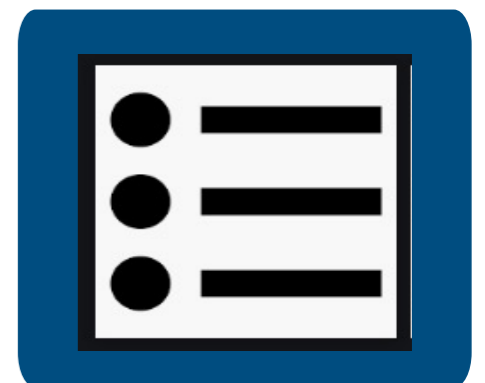
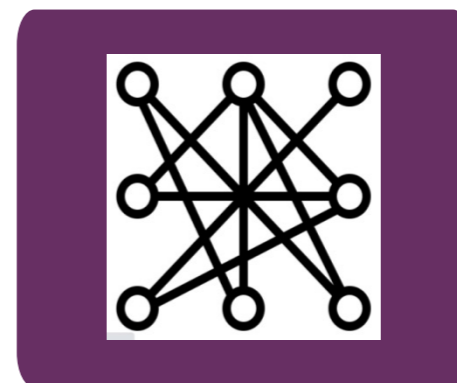


FARINGDON READING FRAMEWORK



s	t	p	n	m	a	e	i	o
sat	tap	pan	nose	mat	ant	egg	ink	otter
g	d	ck	r	h	u	ai	ee	igh
goat	dog	click	run	hat	up	rain	knee	light
b	f	l	j	v	oa	oo	oo	ar
bus	farm	lolly	jam	van	boat	cook	boat	star
w	x	y	z	qu	or	ur	ow	oi
wish	axe	yell	zap	quill	fork	burn	now	boil
ch	sh	th	th	ng	ear	air	ure	er
chin	ship	think	the	sing	near	stair	sure	writer



INTRODUCTION

“The act of reading, connecting and integrating what you read into your vast store of background knowledge of words, linguistic patterns and text structures, can happen in a mere moment.”

As the quotation from Alex Quigley illustrates, reading is incredibly complex. Maybe a useful analogy is the act of driving a car: experienced drivers are subconsciously using a whole range of different skills at the same time as they navigate through the streets, quickly selecting from a bank of extra strategies when faced with an unexpected difficulty such as a road closure or car braking suddenly in front of them.

Likewise, good readers navigate through texts, retrieving information, posing questions and making inferences with ease. When faced with something they don't immediately understand, they apply strategies such as re-reading or scanning before continuing their reading journey.

To support all school staff to teach this complex skill, a group of English specialists and class teachers from have worked together to produce the documents and resources shown on the next page. The aim is that these will better enable us all to understand what progression looks like in reading, how to build an outstanding reading school and how to support pupils when they find reading difficult.

The key principles document sets out an aspirational model for embedding a reading culture in each school. It explains our intent for reading with the ultimate aim being that every child will leave primary school a competent reader. It also emphasises the importance of reading as the 'master skill', enabling young people to communicate and develop, as well as the sobering fact that children “who do not learn to read...fluently and confidently are effectively disenfranchised.”

READING KEY PRINCIPLES

**FARINGDON READING
FRAMEWORK**

**READING BASICS
AND STRATEGIES**

WORD READING, FLUENCY, MONITORING
UNDERSTANDING AND COMPREHENSION
MONITORING STRATEGIES

**READING
SKILLS**

VOCABULARY, RETRIEVAL, SUMMARY,
INFERENCE, PREDICTION, ANALYSIS

**READING
COMPETENCIES**

BACKGROUND KNOWLEDGE, COMPARISON,
CONNECTION, EMPATHY

EACH SCHOOL

**CURRICULUM AND
READING SPINE**

CUMULATIVE 'READING RICH' CURRICULUM
AND SPINE OF QUALITY FICTION AND NON-
FICTION TEXTS

**OTHER
RESOURCES**

**ASSESSMENT
TOOLS**

E.G. EYES, FLUENCY SCALE, MOTIVATIONS
FOR
READING SURVEY

INTERVENTIONS

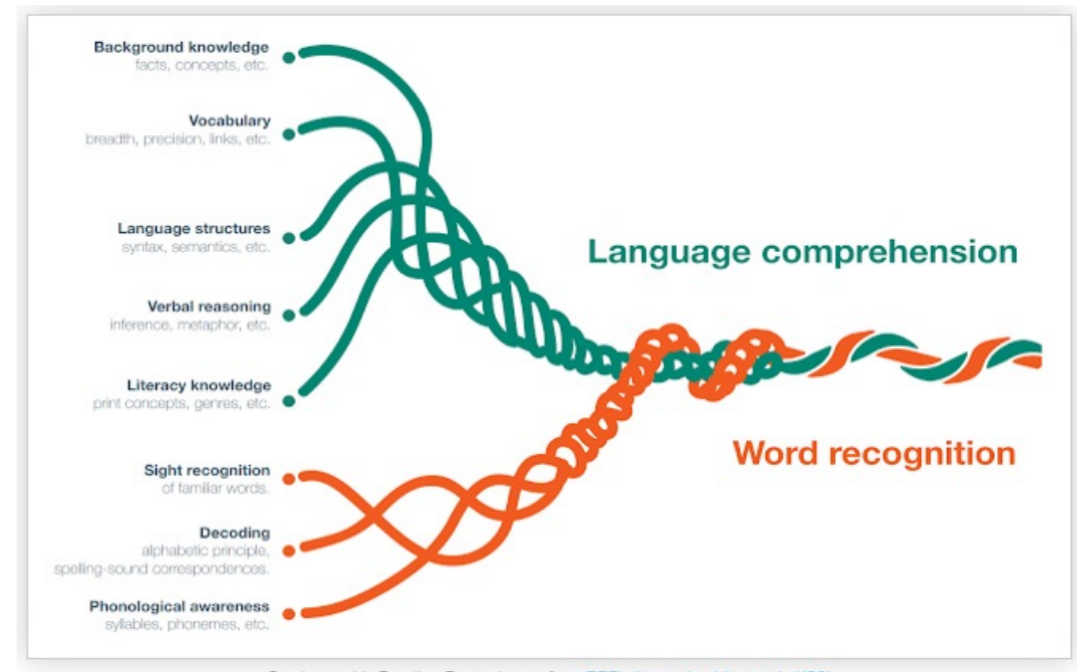
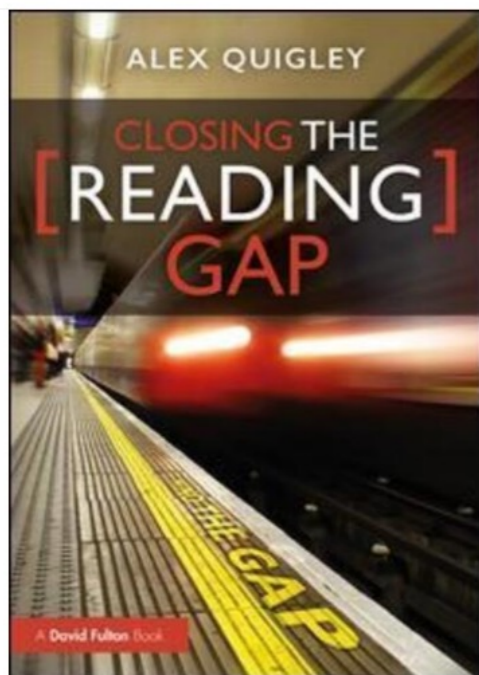
**PRE-TEACHING AND
POST-TEACHING**

Quigley's 'Closing the Reading Gap' (2020), Clements' 'Building an Outstanding Reading School' (2017) and the DfE's 'The Reading Framework' (2023) have been influential in shaping our understanding of progression in reading. Helpful images are Scarborough's Reading Rope and the conceptual model of teaching reading comprehension described in Slater's blog on 'Reading Re-envisaged'.

"Scarborough's Reading Rope provides a useful model for reading by likening it to a rope comprised of multiple strands. The two main strands, word recognition and language comprehension...are composed of sub-strands that need to 'become entwined' as pupils learn to co-ordinate the different components of reading."

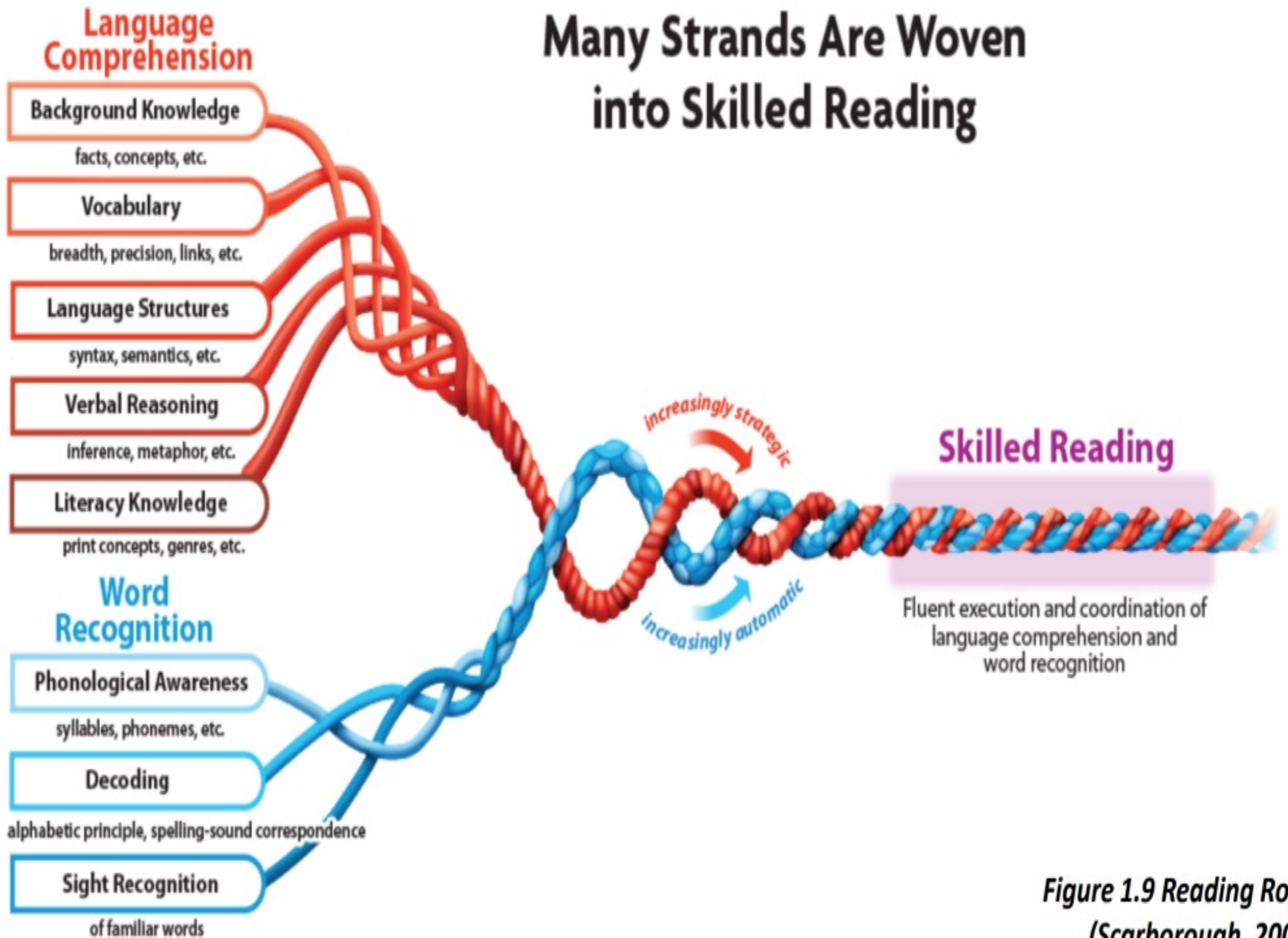
Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>



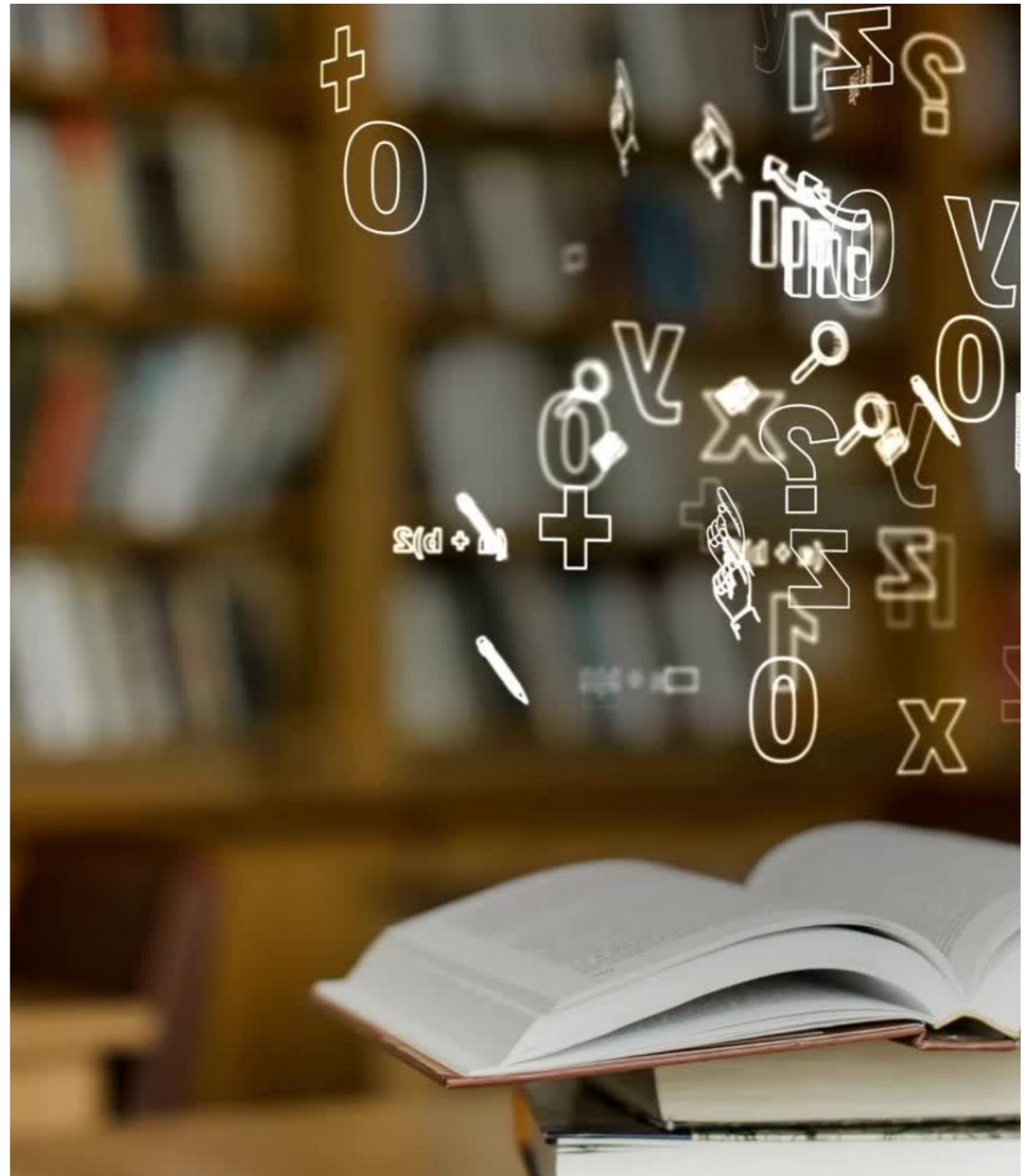
Scarborough's Reading Rope - image from EEF's 'Improving Literacy In KS2'

Many Strands Are Woven into Skilled Reading



*Figure 1.9 Reading Rope
(Scarborough, 2001)*

**We learn to
read so we
can read to
learn**





I c-a-n r-ea-d
I can read

We

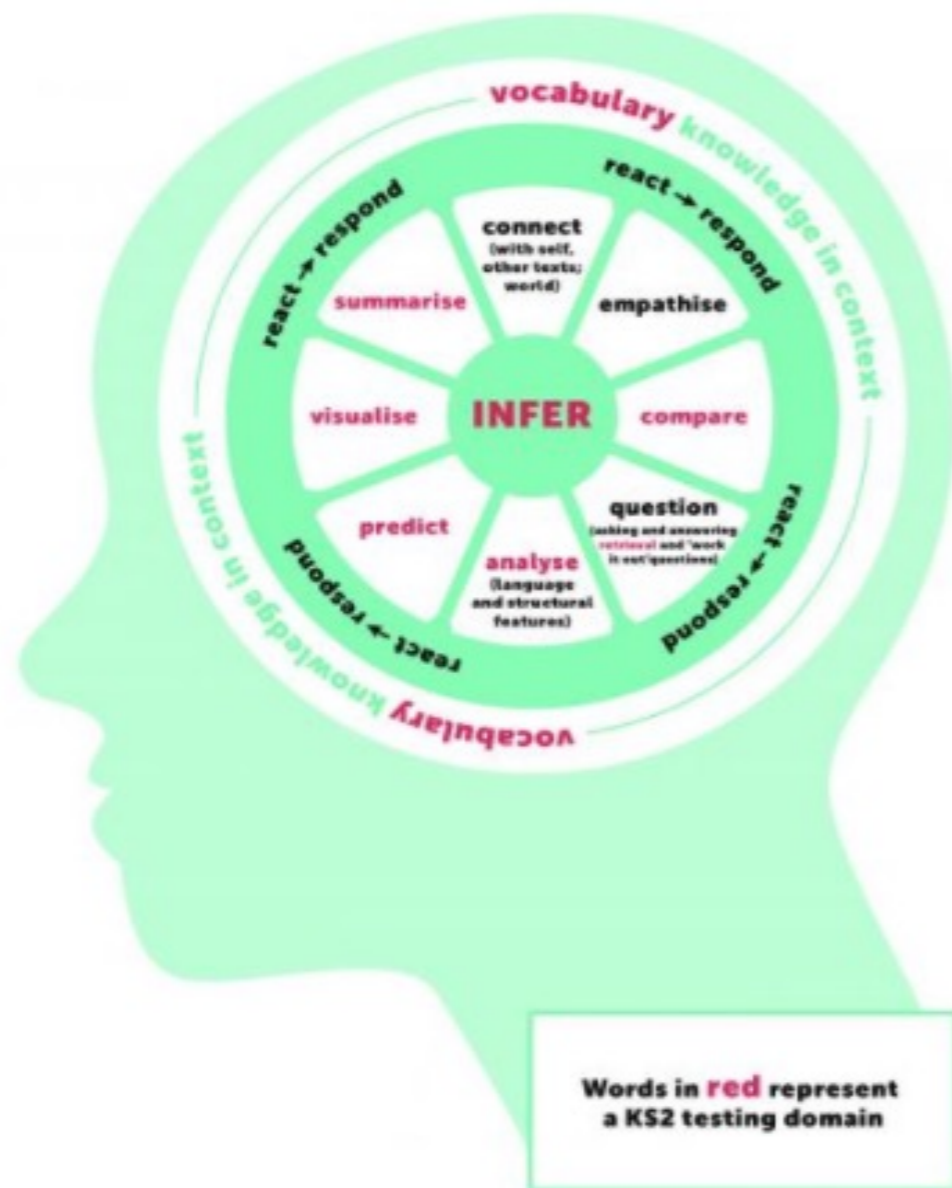
Learn to Read

so we can

Read to Learn

Wow! I can learn lots
of great facts by
reading this book!





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“The art of teaching reading comprehension is a troublesome business. For years, I tussled with my lack of clarity in this area, questioning why I found it so difficult to teach something that I found so easy to do. And of course the answer is clear: I struggled to teach the processes involved in comprehension because I was unable to fully articulate the processes that I myself employed when comprehending...the skill of inferring is in fact an end-point...we must first pay attention to the other skills that inference relies on.

[This] model signifies the importance of vocabulary knowledge. If we consider each circle to be a moat which the children must cross before they are able to access the skills within the innermost circles, then we see clearly that they will not get very far if they do not understand the meanings on the words on the page.”

Penny Slater, Herts for Learning

<https://www.hertsforlearning.co.uk/blog/reading-re-envisioned>

KEY PRINCIPLES FOR READING

We believe:

Reading is the master skill of school.

The ability to read well allows pupils to access written text in all areas of the curriculum, as well as outside school.

A weak reader will be disadvantaged in all subjects throughout his/her school career and beyond.

Every pupil should leave primary school as a competent reader.

Reading for purpose and reading for pleasure are both of key importance for pupils' wellbeing, development and futures.

WHAT DO WE WANT OUR ENGLISH TEACHING TO ACHIEVE?

We follow the National Curriculum for English and therefore aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

RESEARCH SUPPORTING THE KEY PRINCIPLES

'Closing the Reading Gap' – Quigley, the DfE's 'The Reading Framework' (2023) 'Building an Outstanding Reading School' – Clements (2017) Scarborough's Reading Rope Conceptual Model for Teaching Reading Comprehension - Herts For Learning (2016)

It is important to recognise:

The act of reading is complex, requiring the simultaneous combination of multiple skills and the application of background knowledge, similar to driving a car.

Pupils' access to books aged 0-5 years, as well as their home environment, impact their vocabulary and reading development.

A lack of fluency significantly impairs comprehension.

The ability to decode does not equate to comprehension.

Vocabulary and background knowledge are key to reading success. Direct instruction is required for both, especially for disadvantaged pupils. Neither are just picked up by 'osmosis'.

Pupils' will to read must be nurtured alongside their skills.

Literacy-rich classrooms with clearly explained incentives for reading (both intrinsic and extrinsic) have a significant impact of pupils' motivation.

IN ORDER TO HAVE A SUCCESSFUL READING CULTURE, OUR SCHOOLS WILL:

- Train teachers to be expert in how pupils 'learn to read' and go on to 'read to learn'
- Develop a coherent and cumulative 'reading rich' curriculum, including a reading spine and reading progression plan
- Recognise that the assessment of reading needs to be multi-faceted and develop methods of assessment accordingly
- Quickly support pupils who are struggling with reading, firstly identifying their specific difficulties and then promptly administering the most effective intervention. Schools will be pro-active and persistent with these interventions, so that every child leaves school a competent reader.
- Invest in the reading environment, including a wide variety of reading materials and a school library
- Celebrate and promote reading throughout the school year, as well as on special
- Ensure that parents have the information and resources they need to support reading at home

IN ORDER TO DEVELOP CONFIDENT READERS, OUR SCHOOLS WILL:

- Understand how children learn to read/barriers to reading and apply this knowledge to lesson delivery and individual interventions
- Continue to develop own subject knowledge, including of quality texts to recommend to their year group
- Teach, model and scaffold pupils' reading so that they become strategic and knowledgeable readers, both in English lessons and in other areas of the curriculum
- Use a range of formative and summative assessment, including hearing pupils read, group/class discussion and written evidence
- Create and maintain classrooms which facilitate and value reading
- Nurture pupils' motivation to read with purpose and pleasure, including individual book recommendations and rewards

HOW WILL WE SUPPORT STRUGGLING READERS?

Timely: Class teachers flag concerns about pupils as soon as they arise

Accurate: Each struggling reader will be assessed using reading age appropriate methods, e.g. phonics testing, fluency/speed test, miscue analysis, vocabulary test, etc. in order to accurately identify each pupil's particular reading barrier(s)

Knowledgeable: Schools will have good knowledge of different types of reading support and will keep accurate records of which are most effective with their cohorts over time

Individualised: Support will be carefully matched to each individual's needs and delivered, as much as possible, by a subject specialist

Monitored: Pupils' entry and exit points from interventions will be measured accurately

Persistent: Specialist, targeted support for reading will be ongoing until the pupil is a competent reader

WORD READING

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

WHAT IS WORD READING?

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. National Curriculum

MODELLING

Identify phonemes and where sound buttons go
*“Let’s see if I can remember what sound ‘e’ and ‘a’ make when they are together.
I’ll put the sound buttons here....”*

Demonstrate blending for reading.:
Point to phonemes/sound buttons as you blend

Read the phonemes in a word and repeatedly speed up as you read each phoneme

Identify the tricky bit in tricky words
“That’s a tricky word. I can remember that by...”

The above could include words / phrases / sentences

QUESTION STEMS

What sound does ‘x’ and ‘x’ make when they are together?

Where might you put the sound buttons?

Can you see the tricky bit?

PROMPTS TO SUPPORT

Wait (children need time)

Provide a prompt/clue: *Have you...
Could you... Try... Think about...*

Mark sound buttons or ask the children to mark the sound buttons

Manipulate phonemes: phoneme addition/phoneme deletion

Identify tricky words or the tricky part of a word

Think about what sound [x] and [x] make when they are together?

Can you put the sound buttons on?

Try sounding out the phonemes

FEEDBACK

I’ve noticed that... you blended the phonemes to make the word/spotted the ‘x’ phoneme, which helped you to read the word. That’s what good readers do.

FLUENCY



BACKGROUND READING

Quick Reads:

<https://www.hertsforlearning.co.uk/blog/easy-b-fluency> and other blogs on this site about reading and fluency

<https://learningspy.co.uk/reading/importance-reading-fluency/>

<https://teachlikeachampion.com/blog/is-reading-aloud-relevant-in-an-online-classroom-yes-these-videos-prove-it/>

'Megabook of Fluency' Tim Rasinski

'Reading Reconsidered' Doug Lemov

MODELLING

Demonstrate fluent reading and discuss what made it fluent with a range of texts

Demonstrate how punctuation is used to support and can convey meaning

Demonstrate phrasing and how this supports understanding

Use challenging texts (10% of words could be challenging)

Create success criteria for what a fluent reader sounds like, appropriate to the year group

WHAT IS WORD FLUENCY?

Fluency is the ability to read with:

- Expression
- Automatic word recognition
- Rhythm and phrasing
- Smoothness

Fluency is not just about speed.

“...when teachers read aloud to their classes, the best reader in the room breathes life into the text by modelling fluency, creating meaning, and adding drama. Reading aloud to students also communicates a love and a passion for great books. Perhaps most important, it allows students to access a text well beyond what they can read on their own, enabling them to familiarize themselves with more complex vocabulary, rhythm, and patterns of syntax...”

SHARED INSTRUCTION AND DISCUSSION

Use assisted reading techniques:

Echo reading: *reading a phrase, sentence or paragraph and the children repeats it back 'echoing' phrasing, expression and speed*

Choral reading: *in unison, joining in on certain parts, cumulative reading*

Paired reading: *with an adult, with a another child*

Use audio materials: *Listen to, follow along, join in*

The Multi-Dimensional Fluency Scale is a very useful tool for assessing a pupil's overall fluency:

http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

Refer to success criteria: What A Fluent Reader Sounds Like

Repeat reading of text to improve and develop fluency

Readers theatre: readers present/perform readings of material. This could include scripts, dialogues, monologues, poetry, song lyrics, speeches and narratives

Try different ways of reading the text – do they work?

Explore the use of punctuation to create meaning

Annotate texts to support fluent reading: e.g. *phrasing, emphasis, pauses, tone*

Questioning

I paused here. Why do you think I did that? How did it change/develop meaning?

Try emphasising different words in the sentence. How does that change the meaning?

Demonstrating 'less than best'. How could we improve this? How would you phrase this sentence/paragraph?

“...Although many educators recognize this benefit in regard to younger students, the benefits of reading to older students is much less often considered...Reading part of an article from a scientific journal to your students would help them hear those rules and conventions, as well as make it more likely that subsequent reading will accurately capture a text's tone and meaning.”

Doug Lemov

FEEDBACK

Read in pairs and give peer feedback on fluency. What made it fluent? What did the reader do?

You emphasised 'rushed'. That made....

You paused here. That helped...

MONITORING UNDERSTANDING

Good readers notice that they don't understand, identify where and what the difficulty is and then select an appropriate strategy to address this.

1. NOTICE WHEN YOU DON'T UNDERSTAND

Possible barriers are:

- lack of background knowledge
- unfamiliar vocabulary or vocabulary used in an unfamiliar way
- not being able to recall earlier reading in the text, e.g. characters, event or important facts
- confusing or complex sentence/paragraph

Modelling

Demonstrate that there are times when a piece of text is hard to understand.

I've just read this. I didn't understand what it meant. I couldn't explain this to someone else.

Try asking:

Did this make sense to you?

Could you explain it to someone else?

2. IDENTIFY WHERE THE DIFFICULTY IS

Modelling

Demonstrate which parts of a text are easy to understand and which parts are more challenging

The bit I didn't understand was this word / sentence / paragraph

This sentence makes sense but I'm not sure of the next bit

Talk about which parts of the text we find unclear. This could be annotated

Try asking:

Which bit did you understand/was clear?

Can you find the part that doesn't make sense / you are not sure about?

3. IDENTIFY WHAT THE DIFFICULTY IS

Modelling

Demonstrate how you might find out what the problem is:

I've not come across this word before.

I've not heard of that before.

I know what this word means, but it doesn't make sense here.

I can't remember...

Try asking:

Are there any words you are unsure of?

Is there a particular sentence that isn't clear?

Can you remember who / what / when...?

4. SELECT A STRATEGY OR STRATEGIES TO HELP...

COMPREHENSION MONITORING STRATEGY

RE-READ TEXT

WHAT A READER MIGHT DO

Locate a section of the text to re-read to remind or give context

Re-read the section slowly to gain / deepen understanding

Read some of the text aloud

Skim read for a quicker reminder of what has happened previously / what information they have found out

Scan a text to locate a specific word / phrase, e.g. to locate specific facts / events / characters and then re-read relevant part

Discuss the text with another person who has read the text

Code/annotate text

Ask questions:

Do I understand what I've read?

Is there something I need to re-read to help this make sense to me?

HOW PRACTITIONERS CAN SUPPORT

Explicitly teach the skills of skimming and scanning

Explicitly teach a variety of ways to read texts. Why do we use these different ways? For what purpose? Deep read, getting the gist, analyse specific elements, etc.

Model re-reading texts to find locate relevant information, including skimming and scanning

Recap key information when reading a shared text, including looking back to retrieve some aspects

In narrative, keep a timeline of events/facts etc.

COMPREHENSION MONITORING STRATEGY

USE KNOWLEDGE OF VOCABULARY

VISUALISE

WHAT A READER MIGHT DO

Use their knowledge of morphology and etymology

Use dictionaries / reference documents / internet / other text to support

Make connections with words they already know

Know which vocabulary is relevant for understanding e.g. a place name / type of flower may be less important for the reader to understand

Create an image of what is going on in their head

Imagine they are in the action

HOW PRACTITIONERS CAN SUPPORT

Explicitly introduce and teach new vocabulary, including exploring words with multiple meanings

Use child friendly definitions with examples

Explain words during reading.

Teach children how to use context to support understanding

Teach morphology and etymology in spelling

Make links between vocabulary and spelling

Explicitly teach visualisation

Uses pictures as a support prompt

Get children to highlight focus words that might support visualisation

Provide sentence stems: *I can hear, I can see, etc.*

COMPREHENSION MONITORING STRATEGY

DRAW ON BACKGROUND KNOWLEDGE

WHAT A READER MIGHT DO

Ask themselves what they already know about the topic/theme etc. before reading

Read related text

Research on internet

Ask someone who is knowledgeable about a given subject matter

Predict: *events, conclusions, themes, issues, topics*

Make connections:

- Text to self: *own life, feelings, characters, etc.*
- Text to text/media: *themes, issues, topics, characters, events, etc.*
- Text to the world: *events, issues, current affairs, etc.*

HOW PRACTITIONERS CAN SUPPORT

Also see Background Knowledge pages in the Competencies section

Provide linked texts, including non-fiction. It may be useful to explore some non-fiction on a related topic before reading.

Give children access to non-fiction magazines

Ensure children have a rich curriculum in subject specific areas

Explore making connections: text to self, text to text/media, text to world

Use virtual tours/internet to support understanding

Identify key points in a text where you can supply/discuss relevant background knowledge

Questions

What do you know about?

Have you ever...?

Do you remember when you/we...?

What does this remind you of?

What do you think we might find out in this text/section? Why?

COMPREHENSION MONITORING STRATEGY

APPLY KNOWLEDGE OF DIFFERENT TYPES OF TEXTS

WHAT A READER MIGHT DO

Draw upon their knowledge of a particular text type to locate/find additional information

Identify different features e.g. headings / illustrations / captions to locate / find out more

Know how to approach a text, e.g. reading from the beginning, dipping in and out, using the structure of the text to locate information

Use a visual text structure map to note down key information:
description, sequence, compare and contrast, problem and solution, cause and effect

Use timelines, character tree charts, storyboards to note key / useful information

HOW PRACTITIONERS CAN SUPPORT

Ensure the children understand different purposes for reading

Explicitly teach the different forms of non-fiction, including hybrid texts

Explicitly teach key features of non-fiction and model how they are used to support understanding

Ensure that non-fiction is included within the teaching of reading

Expose children to a wide range of fiction, e.g. sci-fi, historical, horror, flashback stories

Teach children how to use visual text structures: *description, sequence, compare and contrast, problem and solution, cause and effect*

Include the 5 plagues of reading in the reading spine:

<https://teachlikeachampion.com/wp-content/uploads/5-Plagues-Reading-Spine.pdf>

VOCABULARY



WHAT IS VOCABULARY?

The ability to understand the meaning of words in context.

The ability to employ a range of strategies to make a plausible guess at the meaning of an unfamiliar word.

Pupils need a broad (range) and deep (application and understanding) vocabulary in order to be successful readers.

“In order to comprehend a text, we need to know an estimated 95% of its vocabulary.”

David Didau

BACKGROUND READING

Quick Read:

<https://learningspy.co.uk/literacy/closing-language-gap-building-vocabulary/>

Longer Reads:

‘Bringing Words to Life’ – Isabel Beck
‘Closing the Vocabulary Gap’ – Alex Quigley
Why Closing the Word Gap Matters: Oxford Language Report

“Only 15% of unfamiliar words encountered in independent reading will be understood”

Alex Quigley

LINKS TO OTHER STRATEGIES & SKILLS

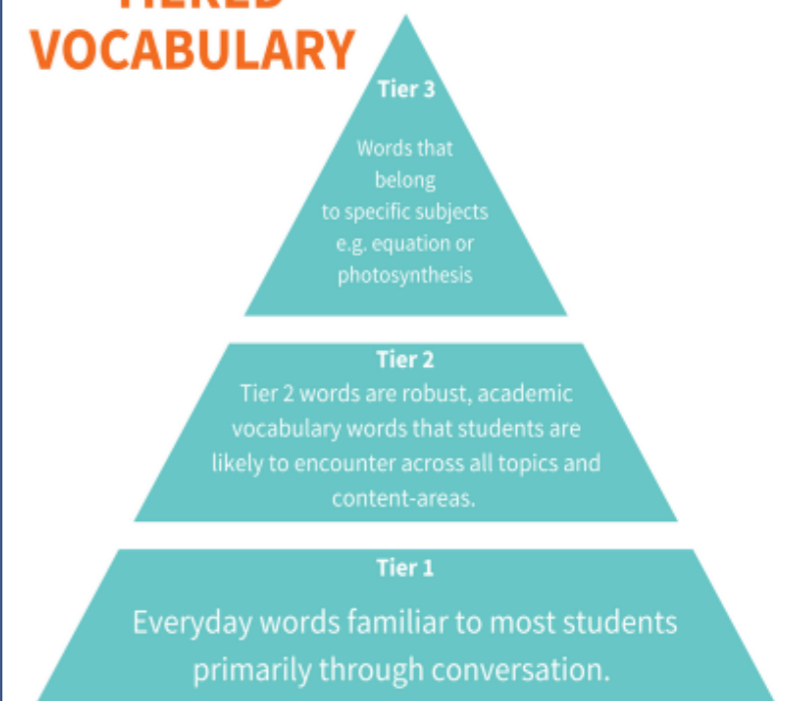
Word Reading – decoding and recognition

Noticing – recognising when you have not understood a word and taking time to work it out

Re-reading – slowly re-reading the sentence to gain information about the context of the word

Background Knowledge - drawing on own reading and life experience to identify and retain the meanings of words

TIERED VOCABULARY



MODELLED INSTRUCTION

Familiar words trigger recognition when **decoded** correctly

Visualisation (from real life, photo, moving image) – my brain is thinking of (lighthouse, postman, etc)

Successful readers **notice** new/unfamiliar words and then employ strategies to work out what they mean:

Re-read sentence for context

Say the word aloud

Consider the word type

(adjective, verb, etc)

Think about the morphology (e.g. prefixes, suffixes,

etc)

Make links between vocabulary and spelling

Think about the etymology

Make **connections** with words

you already know

This is similar to a word I know...

It has the same root as...

I recognise the word ending...

It usually means...

Flagging up and discussing **vocabulary** with multiple meanings and stopping to clarify own understanding.

SHARED INSTRUCTION

Identify in advance the vocabulary which will be essential for each text / unit. (Tiered vocabulary)

Pre-teaching – explain, exemplify, discuss

Knowledge organisers for all subject areas

Dual-coding

Flash-cards for word groups, as used in SLCN assessments

Pupils holding up a card during reading when there's a word they don't understand

Use of words walls (e.g. laminated A-Z)

Using nonsense words in a sentence which otherwise makes sense to look at the way use different strategies to work out unfamiliar meanings,

<https://global.oup.com/education/content/dictionaries/key-issues/word-gap/primary-resources/?region=uk>

Check out
Vocabulary Ninja
online &
on Twitter!



Vocabulary Ninja
@VocabularyNinja Follows you

GUIDED AND INDEPENDENT PRACTICE

Find and copy one word meaning 'x'

Do you think that 'x' means 'y' or 'z'?

Does the word look similar to any others that you do know?

Does the word have a prefix or suffix?

Find and copy one word that suggests/shows that...

Which word most closely matches the meaning of the word 'x'?

What does the word 'x' suggest about... (e.g. a character)

Give the meaning of the word 'x' in this sentence.

What does [group of words] mean?

Independent reading – keeping a list of words which are new / unfamiliar.

RETRIEVAL



WHAT IS RETRIEVAL?

The ability to quickly and accurately find key pieces of information in a text.

Used by good readers to check (clarify) something so that they understand the text before carrying on reading it, e.g. if they've forgotten who a character is.

“As teachers, we can be intent on making visible these important comprehension strategies, explicitly practising and modelling them to build our comprehension, while attending to developing our pupils’ knowledge of the world and of reading conventions.”

Alex Quigley

To be successful in the end of Key Stage tests, the children are expected to be able to tackle questions with varied formats. Instead of straightforward retrieval, children may be expected to retrieve information from the text to fill in a table, or use it to order sections of a story.

In reading lessons, get pupils to manipulate the information they have gathered from the text and use it to answer a variety of questions types.

LINKS TO OTHER STRATEGIES & SKILLS

Word Reading – decoding and recognition

Re-reading– deciding on how much/little of a text to re-read and doing this slowly

Skimming – quickly re-reading a section of text as a general reminder of what it’s about

Scanning – quickly re-reading a section of text to locate a specific piece of information

Questioning – checking that the information retrieved is a plausible answer to the question asked

Background Knowledge - knowledge of text conventions, e.g. glossary in a non-fiction book

MODELLED INSTRUCTION

Choosing whether to **read, re-read, skim** or **scan** a piece of text in order to find a piece of information. Deciding how quickly or slowly to read.

Choosing a key word or phrase to look for before starting to **re-read**.

Explaining strategies such as **scanning** for capitals if looking for a proper noun or numbers for dates.

In non-fiction, finding the head noun in the topic sentence to quickly understand the focus of the paragraph.

Using the 'extra features' of books to support **retrieval**, e.g. character lists, maps, etc (fiction) and headings, sub-headings, the index, glossary, text boxes, etc (non-fiction).

Following instructions about where to find information, e.g. KS2 SATs – "In the paragraph beginning, 'Alison continued towards the tunnel...' "

Questioning self - once you have retrieved an answer, is it a plausible one? How do you know?

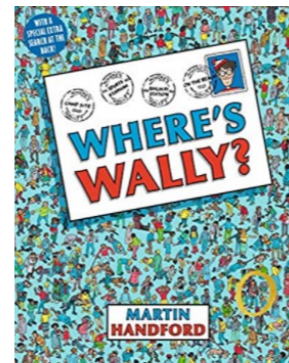
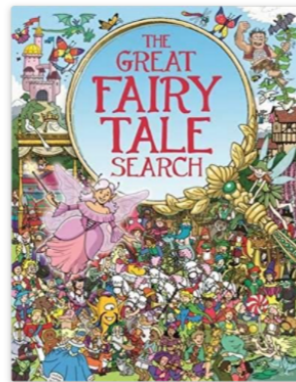
SHARED INSTRUCTION

Using 'busy' pictures to practice **scanning** and **retrieving** (which can then lead on to questions about **background knowledge** and **inference**),

Underlining key words in the question as reminder of what you're looking for.

Using the index, glossary, etc

Making notes, e.g. creating own timelines or character/family trees to make sense of more complicated plots (fiction) or note-taking for key points in a non-fiction text.



The Great Fairy Tale Search' and the 'Where's Wally?' books have busy' pictures which are great for practising scanning and retrieving

GUIDED AND INDEPENDENT PRACTICE

Make up the questions about a text when given the answers, e.g. Based on this text, what question could you ask which would have the answer 'September'?

Write down three things you're told about X

What was revealed at X (point in the story)?

React with true/false actions in response to statements.

QUESTION STEMS / DISCUSSION STARTERS

How can we locate information quickly in this text?

Put your finger on a name/place/date in the text.

Who / when / where / what / how questions. Get pupils to explain how and where they found the answer.

SUMMARY

WHAT IS SUMMARY?

The ability to select the key points from a text and express them concisely

LINKS TO OTHER STRATEGIES & SKILLS

Skimming – quickly re-reading a section of text to remind yourself of its content

Retrieval – extracting key details from texts

Comparison – using knowledge of similar story plots / texts to select what the most important points are

GUIDED AND INDEPENDENT PRACTICE

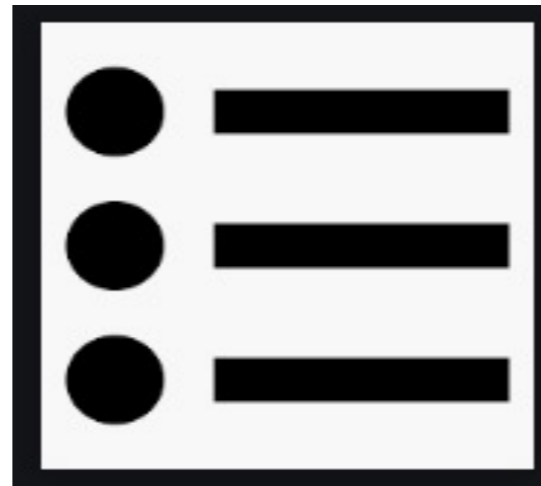
MODELLED INSTRUCTION

Separating the really key information in a text from the extra details

Explicit teaching of text structures, e.g. use of topic sentences in non-fiction

Spotting words/phrases which indicate order, e.g. first, later, next, in the end

How to set out bullet points



Condensing key passage to key words and then expanding it out loud, using only those prompts (e.g. Introduction to 'Race to the Frozen North')

Story maps

Giving a maximum number of words allowed for a summary

Give paragraph summaries and ask pupils to put them into order according to the text/story.

SHARED INSTRUCTION

Start small – give two part sentences and then divide into main part/extra detail

Use familiar stories to sort key / extra details, e.g. Goldilocks

Highlighting key information while reading a text

Ordering statements about a non-fiction text or story plot

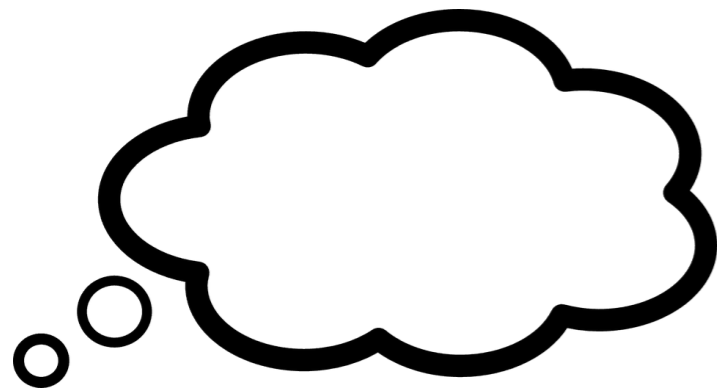
Reducing each paragraph of a non-fiction text to one summary sentence

What is the main idea?

What other information is crucial to support the main idea?

What information is 'extra'?

INFERENCE



WHAT IS INFERENCE?

The ability to reach a conclusion based on evidence and reasoning (a good guess based on the clues available).

The ability to use two or more pieces of information in order to arrive at a third piece of information which is implicit.

Also links to **Prediction** (predictive inference) and **Connection** (evaluative inference)

“Inference making is about *knowing* – a rich combination of background knowledge, word knowledge, genre knowledge and a knowledge of language – and *doing* - activating that knowledge, questioning it, recognising gaps in knowledge and cohering it into a comprehensive whole.”

Alex Quigley

BACKGROUND READING

Quick Read:

'Closing the Reading Gap' – Quigley (April 2020) – pp.72-83

Longer Read:

<https://dera.ioe.ac.uk/7918/1/DCSF-RR031.pdf>

LINKS TO OTHER STRATEGIES & SKILLS

Fluency – the ability to 'hear' the text as the writer intended

Retrieval and re-reading – going back through the text to retrieve all the relevant information or to check details

Asking Questions – considering different possibilities; querying which is the most likely and knowing why

Vocabulary – applying knowledge of vocabulary, e.g. multiple meanings or connotations or words

Prediction – understanding that the information given so far allows a reader to make reasonable guesses about what might happen in the future

Comparison – cross-referencing ideas with similar texts, genres and their conventions

Background Knowledge - activating prior knowledge of the world and its conventions to arrive at plausible inference

MODELLED INSTRUCTION

Explaining that readers are required to make multiple inferences as they read, from very simple ones (e.g. associating the pronoun 'he' with a previously mentioned male character) to much more complex inferences, such as understanding a subtle implicit message. Showing a desire to understand the text which leads to **asking questions**, especially 'why'

Activating prior **background knowledge** before and during reading

Retrieving details from earlier in the text (**re-reading** the text to check them if needed)

Applying knowledge of **vocabulary** – what are the connotations of a particular word or phrase?

Strategically linking all these things to arrive at an **inference**

Questioning and adapting our inferences, if information comes later in the text which challenges them

SHARED INSTRUCTION

Start simple – a picture or at word level. Some wonderful pictures are available here:
<https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/>

Building up from **vocabulary** and **retrieval** work (see blog link in Guided Practice section)

Teachers 'performance read' at all times, including non-fiction, allowing pupils to 'hear' the text as the author intended it to be heard

Activating prior understanding of a topic, discussing and clarifying their collective **background knowledge**

Generating 'why' questions together (as well as other questions – who, what, when, etc)

QUESTION STEMS AND DISCUSSION STARTERS

What impression do you get of...from (word / sentence / paragraph / chapter / whole text!)

Why did X happen?

I think that X is angry / sad / disappointed, etc. What evidence is there that I'm right?

In what ways might [character] seem to be [character trait]?

Do you like [character] or not? Why? (Use 'appeal to the reader' in KS2)

Is there information which doesn't agree with what we already know?

Follow up questioning – How do you know?

GUIDED AND INDEPENDENT PRACTICE

Scaffolded inference, following vocabulary and retrieval questions:

<http://www.thatboycanteach.co.uk/2016/10/scaffolding-inference-trialling.html>

Pupils generate their own questions and answers for a text, including follow up of 'How do you know?'

PREDICTION



WHAT IS PREDICTION?

The ability to make a reasonable guess about what might occur in the future, based on the evidence given so far.

Good readers do this continually while reading, largely subconsciously, but sometimes when particularly prompted to do so by the author, e.g. in response to a rhetorical question or cliffhanger.

“We ask questions of the text we read in class all the time without recourse to any fancy labels regarding inference making. And yet, with greater precision about the questions asked in the classroom during reading...we can ensure that our pupils better comprehend school texts with success.”

Alex Quigley



LINKS TO OTHER STRATEGIES & SKILLS

Re-reading or skimming– going back over the text to look for clues

Questioning – to evaluate how likely the prediction is

Retrieval – extracting the relevant information

Background Knowledge – linking the clues to knowledge of life

Connection – using knowledge of text conventions as part of evaluation process

Check out ‘Once Upon a Picture’ – The Prediction Collection

<https://www.onceuponapicture.co.uk/the-collections/the-prediction-collection/>

MODELLED INSTRUCTION

Retrieving useful clues from the text so far, which may require **re-reading** or **skimming**

Linking these to prior **background knowledge** of real life (e.g. natural laws or human behaviour)

Coming up with a range (small or large) of possibilities

Evaluating these by **comparing** them to text conventions

Questioning to help decide which is the most likely scenario

Repeating the process above when further information is added which disproves the prediction.

SHARED INSTRUCTION

Read the text a section at a time, explain what's happening and predict what will happen next and how it will end. Read on, pointing out the explicit and implicit evidence that supports or confounds your predictions. Demonstrate how to revise your initial ideas and suggest a hypothesis based on the new evidence.

Stop at the point where a character faces a problem or dilemma. Consider the possibilities for next steps and discuss which is most likely, based on the character's behaviour and personality so far.

Post-it note predictions (with a reason) on a working wall. When working through a class text, have regular opportunities to revise these – keep, change, discard.

Pupils should be taught to:

- **predict what might happen on the basis of what has been read so far (KS1)**
- **predict what might happen from details stated and implied (KS2)**

National Curriculum

GUIDED AND INDEPENDENT PRACTICE

QUESTION STEMS / DISCUSSION STARTERS

Based on the text so far, what do you think will happen next?

What do you think [character] will do next? What do you already know about him/her that makes you think that?

Perhaps that information was included so that...

Go back through the text to find clues that the character was going to [action / decision]

Cloze exercises where pupils have to decide on the most likely word/phrase for a gap and justify it

ANALYSIS



WHAT IS ANALYSIS?

The ability to investigate a text by breaking it into parts for closer examination.

The ability to identify and explain how meaning is enhanced through choice of words and phrases.

Inference and **analysis** are closely linked. **Inferences** are based on evidence. To **infer**, we collect evidence and this evidence is collected by the process of analysis.

“Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language..”

National Curriculum
Y5/6 Programme of
Study

PAST SATS QUESTIONS

Find and copy one word that suggests that the sound coming from Micah's music box is unpleasant. (2019)

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. The word slung suggests that Piper put on the brown coat... Tick one. (2019)

Give one example of the use of humour in the fact sheet. (2019)
...like a toy sitting on a glass table. What does this description suggest about the boat? (2017)

LINKS TO OTHER STRATEGIES & SKILLS

Vocabulary – understanding the meaning(s) of words and their impact on the reader. Requires explicit teaching of vocabulary with multiple meanings, including idiomatic English

Retrieval – the ability to find particular words / phrases / grammatical structures in a piece of text and to break these down into smaller parts, e.g. noun, adjective, verb, adverb

Inference – pupils go on to make inferences based on the evidence collected by analysis

Comparison – knowledge of text structures

BACKGROUND KNOWLEDGE



WHAT IS BACKGROUND KNOWLEDGE?

A collection of 'abstracted residue' (Schallert, 2002), also called prior knowledge, that has been formed from all of life's experiences.

We all bring diverse bits of background knowledge – consciously or subconsciously – to every subsequent experience, and we use them to connect or glue new information to old.

BACKGROUND READING

Quick Read:

<https://www.readingrockets.org/article/building-background-knowledge>
(US website, but an interesting read) or watch some of their videos here:
<https://www.readingrockets.org/reading-topics/background-knowledge>

Chapter 2 of 'Overcoming Textbook Fatigue' by Releah Cosseett Lent:
<http://www.ascd.org/publications/books/113005/chapters/Background-Knowledge@-The-Glue-That-Makes-Learning-Stick.aspx#:~:text=A%20person's%20background%20knowledge%2C%20often,from%20all%20of%20life's%20experiences.&text=Background%20knowledge%20is%20an%20essential,of%20new%20ideas%20and%20experiences>

Longer Reads:

Pressley (2000) – 'Reading Comprehension: What Works'

Lemov – 'Reading Reconsidered'

CHECKLIST

Curriculum Design - design the curriculum so that it makes a careful attempt to cumulatively and explicitly connect knowledge together in a meaningful sequence

Lesson Planning – see planning box on next page

Reading Spine – paired non-fiction texts

Teacher subject knowledge – teachers are pro-active about increasing their own subject knowledge and share that drive with their pupils. They recommend non-fiction and fiction

Library / class bookshelves – strategic purchases of quality non-fiction books which will directly support the curriculum / increase background knowledge

Individual reading – encourage extensive reading of high-quality, information-rich texts by young readers

“To grasp the words on a page we have to know a lot of information that isn't set down on a page.”

E. D. Hirsch

PLANNING

What is likely to be the level of background knowledge of the pupils for this topic?

How will we find that out at the start of the unit? Consider using prediction guides/subject audits before some topics to gauge background knowledge (see ReLeah Cassett Lent link in Bibliography to read more)

Quick true / false / don't know statements at start of unit

What direct experiences could we provide to build students' background knowledge?

What virtual experiences could they have, e.g. internet, music, primary documents?

What supplemental reading or research would build their background knowledge?

Who could we invite to talk to groups of students about the topic?

What books can I recommend to individuals to broaden their understanding of the topic?

SHARED INSTRUCTION

Picture books to increase **empathy** with the topic, e.g. 'The Dam' by David Almond when looking at rivers

Vocabulary work which explores the semantic field of a topic, e.g. words specific to expeditions/the Arctic – teaching words in categories

Vocabulary work which teaches the literal meanings of idiomatic phrases, metaphors and other literary devices

Use contrasts and comparisons, e.g. sorting words into categories

Use analogies to extend this – e.g. bird is to feather as dog is to... [fur]

Short video clips, e.g. National Geographic

Bring a prop/artefact (or select a key word) and ask pupils to generate memories or associations. *This reminds me of... It makes me think of*

Visits from 'experts' who can speak about a topic, e.g. Wantage last century or rivers

Virtual Visits, e.g. to art gallery

Access to texts like First News / watching Newsround to build understanding of current affairs

Blog post by Alex Quigley about the impact of Covid-19 on pupils' literacy:

<https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/>

MODELLED AND SHARED INSTRUCTION

Activating prior knowledge – look at title, cover, illustrations, sub-headings and articulate what you already know about these things (and how, e.g. personal experience, non-fiction books, films, fiction, etc)

When teaching **vocabulary** (either directly or indirectly when words crop up) explain how **background knowledge** enables you to choose between words with multiple meanings

Explain how you personally research something if you recognise that your own **background knowledge** isn't strong enough. Share with pupils how you prepare to teach new books or topics (intrinsic motivation).

From this encourage pupils to read deeply around a topic (e.g. lots of books on sharks) as well as widely, to help them understand the satisfaction of becoming an expert in a specific topic.

Asking pupils how they know something when they offer background knowledge, e.g. saw it on 'Horrible Histories' to draw out the different ways of improving **background knowledge**

QUESTION STEMS / DISCUSSION STARTERS

What does the title / chapter heading / front cover make you think of?
What do you already know about these things? What would you like to find out?

Elaborative interrogation – 'Why' questions (see Pressley, 2000) which encourage pupils to explain why the facts being presented in a text make sense. (Pushes pupils to link what they know to what they're reading)

Category/concept questions, e.g. Is a train a vehicle? Why is it or is it not a vehicle? (Links to using contrasts and comparisons)

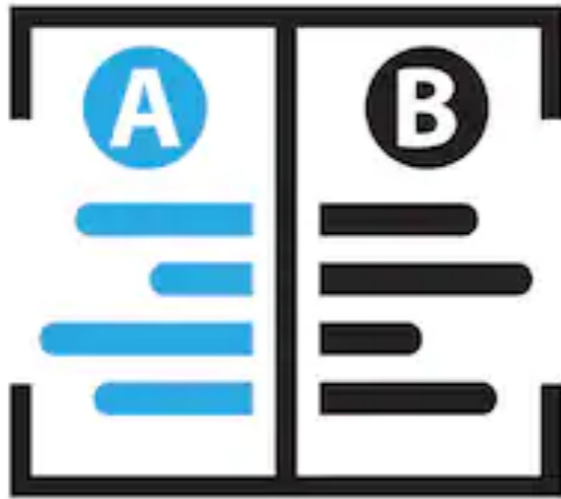
“In reading, the more you know, the more you learn. Educators often refer to this as the Matthew Effect, in reference to a line in the Bible that details the rich getting richer and the poor getting poorer. In reading, it means that when you know a little about a topic going in, the text adds more knowledge and detail to your framework—easily and naturally deepening your understanding and building connections to existing knowledge while still leaving you enough processing capacity to be able to reflect on the nature of the ideas in the text.”

Doug Lemov

Gap Caused by the Matthew Effect



COMPARISON AND EVALUATIVE INFERENCE



WHAT IS COMPARISON?

The ability to see similarities and differences, e.g. between characters, books, authors and themes.

The ability to look back in a text, draw conclusions and evaluate.

BACKGROUND READING

Quick Read:

<https://www.literacyideas.com/compare-and-contrast>

Longer Reads:

‘The Seven Basic Plots: Why We Tell Stories’ (2004) – Christopher Booker

“Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.”

Y3/4 Programme of
Study

CHECKLIST

Curriculum – staff know the topics and texts which have been covered by their class in previous years. They refer to these in order to support pupils to use their prior learning to make links.

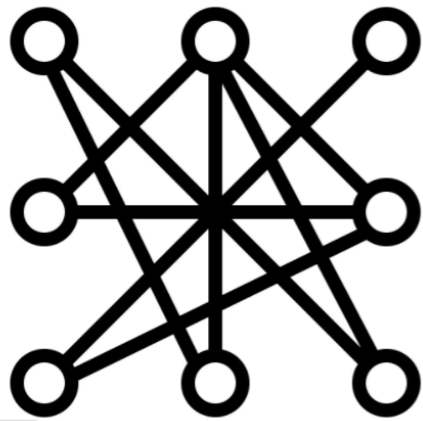
Reading Spine – throughout primary school, pupils have the opportunity to read and listen to a range of texts with conventional plots, e.g. quests, fairy tales, etc. They also have the opportunity to encounter texts which subvert these.

Paired Texts – paired texts are used to broaden pupils’ understanding and avoid generalisations, e.g. texts which a range of refugee experiences.

Teacher subject knowledge – teachers can recommend children’s literature to individuals which adds to the books encountered through the reading spine

Book lists and library displays – teachers make use of thematic book lists to support pupils to make connections. Library displays sometimes focus on a particular theme or story convention, e.g. characters who feel isolated.

CONNECTION



WHAT IS CONNECTION?

The ability to make links between the characters, events and themes of a text and one's own identity, beliefs and experiences, as well as those of others

BACKGROUND READING

Longer Read:

CLPE Research Project: Reflecting Realities <https://clpe.org.uk/RR>

“The value of reflecting realities, individuals, identities, cultures and communities is rooted in the importance of elevating all lived experiences and recognising them as worthy of note and exploration. To understand and be understood is at the heart of the human experience. The space between what is written and what is read is often a safe space in which we can make sense of our lives and the world around us.”

Farrah Serroukh

CHECKLIST

Curriculum – topics allow pupils to encounter characters and settings similar to their own experience as well as those which are not

Reading Spine – credible, quality texts are chosen to present those characters/settings and partner texts extend that experience. Reading spine shows diversity in the authors selected.

Teacher subject knowledge – staff are confident about the best language to use when discussing topics such as race or refugees. They can recommend children's literature to individuals which adds to the books encountered through the reading spine

Resources – pupils have access to books which give positive reflections of their own identity, beliefs and experiences

Great blog on ‘Beyond Black History Month:

<https://clpe.org.uk/blog/2020/beyond-black-history-month-integrating-study-black-historical-figures-mainstream-primary>

MODELLED INSTRUCTION

Text to Self – making explicit links between your own personality, background and experiences and those of a character

Texts and the World – make explicit links to **background knowledge** about the world

“We connect the words on the page with what E. D. Hirsch described as the ‘information that isn’t set down on the page’ by reading, listening, talking, questioning and building our models of the text and the world.”

Alex Quigley

QUESTION STEMS / DISCUSSION STARTERS

Does this text remind you of anything in your life?

Have you ever had feelings similar to the characters?

In what ways are you similar/different to this character?

Do you believe that [character] made the right decision? Why?

What would you do at this point if you were [character] and why?

Have you ever experienced [...]?
Was your experience similar or different?

It reminds me of...because...

Opinion spectrum with pupils moving to different positions along a wall in response to statements. Ask different pupils to give a reason for position

“Pupils should be...encouraged to link what they read or hear to their own experiences.”

“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.”

National Curriculum

Y1 Programme of Study

DEVELOPING EMPATHY

WHAT IS EMPATHY?

The ability to understand and share the feelings of another. Being empathetic helps children develop emotional intelligence.

In reading, empathy enables children to infer how characters might be feeling. It also plays an important part in partner and group work, PSHE lessons, debates and circle time.

Empathy helps children relate well to others online and not get caught up in cyber-bullying or trolling.

It is also crucial in preventing bullying and building tolerance for other people and their racial background, sexuality, faith, politics and other traits that are key to their sense of identity.

Check out @empathylabuk
#readforempathy

BACKGROUND READING

Quick Reads:

<http://www.thatboycanteach.co.uk/2020/06/empathy-day-guest-post-by-planet-omar.html>

<https://www.theschoolrun.com/teaching-children-empathy>

Longer Reads:

Empathy Education Report:
<https://www.empathylab.uk/>

“[Empathy] is an essential life skill that underpins a child’s ability to be a good friend, a good learner, and later, a good parent, colleague and citizen.”

Miranda McKearney
Founder of
EmpathyLab

CHECKLIST

Curriculum – as with **connection**, topics are included which broaden pupils’ understanding of life situations which are different to their own, e.g. homelessness

Reading Spine – paired fiction texts to increase empathy when studying non-fiction topics, e.g. reading ‘The Dam’ by David Almond when studying rivers

Class texts – class books chosen which explore difficult emotions. The Empathy Lab website has fantastic lists of recommended books.

Whole School celebration – consider taking part in World Empathy Day each June, even if that’s just by reading one of their recommended books to your class

Teacher subject knowledge – staff are aware of current children’s fiction and recommend books to individuals which will help to develop empathy



TO CONCLUDE:

We need to teach:

Vocabulary
Knowledge of words
Background knowledge
Empathy

SKILLS TO TEACH:

Word reading
Fluency
Understanding and comprehension
Retrieval
Skimming
Scanning
Vocabulary
Summarising
Inference
Prediction
Analysis
Comparison
Connection

WHAT IT WILL LOOK LIKE

10 minutes – vocabulary and background knowledge

15 minutes – reading the text together (including modelling reading and comprehension questions – talk partners)

10 minutes – SPaG preparation for the writing text type

15 minutes – model and analyse features of text type for writing (including I do-we do-you do)

20-30 mins – independent or paired writing with in-the-moment marking

10 minutes feedback/discussion/peer marking

75-90 min lesson everyday

QUESTION STEMS / DISCUSSION STARTERS

How do you think [character] feels at this point? Have you ever felt [insert emotion]?

Why do you think he/she feels that? / How has the writer shown us that?

How do you feel about what you've read?

To what extent can you identify with this character?

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