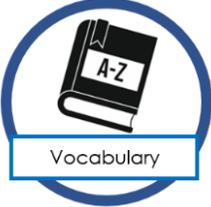
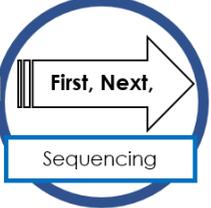
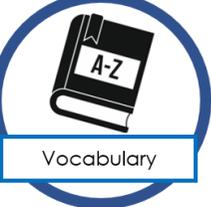
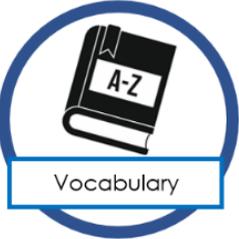
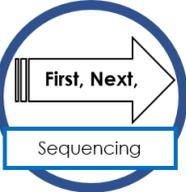
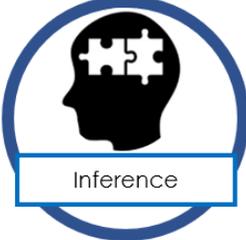
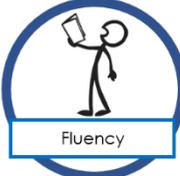
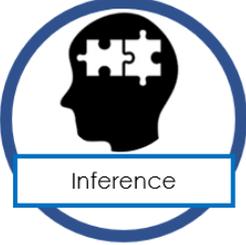
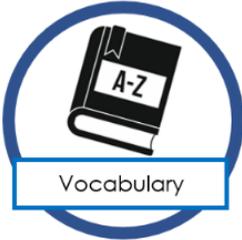


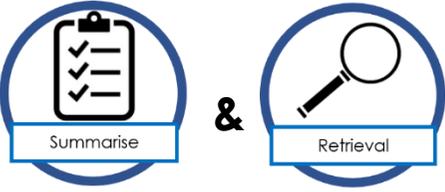
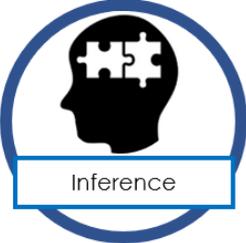
| EYFS | Skill For all skills use the approach- 'I do, we do, you do'. Teacher model the skill. Practise as a whole class. | | Suggested Activities |
|---------|---|---|---|
| Monday |  | Fluency: Children to read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, common exception words. Children to re-read books to build up confidence in word reading, fluency and their enjoyment. | Fluency: -Teacher to model reading sentence/s with expression and/ or actions and children to practise with teacher. -Focus on phonics that have been taught when reading aloud prompting children to recognise sounds that they know. -Encourage children to join in with predictable/repeated phrases/ rhyming words. |
| |  | Prediction: Children to anticipate key events in stories. Children to explain why things might happen. | Prediction: - Teacher to model making predictions I think that...because - Children to discuss what they think might happen in the story using what they have read and picture clues. |
| Wed |  | Sequencing: Children to demonstrate understanding by retelling narratives in own words and recently introduced vocabulary. | Sequencing: - Children to sequence events verbally using sequential language first, next, -Children to sequence text using pictures. - Children to sequence pictures/ events that have been muddled. - Children to draw pictures to show events in story |
| Thursda |  | Asking Questions: Children to listen and respond with relevant questions and comments when being read to. Children to ask questions to clarify understanding. | Asking Questions: - Teacher to model and encourage children to ask questions about the text. Do you think the bear enjoyed his afternoon? Is the turtle enjoying what he is doing? - Children to ask questions to a partner - Teacher to model asking questions to clarify understanding eg. I wonder if this means... |
| Friday |  | Vocabulary: Children to pick out and discuss new vocabulary. Children to use this vocabulary when discussing the text. | Vocabulary: -Through discussion, highlight new words and discuss what they might mean using prompts and pictures. - Teacher to model and encourage the children to use this vocabulary when talking about the text. |

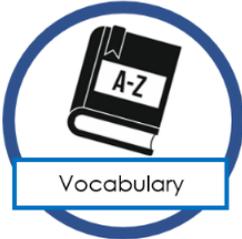
| Y1 | Skill For all skills use the approach- 'I do, we do, you do'. Teacher model the skill. Practise as a whole class. | | Suggested Activities  |
|------------------|--|---|--|
| Monday |   | <p>Fluency: Children to apply phonic knowledge to decode words when reading aloud. Children to recognise and join in with predictable phrases and to reread books to build confidence and fluency.</p> <p>Prediction: Children to make predictions based on what they have read so far.</p> | <p>Fluency:</p> <ul style="list-style-type: none"> -Teacher to model reading sentence/s with expression and/ or actions and children to practise with teacher. -Focus on phonics that have been taught when reading aloud prompting children to recognise sounds that they know. -Encourage children to join in with predictable/repeated phrases/ rhyming words. <p>Prediction:</p> <ul style="list-style-type: none"> - Teacher to model making predictions and why they have done so. - Children to join in with discussion about predictions about characters and plot. |
| Tuesday |  | <p>Vocabulary: Children to identify new words and to discuss meaning linked to previous knowledge. Children to identify rhyming words where possible.</p> | <p>Vocabulary:</p> <ul style="list-style-type: none"> - Highlight new words and discuss what the word might mean- use sentence/picture as prompts. - Provide links/pictures to words children already know to help work out meaning. - Children to put new word into different sentences verbally/ on white board. - To pick out words that rhyme- can children think of other words that rhyme verbally/ on whiteboard. |
| Wednesday |   | <p>Sequencing: Children to retell stories and to discuss events that have happened.</p> <p>Retrieval: Children to answer simple retrieval questions based on what they have read.</p> | <p>Sequencing:</p> <ul style="list-style-type: none"> - Children to sequence events verbally using sequential language first, next, -Children to sequence text using pictures. - Children to sequence pictures/ events that have been muddled. <p>Retrieval:</p> <ul style="list-style-type: none"> - Children to answer simple retrieval questions verbally. E.g. What colour is the cat? How many bears were there? What did Grandad eat for lunch? -Encourage children to pick out words from text when answering. |

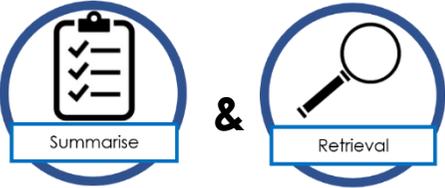
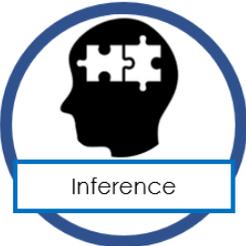
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p> |  <p style="text-align: center;">Inference</p> | <p>Inference: children to make simple inferences on what is being said and done whilst participating in discussion about the text.</p> | <p>Inference:</p> <ul style="list-style-type: none"> - ask children to make simple inferences verbally through drama/ questions/discussion E.g. How do we know that the character is happy? Can you show me how the character would act when they saw the bear? We know Cinderella is kind and nice, how are the step-sisters different to this? How do they act? What do you think the character would look like? Do you think the character would make a good friend? |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p> |  <p style="text-align: center;">Fluency</p> <p style="text-align: center;">&</p>  <p style="text-align: center;">Prediction</p> | <p>Fluency: Children to apply phonic knowledge to decode words when reading aloud. Children to recognise and join in with predictable phrases and to reread books to build confidence and fluency.</p> <p>Prediction: Children to make predictions based on what they have read so far.</p> | <p>Fluency:</p> <ul style="list-style-type: none"> -Teacher to model reading sentence/s with expression and/ or actions and children to practise with teacher. -Focus on phonics that have been taught when reading aloud prompting children to recognise sounds that they know. -Encourage children to join in with predictable/repeated phrases/ rhyming words. <p>Prediction:</p> <ul style="list-style-type: none"> - Teacher to model making predictions and why they have done so. - Children to join in with discussion about predictions about characters and plot. |

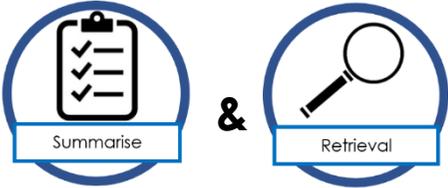
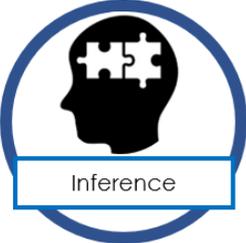
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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p> |  | <p>Inference: Children to make simple inferences from what is being said and done in the text.</p> | <p>Inference: - ask children to make simple inferences verbally through drama/ questions/discussion E.g. How do we know that the character is happy? Can you show me how the character would act when they saw the bear? We know Cinderella is kind and nice, how are the stepsisters different to this? How do they act? What do you think the character would look like? Do you think the character would make a good friend? - Build up to children writing written responses using scaffolds such as ' I think...because.....'</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p> |  | <p>Assessment opportunity: Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> | <p>Assessment opportunity: Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> |

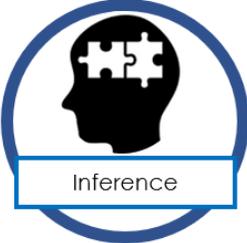
| Y3 | Skill For all skills use the approach- 'I do, we do, you do'. Teacher model the skill. Practise as a whole class. | | Suggested Activities  |
|---------------|---|--|---|
| Monday |  <p>Fluency</p> <p>&</p>  <p>Asking Questions</p> <p>or</p>  <p>Prediction</p> | <p>Fluency: Children to read aloud with increasing expression and to decode words by applying known phonic rules. Children to decode some exception words</p> <p>and</p> <p>Prediction: Children to make predictions using details stated in text and pictures.</p> <p>Or</p> <p>Asking questions: Children to ask clarification questions about what they have read.</p> | <p>Fluency:</p> <ul style="list-style-type: none"> - teacher to model reading sentence/ paragraph with expression/actions. - Sound out phonically decodable unfamiliar words as a class. -Children to practise reading with different types of expression/ speed. - Perform poems and play scripts. <p>Prediction:</p> <ul style="list-style-type: none"> -Children to make predictions about what will happen next in book beginning to use evidence from the text. -Children to compare predictions against what actually happened. <p>Asking questions:</p> <ul style="list-style-type: none"> - Encourage children to ask own clarification questions. Eg. 'Can anyone explain this part' -Class/group debate/ written questions- was the story easy to get into? How does the text make you feel? |
| | Tuesday |  <p>Vocabulary</p> | <p>Vocabulary: Children to check text for unfamiliar words. Use knowledge of word classes, prefixes, suffixes and root words to work out meaning of these words. Explore how similar words are related in word families.</p> <p>Discuss interesting words which add to description or effect.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday</p> |  <p>Summarise & Retrieval</p> | <p>Summarise: Identify the most important ideas/ events in one paragraph. Summarise the events in one paragraph in their own words.</p> <p>Retrieval: Retrieve specific information increasingly quickly from a paragraph of fiction or non-fiction. Scanning text to find specific words at speed.</p> | <p>Summarise:</p> <ul style="list-style-type: none"> - Explore purpose of a summary- why do we have them? - Summarise a paragraph in no more than 3 sentences - Can you draw the events- eg story board/comic - Sequence events in a paragraph <p>Retrieval:</p> <p>Scanning- challenge to find certain words- eg proper nouns, adjectives in a time limit!</p> <ul style="list-style-type: none"> - Give children topic/ character and ask them to write all they know about it in given time <p>Written response</p> <ul style="list-style-type: none"> - different style questions over time - written response - find and copy - true/ false - circle answers - questions where children have to highlight key words and scan for that word to find the answer - Practise identifying key question words (who, what why where when) |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p> |  <p>Inference</p> | <p>Inference: Children to make simple inferences about characters' thoughts and motives. Use simple evidence to support inferences. Children to participate in discussions/debates</p> | <p>Drama/debate</p> <ul style="list-style-type: none"> - use drama/discussion to empathise with characters' thoughts and feelings. - complete speech/thought bubbles with evidence from the text - compare characters- similar/ different/ behaviour- what clues tell you this - orally rehearse justifying answers- I think this because...so... - class debate on characters actions <p>Written Response</p> <ul style="list-style-type: none"> - start any written questions with simple examples and build up. - scaffold inference questions by giving children reference to what page/paragraph to use - answer written questions with ' I think...because it says....' |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p> |  <p>Prove It!</p> | <p>Assessment opportunity: Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> | <p>Assessment opportunity: Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> |

| Y4 | Skill For all skills use the approach- 'I do, we do, you do'. Teacher model the skill. Practise as a whole class. | | Suggested Activities  |
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| Monday |  <p>Fluency</p> <p>&</p>  <p>Asking Questions</p> <p>or</p>  <p>Prediction</p> | <p>Fluency: Children to read aloud with expression. Children to accurately decode exception words that do not follow phonic patterns.</p> <p>And</p> <p>Prediction: Children to make predictions about a book. Make predictions after reading from details stated and implied. Compare predictions to what actually happens in the text.</p> <p>Or</p> <p>Asking questions: Asking a range of different questions about what they have read to improve their understanding of the text.</p> | <p>Fluency:</p> <ul style="list-style-type: none"> - teacher to model reading sentence/ paragraph with expression/actions. - Sound out phonically decodable unfamiliar words as a class. -Children to practise reading with different types of expression/ speed. - Perform poems and play scripts. <p>Prediction: Before reading text, ask children to predict what it might be about. After reading, make predictions and prove it- make predictions rooted in evidence. Compare predictions when they have read on.</p> <p>Asking questions:</p> <ul style="list-style-type: none"> - Encourage children to ask own questions. Eg. Can anyone explain this part... -Give children response stems. Eg. ' I think... because...this means' - Give children questions stems to encourage non-literal questions eg. ' I wonder if' -Class/ group debate – was the story easy to get into? Characters/ Effects author is trying to create |
| | Tuesday |  <p>Vocabulary</p> | <p>Vocabulary: Children to check text for words that they don't understand and use knowledge of word class, prefixes, suffixes and root words to work out meaning. Explore how words are related in word families. Use context of whole sentence to work out meaning of unfamiliar words and use synonyms. Discuss interesting words which add effect. Children to use dictionaries accurately.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday</p> |  <p style="text-align: center;">Summarise & Retrieval</p> | <p>Summarise: Identify the most important ideas/ events in one paragraph. Summarise the events in one paragraph in their own words.</p> <p>Retrieval: Retrieve specific information increasingly quickly from a paragraph of fiction or non-fiction. Scanning text to find specific words at speed. Skim a text to locate the most likely section that the answer will be found.</p> | <p>Summarise:</p> <ul style="list-style-type: none"> - Explore purpose of a summary- why do we have them? - Summarise a paragraph in no more than 5 sentences - Can you draw the events- eg story board/comic - Sequence events in a paragraph <p>Retrieval:</p> <p>Skimming: Practise identifying topic sentence to determine subject of paragraph. Children to skin paragraph- can they write an appropriate subheading?</p> <p>Scanning: Set challenges: eg find specific words/ adjectives etc</p> <p>Written response:</p> <ul style="list-style-type: none"> -- different style questions over time - written response - find and copy - true/ false - circle answers - questions where children have to highlight key words and scan for that word to find the answer -Practise identifying key question words (who, what why where when) ask children to predict what type of answer will be needed. E.g. Fact/ person/ explanation |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p> |  <p style="text-align: center;">Inference</p> | <p>Inference: Children to make more complex inferences about character's thoughts and motives using specific evidence from the text. Children to participate in discussion and debate, building on others' ideas.</p> | <p>Inference:</p> <p>Drama/debate:</p> <ul style="list-style-type: none"> - Always ask children to justify answers- how do you know? Can you show evidence for this? - Use drama/discussion to empathise with characters' thoughts and feelings/ comparison of characters. - Class debate- which character do you like most and why? <p>Written questions:</p> <ul style="list-style-type: none"> - Up to 2 extended questions in one lesson. Scaffold inference questions by giving children reference to the page/paragraph to use. - Children to answer using PEE- ' I think.. because... this means' - Oral presentation of main points- audience can quiz presenter! |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p> |  <p style="text-align: center;">Prove It!</p> | <p>Assessment opportunity: Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> | <p>Assessment opportunity: Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday</p> |  | <p>Summarise: Children to identify most important ideas/events form a whole text. Children to summarise events accurately and decide which information is most relevant.</p> <p>Retrieval: Children to retrieve specific information quickly and accurately from a whole text. To answer a range of different questions. To scan a text to find specific words at speed and to skim a text to locate where an answer will most likely be found. Children to distinguish between fact and opinion.</p> | <p>Summarise:</p> <ul style="list-style-type: none"> - Summarise what they have read- challenge to do it in a time length/number of sentences. - Share summaries- similarities/differences/most relevant -Children to have range of statements to summarise a text- decide which would be best used in a summary and why. - Sequence events in correct order <p>Retrieval:</p> <ul style="list-style-type: none"> - Practice answering different question types .eg. multiple choice/ sequencing events/ true or false/ fact or opinion - Include questions where a synonym is used not the exact vocab in the text - Identify key question words and the type of answer that will be needed. - Rehearse skimming and scanning for topic sentences and specific words - Children to generate own retrieval questions |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p> |  | <p>Inference: Children to make complex inferences about characters' thoughts and motives using specific evidence from text. Participate in debates and discussions building on and challenging others' views.</p> | <p>Inference:</p> <ul style="list-style-type: none"> - drama/ debate - Prove it- point always backed up with evidence! - empathise with characters thoughts and feelings - Comparison of characters - Class debates on characters actions <p>Written response</p> <ul style="list-style-type: none"> - 2 or 3 extended questions: PEEL- point, evidence, explanation, link - range of responses appropriate for type of question - mind map different words which might be useful to scan for when answering a question - Oral presentation- audience to quiz presenter - Generate own inference questions |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p> |  | <p>Assessment opportunity: Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> | <p>Assessment opportunity: Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday</p> |   <p style="text-align: center;">&</p> | <p>Summarise: Children to identify most important parts of a whole text. Summarise events succinctly and use quotes to support the summary.</p> <p>Retrieval: Children to retrieve specific information quickly and accurately from a whole text using skimming and scanning. Answer a range of different questions.</p> | <p>Summarise:</p> <ul style="list-style-type: none"> - Summarise what they have read- challenge to do it in a time length/number of sentences. - Share summaries- similarities/differences/most relevant - Summarise for different audiences - Use quotes from text to support summary - Children to have range of statements to summarise a text- decide which would be best used in a summary and why. - Sequence events in correct order <p>Retrieval:</p> <ul style="list-style-type: none"> - Practice answering different question types .eg. multiple choice/ sequencing events/ true or false/ fact or opinion - Include questions where a synonym is used not the exact vocab in the text - Identify key question words and the type of answer that will be needed. - Practise identifying correct paragraph/section needed to answer a question. Recap skills of skimming and use scanning skills to find information required to answer the question - Children to generate own retrieval questions to answer in pairs |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p> |  | <p>Inference:</p> <p>Children to support all inferences using specific and relevant evidence form the text. Participate in debates and discussions building on and challenging others' views.</p> | <p>Inference: - drama/ debate</p> <ul style="list-style-type: none"> - Prove it- point always backed up with evidence! - empathise with characters thoughts and feelings - Comparison of characters - Contrasting a character's speech and internal monologue - Class debates on characters actions <p>Written response:</p> <ul style="list-style-type: none"> - 3 extended questions: PEEL- point, evidence, explanation, link - range of responses appropriate for type of question - mind map different words which might be useful to scan for when answering a question - Oral presentation- audience to quiz presenter - Generate own inference questions |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p> |  | <p>Assessment opportunity:</p> <p>Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> | <p>Assessment opportunity:</p> <p>Children independently read a short unseen text and answer a mix of questions that they have been taught this week.</p> |