

English Policy



Committee Name:	Curriculum
Date of Approval:	
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Person responsible:	Head Teacher

Context

Children enter St Fidelis with Communication, Language and Literacy skills that are, when measured against national expectations, below those of other children nationally. It is the school's intention that children should continue to leave our primary school with levels of attainment and progress that are significantly above those of other schools. High levels of achievement in English are central to ensuring our pupils have access to the widest range of individual choices as they continue to grow and develop.

High levels of achievement in English are predicated upon:

- Consistently good and often outstanding English teaching in all classes.
- A memorable and exciting curriculum that includes daily phonics and/or guided reading in all classes.
- A plentiful supply of excellent reading books and English resources.
- Diagnostic assessment and formative targets each half term.
- Parental support of daily reading from Reception to Year 6.

High levels of achievement in phonics are predicated upon:

- Teaching of high quality systematic, synthetic phonic work
- Covering all the grapheme/phoneme phases by the end of KS1 and consolidated in Year 3
- Assessing attainment and measuring progress each half term.
- Providing opportunities to apply blending and segmenting phonetic knowledge and skill through the use of reading and writing.

The table below sets out the daily diet of English provided to our pupils across the school:

Daily curriculum	English lesson	Phonics	Guided reading	Story	Comprehension
Nursery					
Reception		15 mins		Yes	
Year 1	60 mins	15 mins	2 x 15 mins	Yes	
Year 2	60 mins	15 mins	30 mins	Yes	
Year 3	60 mins	15 mins	30 mins		Yes
Year 4	60 mins		30 mins		Yes
Year 5	60 mins		30 mins	Class novel	Yes
Year 6	60 mins		30 mins	Class novel	Yes

Phonics Scheme

The school uses a combination of Jolly Phonics and Letters and Sounds to underpin its rigorous teaching of phonics in the foundation stage and key stage one.

Reading Scheme

The school uses a combination of different reading schemes in order to provide pupils with a wealth of varied reading experiences. The main reading scheme books available in school are Oxford Reading Tree and Rigby Star.

English in the Foundation Stage

Children enter St Fidelis with Communication and Language skills that are, when measured against national expectations, below those of other children nationally. It is the school's intention that children should continue to leave our primary school with levels of attainment and progress that are significantly above those of other schools. High levels of achievement in English are central to ensuring our pupils have access to the widest range of individual choices as they continue to grow and develop.

Within the Foundation Stage, all support staff should be conscious of the important role they can play in addressing these Communication and Language skills.

Within Reception there are three role play areas (1 in each class and 1 in the playhouse). Children are often more receptive to open dialogue with others when engaged in play. These role play areas are an excellent place for support staff to base their efforts.

Support staff should engage children in conversation when there is a child led activity at child level, extending the activity or working with a group to move the learning on.

EYFS Prime Area of Learning: Communication and language

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.

Understanding:

- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

- Children express themselves effectively, showing awareness of listeners' needs.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- They develop their own narratives and explanations by connecting ideas or events.

EYFS Specific Area of Learning: Literacy

Reading:

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

Writing:

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.

Speaking and Listening

Our school uses Infant Language Link to measure the children's initial levels of understanding of language using an online diagnostic assessment tool. Each child is tested individually on entry to Reception to provide baseline information.

Teachers then use the data to inform whole class teaching focuses. The test identifies several aspects of language development which it considers important for pupils future learning. These are:

Concepts		in, on, under, wet, dry, fast, slow, first, last, etc...
Verb Tenses	Understanding action words (verbs), and how they change in sentences.	he is running (present) he ran (past) he will run (future)
Following Instructions		put, take, leave, go, bring, lift, open, close, etc...
Pronouns		he, she, they, etc...
Negatives		can't, don't, etc...
Questions		what, who, when, where, etc...
Verbal Reasoning		why and how

Infant language link advice sheets are distributed each half term to both encourage and provide parents with the ideas and resources to support their child's development in speaking and listening.

Phonics

Reading records and reading diaries are to be used on a daily basis by pupils, the minimum

Additional Phonic and Reading Support

For a variety of reasons, some children in Year 2 and 3 fail to reach the expected levels of attainment in their phonic understanding and reading. The school provides an additional resource, in the form of a qualified teacher, who works with small groups of targeted pupils to develop these key skills. The expectation is that these children will make more rapid progress and as a consequence close the gap between their attainment and age related expectations.

Children are assessed individually using a range of materials. A detailed diagnostic assessment report is produced.

Children giving cause for concern are assessed as follows:

- Salford sentence reading test, which provides a reading age for the child.
- High frequency keywords, these are subdivided in Reception, Year 1 and Year 2. The test starts and stops depending on the reading age.
- Year 1 phonic screen is used to find out if a child has reached the Year 1 expected standard. This screen has words from all the letters and sounds phases.
- Letters and sounds phonics. The test starts and stops depending on how well the children performed in the Year 1 phonic screen.
- Sentence dictation where the child is asked to write a sentence and a quick assessment of the child's ability to say a sentence, correctly punctuate, demonstrate whether or not s/he can use phonics to sound out and spell words. Handwriting and letter formation can also be assessed.

If a child transfers into St Fidelis from another setting and the class teacher has concerns about their levels of attainment this assessment can be carried out as a starting point for future teaching.

Reading

Reading records and reading diaries are to be used on a daily basis by pupils, the minimum number of entries in a week is three. Records and diaries are sampled across the school on a weekly basis by the Head Teacher, other Senior Leaders and the English Leader.

Guided Reading Resources

<p>Nursery</p>		
<p>Reception</p>	<p>Scholastic Maths Readers (6 copies of 16 titles and 1 PC version) One Two Three Four Five Six Seven Eight Nine Ten Full or empty? Heavy or light Short or long What a mess? What comes next? Which does not belong?</p>	
<p>Year 1</p>	<p>Scholastic Maths Readers (6 copies of 20 titles and 1 PC version) 10 sleepy dinosaurs Ants a-plenty! Cone Cube Cylinder Fifty little penguins I can write numbers In the jungle I smell a cat! Marvin is hungry Marvin's busy day Mitten count My new piggy bank Sam's pizza spot Sphere Summer fun! Ten racing rats The longest shoe Tucker's diary Will you dance with me?</p>	

<p style="text-align: center;">Year 2</p>	<p style="text-align: center;">Scholastic Maths Readers (6 copies of 24 titles and 1 PC version)</p> <p style="text-align: center;">A good day at the car boot sales! Bev's birthday party! Cake sale Centimetre by centimetre Dinner's ready! Food festival Froggy song Go away! Great estimate I hate to be late! Odd and even Ram's caps Shape detective Simply symmetry Sports day Spot the circle Spot the rectangle Spot the square Spot the triangle Teacher's pet The 100th day party The ants go marching There was an old lady Too much noise!</p>	
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Year 3	<p>Collins Big Cat Readers Gold Book Band 9 (8 copies of 16 titles)</p> <p>Brilliant bridges Buried treasure B&B fairytale fortress Catching flies How does it work? How to be a knight How to be a pirate Ice cream I'm growing a truck Mountain mona Pet detectives Peter and the wolf Pirate party The woman who fooled the fairies</p>	
	<p>Collins Big Cat Readers White Book Band 10 (8 copies of 11 titles)</p> <p>A Christmas Carol Antarctica B&B starry sky Class 6 very big rabbit I never know how a poem starts Is there anyone out there? Rally challenges The camel fair The sneezies Your senses Why can't humans fly?</p>	
	<p>Collins Big Cat Readers Lime Book Band 11 (8 copies of 13 titles)</p> <p>Hercules Superhero Tragedy- plague and fire Tig in the dumps</p>	
	<p>Collins Big Cat Readers Copper Book Band 12 (8 copies of 16 titles)</p> <p>Brown bread Monster in the mirror The aliens on the 99th floor True life survival</p>	
	Collins Big Cat Assessment Support Guide C- Gold 9	
	Collins Big Cat Assessment Support Guide D- White/Lime 10&11	

Year 4	<p>Collins Big Cat Readers Gold Book Band 9 (8 copies of 16 titles)</p> <p>Animal ancestors China's terracotta army Escape from the island Swimming with Dolphins</p>	
	<p>Collins Big Cat Readers White Book Band 10 (8 copies of 11 titles)</p> <p>B&B starry sky Cinderella Fossils Tiger's tale Why can't humans fly?</p>	
	<p>Collins Big Cat Readers Lime Book Band 11 (8 copies of 13 titles)</p> <p>Blood Building high Charles Dickens Cloud forest Fabulous creatures Oliver The amazing adventures Bat Bird The monster under the bed The porridge pincher Think again Where on earth</p>	
	<p>Collins Big Cat Readers Copper Book Band 12 (8 copies of 16 titles)</p> <p>Animals on the move How to be an ancient Egyptian How to be a Viking Living with climate change Mind the gap Something's drastic Spider McDrew The crazy critters The monster joke book The gigantic turnip tug There was an old lady Weird little monsters</p>	
Year 5		
Year 6		

Class Novel Reading Resources

Nursery	
Year 4	<p>The Iron Man (30 copies and 1 Scholastic Read and Respond teacher’s guide)</p>
	<p>The Worst Witch (30 copies and 1 Scholastic Read and Respond teacher’s guide)</p>
Year 5	<p>Matilda (30 copies and 1 Scholastic Read and Respond teacher’s guide)</p>
	<p>The Demon Headmaster (30 copies and 1 Scholastic Read and Respond teacher’s guide)</p>
Year 6	<p>War Horse (30 copies and 1 Scholastic Read and Respond teacher’s guide)</p>

Class Library Resources

Nursery	
Reception	Poetry 5-7 Collection (20 books)
Year 1	Poetry 5-7 Collection (20 books)
Year 2	Poetry 5-7 Collection (20 books)
Year 3	Poetry 7-11 Collection (20 books)
	Roald Dahl (15 books)
Year 4	Poetry 7-11 Collection (20 books)
	Roald Dahl (15 books)
Year 5	Poetry 7-11 Collection (20 books)
	Horrible Histories (10 books)
	Horrible Science (10 books)
	Roald Dahl (15 books)
	Michael Morpurgo (8 books)
Year 6	Poetry 7-11 Collection (20 books)
	Horrible Histories (10 books)
	Horrible Science (10 books)
	Michael Morpurgo (8 books)

Reading Comprehension Resources

Nursery	
Reception	
Year 1	Scholastic Comprehension 1&2
Year 2	Scholastic Comprehension 1&2
Year 3	Total Comprehension 3 (20 copies)
	Scholastic Comprehension 3
Year 4	Total Comprehension 4 (20 copies)
	Scholastic Comprehension 4
Year 5	Total Comprehension 5 (20 copies)
	Scholastic Comprehension 5
Year 6	Total Comprehension 6 (20 copies)
	Scholastic Comprehension 6

General English Teaching Resources

Nursery	44 TTS sound tiles
Reception	A-Z letter shape templates
	44 TTS sound tiles
Year 1	Scholastic Grammar and Punctuation 1&2
	Scholastic Spelling 1&2
	National Strategies Spelling Year 1&2 Strategies
	Scholastic Vocab 1&2
	44 TTS sound tiles
Year 2	Scholastic Grammar and Punctuation 1&2
	Rediscover Grammar Teacher’s Guide
	Scholastic Spelling 1&2
	National Strategies Spelling Year 1&2 Strategies
	Scholastic Vocab 1&2

Year 3	Scholastic Grammar and Punctuation 3
	Rediscover Grammar Teacher's Guide
	Scholastic Spelling 3
	National Strategies Spelling Year 3 Strategies
	Scholastic Vocab 3
Year 4	Scholastic Grammar and Punctuation 4
	Rediscover Grammar Teacher's Guide
	Scholastic Spelling 4
	National Strategies Spelling Year 4 Strategies
	Scholastic Vocab 4
Year 5	Scholastic Grammar and Punctuation 5
	Rediscover Grammar Teacher's Guide
	Scholastic Spelling 5
	National Strategies Spelling Year 5 Strategies
	Scholastic Vocab 5
Year 6	Scholastic Grammar and Punctuation 6
	Rediscover Grammar Teacher's Guide
	Scholastic Spelling 6
	National Strategies Spelling Year 6 Strategies
	Scholastic Vocab 6

Phonics Resources

Nursery	
Reception	A-Z letter shape templates

Phonic Record Sheet (Letters and Sounds)

Name: _____

Year Grp: _____ Class: _____

Phase 1 (Nursery)

1. can make sounds with their body _____
2. can recognize environmental sounds. _____
3. can recognize instrumental sounds. _____
4. can recognize rhythm and rhyme. _____
5. can recognize alliteration. _____
6. can make different voice sounds. _____
7. can segment and blend phonemes. _____

Phase 2 (Nursery/Reception)

Set 1	s	a	t	i	p		
Set 2	l	n	m	d			
Set 3	g	o	c	k			
Set 4	ck	e	u	r			
Set 5	h	b	f	ff	l	ll	ss

Phase 3 (Reception)

Set 6	j	v	w	x
Set 7	y	z	zz	qu

CVC words using short vowels.

a	e	i	o	u
---	---	---	---	---

Consonant digraphs

ch	sh	th	ng
----	----	----	----

Long vowel graphemes

ai	ee	igh	oa	oo
ar	or	ur	ow	oi
ear	air	ure	er	

Phase 4 (Reception/Yr1)

Consonant blends

bl	cl	fl	gl	pl	sl	br	cr	dr	fr	gr	tr
sc	sh	sk	sm	sn	sp	st	sw	tw			

ch	ct	ld	lf	lk	lp	lt	mp	nd	nk	nt	
sk	st	th	pt	xt							

Phase 5 (Yr1)

Alternative spellings for phonemes

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch (chef)	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion,ure)		
x									s(ion,ure)		
ch									c(ion,ious,ial)		

/y/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/	/oo/	/o/
ea	y	(w)a	o	ay	ea	y	ow	ew	u (put)
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	y	i-e	o-e	ui	
				ey	ey		o	ou	
				ei	eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (bath)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						
	our							

/zh/
(vision)

Phase 6 (Year 2)

Suffixes

s	es	ing	ed	s	er	est
y	en	ful	ly	ment	ness	

Phonic screening

Year 1 Standard met		Year 2 Standard met	
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Reading Resources

Reading Book Bands

Book Band	Colour	Likely NC level	
0	Lilac		
1	Pink	W	
2	Red	W	
3	Yellow	1C	
4	Blue	1C	
5	Green	1B	
6	Orange	1A	
7	Turquoise	2C	
8	Purple	2B	
9	Gold	2B	
10	White	2A	
11	Lime	3C	
12	Copper	3B	
13	Topaz	3B	
14	Ruby	3A	
15	Emerald	3A	
16	Sapphire	4C	
17	Diamond	4B	

Guided reading prompts- Level 1C to 1A Fiction

Level 1C Fiction

Where does the story take place?
When did the story take place?
What did the character look like?
Where did the character live?
Who are the key characters in the book?
What happened in the story?

Level 1B Fiction

Where and when did the story take place?
Who spoke to? Identify who....?
Describe what happened at....?
What happened after ?
Who are the characters in the book?
What did the characters/thing in the story look like?
Who was s/he/it? Can you name the....?

Level 1A Fiction

Where and when does the story take place?
What did the character look like and where did the character live?
Who are the key characters in the book?
What happened in the story?
What kinds of people in the story?
Explain something that happened at a specific point in the story

Guided reading prompts- Level 1C to 1A Non-Fiction

Level 1C Non-Fiction

What is the text about?

What is the title of the text?

Who is the author of the text?

What is on the cover of the book? What does this tell you about the content inside?

State one thing you found out from this book

What kind of things would you expect to see in this book?

Find something that interests you from the text. Explain why you chose that particular part.

Level 1B Non-Fiction

What is the text about?

What is the title of the text?

Who is the author of the text?

What kind of things would you expect to see in this book?

What is on the cover of the book? What does this tell you about the content inside?

Find something that interests you from the text. Explain why you chose that particular part.

State one thing you found out from this book

Level 1A Non-Fiction

What is on the cover of the book? What does this tell you about the content inside?

What is the title of the text? Who is the author of the text?

What is the text about? What kind of things would you expect to see in this book?

Find something that interests you from the text. Explain why you chose that particular part

Where would you look to find out what a technical word means?

Why have some of the words been written in bold?

-Can you find examples of different features of this text type?

Guided reading prompts- Level 2C to 2A Fiction

Level 2C Fiction

Who would you like to meet most in the story? Why?

Is this a place you could visit? Why/why not?

How is the main character feeling at the start of the story? Why do they feel that way?

If you were going to interview this character/author, which questions would you ask?

Predict what you think is going to happen next. Why do you think this?

How is the main character feeling at the middle/end of the story? Why do they feel that way?

Level 2B Fiction

What is the main event of the story? Why do you think this?

How did you think it would end/should end?

Has the author put certain words in bold or italic? Why have they done this?

Has the author used a variety of sentence structures?

Were you surprised by the ending? Is it what you expected? Why/why not?

Why do you think authors use short sentences?

Level 2A Fiction

Why did the author choose this title?

Do you want to read the rest of the text?

How does the writer encourage you to read the rest of the text?

Can you find some examples of effective description? What makes them effective?

Which part of the story best describes the setting?

Can you find examples of powerful adjectives? What do they tell you about a character or setting?

Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting?

Can you find examples of powerful adverbs? What do they tell you about a character, their actions or the setting?

Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting?

Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?*

Guided reading prompts- Level 2C to 2A Non-Fiction

Level 2C Non-Fiction

What sort of person do you think would use this book?
When would you use the index page in the book?
When would you use the contents page in the book?
When might someone use this book? Why?
Which parts of the book could help you find the information you need?
Can you suggest ideas for other sections or chapters to go into the book?
Do you think the author of the book is an 'expert' about the topic of the book? Why/why not?

Level 2B Non-Fiction

What kind of a text is this? How do you know?
Can you find an example of a page you think has an interesting layout?
Why did you choose it?
How does the layout help the reader?
What is the purpose of the pictures?
Can you find examples of words which tell you the order of something?
Why have some of the words been written in bold?
What are the subheadings for?
Why have some of the words been written in italics?

Level 2A Non-Fiction

What do you think the book might be about when you skim through it?
Why?
Find an example of a technical word. What do you think it means based on how it's used in the sentence?
Why do we need a glossary in a text?
Why does this book contain technical vocabulary?
Why do we need a contents and an index in a book?
What do you think it means based on how it's used in the sentence?
Find an example of a technical word. Read the sentence it's in.

Guided reading prompts- Level 3C to 3A Fiction

Level 3C Fiction

Can you think of another story that has a similar theme eg good over evil, weak over strong, wise over foolish?

Why did the author choose this setting?

What makes this a successful story? What evidence do you have to justify your opinion?

How could the story be improved or changed for the better?

What was the most exciting part of the story? Explain your answer as fully as you can

What was the least exciting part of the story? Explain your answer as fully as you can.

When the author writes in short sentences, what does this tell you?

Level 3B Fiction

Has the author used a variety of sentence structures?

What makes this a successful story? What evidence do you have to justify your opinion?

How could the story be improved or changed for the better?

What was the most exciting part of the story? Explain your answer fully

What genre is this story? How do you know?

What was the least exciting part of the story? Explain your answer fully

When the author writes in short sentences, what does this tell you?

Level 3A Fiction

What kinds of people in the story?-Explain something that happened at a specific point in the story?

Predict what you think is going to happen next and why?

How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?

Has the author put certain words in bold or italic? Why have they done this?

Can you find examples of powerful adjectives? What do they tell you about a character or setting?

Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?

What makes this a successful story? What evidence do you have to justify your opinion?

Guided reading prompts- Level 3C to 3A Non-Fiction

Level 3C Non-Fiction

Why has the writer written this text?

Have you found any of the illustrations, diagrams or pictures useful?

Why/why not? Try to explain fully

Why did the writer choose to present the information in the way they did?

How could the information be presented better? Are there any features that it hasn't got? Why do you think it doesn't have them?

What makes this text successful?

Can you think of another text that is similar to this one? What are the similarities and differences between them?

Level 3B Non-Fiction

Where would you look to find out what a technical word means?

When would you use the index page in the book?

What are the subheadings for?

How does the layout help the reader?

Find an example of a technical word. Read the sentence it's in. What do you think it means based on how it's used in the sentence?

Have you found any of the illustrations, diagrams or pictures useful?

Why/why not? Try to explain fully

Level 3A Non-Fiction

Why has the writer written this text?

Have you found any of the illustrations, diagrams or pictures useful?

Why/why not? Try to explain fully

Are there any examples of persuasive language?

Can you find an example of a page you think has an interesting layout?

Why did you choose it?

Which parts of the book could help you find the info you need?

Where would you look to find out what a technical word means?

-What is on the cover of the book? What does this tell you about the content inside?

Guided reading prompts- Level 4C to 4A Fiction

Level 4C Fiction

Show a word which has a prefix? What does this prefix mean when in front of a word?

Can you think of a story which has a similar message/feeling to it? What is the main message/feeling in the story?

Why did the characters behave in the way that they did? Explain your answer fully

How is character X feeling? What words/phrases does the writer use to let us know this?

Why did the author choose to change paragraphs after this sentence?

How did this text make you feel? Why was that? Explain your answer fully

Level 4B Fiction

What is the writer's viewpoint in this text?

If you were going to interview this character/author, which questions would you ask?

Have you read any other stories that have similar characters to this one? If so, which story was it and what happened?

Is this book written in the first or third person?

What is the main event of the story? Why do you think this?

Can you find examples of powerful adjectives? What do they tell you about a character or setting?

What makes this a successful story? What evidence do you have to justify your opinion?

Level 4A Fiction

Were you surprised by the ending? Is it what you expected? Why/why not?

Were you surprised by the ending? Is it what you expected? Why/why not?

What is the main event of the story? Why do you think this?

Why do you think authors use short sentences?

How did you think it would end/should end?

Has the author used a variety of sentence structures?

What kind of a text is this? How do you know?

Guided reading prompts- Level 4C to 4A Non-Fiction

Level 4C Non-Fiction

Can you point out a word which has a prefix? What does this prefix mean when in a front of a word?

What is/are the key idea/s in this paragraph/s?

Why are particular sections/words written in italics/bold?

Why do you think the author chose... as the title/headline/subheading?

What different features of this type of text can you identify?

What does the write think about/is the writer;s opinion on/is the writer’s viewpoint on.....

Level 4B Non-Fiction

Where would you look to find out what a technical word means?

Do you think the author of the book is an “expert” about the topic?

Why/why not?

How does the layout help the reader?

Find an example of a technical word. What do you think it means based on how it’s used in the sentence?

Are there any features that it hasn’t got? Why do you think it doesn’t have them?

What are the important points the author is trying to get over to you as the reader?

What is the main idea of this section/paragraph?

Level 4A Non-Fiction

How does the layout help the reader? What is the purpose of the pictures?

How has the text been organised?

Has the author used an unusual layout in the text? Is so, describe it and say why you think they did this?

Has the author put certain words in bold or italic? Why have they done this?

Can you find an example of a page you think has an interesting layout?

Why did you choose it?

Why have some of the words been written in italics?

-Can you find examples of words which tell you the order of something?

What kind of a text is this? How do you know?

Can you find examples of words which tell you the order of something?

Why have some of the words been written in bold? What are the subheadings for?

Guided reading prompts- Level 5 Fiction

Read the part that tells me...

Through whose eyes is the story told? How do you know?

What do you think... is thinking? What evidence is there of this in the text?

If it were you, what would you be thinking?

Who would you like to meet most in the story? Why?

Is the setting a place you could visit? Why/why not?

In what era is the story written? How do you know?

How did one of the characters change during the story? Can you draw a timeline that shows the changes?

What do the physical descriptions of the characters tell us about how they are feeling?

Explain what you think the phrase... adds to this story.

How do these phrases help to make the description effective?

How does the author make the... appear frightening?

What are the main contrasts the poet makes in the third and first parts of them poem?

What impression of... does the first paragraph give you? In what ways is the second paragraph different?

Does this story remind you of any personal experience/something that has happened to you? Describe it.

What kind of a text is this? How do you know? What will it be like? What can I expect of a book of this type?

Guided reading prompts- Level 5 Non-Fiction

If... was alive today, would he be arguing for...?

The texts try to make you care about... Which do you think is the most effective?

Which illustrations did you find most useful?

Do you agree with this opinion? Explain your own opinion using the text to help you.

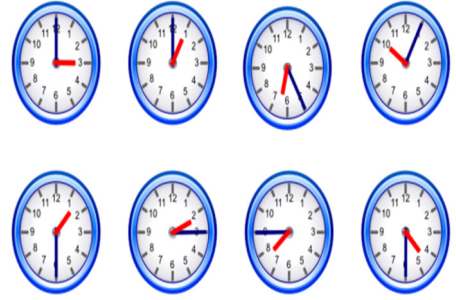
Do you think this is true/untrue? Why do you think this?

Using all the evidence available, can you tell me what you feel about...?

What facts would you select to show...?

What questions would you ask in an interview with...?

Reading chronological summary sheet.
What was the key information?



When we read a book, a story or even a few pages our brain stores the information in chunks. Can you use the boxes below to summarise the main events? Try to keep the information in chronological (time) order.

Book title:	
Pages summarised:	





Reading KWL sheet.
What did I learn from my reading?

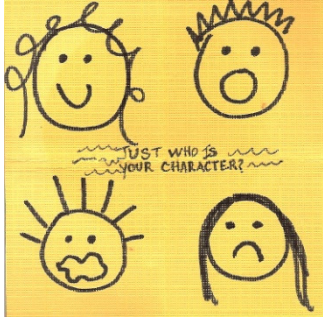


When we read a text we use what we already know to help make sense of what we read. Can you use the boxes below to record what you already knew, what you wanted to find out and most importantly what you learned? Try to keep the information in note form (not full sentences).

Text title:	
Pages summarised:	

What do I know?	What do I want to know?	What have I learnt?
		

Reading character fact sheet.
What have you learned about the key character?



Choose a main character from the text. Can you use the boxes below to pick out the main features about this character? Draw a sketch of the character in the middle of the diagram.

Book title:	
Character's name:	

