Hallfield Primary School

Growing, Learning, Achieving Together

Whole Class Reading Framework

As per the Curriculum, Teaching and Learning policy, the teaching of reading embeds the principles of mastery and quality first teaching. Teachers use the practices of metacognition and self-regulation as well as managing cognitive load when planning and teaching. This framework offers practical guidance and should be referred to in planning. It **must** be read in conjunction with our Reading Policy. Included in this document is:

- Milestones for each Key Stage
- A structure for sequencing whole class reading sessions across the week
- A common language of teaching content and strategies
- Support for varying cognitive challenge
- Question stems by content domain
-

Intentions for reading at Hallfield:

• Ensure reading is an enjoyable and meaningful experience that supports children's learning and enriches their lives.

• Develop a range of reading strategies to support children to become confident, fluent and independent readers with the skills to problem solve when reading across the curriculum.

• Develop and extend children's vocabulary through shared and whole class reading using high quality texts.

• Provide a language rich environment that promotes the culture of reading

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Milestones KS1	Overview for KS1
• Discuss events. • Predict events. • Link reading to own experiences and other books. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done. • Identify and explain sequence of events • Begin to locate key information in a text	Children learn to develop their strategies for reading by associating their own knowledge of the world and building their vocabulary through: - Links to topic - Spelling patterns (morphology) - Phonics knowledge - Using the context Children learn to begin asking more relevant questions about new texts to enhance their engagement and comprehension. They use pictures, text and scaffolded prompting to make predictions and infer meaning about characters. Children explore familiar and new fairytales beginning to draw out familiar features. They join in with the reading and performance of patterned texts and begin to develop their own opinions about texts. 

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Milestones Lower KS2	Overview for Lower KS2
• Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.	Children continue to build their knowledge of vocabulary by reading and listening to a wider range of texts with different purposes including topic related materials and their own nurtured interest. Strategies for checking meaning are used more independently such as: - Using dictionaries to check meaning - Applying age appropriate etymology and morphology - Using the language, structure and presentation of the text Through engagement with a range of familiar books, they also begin to identify themes and structures using this to make predictions. During guided reading sessions and English teaching, children will be supported to identify words and phrases used by the author to capture interest and imagination. Children will infer meaning from the nuanced word and phrase choices as well as summarise the main ideas over more than one paragraph. This can be justified with evidence using strategies such as visualisation. Children become increasingly more independent in their engagement with texts through asking relevant questions and discussing their understanding. 

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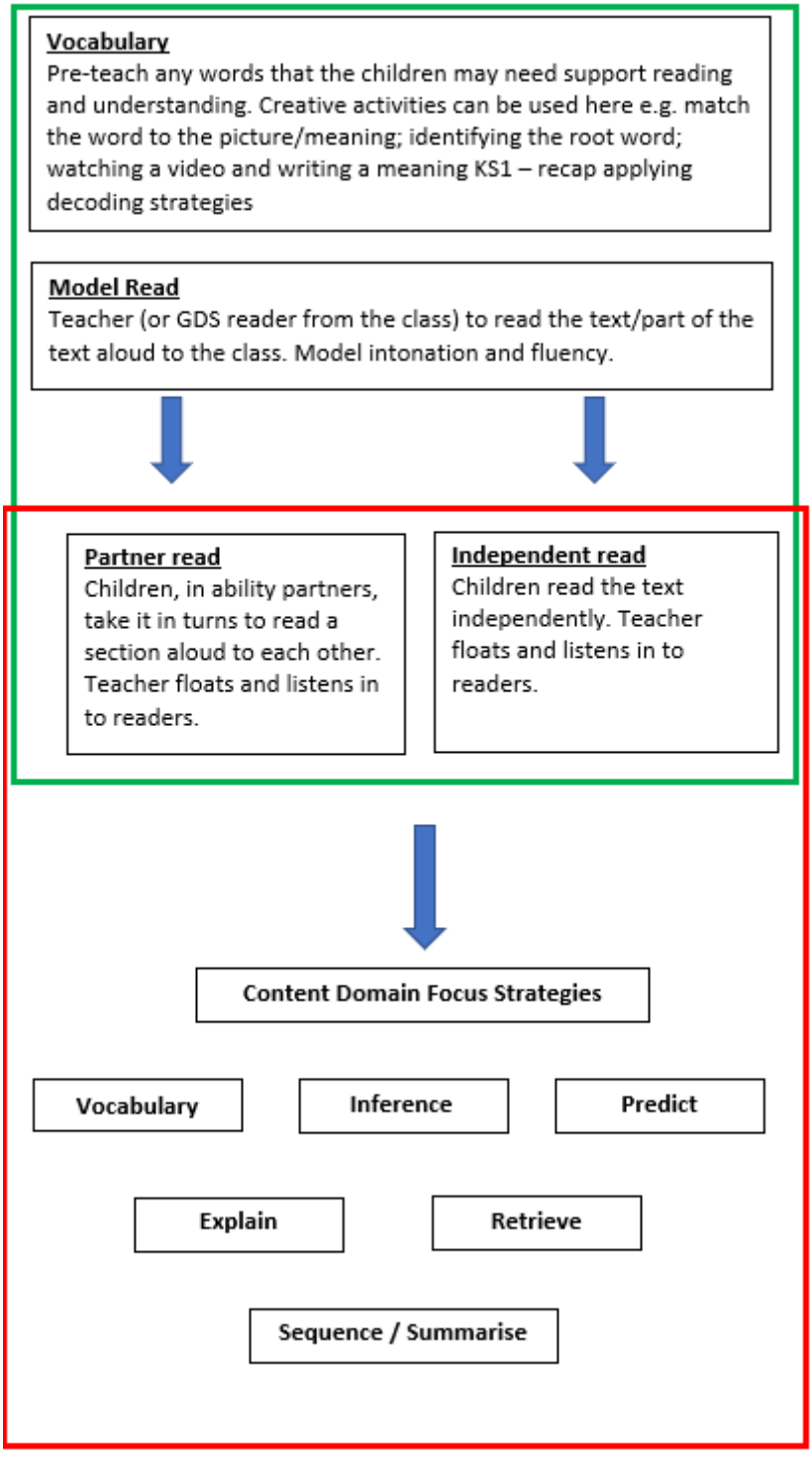
Milestones Upper KS2	Overview for Upper KS2
• Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense to you, discussing, understanding and exploring the meaning of words in context. • Ask questions to improve understanding. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. • Predict what might happen from details stated and implied. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identify how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieve and record information from non-fiction works. • Participate in discussion about books, taking turns and listening and responding to what others say. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for views.	Over Key Stage 2 children are given an increasingly wide range of texts to become familiar with. They learn to make comparisons and develop their own taste and interest in books, with guidance and advice from peers and adults. In tackling new and challenging texts, children demonstrate a range of independent strategies in order to read for meaning, performance and enjoyment. Children evaluate the impact of the author's use of language, structure and presentation through discussion with others. They can present these ideas and understanding through formal presentations and debates. 

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Whole class reading teaching sequence

The following teaching sequence offers opportunity for the aims to be met. The first session in a sequence (green box) should begin with a vocabulary session followed by a model read by the teacher or most able reader. Subsequent sessions (red box) start with reading the familiar text followed by a focus activity linked to a content domain. Suggested strategies and activities ca n be found on page 3 of this guide.



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Whole school common language and strategies

Below is a summary of strategies that can be taught to support the different content domains

Content Domain	Strategies	Description
Vocabulary & Fluency (1a, 2a, 2g)	Visualise Checking and checking in Familiar decoding strategies	- Children try to orally describe or draw the meaning of the word or phrase - Re-reading to check they made no mistakes with meaning of words - Use of a dictionary - Asking a partner / adult - Finding meaning from context - Identify the word class Activities - Synonym match up - Fill in the blanks for word choice - Dice games- example/non-example - Acrostic poems for words - Find the secret word - Keyword bingo - Vocab based board games
Comprehension & fluency (1b, 2b)	Finding the plot Finding information	- Children visualise the text in their head - Identifying the key words / phrases related to plot Activities: - Sorting relevant and irrelevant words linked to the plot / understanding the sentence - Skim and scan text to find information for answering questions - Write their own questions for a partner to answer
Inference and prediction (1d, 1e, 2d, 2e)	Connecting Ask, wonder, opine	- Children connect to their own experience, to other books and what interests them as they annotate the text - Children annotate the text with questions, thoughts and opinions

	Questioning Visualise Highlighting important information	- Children ask questions as they annotate the text - Children comment or draw on what it might look like - Children highlight key words, key phrases and key ideas; sorting relevant and irrelevant information. Activities: Draw what happens next Jigsaw puzzles Wish bottles for a plot The past/ present/ future game with characters - Children ask questions as they annotate the text - Venn diagrams for relevant and irrelevant information - Fortune telling and crystal ball activity - Multiple choice quiz on images/sentences - Thought bubble post it notes.
Explain (1b, 2b, 2f, 2g)	Stylistic analysis Themes and patterns Contribution to meaning	- Children explain the author's use of • Word class • Punctuation • Tense • Sentence type Activities • Character interviews • Emotion graphs
Retrieval (1b, 2b)	Synonyms	- Building cognitive challenge through replacement of key words for synonyms and how 'buried' the key information can be found. Activities: • Flash cards • Speak like an expert • Flash back five quizzes • Bingo games • Retell tasks

		• Point to where it shows….
Sequencing and Summarising (1c, 2c, 2h)	Summarising Compare and contrast Cause and effect	- Graphic organisers e.g. Mindmaps - Venn diagrams - Sequencing events - Flow charts - Mindmaps with links between ideas - Comic strips -

Support for providing cognitive challenge

Choosing appropriate texts

When selecting a text for you class, the list in the table below breaks down the different forms of challenge a text might pose. Consider which characteristic/s is/are particularly relevant to your teaching focus. How you can reduce extraneous load in your choice of text by reducing the challenge presented by the other characteristics?

TEN CHARACTERISTICS RELATED TO TEXT DIFFICULTY

	Characteristics	Definition
1	Genres/Forms	The type or kind of fiction or nonfiction text (e.g., biography, informational, historical fiction, folk tale, realistic fiction, fantasy). Also, the particular form (mystery, oral stories, picture book, graphic text, short story).
2	Text Structure	The way the text is organized.
3	Content	The subject matter of the text—what it is about, the topic or ideas.
4	Themes and Ideas	The big ideas in the text, the overall purpose, the messages.
5	Language and Literary Features	The literary features (such as plot, characters, figurative language, literary devices such as flashbacks).
6	Sentence Complexity	The structure of sentences includes the number of phrases and clauses.
7	Vocabulary	The meaning of the words in the text.
8	Words	The length and complexity of the words (syllables, tense, etc.)
9	Illustrations	The photographs or art in fiction texts; the graphic features of informational texts.
10	Book and Print Features	The number of pages, print font, length, punctuation, and variety of readers' tools (e.g., table of contents, glossary).

Hallfield Book Banding

Book Band Colour	Year Group	Reading Age	PM Benchmark Level	Phonics Phase	Hallfield Level (approx.)	Oxford Level	Oxford Stage
Lilac	Nursery	Up to 4 years	-	-	40-60E and below	1	Stage 2
Pink	Nursery/Reception	4 – 5 Years	1, 2	2	40-60D	1+	
Red	Reception		3, 4, 5	3	40-60S	2	
Yellow			6, 7, 8	3, 4	40-60S/1E	3	
Blue	Reception/Year 1		9, 10, 11	4, 5	1E	4	Stage 3 & 4
Green	Year 1	5 – 6 Years	12, 13, 14	5	1D	5	
Orange			15, 16	5, 6	1S	6	
Turquoise	Year 1/Year 2		17, 18	5, 6	2E	7	
Purple	Year 2	6 – 7 Years	19, 20	6	2D	8	Stage 4, 5 & 6
Gold			21, 22	6	2S	9	
White			23, 24	-	2S	10	
Lime			25, 26	-	3E	11	

In order to ensure our children are given enough breadth and complexity in their experience of texts, we provide opportunity to engage with a diverse range of texts. This includes what is described by Doug Lemov (2013) as the 5 plagues of reading. These are types of texts children should have access to by the end of their primary school experience in order to successfully navigate reading with confidence. This includes texts with:

1. Archaic Language
   The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read James Madison, Frederick Douglass and Edmund Spenser when they get to college.
2. Non-Linear Time Sequences
   In the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back. The only way to master such books is to have read them time and again and to be carefully introduced to them by a thoughtful teacher or parent.
3. Narratively Complex
   Books are sometimes narrated by unreliable narrators Scout from to Kill a Mocking Bird, multiple narrators, non-human narrators (black beauty is a horse) books with multiple plot lines which for a time seem unrelated and are much harder to read for children than a single plot line. Students need to experience these.
4. Figurative/Symbolic Text
   Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience.
5. Resistant Texts
   Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Questioning

When constructing questions, whether for written or verbal responses, increasing cognitive challenge should be evident in the structure of questioning over time. Appendix 1 provides a description of how cognitive challenge can be increased within each domain. There are also question stems by content domain available.

Appendix 1

A	**Accessibility of Target Information** in the text that is needed to answer the question • number and proximity of features that need to be located in the text • extent to which the location of the information within the text is identified in the question • extent to which competing information in the text and/or distractors may mistakenly be selected			
	1 **(Low)** The information that needs to be located is basic, is highly prominent and limited to one or two pieces. It is clearly located by question wording and limited to a short section of the text. Competing information is limited	**2**	**3**	**4** **(High)** The target information is not strongly located by the question. It is not prominent within the text and not limited to one or two pieces, either within the text or in the or in the form of functional distractors.
B	**Complexity of target information** in the text that is needed to answer the question • lexico-grammatical density of the stimulus • level of concreteness / abstractness of the target information • level of familiarity of the information needed to answer the question			
	1 **(Low)** Target information has a low level of abstractness and lexico- grammatical density, is largely familiar to pupils and is easily cued by the working of the task.	2	3	**4** **(High)** Target information has a high level of abstractness and lexico-grammatical density and a low level of familiarity. There is a low level of semantic match between task working and relevant information in the text.
C	**Task specific complexity** of the demands of the task • degree of cognitive complexity, from retrieval through to inference and higher level skills.			
	1 **(Low)** Requires only simple retrieval, with little or no inference and has concrete task requirements	2	3	**4** **(High)** There are complex inference and abstract task requirements
D	**Response strategy** – The complexity of the written response required • The extent to which pupils need to organise / structure their response			
	1 **(Low)** Answers limited to multiple choice or a few words and will require little organisation. The structure of response required will be clearly indicated in question or answer booklet.	2	3	**4** **(High)** Answers are extended and require pupils to fully structure and organise their own responses.
E	**Technical Knowledge required** • Extent of knowledge of vocabulary required by the question • Subject-specific technical language and knowledge required that is not given in text			
	1 **(Low)** No complex word meanings or subject specific technical language are required.	2	3	**4** **(High)** Knowledge of complex word meanings and subject specific technical language required.

Appendix 2

Blanks questioning for low cognitive challenge and SEN support

Instructions to give and Questions to ask – easy to hard!



Level 1
What is it?
Show me a …
Find one like this…
What's this called?
What did you touch?
What did you hear?
Can you say that?
What did you see?
Show me what you touched.
Show me what you heard.

Level 2
What's s/he doing'?
Tell me its … *(colour, size, shape..)*
Where is he?
Who is in the story?
What things … *(can fly…)*?
Find one that is …
How are these two different?
Finish this – I like to eat …
Find one that can … *(cut)*
What is happening?

Level 3
Find one that is … and …
How did they … *(make the cake)*?
What could s/he say?
What will happen next?
What else … *(flies)*?
Which one is not … *(an animal)*?
What happened to all of these?
How are these the same?
What is a … *(car)*?

Level 4
What would you do if?
Why can't we … *(swim in the pool)*?
What could s/he do?
What made it happen?
How can we tell … *(it will rain)*?
Why will … *(she have to go)*?
Why wouldn't … *(the boy run)*?
What could we use … *(to fix it)*?
Where will … *(the ball go)*?
What will happen if … ?

Following Instructions Asking and Answering Questions

If a child struggles to follow an instruction or answer a question from level 4, then try asking one from level 3.

- Repeat the question
- Emphasise key words
- Use the picture- point to relevant features
- Draw a picture to help understanding of the question
- Ask questions in a different/ simpler way
- Talk about the child's own experiences e.g. 'how did you feel when…?'
- Give a sentence starter e.g. say 'they like the film because…'
- Prompt the child to expand or explain more/ again e.g. 'tell me more about that', 'what else', 'you have a good idea- say that in a full sentence'
- Give choices e.g. 'will they go home or go to school?'

Importantly – have fun in sharing stories together



Instructions and questions can be presented in relation to pictures or text.

Model based on
"Blank, Rose and Berlin" 1978