spot words / sounds linked to phonics</p> <p><b>Blah, blah, blah (some)</b></p>	<p><b>What's the word...</b> List 3 words to discuss before and any words to discuss throughout</p> <p><b>Who, when, what, where, how?</b> Throughout reading, the teacher pauses at regular intervals to check understanding. For example: Who is speaking (avoid pronoun confusion) What has just happened? Where are they right now/going? How are they going to get there? What is the reason? This is about checking all children (especially low attainers) are following the text before deeper questions get asked.</p> <p><b>What has happened so far? Or what do we know so far?</b> T asks ch to recap – what has happened so far, with a focus on sequencing narrative events. In NF in particular, this links with the task</p> <p>..... <b>Lesson 2 revisit</b></p>	<p><b>I wonder... why/what? (some)</b> Verbal reasoning with an inference focus- used to teach scanning</p> <p><b>Agree, disagree, can't tell (some)</b> Give children 4 statements that require them to infer and find evidence, while drawing on the text.</p> <p><b>Did you notice</b> Teachers model going through the text picking out particular phrases or patterns of language in poetry or pictures and diagrams in NF. Comment should be I like this bit here where.... It makes it sounds really (repeated / pattern) It helps me to know what it looks like (NF diagram) This should be about the <b>teacher showing their thinking rather than asking the children to answer</b> these questions as to why something is structured a certain way.</p> <p><b>Exemplar answer</b></p>	<p><b>I predict (some)</b> Give children three possible predications. Discuss which is most likely to happen. Ask them to find clues that tell them this.</p> <p><b>What I love is... (some)</b> Completed towards the end of a text. Discuss favourite parts of the story and why. e.g. 'I really love the part where...' or 'I'm glad that...' or 'I was surprised when'.</p>

Early readers: Year 1			
Phase 1	Phase 2 Comprehension monitoring		Phase 3
<b>Word reading</b>	Stage 1- Check for basic understanding <b>ORAL</b>	Stage 2- Unlock deeper comprehension through modelling and guided discussion <b>ORAL</b>	Stage 3- Build the mental model <b>ORAL/WRITTEN</b>
<p><b>Let's read!</b> Page numbers -Teacher model -Echo read -Choral read</p> <p><b>Spot it (some)</b> Spot words / sounds linked to phonics</p> <p><b>Blah, blah, blah (some)</b></p>	<p><b>What's the word...</b> List 3 words to discuss before and any words to discuss throughout</p> <p><b>Who, when, what, where, how?</b> Throughout reading, the teacher pauses at regular intervals to check understanding. For example: Who is speaking (avoid pronoun confusion) What has just happened? Where are they right now/going? How are they going to get there? What is the reason? This is about checking all children (especially low attainers) are following the text before deeper questions get asked.</p> <p><b>What has happened so far? Or what do we know so far?</b> T asks ch to recap – what has happened so far, with a focus on sequencing narrative events. In NF in particular, this links with the task ..... <b>Lesson 2 revisit</b></p>	<p><b>I wonder... why/what? (some)</b> Verbal reasoning with an inference focus- used to teach scanning</p> <p><b>Agree, disagree, can't tell (some)</b> Give children 4 statements that require them to infer and find evidence, while drawing on the text.</p> <p><b>It's there because... (some)</b> An opportunity to discuss how a text is organised: title, blurb, headings, subtitles, contents, glossary e.g. Can you find me the meaning of the word in bold? Can you find a word from the glossary on this page? How can I use the subtitles on the page to quickly check?</p> <p><b>Did you notice (some)</b> Pick out particular phrases or patterns of language to notice and discuss. e.g. I wonder why the word repeats? Do you notice what words the writer chose to use to describe the...? Are there any more words that have a similar meaning? Can you sort these</p>	<p><b>I predict (some)</b> Give children three possible predications. Discuss which is most likely to happen. Ask them to find clues that tell them this.</p> <p><b>Now I know (some)</b> Pick a focus (e.g. character or topic). Ask the question 'What do I know now that I didn't before?' Teacher records thoughts in a spider diagram. This can be revisited and added to over time.</p> <p><b>What type of story (some)</b> Completed once the text has been read. Get children to record the story type, along with a sentence to explain why they think this. Encourage children to make connections. Children to be given 2 categories to choose from) e.g. is this like anything you have read before?</p> <p><b>What I love is... (some)</b></p> 

		words into positive and negative words?  <b>Exemplar answer</b>	Completed towards the end of a text. Discuss favourite parts of the story and why. e.g. 'I really love the part where...' or 'I'm glad that...' or 'I was surprised when'. <b>Mixed comprehension</b>  <b>At the end of this sequence all children need to know...</b>

Novice readers: Year 2			
Yellow = answers that wouldn't go in a book			
Phase 1	Phase 2	Phase 2	Phase 3
	<b>Comprehension monitoring</b>		
<b>Word reading</b>	Stage 1- Check for basic understanding <b>ORAL</b>	Stage 2- Unlock deeper comprehension through modelling and guided discussion <b>ORAL first – then sometimes WRITTEN</b>	Stage 3- Build the mental model <b>ORAL/WRITTEN</b>
<p><b>Let's read!</b> Page numbers -Teacher model -Jump in -Echo read -Choral read -Individual read</p> <p><b>Break it up</b> Longer words</p> <p><b>Speed read (some)</b> Note passage for children to re-read for fluency</p> <p><b>Can you find it (some)</b> Note a word with a specific sound</p> <p><b>Blah, blah, blah (some)</b></p>	<p><b>What's the word...</b> List 3 words to discuss before and any words to discuss throughout</p> <p><b>Who, when, what, where, how?</b> List some basic questions to prompt discussions e.g. who is speaking? What has just happened? Where are they right now? What is the reason? How are they going to get there?</p> <p><b>Ask-how do you know? Can you find the word that tells me this?</b></p> <p><b>What has happened so far?</b> Note some places for a quick pause to summarise what has happened. At the end of the session, add relevant drawings to the class story map</p> <p><b>Zoom in, zoom out</b> Making connections- identify a paragraph to dissect (vocab, words, phrases, basic understanding). Connect this back to the narrative. Zoom in using 'who, when, what, where, how' questions, then zoom out using 'I wonder' and 'what do I know now questions'.</p>	<p><b>I wonder... why/what? (some)</b> Verbal reasoning with an inference focus- used to teach scanning</p> <p><b>Agree, disagree, can't tell (some)</b> Give children 4 statements that require them to infer and find evidence, while drawing on the text.</p> <p><b>It's there because... (some)</b> An opportunity to discuss how a text is organised: title, blurb, headings, subtitles, contents, glossary e.g. Can you find me the meaning of the word in bold? Can you find a word from the glossary on this page? How can I use the subtitles on the page to quickly check?</p> <p><b>Did you notice (some)</b> Pick out particular phrases or patterns of language to notice and discuss. e.g. I wonder why the word repeats? Do you notice what words the writer chose to use to describe the...? Are there any more words that have a similar meaning? Can you sort these</p>	<p><b>I predict (some)</b> Give children three possible predications. Discuss which is most likely to happen. Ask them to find clues that tell them this.</p> <p><b>Now I know (some)</b> Pick a focus (e.g. character or topic). Ask the question 'What do I know now that I didn't before?' Teacher records thoughts in a spider diagram. This can be revisited and added to over time.</p> <p><b>What type of story (some)</b> Completed once the text has been read. Get children to record the story type, along with a sentence to explain why they think this. Encourage children to make connections. Children to be given 2 categories to choose from e.g. is this like anything you have read before?</p>  <p><b>What I love is... (some)</b> Completed towards the end of a text. Discuss favourite parts of the story and why.</p>

	<p>.....</p> <p><b>Lesson 2 revisit</b></p>	<p>words into positive and negative words?</p> <p><b>Exemplar answer</b></p>	<p>e.g. 'I really love the part where...' or 'I'm glad that...' or 'I was surprised when'.</p> <p><b>Mixed comprehension</b></p> <p><b>At the end of this sequence all children need to know...</b></p>
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<b>Growing Expertise: Year 3-4</b>			
<b>Year 3</b> - <b>Text amount:</b> Drawing on a paragraphs-a page to find an answer - <b>Specificity of answer:</b> Recall events /actions/ feelings and find words to back up - <b>Skimming and scanning:</b> Brand new skill: growing in accuracy (supported)		<b>Year 4</b> - <b>Text amount:</b> Drawing on 1-2- pages to find an answer - <b>Specificity of answer:</b> Locate key words and phrases that add evidence to a view. - <b>Skimming and scanning:</b> Building Fluency (still requires some support)	
<b>Phase 1</b>	<b>Phase 2</b> <b>Comprehension monitoring</b>		<b>Phase 3</b>
<b>Word reading</b>	Stage 1- Check for basic understanding <b>ORAL</b>	Stage 2- Unlock deeper comprehension through modelling and guided discussion <b>ORAL first – then sometimes WRITTEN</b>	Stage 3- Build the mental model <b>ORAL/WRITTEN</b>
<p><b>Let’s read!</b> Page numbers -Teacher model -Jump in -Echo read -Choral read -Individual read</p> <p><b>Break it up</b> Longer words</p> <p><b>Speed read (some)</b> Note passage for children to re-read for fluency</p> <p><b>Can you find it (some)</b> Note a word with a specific sound</p> <p><b>He said/ she said (some)</b> Give children a sentence. Children practice saying the sentence in a certain way/ with a certain emotion</p> <p><b>She could run... (some)</b> Children read a sentence and place emphasis on a certain word</p>	<p><b>What’s the word...</b> List 3 words to discuss before and any words to discuss throughout</p> <p><b>What do we know so far?</b> Note some places for a quick pause to summarise what has happened. Children should be able to work out what details are important enough to include in their summary. Children add relevant notes to a summery list that builds up over time.</p> <p><b>Who, when, what, where, how?</b> List some basic questions to prompt discussions e.g. who is speaking? What has just happened? Where are they right now? What is the reason? How are they going to get there? <b>Ask-how do you know? Can you find the word that tells me this?</b></p> <p><b>Zoom in, zoom out</b></p>	<p><b>I wonder... why/what? (some)</b> Verbal reasoning with an inference focus- used to teach scanning <b>Agree, disagree, can’t tell (some)</b> Give children an opinion based statement for them to say if they agree with it or not. The need to find evidence for this opinion. The aim of the task is to get discussion going in the room about this – so choose a statement which could be both true and false! <b>It’s there because... (some)</b> An opportunity to discuss how a text is organised: title, blurb, headings, subtitles, contents, glossary, italics, bold (could link to She could run... How does the bold change the meaning of the word?) e.g. Can you find me the meaning of the word in bold? Can you find a word from the glossary on this page? How can I use the subtitles on the page to quickly check? <b>Did you notice (some)</b></p>	<p><b>I predict (some)</b> Children to make their own predications. They should draw on multiple small actions that happen throughout a text. Can link with ‘Now I know...’</p> <p><b>Now I know (some)</b> Pick a focus (e.g. character or topic). Ask the question ‘What do I know now that I didn’t before?’ Teacher records thoughts in a spider diagram. This can be revisited and added to over time.</p> <p><b>What type of story (some)</b> Completed once the text has been read. Get children to record the story type, along with a sentence to explain why they think this. Encourage children to make connections. Children to choose from the full list of categories. e.g. is this like anything you have read before?</p> 

<p>e.g. <b>She</b> could run.  She <b>could</b> run.  She could <b>run</b>.</p> <p><b>Mark it up (some)</b>  Children are given an excerpt from the text with no punctuation. Children need to decide where to place the punctuation.</p>	<p>Making connections- identify a paragraph to dissect (vocab, words, phrases, basic understanding). Connect this back to the narrative. Zoom in using 'who, when, what, where, how' questions, then zoom out using 'I wonder' and 'what do I know now questions'.</p> <p>.....</p> <p><b>Lesson 2 revisit</b></p>	<p>Model going through the text and begin to pick out words that the author has used to convey a certain image. e.g. did you notice that these words are quite positive/negative? Are there any more? What kind of images is the writer trying to make? What do they want us to think or feel?</p> <p><b>Got the gist? (some)</b>  Used to teach skimming. Children to quickly read a paragraph to get a feel for what it is about. This is particularly useful in NF. Note key words to help locate information later.</p> <p><b>Exemplar answer</b></p>	<p><b>Book talk (some)</b>  Children should be given time to discuss books and make recommendations to each other in a structured way.</p> <p><b>Mixed comprehension</b></p> <p><b>At the end of this sequence all children need to know...</b></p>
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<b>Growing Expertise: Year 5-6</b>			
<b>Year 5</b> - <b>Text amount:</b> Draw on pages-chapter to answer - <b>Specificity of answer:</b> Find multiple pieces of evidence to back up a view. Quote the text - <b>Skimming and scanning:</b> Fluency (some reminders about techniques for scanning such as look for capitalised proper nouns, and nouns, identifying key words) and making notes periodically in margins (skimming)		<b>Year 6</b> - <b>Text amount:</b> Draw on chapter-chapters to answer - <b>Specificity of answer:</b> Find multiple pieces of evidence beyond the explicit (subtle clues). Weigh them and know which are the strongest to add weight to justify an opinion/argument - <b>Skimming and scanning:</b> Prompts should not be required, children should know how to interact with the text	
<b>Phase 1</b>	<b>Phase 2</b>		<b>Phase 3</b>
<b>Word reading</b>	<b>Comprehension monitoring</b>		
	Stage 1- Check for basic understanding <b>ORAL</b>	Stage 2- Unlock deeper comprehension through modelling and guided discussion <b>ORAL first – then sometimes WRITTEN</b>	Stage 3- Build the mental model <b>ORAL/WRITTEN</b>
<b>Let's read!</b> Page numbers -Teacher model -Jump in -Echo read -Choral read -Individual read  <b>Speed read (some)</b> Note passage for children to read for fluency. Give them a set then ask children to note where they got to. Children then re-read to see if their speed increases.  <b>Can you find it (some)</b> Children challenge a partner to find a specific phrase <i>e.g. can you find where it tells you about.. on this page</i>  <b>Mark it up (some)</b>	<b>What's the word/phrase</b> Words/ phrases to discuss throughout. Define words/ phrases in around 3 words.  <b>Who, when, what, where, how?</b> List some basic questions to prompt discussions e.g. who is speaking? What has just happened? Where are they right now? What is the reason? How are they going to get there? <b>Ask-how do you know? Can you find the word that tells me this?</b>  <b>What do we know so far?</b> Note some places for a quick pause to summarise what has happened. Children should be able to work out what details are important enough to include in their summary. Children add relevant notes to a summery list that builds up over time.	<b>I wonder... why/what? (some)</b> Verbal reasoning with an inference focus- used to teach scanning  <b>Agree, disagree, can't tell (some)</b> Give children an opinion based statement for them to say if they agree with it or not. The need to find evidence for this opinion. The aim of the task is to get discussion going in the room about this – so choose a statement which could be both true and false!  <b>It's there because... (some)</b> An opportunity to discuss how a text is organised: title, blurb, headings, subtitles, contents, glossary, italics, bold (could link to She could run... How does the bold change the meaning of the word?) e.g. Can you find me the meaning of the word in bold? Can you find a word	<b>I predict (some)</b> Children to make their own predications. They should draw on large sections/ across the whole text. Can link with 'Now I know...' and 'What's your impression?'  <b>Now I know (some)</b> Pick a focus (e.g. character or topic). Ask the question 'What do I know now that I didn't before?' Teacher records thoughts in a spider diagram. This can be revisited and added to over time.  <b>What type of story (some)</b> Completed once the text has been read. Get children to record the story type, along with a sentence to explain why they think this. Encourage children to make connections. Children to choose from the full list of categories.

Children are given an exert from the text. Children need to decide where to place emphasis on certain words or create pauses to create maximum impact.

**Zoom in, zoom out**

Making connections- identify a paragraph to dissect (vocab, words, phrases, basic understanding). Connect this back to the narrative. Zoom in using 'who, when, what, where, how' questions, then zoom out using 'I wonder' and 'what do I know now questions'.

.....  
**Lesson 2 revisit**

from the glossary on this page? How can I use the subtitles on the page to quickly check?

**Did you notice (some)**

Model going through the text and begin to pick out words that the author has used to convey a certain image. e.g. did you notice that' these words are quite positive/negative? Are there any more? What kind of images is the writer trying to make? What do they want us to think or feel?

**What's your impression? (some)**

Children to draw evidence across the text in relation to personality traits by looking at what they have said and their actions.

**Got the gist? (some)**

Used to teach skimming. Children to quickly read a paragraph to get a feel for what it is about. This is particularly useful in NF. Note key words to help locate information later.

**Exemplar answer**

e.g. is this like anything you have read before?



**Book talk (some)**

Children should be given time to discuss books and make recommendations to each other in a structured way.

**Paraphrase it (some)**

Speaking in the voice of the character, children use their inference skills to draw on what the character is seeing, feeling or thinking at this point in the narrative

**Mixed comprehension**

**At the end of this sequence all children need to know...**