



THE ST. MARY'S PARTNERSHIP

Changes to pedagogy

Whole Class Guided Reading



**THE ST. MARY'S
PARTNERSHIP**

Reading
How do we teach Reading?



- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

Reading > Year 2

Lion Learning Pathways

Word

	Autumn	Spring	Summer
Expected Standard	<ul style="list-style-type: none"> [KEY] Sound out most unfamiliar words accurately, without undue hesitation. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Take note of punctuation and read with appropriate expression. [KEY] Read most words containing common suffixes (ed, ing, est, y, er, ment, ful, ness, less, ly). 	<ul style="list-style-type: none"> [KEY] Read most common exception words, noting unusual correspondences. [KEY] Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading. [KEY] Read accurately most words of two or more syllables. 	<ul style="list-style-type: none"> [KEY] Continue to read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute.

Reading > Year 2

Lion Learning Pathways

Comprehension

	Autumn	Spring	Summer
Expected Standard	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways. Draw on what they already know or on background information and vocabulary provided by the teacher. Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Discuss the sequence of events in books and how items of information are related. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> Continue to be introduced to non-fiction books that are structured in different ways. Continue to draw on what they already know or on background information and vocabulary provided by the teacher. Continue to listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Continue to discuss the sequence of events in books and how items of information are related. Continue to become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> Continue to be introduced to non-fiction books that are structured in different ways. Continue to draw on what they already know or on background information and vocabulary provided by the teacher. Continue to listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Continue to discuss the sequence of events in books and how items of information are related. Continue to become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.



Reading Lesson/Learning Wall Resources

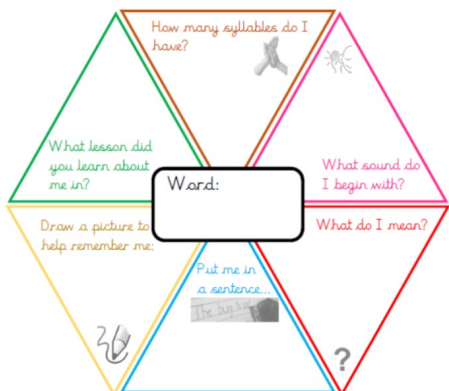
Agree



Build on



Challenge



WORD Help - Break it down



St. Mary's Guided Reading
My sentence-stem bookmark



PREDICTING

- I wonder if
- I predict
- I think that
- I imagine
- I think * will happen
- I think I will learn
- I think it will be set out
- The next part will be about

ASKING QUESTIONS ?

- Who
- Where
- What
- When
- I wonder...
- Why did/has
- How
- What if
- Why do you think
- How do you think
- How do you know

CLARIFYING

- I think that means
- I don't understand
- What does * mean?
- I need to reread * part because
- * is a tricky word so I
- I didn't understand * so I
- Let's reread because it doesn't make sense

SUMMARISING

- The key idea is
- The most important ideas are * and I know this because
- This part is about
- The headline would be
- In ten words
- The main themes are

INFERRING

- The word * tells me
- The part * tells me
- This makes me think that
- I think this character * because
- I think the setting is
- I think the mood is
- I think the writer's viewpoint is
- I think the character's viewpoint is

EVALUATING

- Language:
- The word/phrase * tell us that because *
 - I like the way the author uses * it makes me think
 - I think it would have read better if *
 - It's clever the way the author uses * because *
 - The sentence * has high impact because
- Organisation:
- The text is organised well because
 - The presentation helps the reader because
 - The structure could be improved by

MAKING CONNECTIONS

- Text to self:
- I know about this because I
 - I've been to / seen
 - I saw a programme on tv about this
 - I can identify with the character * because
- Text to text:
- I think this book is (* genre) because
 - This reminds of * because
 - The character is similar to *
 - This is similar to * because
- Text to world:
- This links to
 - I know about this * idea because
 - I know other authors like *
 - I know about this issue because *
 - I heard about this through my learning in *

PREDICTING



I wonder if

I predict

I think that

I imagine

I think * will happen

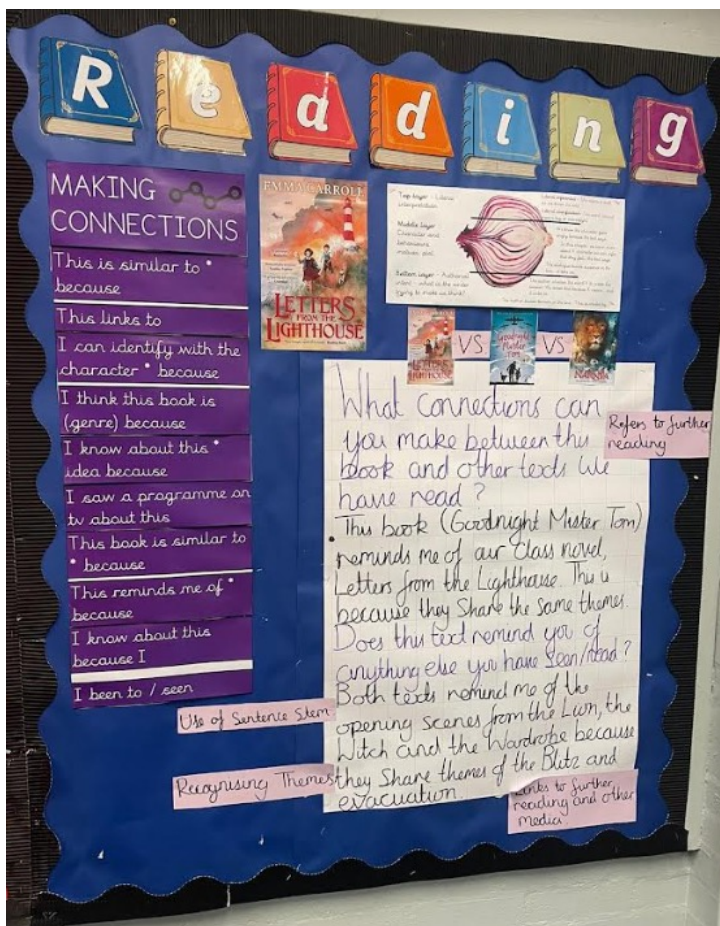
I think I will learn

I think it will be set

The next part will be



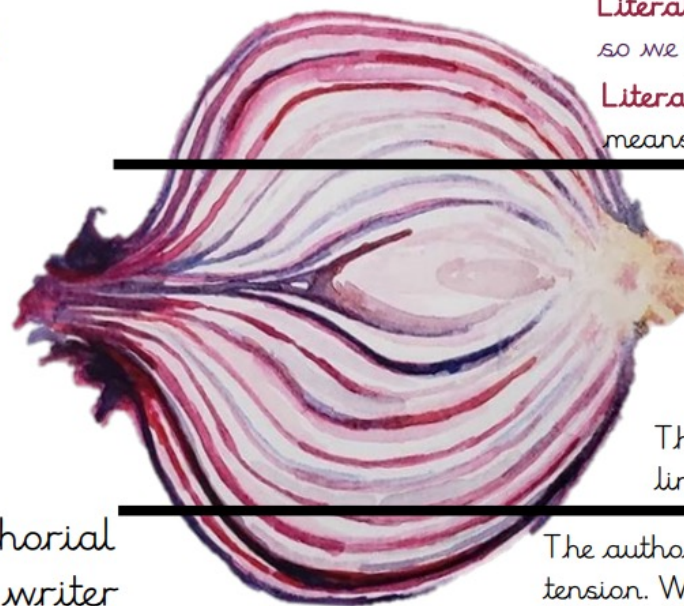
Reading Lesson/Learning Wall Resources



Top layer - Literal interpretation

Middle layer - Character and behaviours, motives, plot.

Bottom layer - Authorial intent - what is the writer trying to make us think?



Literal inferential - She wears a coat, so we know it's cold.

Literal clarification- The word 'rotund' means big or overweight.



We know the character feels angry because the text says...

In this chapter, we learn more about X character we can infer that they feel... the text says...

The dialogue builds suspense in the line... it tells us...

The author chooses the word X to create the tension. We know this because X means... and it links to...

The author builds tension in the line... This is created by...

Year 5	Autumn 1	Autumn 2
Reading Texts	<p>The Jamie Drake Equation</p>  <p>Themes: Space, Sci-Fi, family, dreams, desires, adventure, real-life events and emotions, maths, responsibility, equations, anxiety, school, homework</p>	<p>Song of the Dolphin Boy</p>  <p>Themes: An outsider can find a place where they truly belong, the terrible threat to our seas, life and habitats in the sea, plastic waste and pollution</p>
Key Vocabulary	<p>equation, conventional, dimension, defunct, intergalactic, labour, observatory, resistance, transmit, unearthly, Grandad Nell</p>	<p>lighthouse, population, water cycle, ocean, dolphin, sea creatures, plastic, pollution, waste, rubbish, pollution</p>

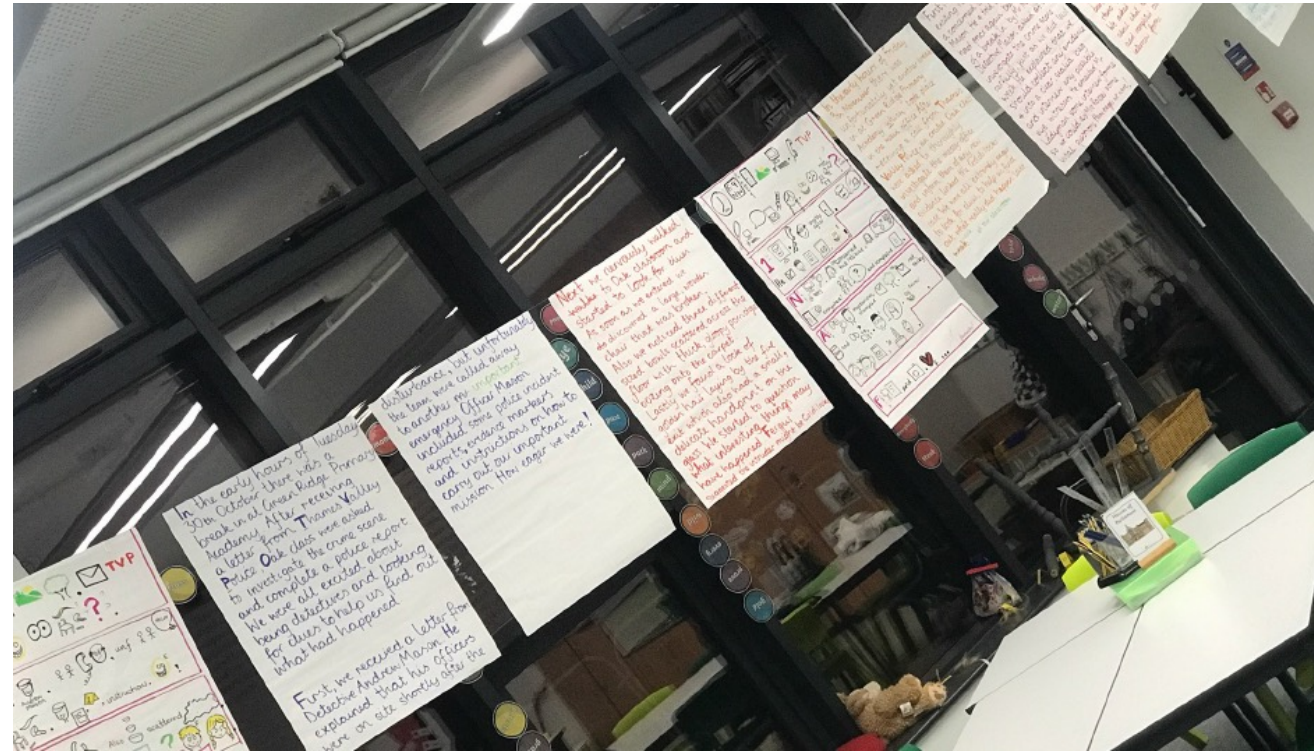


The reading (and writing) journey for the week must be displayed on the washing line and referred to regularly by the teacher/children to develop independence in learning.

It must be used as a visual reminder for children to maintain a view of the text as a whole and reading domains being taught for that lesson/week. The washing line is an active learning tool to remember/recap what has come before (prior learning) and how these skills build up to what is coming next.

Washing lines should show the clear learning journey over the week.

Each flip chart paper must have a skills focus and date written at the top of the page.





KS1 Reading Domains

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

KS2 Reading Domains

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

We plan reading lessons using the reading skills domains for KS1 and KS2. PiXL QLAs and reading heatmaps from the most recent tests will indicate which reading content skills are weakest across your class/set and these must be taken into account when planning reading. We plan based on the need of our children to close learning gaps over time and accelerate progress



Monday	Fiction (Class Text from the Spine)
Tuesday	Fiction (Class Text from the Spine)
Wednesday	Non-fiction (linked to non-core curriculum)
Thursday	Non-fiction (linked to non-core curriculum)
Friday	Unseen text - use PiXL

Poetry will remain a focus for each year group to be taught once every term (see spine for ideas to link this in)



How do we teach Reading?

Changes to the teaching of reading from September 2024

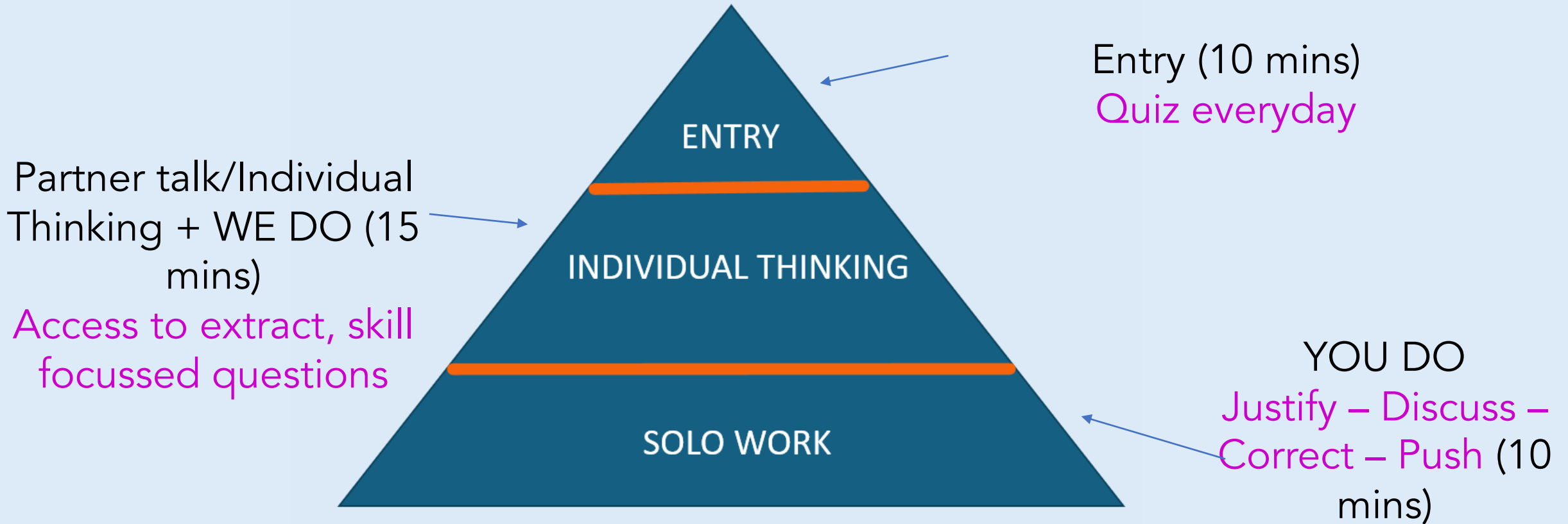
- Reading lessons will no longer require a bookmark. The purpose being to:
 - Reduce cognitive load and expectations for extensive written responses. The reading lesson is to READ, understand the text/author's choice/layout/use of language; to discuss, share ideas, debate and respond
 - Allow books to show a more considered response to the text rather than sketchy answers to ill-prepared questions on a bookmark
- Lesson pace is ESSENTIAL and the structure will follow the 3-part format as shown on the next slide.





How do we teach Reading?

Changes to the teaching of reading from September 2024



The lesson will end with **correction/push (in green pen)** to extend/develop individual understanding of the: "To what extent do you agree with..... statement?"



A model sequence of learning: MIRO for Y6 Fiction: Holes





Year 6 Fiction: Holes. Building up a WE DO model through partner talk/class discussion at each stage of the lesson

What can we infer so far about Mr Sir the ~~Warden~~^{Guard?}

- he is sarcastic "You're not in the Girl Scouts anymore."
- he is dismissive of what might happen at "girl" scouts
- he is self-important
- he is grumpy - he has recently given up smoking
- he is not kind - does not give Stanley a drink when he is 'gasping'

What do we know about Stanley's character?

- he is poor, his family are not wealthy
- he is overweight, robust and larger than the average boy his age
- he has no friends

I do not fully agree because...

- ✓ If you do something wrong, you must correct your behaviour
 - it disciplines you
 - it makes you take responsibility

(Push/Correct): In many instances, people who spend time in


correctional centres do not come out as better people. Also, making boys work all day

- ✗ You may not be guilty of ^{just sin} a crime so you may have ^{child exploitation and against human} no behaviour to correct ^{and right}
- If you are a bad person and

do wrong, you may be unable to change your ways / self-correct

- You may die of heat exhaustion.



	HOLES - CHAPTERS 1-6			
	SKILLS:	Retrieve (2b)	Teacher	Pupil
		Infer (2d)		
		Vocabulary (2a)		
		Summarise (2c)		

Banner header includes lesson context and reading content domains

- Entry
1. What is the name of the main character?
 2. Where has he been sent?
 3. Which state is it in?
 4. What is Camp Green Lake?
 5. What is strange about Camp Green Lake?
 6. What does Stanley have to do every day?
 7. What was Stanley's apparent crime?
 8. Which creature is very dangerous?
 9. Who is Stanley's councillor?
 10. Name two other boys at Camp Green Lake.

Entry quiz

Individual thinking - WE DO

Individual Thinking

"Mr. Sir isn't really so bad," said Mr. Pendanski. "He's just been in a bad mood ever since he quit smoking. The person you've got to worry about is the Warden. There's really only one rule at Camp Green Lake: Don't upset the Warden."

What impression do you have of the warden so far?

Stanley looked at the cot and nodded. He wasn't particularly thrilled about sleeping in the same cot that had been used by somebody named Barf Bag.

Why wasn't Stanley thrilled about that?

Individual thinking through WE DO

Solo Work - YOU DO

"If you take a bad boy and make him dig a hole every day in the hot sun it will turn him into a good boy."

To what extent do you agree with this statement?

Solo work - justification question - model your expectations of how to answer this well first



Reading

THE ST. MARY'S
PARTNERSHIP

Task Design for Books. KSI - linked to phonics

Guided reading session: application of phonics											
	Crick and Crock Have Lunch Phonics & Guided Reading Lesson 1 Pages 2 - 7 Wednesday 24 July 2024	<table border="1"> <thead> <tr> <th></th> <th>Teacher</th> <th>Pupil</th> </tr> </thead> <tbody> <tr> <td>Skill 1: Retrieval</td> <td></td> <td></td> </tr> <tr> <td>Skill 2: Inference (Id)</td> <td></td> <td></td> </tr> </tbody> </table>		Teacher	Pupil	Skill 1: Retrieval			Skill 2: Inference (Id)		
	Teacher	Pupil									
Skill 1: Retrieval											
Skill 2: Inference (Id)											
Key Vocabulary <small>(pre-taught knowledge)</small> lunchbox kelp	Quick Quiz <small>(prior knowledge/retrieval)</small> 1. What is the crab's name? 2. What colour is the crab's lunchbox? 3. What does the crab slip on? 4. What type of sandwich does crab eat? 5. What is missing from crab's lunchbox?										
Partner Talk What type of animal is Crick? <input type="checkbox"/> a dog <input type="checkbox"/> a seahorse <input type="checkbox"/> a crab											
Individual thinking What clues in the book tell us about how Crick was feeling when there is no drink in her lunchbox?											
<table border="1"> <tbody> <tr> <td>I can see...</td> <td></td> </tr> <tr> <td>I can read...</td> <td></td> </tr> </tbody> </table>			I can see...		I can read...						
I can see...											
I can read...											
Solo work Then, she has a quick sniff. Why do you think Crick has a quick sniff of the lunchbox, after <u>lifting up</u> the lid? _____ _____ _____ _____											

Banner header includes lesson context and reading content domains

Entry quiz

Individual thinking through WE DO

Solo work - simplified justification/reasoning



Book outcomes of a Y6 Fiction lesson - Holes

LOUIS SACHAR HOLES - CHAPTERS 1-6

SKILLS	Retrieve (2b)	Infer (2d)	Vocabulary (2c)	Summarise (2c)	Teacher	Pupil
	✓	✓	✓	✓	✓	✓

Retrieve

Entry

1. What is the name of the main character? 1. Stanley ✓
2. Where has he been sent? 2. Camp Green Lake ✓
3. Which state is it in? 3. Texas ✓
4. What is Camp Green Lake? 4. A juvenile correctional facility ✓
5. What is strange about Camp Green Lake? 5. There's never a lake ✓
6. What does Stanley have to do every day? 6. He has to dig ✓
7. What was Stanley's apparent crime? 7. Stealing a pair of shoes ✓
8. Which creature is very dangerous? 8. The yellow spotted lizard ✓
9. Who is Stanley's councillor? 9. Mr. Pendanski ✓
10. Name two other boys at Camp Green Lake. 10. Armpit and Magrod ✓

Individual thinking - WE DO

Individual Thinking

"Mr. Sir isn't really so bad," said Mr. Pendanski. "He's just been in a bad mood ever since he quit smoking. The person you've got to worry about is the Warden. There's really only one rule at Camp Green Lake: Don't upset the Warden."

The impression we have so far of the warden is that he is **paranoid** because **Stanley** **rob** in the jail **steal** anyone. He is **Stanley** is **also** very **self** important. He is **grumpy** as he **recently** **green** up **digging** and he is **not** **very** kind as he **doesn't** **give** money. A **serious** **man** **that** **has** **been** **in** **prison**. What evidence is there in the text that he is all very kind? Look at page 14.

Stanley looked at the cot and nodded. He wasn't particularly thrilled about sleeping in the same cot that had been used by somebody named Barf Bag.

Why wasn't Stanley thrilled about that?

Solo Work - YOU DO

"If you take a bad boy and make him dig a hole every day in the hot sun it will turn him into a good boy."

Push/Correct: In many instances, people who spend time in correctional centres do not come out as better people. Also, making boys work all day in the hot sun is child exploitation and against human rights.

NSL:

Summarise.

I thought it would be green and have a lake but instead it has blazing sun, lizards and uncleaning.

LOUIS SACHAR HOLES - CHAPTERS 1-6

SKILLS	Retrieve (2b)	Infer (2d)	Vocabulary (2c)	Summarise (2c)	Teacher	Pupil
	✓	✓	✓	✓	✓	✓

Retrieve

Entry

1. What is the name of the main character? 1. Stanley ✓
2. Where has he been sent? 2. Camp Green Lake ✓
3. Which state is it in? 3. Texas ✓
4. What is Camp Green Lake? 4. Camp for bad boys ✓
5. What is strange about Camp Green Lake? 5. There's no lake ✓
6. What does Stanley have to do every day? 6. Dig a hole ✓
7. What was Stanley's apparent crime? 7. He stole shoes ✓
8. Which creature is very dangerous? 8. Yellow spotted lizard ✓
9. Who is Stanley's councillor? 9. Mr. Pendanski ✓
10. Name two other boys at Camp Green Lake. 10. Armpit, Magrod ✓

Individual thinking - WE DO

Individual Thinking

"Mr. Sir isn't really so bad," said Mr. Pendanski. "He's just been in a bad mood ever since he quit smoking. The person you've got to worry about is the Warden. There's really only one rule at Camp Green Lake: Don't upset the Warden."

The impression we have so far of the warden is that he is **paranoid**, **grumpy**, **self** important, **not** **very** kind, **and** **he** **doesn't** **give** money. A **serious** **man** **that** **has** **been** **in** **prison**. What evidence is there in the text that he is all very kind? Look at page 14.

Stanley looked at the cot and nodded. He wasn't particularly thrilled about sleeping in the same cot that had been used by somebody named Barf Bag.

Why wasn't Stanley thrilled about that?

Solo Work - YOU DO

"If you take a bad boy and make him dig a hole every day in the hot sun it will turn him into a good boy."

Push/Correct: In many instances, people who spend time in correctional centres do not come out as better people. Also, making boys work all day in the hot sun is child exploitation and against human rights.

NSL:

Summarise.

I thought it would be green and have a lake but instead it has blazing sun, lizards and uncleaning.

More able children are not held back to start their responses after sufficient talk/discussion

LOUIS SACHAR HOLES - CHAPTERS 1-6

SKILLS	Retrieve (2b)	Infer (2d)	Vocabulary (2c)	Summarise (2c)	Teacher	Pupil
	✓	✓	✓	✓	✓	✓

Retrieve

Entry

1. What is the name of the main character? 1) Stanley ✓
2. Where has he been sent? 2) Camp Green Lake ✓
3. Which state is it in? 3) Texas ✓
4. What is Camp Green Lake? 4) Camp for bad boys ✓
5. What is strange about Camp Green Lake? 5) No lake ✓
6. What does Stanley have to do every day? 6) Dig holes ✓
7. What was Stanley's apparent crime? 7) Stealing shoes ✓
8. Which creature is very dangerous? 8) Yellow spotted lizard ✓
9. Who is Stanley's councillor? 9) Pendanski Mr. Pendanski ✓
10. Name two other boys at Camp Green Lake. 10) Armpit and Magrod ✓

Individual thinking - WE DO

Individual Thinking

"Mr. Sir isn't really so bad," said Mr. Pendanski. "He's just been in a bad mood ever since he quit smoking. The person you've got to worry about is the Warden. There's really only one rule at Camp Green Lake: Don't upset the Warden."

The impression we have so far is not about the warden is that he is **paranoid**, **grumpy**, **self** important, **not** **very** kind, **and** **he** **doesn't** **give** money. A **serious** **man** **that** **has** **been** **in** **prison**. What evidence do we have to support these impressions? Look at page 13.

Stanley looked at the cot and nodded. He wasn't particularly thrilled about sleeping in the same cot that had been used by somebody named Barf Bag.

Why wasn't Stanley thrilled about that?

Solo Work - YOU DO

"If you take a bad boy and make him dig a hole every day in the hot sun it will turn him into a good boy."

Push/Correct: In many instances, people who spend time in correctional centres do not come out as better people. Also, making boys work all day in the hot sun is child exploitation and against human rights.


A weaker learner has less detailed answers and more support/redirection from the teacher during the YOU DO



Reading


THE ST. MARY'S
PARTNERSHIP

Expectations for book set-up with the removal of the bookmark


LOUIS SACHAR

holes

HOLES - CHAPTERS 1-6

		Teacher	Pupil
SKILLS:	Retrieve (2b)		
	Infer (2d)		
	Vocabulary (2a)		
	Summarise (2c)		


READING THROUGH THE NON-CORE CURRICULUM
YEAR 2 GEOGRAPHY
NATURAL ENVIRONMENTS IN SCANDINAVIA

		Teacher	Pupil
SKILLS:	Explain key aspects of non-fiction texts (1b)		
	Infer (1d)		
	Vocabulary (1a)		


UNSEEN TEXT - THE WATER CYCLE

		Teacher	Pupil
SKILLS:	Retrieve (2b)		
	Infer (2d)		
	Vocabulary (2a)		
	Summarise (2c)		
	Predict (2a)		

- Banner headers replace LI/SC sheets for each reading lesson.

- Skills taught are clearly listed on the banner and children self assess/teacher marks against these as usual

Y6 Fiction

Y2 Non-Core (Geography)

Y3/4 PiXL unseen text (non-fiction)



Expectations for KSI /lower reading achievers in KS2

- If children have not yet mastered phonics, this comes first! Children will still receive 15 minutes 'read to' of the class fiction text that lesson
- The reading lesson book outcome will be based on your Pip and Pap/Little Wandle phonics book.
- Non-core reading lessons will include pre-teaching of language/vocabulary based on what is coming next
- Friday PiXL unseen text - use the resources for your year groups but this lesson should be completely aided to support the child rather than independent work
- All children should self-mark their work on Friday to know how they have achieved



phonicsFIRST®



Reading

THE ST. MARY'S PARTNERSHIP

An example of Reading through non-core (Y2 Summer 1 Geography. Northern Europe: Scandinavia

Fjords

A long deep narrow body of water which reaches far in land. Fjords are found in a 'U' shaped valley surrounded by steep walls of rock either side.



Norway has around 1000 fjords 10 of which are frequently visited by cruise ships.

migrate herds survive valley

Northern Lights

The Northern Lights are intense colours and patterns in the sky. They appear when tiny particles stream out from the Sun and hit Earth's atmosphere.



Light pollution is a problem for the Northern Lights as they are often brighter and therefore wash out the natural spectacle.

migrate herds survive valley

Taiga

The forest is endangered due to deforestation by cutting down trees by



acid rain also affects the trees as it weakens them which makes them susceptible to disease or being damaged by the cold or insects.

migrate herds survive valley

READING THROUGH THE NON-CORE CURRICULUM



YEAR 2 GEOGRAPHY
NATURAL ENVIRONMENTS IN SCANDINAVIA

		Teacher	Pupil
SKILLS:	Explain key aspects of non-fiction texts (1b)		
	Infer (1d)		
	Vocabulary (1a)		

- Snip text from the MIRO (decide weekly in year group PPA which subjects to focus on based on forthcoming lesson context)
- Plan the 3-part reading lesson around this text to recap/pre-teach key information to allow more time for the curriculum to be more engaging and purposeful in afternoon lessons



Reading

THE ST. MARY'S PARTNERSHIP

Friday - Unseen Text from PiXL - an example of a Year 3 / 4 Non-fiction text: The Water Cycle

Reading extract and questions:
Year 3/4

The Water Cycle
Set A/B

When you hear about the water cycle, do you imagine some kind of bike that travels on water? This would make sense but the water cycle actually describes how water moves through the Earth's surface, atmosphere and below ground. This is a process that continues in an everlasting circle, which is where the word 'cycle' comes in. Let's find out more.

Solid, liquid and gas
You might be used to water being a liquid but it can also be a solid or a gas. Let's find out more about water's journey.

Evaporation
The water cycle is powered by the sun. The sun's heat makes water evaporate. This means it turns from a liquid into a gas. The water vapour then rises into the sky.

Condensation
As the water vapour rises, it cools down. This means it turns back into a liquid. This is called condensation. The water then forms clouds.

Precipitation
The liquid water then falls from the clouds as rain or snow. This is called precipitation. The water then flows into rivers, lakes and the sea.

Collection
The fourth stage of the water cycle is collection. The water flows into rivers, lakes and the sea. Some of the water is used by plants and animals. The rest of the water evaporates and starts the cycle again.

Wonderful water
Water is essential for all life on Earth. Without water, we would not be able to survive. It is also important for the environment. Water helps to cool the Earth and it is also a source of energy.

Questions for The Water Cycle
Set A

Vocabulary
1. This is a process that continues in an everlasting circle. Which word below means the same as everlasting?

yearly never-ending **Tick one**
temporary sometimes

2. Look at the section titled Evaporation. Find and copy a word that means the same as make.

3. Look at the fifth paragraph. What does the word precipitation mean?

Retrieval
4. Look at the second paragraph: 'Solid, liquid and gas' Write two things the text says you might use water for.

5. What powers the water cycle?

6. Which process follows precipitation in the water cycle?

Inference
7. In the first paragraph, what tells you that the Earth has underground rivers and lakes?

8. Look at the statements below. Which is true? Tick one then explain your answer underneath.

Only water that has fallen into oceans or lakes as rain evaporates.

Water that has fallen anywhere as rain but ends up in oceans or lakes evaporates.

Condensation. Which answer describes how long water remains in clouds before it falls to earth straight away. **Tick one**

it falls to earth straight away.

it always stays in clouds for years.

Water rains down when it heats up.

When it has cooled enough, it falls as rain.

Next, tick one box in each row to show whether each statement is true or false.

	True	False
Water rains down when it heats up.	<input type="checkbox"/>	<input type="checkbox"/>
Water that has fallen anywhere as rain but ends up in oceans or lakes evaporates.	<input type="checkbox"/>	<input type="checkbox"/>
When it has cooled enough, it falls as rain.	<input type="checkbox"/>	<input type="checkbox"/>

Water is essential for all life on Earth if there was no water on Earth?

UNSEEN TEXT - THE WATER CYCLE

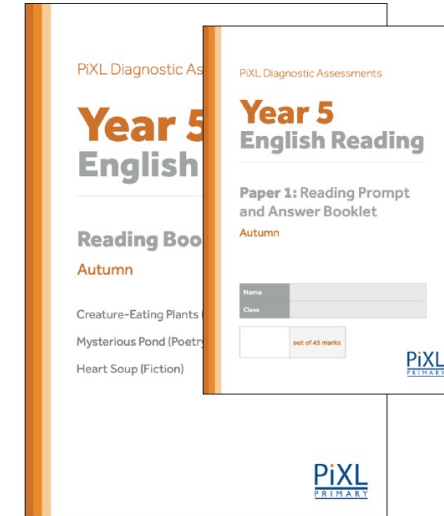
	Teacher	Pupil
SKILLS: Retrieve (2b)		
Infer (2d)		
Vocabulary (2a)		
Summarise (2c)		
Predict (2a)		

- Use the unseen texts from PiXL - alternate fiction and non-fiction.
- There are x2 sets of questions for each text so return to the same text a week later to build on children's understanding
- Adapt the amount of text you present/questions based on the needs of the children in your class/set



Salford Reading Tests

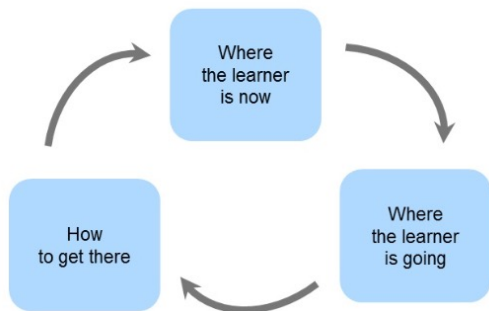
- All children from Y1-6 are assessed at the start of each term for fluency and comprehension. Diagnostic analysis supports teachers to understand if there are weaknesses in sentence level or word level language understanding



PiXL Reading assessments

- From Years 1-6 we use PiXL reading assessments termly to measure the attainment (in-year) and progress (over time) of each child

Ongoing assessment



- Task design of lessons is critical. Each reading lesson is focussed around the reading skill domains. If questions are linked closely enough to the skill being taught and enable full understanding of the text, children will make progress