# Reading @ Airy Hill Primary School

Airy Hill Primary School is committed to:

- Teaching **EVERY** child to read
- Closing the word gap
- Developing a **love of reading**

September 2020

## Developing Reading Through School

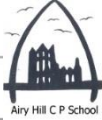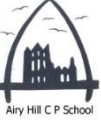| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|-----------|--------|--------|--------|--------|--------|--------|
| Daily Letters and Sounds Phonics | | | | | | | |
| Daily Story Time | Small group daily reading sessions | | | | | | |
| Individual reading sessions at least once each week | | | | | | | |
| | | | Whole Class Reading Sessions | | | | |
| Reading for pleasure... | | | | | | | |

## Airy Hill approach to teaching reading

### Phonics

- All phonics teaching follows the Letters and Sounds programme using LCP planning and the five-part lesson structure (review, teach, practise, apply). There is total fidelity to this programme at all times
- All phonics teaching begins on day 1 in Reception and children in Nursery begin this journey earlier
- Phonics lessons are taught daily in Reception, Y1 and Y2 without exception, continuing for pupils in KS2 when required
- 4 sounds are taught each week with a review lesson taught on the fifth day
- Where possible, phonics is taught to the whole class. Individual children who require extra support have small group sessions additional to these lessons to ensure a keep-up not catch-up approach
- All phonics teaching is discussed daily between both class teacher and teaching assistant to ensure that all phonics is applied across the whole curriculum
- Children are assessed half-termly and the lowest 20% of pupils are identified and support put in place immediately
- The teaching of phonics is monitored weekly by the leadership team

## Expected phonic outcomes throughout the year

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Nursery | Phase 1 | | | | Some children begin phase 2 | |
| Reception | Phase 2 | Phase 3 | | Consolidating and applying phase 2 and 3 | | Phase 4 |
| Year 1 | Consolidate phase 3 and 4 | Phase 5 | Phase 5 + ore (more, score, before, chore, sore) | | Continual phase 5 embedding and focus on fluency Year 1 statutory spelling requirements | |
| Year 2 | Phase 6 + statutory spelling Daily class reading + reading for fluency | | | | | |

**Below is a chart showing the order that children will be taught the sounds**

| Phase 1 | • Listening to and for sounds. • Rhythm and rhyme • Alliteration |
|---|---|
| Phase 2 | • Sounds taught: s, a, t, p, l,n, m, d, g, o, c, k, ck, e, u, r ,h, b ,f ,ff ,l ,ll , ss • Tricky words: the, to, go ,no, |
| Phase 3 | • Sounds taught: j, v, w ,x ,y, z, zz, qu • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Tricky words: no, go, I, the, to, he, she, we, me, be, was, my, you, they, her, all , are |
| Phase 4 | • Recap all previous sounds. • Teach reading and spelling tricky words: said, so, he, we , me, be, have, like, some, come, was, you, were, little, one, they, all , are , do , when , out, what, my, her • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr |
| Phase 5 | • Learn new phoneme zh • Teach new graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e • Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. • Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. • Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh |
| Phase 6 | • Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words • Introduce the past tense |

**Glossary.**
**Phoneme-** the smallest unit of speech-sounds which make up a word.
**Grapheme-** the written representation of sounds.
**Tricky word-** word which cant be sounded out
**Keywords-** high frequency words
**vc word-** vowel consonant word (it, as)
**cvc word-** word made up of a consonant, vowel, consonant (cat, dog)
**Initial sound-** first sound in word

Phonics teaching structure

| Part of lesson | Guidance - Airy Hill Phonics Structure | Activity ideas |
|---|---|---|
| **Revisit and Review** | | |
| Speedy recognition of known sounds | <ul><li>Appropriately sized flashcards</li><li>Move with speed</li><li>All sounds previously taught inc. previous phases (ones they struggle with)</li><li>Practise more frequently unfamiliar sounds by putting back into pack</li><li>Do not say sounds with children, only once after if incorrect</li><li>Eyes on the children not on the cards</li><li>No turn taking – whole class</li></ul> | <ul><li>Flash cards</li><li>PowerPoint of sounds</li><li>Going through sounds on the display</li></ul> |
| Speedy recognition of tricky words | <ul><li>Appropriately sized</li><li>Move with speed</li><li>Practise more frequently unfamiliar words by putting back into pack</li><li>Do not say sounds with children, only once after if incorrect</li><li>Eyes on the children not on the cards</li><li>No turn taking</li><li>Choose a phase focus for the day</li></ul> *Read pseudo / alien words here (2 or 3 segment and blend) | |

| | | |
|---|---|---|

| **Teach** | | |
|---|---|---|
| whole class. Teacher always models first. Partner work, no turn taking as a class | | |
| Introduce new tricky word | • Say the word<br>• Show the word<br>• Let them say the word multiple times<br>• Verbal – put it into a sentence for context | • Partner talk<br>• Whole class recall<br>• My turn, your turn |
| Introduce new grapheme | • What's in the box today? – possibility for engagement<br>• Build suspense and reveal the sound<br>• Display sound clearly – place onto phonics display<br>• The is the grapheme, the letter names are ___, together they make ___<br>• Say the sound, ask them to repeat many times | • Big reveal of the sound – have a class approach<br>• Partner talk<br>• Whole class recall<br>• My turn, your turn |
| Recognise new grapheme amongst known graphemes | • Go through some flashcards and children identify when they spot the new sound – keep putting it back in 3 or 4 times | • Eye spy flash cards<br>• Phoneme mat spotter |
| Write the grapheme | • Model write on the board – limited discussion<br>• Children write it in the air, on their partner's back, on a whiteboard (if can be done quickly) | • Partner work<br>• Whole class – no turn taking |
| Make words containing the new grapheme | • Have displayed sounds they know<br>• Drag the sounds with new grapheme to make a word | • Phonics fingers<br>• Blending swipe<br>• Whole class with teacher support – no turn taking |

| | | |
|---|---|---|
| | • Sound button the word to segment<br>• Blend it together (school approach action)<br>• Now segment and blend orally as a class<br>• Repeat for 2/3 words | |
| Introduce words containing new grapheme | • Introduce word cards<br>• Add sound buttons to segment<br>• Repeat with more cards | |
| **Practise** | | |
| Children practise | • Children read words with new sounds in pairs<br>• Some words taken from input<br>• No turn taking games as a class– it's about the reading | • Phoneme frames<br>• Reading sentences<br>• Muddle, muddle<br>• Phonics play<br>• Word/picture match<br><br>*Often paired work with teacher and TA roving and supporting . All about decoding and reading. |
| **Apply** | | |
| Apply the new and known sounds | • EYFS – modelling provision tasks and then monitor use<br>• Use decodable | • Reading sentences<br><br>**+ if needed …** |

| | | |
|---|---|---|
| | sentences to read - each child given a double sided sheet of words (1 side has the phonic sound in words, the other has sentences) - they work through these with a lolly stick with partners (like fluency reading time)<br>• Read decodable books which are matched<br>• Writing sentences dictated by the teacher | • Oxford owl tree – reading of an e-book on the board<br>• Application throughout the day and in all areas<br>• Independent readers<br>• Decoding reading time |

* Red words are taught to all children within each phase. The children must refer to these words as red words. On displays and on flash cards, these words must be either in red font or on red paper / card. Children must learn that a red word cannot be sounded out. We do not use the phrase tricky word as we are promoting a culture of success within reading.

Reading with phonics

- All teacher are provided with a decodable text each week in both paper form and online to practise using the sounds they know – this is selected by the class teacher and is phased based on phonic ability not book band
- All children develop their phonic ability during 1:1 reading time each week where the phonic approach to decoding is reinforced. This is using a book which has been selected by the class teacher based on the week's phonic teaching (fluency focus)
- Daily reading session occurs with a phonically decodable text linked to each child's ability
- Alongside this, all children are able to choose and take home a text a day which encourages reading for pleasure and shared reading. This enables exposure to higher level vocabulary, concepts and themes.

Resources for phonics

- Every phonics area has a set of P2 -5 sounds for teacher use
- Blank phoneme frames available to all pupils
- Phonics book after Christmas in Y1 (1 per child)
- Interactive and accessible display board (see environment)

- All resources are agreed by Airy Hill and are aligned to Letters and Sounds (no mix-matching of resources)

## Assessment of phonics

- Every child has a phonics booklet which is updated half-termly with an adult
- Phonics whole class tracker is updated electronically every half term, in English file on server. On here, the lowest 20% of pupils and pupil premium children are identified separately and immediate support is planned based on areas of development required
- Termly phonics screening check completed by Y1 class teacher for Y1 pupils and Y2 pupils who did not pass the PSC the previous year to enable gap analysis
- Children requiring extra support are provided with a 'more of the same approach' with intensive phonics teaching which is additional to the class sequence
- Reading for fluency sessions (see below) allow for further teacher assessment with regards to application of segmenting and blending

## Environments to support phonics

- All classrooms have an interactive phonics working wall, which supports all taught sessions and provides support for independent follow up work - complex speed Y1 upwards / simple speed sounds reception
- All children have immediate access to a large speed sound chart which should be next to the whiteboard and at a useable height.
- All provision areas are text rich to promote a love of reading
- Y1 – access to speed sounds always
- All labels / key words are sound buttoned within all areas and all displays to support independent use for the children

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## Reception grouped reading for pleasure

Each group shares an engaging text challenging for their ability

Each group has a planned, adult led, reading session each weekly

Book should have been read in advance by the class teacher

Teacher reads the text to the children / with the children

Children are encouraged to join in during second and further reads

Children explore the vocabulary

Questions planned for retrieval and comprehension

Assessment notes made by the teacher

Grouped reading will support children in developing the following areas and skills

ELG 01 Listening and attention - children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

ELG 02 Understanding - They answer 'how' and 'why' questions about their experiences and in response to stories or events.

ELG 09 - They demonstrate understanding when talking with others about what they have read

Exceeding

Listening and attention - They listen attentively with sustained concentration to follow a story without pictures or props.

Understanding - After listening to stories children can express views about events or characters in the story and answer questions about why things happened.

Reading - They can describe the main events in the simple stories they have read.

Year 1 grouped reading

The teacher leads decoding sessions on a Monday, Tuesday and Wednesday where the focus is on fluency for reading, how to read sentences and confidence building of which all is modelled to the children. Access to online e-books enables the class teacher to demonstrate this to all pupils.

On Thursday and Fridays, the children take part in whole class reading sessions with an engaging text. Their comprehension is then developed through the whole school approach of VIPERS (see more information below on this approach).

Year 2 reading approach

During the Autumn term, children are taught using both the carousel approach to reading and whole class reading. For 3 days a week, the children are grouped based on their reading and phonic ability and read an accurately pitched texts where they respond to teacher questioning enabling identified skills to be developed and the teacher to work more on fluency and stamina. For 2 days a week, reading is taught using the whole class reading approach, enabling all pupils to listen and respond to highly pitched texts and develop their ability to comprehend.

In the Spring term, the children take part in 2 carousel days worth of teaching and 3 days of whole class reading.

In the Summer term, all reading is taught through the whole class reading model.

Whole Class Reading Years 2 – 6

Monday, Tuesday, Wednesday, Thursday 9am – 9:30 am

All teaching and learning is in line with the school's reading progression document

Choosing the text:

- Book should be topic related. This does not have to be the same book used as a class novel, but if a longer book is chosen then it can be.
- The text should be harder than the children's current reading age
1. Start of term: Book Launch
2. Planning
    a. Select your text
    b. Re-read the text identifying passages for deeper reading and more 'shallow reading'
    c. Identify key teaching points which will develop key reading skills linking directly to 'VIPERS'
    d. Same text must be used for all children – identify ways to support the pupils with lower attainment
    e. Plan key questions, activities and expected outcomes linking to 'VIPERS'
3. Format of the lesson

a. Begin each lesson with two-three basic questions – don't assume that children have understood/ remembered what has happened in the text so far.
b. Reading time – this could be:
    i. Teacher models reading
    ii. Choral reading with an adult
    iii. Individual or small group reading
    iv. Paired reading
    v. Individual silent reading

    *Some lessons may use a combination of these approaches – do not only rely on one approach

c. Class discussion on the focus VIPER questions
d. Class teacher models ways to answer these using questions of the same style. Some lessons may have 1 question type focus and other lessons may have a combination of question styles as the focus. However, all strategies to support in answering these questions should be modelled to the children.
e. At least two of the three lessons each week should result in a recorded response in the children's reading journals.
f. Recording – children are encouraged to orally talk through their answers and ensure it is the best they can give before writing anything down. Children discuss the answer first with peers and/or an adult and then write their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually. Children self-mark their answers during these sessions.
g. Assessing - The class teacher focuses on a small number of specific children each session, listening to them re-read and developing and discussing responses. This enables assessments for each child to be made against the expectations of the NC and identify content domains which require further focus.

Whole class reading diet (Y1 – Y6)

Friday mornings: 10:45am – 11:40 am

Lesson Structure:

1. Before reading the text
   a. Introduce and explain the genre and its features
   b. Engage the class in a discussion about the context of the story/text
   c. Introduce any challenging vocabulary and ensure that children understanding these – write these up on the class whiteboard
2. First read
   a. Ask the children to read the text in pairs (pair children low with middle and middle with high). Children should support each other as necessary.
3. Second read
   a. Class teacher picks out sentences from the text and asks a range of questions to help support children's comprehension
4. Modelled answer
   a. Class teacher models how to answer at least one high level question (questions varied week to week - similar to but not the same as a question on the sheet). Teachers should 'think out loud' to model the process of retrieval and drafting an exemplar answer.
5. Third read and response
   a. Children are told to read the text independently and go on to answer the **VIPER** questions in their reading journals (not on worksheets).
6. Teachers and teaching assistants should then rove and intervene to support children's learning.
7. Plenary/ Extension: Discuss children's responses to some of questions. Work to be marked in line with the school policy.

**This is a comprehension exercise, NOT A TEST**

**All questions are to directly link to Reading VIPERS**
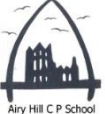
**Reading Vipers**

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

- Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).
- The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.
- Sequence- KS1
- Summarise-KS2
- In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.
- In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

Content Domains for reading VIPERS

| KS1 Content Domain Reference | VIPER |
|---|---|
| 1a draw on knowledge of vocabulary to understand texts | Vocabulary |
| 1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information. | Retrieve |
| 1c identify and explain the sequences of events in texts | Sequence |
| 1d make inferences from the text | Infer |
| 1e predict what might happen on the basis of what has been read so far | Predict |

| KS2 Content Domain Reference | VIPER |
| --- | --- |
| 2a Give/explain the meaning of words in context | Vocabulary |
| 2b retrieve and record information/ identify key details from fiction and non/fiction | Retrieve |
| 2c summarise main ideas from more than one paragraph | Summarise |
| 2d make inferences from the text/ explain and justify inferences with evidence from the text | Infer |
| 2e predict what might happen from details stated or implied | Predict |
| 2f identify/explain how information/ narrative content is related and contributes to meaning as a whole | Explain |
| 2g identify/explain how meaning is enhanced through choice of words and phrases | Explain |
| 2h make comparisons within a text | Explain |

For KS2 reading test question stems linked to the content domains and reading Vipers please see the bottom of this document

## Environments

- Class text display linking to class topic – should be visual and seen immediately when entering the classroom
- Vocabulary section on your reading display or next to your reading display
- Key questions linking to the class text displayed on the display
- A cosy, inviting and well-organised reading area for children to enjoy with age appropriate texts available for the children to take home and read
- Recommended reads (taken from 100 books list) displayed in the reading area

## Assessment

- All children are assessed termly using an academy wide test which is collated, and gap analysis completed to inform planning

- Teachers work with specific children each day to make on-going assessments against the NC to inform future planning
- Children who are identified as being in the lowest 20% of readers within each class are monitored half termly. Their areas for development identified and additional provision put in place. This is then reviewed.

Our Reading Offer

**Reception Reading Offer**

Parent's meeting

Each day – parent's join the class for decoding time and phonics games (this is modelled and explained)

Daily letters and sounds phonics with sentence reading

Daily story time for comprehension development

Daily individual readers

1:1 and small group boosters for the lowest 20% of pupils

Weekly decodable home reading book

Daily reading for pleasure text to take home


**Year 1 reading offer**

Twice daily letters and sounds phonics

Daily reading for fluency and decoding

2 x a week whole class reading for comprehension building

1:1 and small group boosters for the lowest 20% of pupils

Weekly decodable home reading book

Daily reading for pleasure text to take home

Daily whole class story time


**Year 2 reading offer**

Carousel / whole class reading x 5 days a week

Daily reading for fluency and decoding

Weekly whole class reading diet x 1 hour

Weekly individual readers

1:1 and small group boosters for the lowest 20% of pupils

Weekly decodable home reading book f required

Daily reading for pleasure text to take home

Daily whole class story time

**Year 3 reading offer**

Whole class reading daily x 4

Weekly individual readers

Weekly reading diet lesson x 1 hour

1:1 and small group boosters for the lowest 20% of pupils

Daily decoding and fluency time

Reading for pleasure home reader monitored weekly

Daily whole class story time

**Year 4/5 reading offer**

Whole class reading daily x 4

Weekly individual readers

Weekly reading diet lesson x 1 hour

1:1 and small group boosters for the lowest 20% of pupils

Daily decoding and fluency time

Reading for pleasure home reader monitored weekly

Daily whole class story time

**Year 6 reading offer**

Whole class reading daily x 4

Weekly individual readers

Weekly reading diet lesson x 1 hour

1:1 and small group boosters for the lowest 20% of pupils

Daily reading booster 8:30 – 9

Daily decoding and fluency time

Reading for pleasure home reader monitored weekly

Daily whole class story time

Book allocation at Airy Hill

All books at Airy Hill have been phased according to the Letters and Sounds document and are provided to the children in a cumulative approach
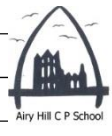
Once the children can read fluently and are secure in all sounds, they begin to access texts which are age and theme appropriate rather than working through book bands set by publishers

All texts have been organised by Airy Hill staff to ensure they are relevant to the needs of our pupils and can help them make excellent rates of progress

Children's books are reviewed and changed each week based on their current understanding. Once pupils can read fluently, their book choice is reviewed weekly, discussed and changed if required

Book progression at Airy Hill

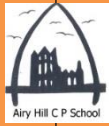| Colour | Phase / Year linked to L&S | New Sounds | | Reading for pleasure |
|---|---|---|---|---|
| Lilac A | 1 | (no words) | | Daily access to recommended reads of their choice which are pitched for Reception and Year 1 in the KS1 library. |
| Lilac + | 1 | (CVC) | | |
| Pink A | 2 | s, a, t, p, i, n, m, d | | |
| Pink B | 2 | f, h, b, g, o, c, k, e, u, r, l, ck (ff, ll, ss) | | |
| Red A | 3 | j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk | | |
| Red B | 3 | ai, ee, igh, oa, oo, oo, ar, or, ur, ow, ear, air, ure, er | | |
| Yellow | 4 | Blend 2 or 3 adjacent consonants at the beginning, middle and end of words using short vowel sounds | | |
| Blue | 4 | Blend 2 or 3 adjacent consonants at the beginning, middle and end of words using long vowel sounds | | |

| Green | 5 | Alternative vowel graphemes: | |
|---|---|---|---|
| | | /ai/ ay, ei, ey, a-e | |
| | | /igh/ i, i-e | |
| | | /oa/ o, oe, ow, o-e, ou | |
| | | /oo/ u, ue, ew, ui, ou, u-e | |
| | | /oo/ u, oul | |
| | | /ee/ ie ea | |
| | | /oi/ oy, ou | |
| | | /ar/ a | |
| | | /or/ au, aw, our, augh, al | |
| | | /air/ ere, ear, are | |
| | | /er/ ir, or, ear | |
| | | /ear/ ere, eer | |
| Green | | /ure/ our | |
| | | /e/ ea | |
| | | /i/ y | |
| | | /o/ a | |
| | | /u/ oul, o, our, o-e | |

| Orange | 5 | Alternative vowel graphemes:<br>/ai/ a, eigh<br>/igh/ ie, y/ee/ e-e, ey, y, e<br>/oo/ u<br>Alternative consonant graphemes:<br>/ch/ tch, t<br>/sh/ ch<br>/c/ ch<br>/j/ g, ge, dge<br>/l/ le<br>/f/ ph<br>/w/ wh<br>/v/ ve | |
| --- | --- | --- | --- |
| | | /v/ ve<br>/s/ se<br>/z/ se | |
| Turquoise | 5 and 6 | alternative consonant graphemes:<br>/n/ kn, gn<br>/m/ mb<br>/r/ wr<br>/s/ c, ce, sc<br>/c/ qu, x<br>/zh/ su, si<br>/sh/ ti, si, ssi, ci<br>words with suffixes:<br>er, est, ful, ly, ant, ent, ance, ment,<br>ness, ly, ous, es, en, ward, self, dom, by, al | |
| Purple | Year 2 | Developing reader - Autumn expected | Access to reading for pleasure text pitched at ARE – found in the Y2 classroom and labelled Y2. |
| Gold | Year 2 | Developing reader - Spring expected | |
| White | Year 2 | Moderately fluent reader – Summer expected | |
| Lime | Year 2 | Moderately fluent reader – Y2 Greater depth standard | |
| Brown | Year 3 | Fluent reader | All texts are available at an age appropriate level and are recommended or new releases. |
| Grey | Year 4 | Fluent reader | |
| Dark Blue | Year 5 | Experienced reader | |
| Red | Year 6 | Experienced and mature, independent reader | |
| Yellow | Young adult reader | Experienced and mature, independent reader Challenging themes and content – teacher to agree this text with child on a 1:1 level | |

| Question stems and examples from the 2016 & 2017 KS2 reading tests | |
|---|---|
| **2a** | Give/explain the meaning of words in context |
| **Find and copy…** | 2016 Q1 Find and copy one word meaning [group of words] <br> 2016 Q4 Find and copy one word that suggests/ shows that… <br> 2016 Q25 Find and copy one word from page X that tells you X <br> 2017 Q15 Find and copy two different words from the sentence above that show… <br> 2017 Q17 Find and copy one word from this paragraph that is closest in meaning to X <br> 2017 Q25 Look at the section headed: X? Find and copy one word which shows that [group of words]. <br> 2016 Q30 Look at the paragraph beginning: X.  Find and copy one word or group of words that shows that … |
| **What does X mean / suggest?** | 2017 Q1 Which word is closest in meaning to X? <br> 2017 Q6 What does [group of words] mean? <br> 2017 Q8 What does the word X [adjective] tell you about X [noun]? <br> 2016 Q23, Q27 Look at the paragraph beginning: X…  What does the word X suggest about X? <br> 2016 Q29 Give the meaning of the word X in this sentence. |
| **Circle / tick / underline the correct option…** | 2016 Q2 Which word most closely matches the meaning of the word X? Tick one. <br> 2016 Q12a Circle the correct option to complete each sentence below [choice of adverbial phrases] <br> 2017 Q11 What does [group of words] mean in this sentence?  Tick one/ |

| | |
|---|---|
| | 2017 Q31 Choose the best words to match the description above. Circle both of your choices.<br>2016 Q31 What does [group of words] mean? Tick one. |
| **2b** | Retrieve and record information / identify key details from fiction and non-fiction |
| **Find and copy** | Find and copy one word that suggests / shows that |
| **Write down / give<br>two / three** | 2016 Q7 Write down three things you are told about X<br>2016 Q26a Give two reasons why X<br>2016 Q26b Look at the paragraph beginning: X… Give two reasons why X<br>2017 Q12 Look at page X. Give one *piece of advice that Gaby's mother gives her for dealing with cats.* |
| **Complete this sentence** | 2016 12d Complete the sentence using a summary of what had happened |
| **When<br>How long** | 2017 Q24 In what year did X….?<br>2017 Q22 How long did X take? |
| **What…<br>was / did** | 2016 Q10 What was revealed at X place in the story?<br>2016 Q9b Look at X paragraph. What did he have to do to …<br>2016 Q18 What helped X do X?<br>2017 Q16 What event made X do X? |
| **Why** | 2016 Q28 *Why were artists' drawings from the time of the dodo not always accurate?*<br>*2017 Q5 Why had X [done something earlier in the text]?* |
| **Visualise** | 2016 Q8 Which of these drawings best represents [text] |
| **Circle / tick / underline the correct option…** | 2016 Q14 What were …? Tick two. |
| **True/False grid** | 2016 Q11    2017 Q18    2017 Q39 |
| **Give and explain** | 2017 Q19 *Name two of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.* |

| 2c | Summarise main ideas from more than one paragraph |
| --- | --- |
| **Choose summary from options** | 2017 Q27 Which of the following would be the most suitable summary of the whole text? |
| **Order summaries** | 2017 Q14 Number the following events 1–5 to show the order in which they happened. The first one has been done for you.<br>2016 Q33 Below are some summaries of different paragraphs from this text. Number them 1-6 to show the order in which they appear in the text. The first has been done for you. |


| 2d | **Make inferences from the text / explain and justify inferences with evidence from the text** |
| --- | --- |
| **How can you tell / do you know that…** | 2016 Q3 How can you tell that…?<br>2016 Q13 Look at the first paragraph. How do you know that X… |
| **What are / does…** | 2017 Q4 What does [character] think when…<br>2017 Q10 What are 3 ways that X shows…? |
| **What evidence is there** | 2016 Q15b What evidence is there of / that…<br>2016 Q17 What evidence is there of / that X. Give two points. |
| **Why does / did / were** | 2016 Q9a Why did X happen?<br>2017 Q2 Why does X do this?<br>2016 Q19 X does something in the text. Why do they do that?<br>2016 Q9a Look at this paragraph. *Why did Oliver find it difficult to read the inscription on the monument?* |
| **How** | 2017 Q3 In what way does X think…?<br>2016 Q33 How is X made to seem X?<br>2016 Q32 According to the text, how did X happen?<br>2016 Q34a According to the text, how might… |
| **Why might?** | 2017.      Q34a & 34b Statement from text. |

| | 1. Why might he have expected X? b) Why might he not have expected X? |
|---|---|
| **How do you know / can you tell?** | 2017 Q37 Summary of extract of text. How can you tell this from X? Give two ways |
| **What impressions** | 2016 Q6 What impressions of X do you get from these two paragraphs? |
| **Fact / opinion** | 2017 Q23 Look at this section. Put a tick in the correct box to show whether each of the following statements is a fact or an opinion |
| **Give evidence to support assertion.** | Statement about the text. Give one piece of evidence from the text which shows this. |
| **This tells us that [options]** | 2017 Q38 Quotation from text. This tells us that… Tick one |

| **2e** | **Predict what might happen from details stated and implied** |
|---|---|
| **Explain giving evidence from the text** | 2016 Q20 Do you think X will happen. Yes. No. Maybe. Explain your choice fully, using evidence from the text. (No 2e question in 2017 or 2018) |
| **2f** | Identify/ explain how information / narrative content is related and contributes to meaning as a whole |
| **Draw lines to match** | 2016 Q22 Draw lines to match each part of the story with the correct quotation from the text (*Setting, past events, action, lesson*). 2017 Q28 Draw lines to match each section to its main content. One has been done for you. |
| **2g** | Identify / explain how meaning is enhanced through choice of words and phrases |
| **Quotation – what impression / what does this suggest?** | 2016 Q5 Quotation from the text. Give two impressions this gives you of… 2017 Q29 Quotation from the text. What does this description suggest about…? |

| 2h | Make connections within the text |
|---|---|
| **Evidence from the text** | 2018 Q6 According to the text, give one way that Xs are...<br><br>1. similar to other Ys.<br>2. different from other Ys<br><br>(NB. No 2h questions in 2016 or 2017) |