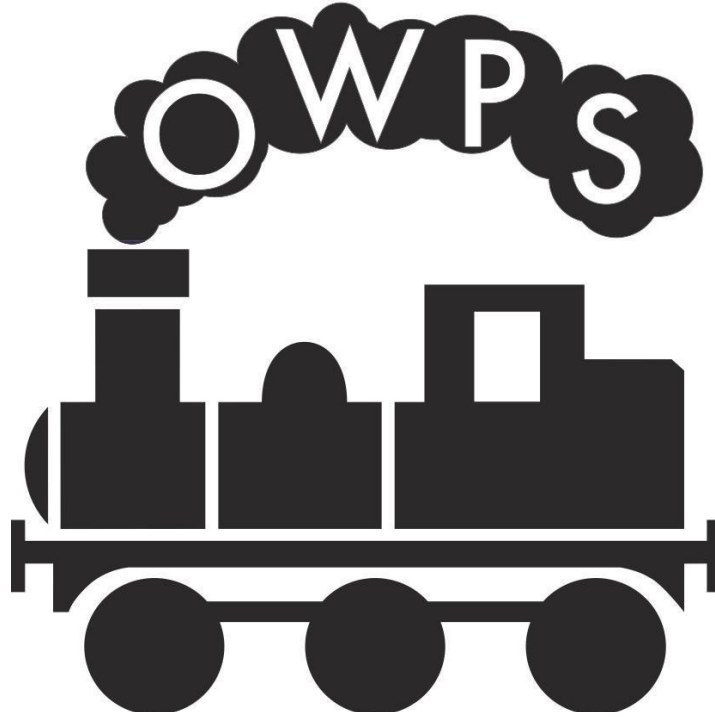


2022 / 2023 Orton Wistow Primary School



What Does Reading Look Like?

At Orton Wistow Primary School, we endeavour to deliver a rich and varied English Curriculum, in line with national expectations.

We believe in developing a Love of Reading and that teaching all children to read is a moral obligation.

We aim to develop confident, fluent and enthusiastic Readers by the time they leave Primary School. Reading is delivered in daily phonics lessons for our younger children and in daily whole class reading sessions for all of our children. We read for pleasure and encourage children to do the same. Time is given in our timetable to allow all children opportunities to read every day.

This document will explain what Reading in our school looks like and works in conjunction with the 'What Does' documents which are part of the English curriculum.

May 2023

Reading at Orton Wistow Primary School




Rationale





When developing our approach to Reading we considered the following questions:


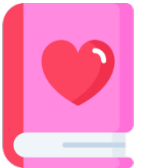
How do we teach reading? Why do we teach it this way? How have our approaches changed?

Over a number of years, we have constantly sought to raise the profile of reading at OWPS and to prioritise the need to instil a Love of Reading throughout the school. As part of this we have researched approaches to reading and developed our own structure which is based on evidence-based strategies. We have spent time carefully considering text choices made by staff and pupils and invested time and money in keeping text options up to date. We recognise the links between secure vocabulary knowledge and high levels of comprehension skills.

What does Reading look like at OWPS?

<p>What will each child access?</p> 	<ul style="list-style-type: none"> • FS – The revised Development Matters for Children documentation highlights the importance of language comprehension as a pre cursor to reading and writing. There are many opportunities during free flow play learning times where children are supported by adults who model and scaffold language development. • FS - Children are taught how to read through the Little Wandle: Letters and Sounds Revised scheme. Further opportunities for teaching key skills are delivered through whole class and small group lessons where children are shown how to blend sounds to read and identify tricky words. At these times, they are also shown how to use the text to answer questions to develop comprehension skills. • FS – Children access a range of reading opportunities throughout the day. These include sharing stories with an adult individually and in small groups in the book corner, looking at different text types during topic', accessing phonics games as part of the continuous provision. The FS unit is designed to ensure that children see print in the environment, with labelled resources and prompts inside and outside the classroom. • FS and Year 1 - daily Phonics lessons using Little Wandle: Letters and Sounds Revised (Yr 2 as appropriate) - See 'What Does Phonics Look Like' document. • FS and Year 1 pupils will read books from the Little Wandle: Letters and Sounds Revised scheme. • Year 2 pupils will read books which are Phonics banded (until they are a year group familiar with Little Wandle: Letters and Sounds Revised - see 'What Does Phonics Look Like' document. • FS, Year 1, Year 2 pupils plus SEND and LA Key Marginal pupils will read 1:1 with an adult. • Pupils in Ys 3-6 will access the Star Reading and Accelerated Reading Program. • All pupils will access Whole Class Reading - Reading Interventions must not be done during the key reading sessions. • Regular Reading at home (5 times a week) • All pupils access time in the Library with our Librarian and can borrow reading for pleasure books from there too (see What Does the Library Look Like doc)
<p>What will it look like?</p>	<ul style="list-style-type: none"> • 5 x 30 minute Whole Class Reading sessions in a timetabled slot for Ys 2-6, • During reading sessions a section of text can be read 3 times 1st for literal understanding, 2nd for deeper understanding – vocabulary use, structure of text, purpose of text, 3rd for inferential understanding and an opportunity to identify evidence. • Power of Reading texts delivering the English curriculum. min 1 per term combine in addition to Reading lessons. • FS and KS1 pupils and any LA / SEND pupils who need them will read books based on phonic ability. • FS children who need 'keep up' will take part in a range of phonic activities to revisit/revise new sounds as well as language based activities. For example, story comprehension/topic discussions in small groups. Phonic games to practice and apply grapheme recognition/blending & segmenting • Star reading assessments Ys 3-6 September, December, March, June. • Accelerated reader independent reading (Ys 3-6) / quizzing time 20 mins per day. • PiXL 3 in 3 for Reading used at set times in the week. Morning starter (this helps children maintain 'test' skills of quick read and retrieval). It could be described as / thought of a 'Close Reading Burst'.
<p>What will it look like at home and for independent reading?</p>	<ul style="list-style-type: none"> • All pupils should be reading to or with an adult 5 times a week • Pupils should read a mixture of Colour band / Accelerated reader/ library and other texts • Pupils using Little Wandle: Letters and Sounds Revised texts will follow the guidance identified in the 'What does Phonics Look Like' document • For FS pupils who have low phonic scores, additional support packs are sent home for parents to use. • Pupils reading on Accelerated Reader should read within their ZPD range 60% of the time. • AR pupils should attempt to quiz in school within 48 hrs of finishing their book.

	<ul style="list-style-type: none"> Teachers will monitor quiz results and respond to pupils according to their needs. 	
Variations for Year Groups	<ul style="list-style-type: none"> FS - As part of topic work, children are exposed to a range of different texts. This is initially through whole class lessons where children read with adult support. Vocabulary is highlighted and 'word ninja' cards are used to emphasise the words that will be revisited throughout the topic Yr 1 will deliver 2 sessions. Session 1,2,3 combined. During the 3 other 30 minute sessions children are following the Little Wandle scheme. Yr 2 will deliver 3/4 sessions. Leaving 1 session per week for 1:1 reading with pupils, depending on the need of the cohort. 	
What will we read?	<ul style="list-style-type: none"> The same text to the whole class Carefully selected texts – See additional information below. Whole books Books pitched slightly above the children's own reading ability. Fiction and non-fiction Topic linked books (1 per topic if a quality text can be found) 	
What will it look like? 5 sessions a week Whole books across a period of weeks with linked non-fiction texts where appropriate. <i>This session could be built around a separate non-fiction text which supports the learning.</i>	Session 1 – Vocabulary and general knowledge pre teaching session. Explore, decode, look up words. Teacher teaches meaning, clarifies use, and explores use in another context. Get creative, show pictures, listen to Look at word use with suffixes, tenses. Can the children use the vocabulary in their own sentences? (Not too much dictionary use). Explore context of chapter – historical, geographical, and cultural. Use drama, pictures, look for connections to other words, identifying synonyms and antonyms. Read and discuss a linked Non-Fiction text. Revisit previous vocabulary / knowledge learning Vocabulary tasks	
The Contiguous Read The fewest possible interruptions or stoppages.	Session 2 – Just read. Teacher reads - just listen, enjoy the text, immerse in the text. Reread (text length dependent) – teacher or pupils with an activity to focus pupils. Vocab bingo. Summary of text points – Knowledge organiser development. This could this be linked to Boxing Clever (end session 2 – beginning session 2 – time dependent)	
Reading Reconsidered - Doug Remov pg 61 Close Reading 'This is the crux of the reading sessions. Close Reading is the methodical breaking down of the language and structure of a complex passage to establish and analyse its meaning. Teaching students to do it requires layered reading and	Session 3 – Close Reading (line by line read) The pupils take turns reading aloud – at the direction of the teacher- possibly taking turns from sentence to sentence. Very pacy. During this the teacher enables analysis to take place through questioning. For this part, <u>the section to be read aloud is an extract, and may even focus on a sentence or two</u> from the chapter(s) read in session 2; generally, the extract which is most difficult to understand or has the most to be gained from discussion. Pupils to keep notes during this session. FS, Y1 and Y2 should keep class Reading Reflection books. Years 3-6 pupils will keep their own Reading Reflection books. Notes will be scaffolded for pupils for as long as they need them.	

<p>asking sequenced, text-dependent questions; and it should end whenever possible with mastery expressed through writing.'</p> <p>This session must be led by the objectives of the year group and beyond, it must engage readers of all abilities.</p>	<p>Leap frog read (older pupils) If this suits the text, the pupils and the time, try a leap frog read – jump through the text following a theme.</p> <p>NB throughout this session the teacher should be showing and telling the pupils the answers. This is not a comprehension session with lots of questions for which children have to search for information. It should be directed to a small amount of text, and should use Text-Dependent Questions (TDQs)</p> <p>It should be like looking through a microscope at a text. We don't want children to be able to answer from a 'general idea' or by hooking into what others say, or by getting the 'jist'.</p>	
	<p>Session 4- Comprehend (space for intervention) Read extract aloud in pairs, individually, with or to the Teacher / TA. Session 4 should provide the opportunity for 'written evidence of mastered comprehension of the text'. Opportunity to use previous work on PEE – Point, Evidence, Explain.</p> <p>Children use the notes they've taken on the extract to answer questions about the text. These questions can tackle any / all of the written curriculum objectives across a text but may focus on one objective for an extract. Again, some children can start working on this with the teacher to support their understanding before working independently.</p> <p>Challenge – choosing another sentence / paragraph for children to close read independently – answering some Text Dependent Questions.</p>	
<p>We will follow 5 x 30 min sessions a week – linked to the given text. This allows room for sessions to flow over when necessary. It also makes a 5th session available to focus on what teachers feel is missing from Whole Class reading. It could be an opportunity to gather evidence, particularly in Yr 2 and 6.</p>	<p>Session 5 – Fluency and Intervention or Reading for Pleasure (continuing the text). Each year group focuses on the needs of their cohort in this session.</p> <p>It should be targeted for children's individual needs. It could include phonic revision, decoding, fluency, expression, test type skills. All of this will be dependent on the cohort and year group. PiXL therapies would work well in this session.</p> <p>It also offers time to continue reading the text as a Reading for Pleasure session – especially for texts which are lengthier.</p>	

Text Choices:

Texts are selected with consideration of the following:

Texts should consider at least one of the following:

- **The Five Plagues of the Reader**
Archaic, Non-linear, Resistant, Narratively complex, Complexity of story
- **Diverse in characters / author**
- **History / topic focused**
- **PSHE / Citizenship linked**
- **Non-Fiction:** Non-fiction texts should be planned to be woven into the sessions to support the text that you are using.
- **Poetry:** Poetry and non-fiction genres should also be covered as part of your English lessons.

Individual Reading books

Pupils from Foundation Stage to Year 1 will read books which are from the Little Wandle scheme. Pupils from Year 2 will read or Phonic levelled Books until Little Wandle has expanded into this year (See the What Does Phonics Look Like Doc).

Pupils who are confident with their phonics will transition in Year 3 to Accelerated Reader.

All pupils access other books from the Library as part of their 'Reading for Pleasure'.

Accelerated Reader

Pupils who are beyond the Colour Band Reading system will transfer to Accelerated Reader. (See An Overview of Star Reader and Accelerated Reader PDF).

In order to use Accelerated Reader pupils will sit a Star Test four times a year (September, December, March and June). This test is online and adapts to the individual learner as they work through it. The data from this assessment will be used by Class Teachers to inform teaching in reading as well as identify the child's ZPD range.

All books which are on the Accelerated Reader scheme are labelled in our library. Pupils should read books from their ZPD range for a minimum of 60% of the time. Pupils read their books at home and in school and then sit an online quiz about the book when they have finished reading it.

Teachers monitor data from Star Reading Tests and Accelerated Reader Quizzes. Pupils are given individual support to help them with book choices and to encourage engagement in reading.

Reading at home

- Children are given school reading diaries which are appropriate to their own year group.
- Pupils are expected to read 5 times a week at home.
- Pupils may read a mixture of colour band / ZPD books and other books of their choosing.
- Parents may record reading to their child in the reading diary as long as there is a balance and the emphasis is on the children reading themselves
- Children borrow books that are within their identified range as well as library books. They can take all of these books home to share.

Pupils who read regularly at home are acknowledged half termly on the school newsletter and in an assembly, and are rewarded as in the table below.

Reading Rewards

- Reading certificates – pupils will be rewarded each half term for reading five times a week at home
- Word Millionaires – pupils who read one million words (as recoded on Accelerated Reader) will be acknowledged on the Millionaire Display and awarded a 'Millionaire's Badge' in assembly.

Assessment

Children are assessed through a variety of Summative and Formative assessments. These include:

- Phonic assessments in line with Little Wandle: Letters and Sounds Revised
- Phonics screening
- 1:1 listening opportunities
- Pixl comprehension style assessments
- Fluency speed checks
- SATs
- Questioning (especially using Text Dependent Questions)
- Marking / reviewing of Reading Journal books

Appendix a

Reading Expectations by Year Group

Taken from the National Curriculum and used as assessment criteria on Insight

Year 1

Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge to decode words.
- Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- Read accurately by blending sounds in unfamiliar words containing GPCs taught.
- Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.
- Read words with the endings -s, -es, -ing, -ed and -est.
- Read words of more than one syllable which contain GPCs known.
- Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.
- Read some phonically-decodable books, closely matched to phonic knowledge.
- Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.

Comprehension

Sufficient evidence shows the ability to...

- Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.
- Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. Link what they read to their own experiences.
- Recognise and join in with predictable phrases in poems and stories.
- Appreciate some rhymes and poems; recite some by heart.
- Discuss the meanings of new words, linking them to words already known.
- Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.
- Check that texts make sense when reading; self-correct and re-read inaccurate reading.
- Talk about the significance of the title and events.
- Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.
- Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.
- Participate in discussion about what is read to them, taking turns and listening to others.
- Explain clearly their understanding of what is read to them.

Year 2

Word Reading

Sufficient evidence shows the ability to...

- Apply phonic knowledge and skills consistently to decode quickly and accurately.
- Decode alternative sounds for graphemes.
- Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.
- Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- Read most words without overtly segmenting and blending, once they are familiar.
- Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.
- *Reading speed of 90 words per min*

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with reading and take pleasure from books and texts.
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- Show understanding of texts read independently; self-correct.
- Know and retell a wide range of stories, fairy stories and traditional tales.
- Discuss the sequence of events in books, and how items of information are related.
- Make inferences on the basis of what is said and done; predict according to what has been read so far.
- Discuss and express views about a range of non-fiction texts which are structured in different ways.
- Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- Recognise simple recurring literary language in stories and poetry.
- Recite a repertoire of poems learnt by heart, using appropriate intonation.

Year 3

Word Reading

Sufficient evidence shows the ability to...

- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.
- Prepare poems and play scripts to read aloud and perform. Show appropriate intonation and volume when reciting or reading aloud.
- *Reading speed of 110 per minute (reading an age appropriate text)*

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays - sometimes at a level beyond that which they can read independently.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'; recognise the conventions of a fairy story or play; recognise how a nonfiction book is often organised and presented.
- Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.

Year 4

Word Reading

Sufficient evidence shows the ability to...

- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.
- Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.
- *Reading speed of 110 per minute (reading an age appropriate text)*

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.

- Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.
- Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons.
- Predict what might credibly happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and habitually re-reading.
- Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.
- Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 5

Word Reading

Sufficient evidence shows the ability to...

- Fluently and automatically read a range of age appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
- Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

Sufficient evidence shows the ability to...

- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts e.g. compare two ghost stories.
- Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
- Distinguish fact from opinion with some success.

- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas from more than one paragraph, identifying key details which support these.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 6

Word Reading

Sufficient evidence shows the ability to...

- Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

Sufficient evidence shows the ability to...

- Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
- Show familiarity with different text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books to others, giving reasons for their choices; state preferences.
- Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
- Demonstrate that they have learned a wide range of poetry by heart.
- Identify language, structural and presentational features in texts (e.g. columns, bullet points, tables) and explain how they contribute to meaning.
- Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
- Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
- During discussion, ask pertinent questions to enhance understanding.
- Make accurate and appropriate comparisons within and across different texts.
- Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
- Distinguish between fact and opinion.
- Retrieve, record and present information from non-fiction texts.
- Identify key details which support main ideas; summarise content drawn from more than one paragraph.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic

Appendix B

Reading research text and web links.

Reading Reconsidered by Doug Lemov, Colleen Driggs, Erica Woolway

Close Reading for the whole class – Scholastic

Leveled Text-Dependent Question Stems –Debra Housel

Hooked on Books – Jane Considine

<https://www.tes.com/news/why-whole-class-reading-beats-carousel-and-seven-ways-ensure-it-successful>

<https://medium.com/solomonkingsnorth/reading-comprehension-a-new-approach-570d39ffac79>

Whole-class guided reading means that children are **reading** text 5 days a week. ... Some teachers also use Friday's lesson to set independent questions for the rest of the **class** while they take a group to work on decoding and fluency strategies such **as** repeated **reading** or catch up phonics programs. (Soloman North)

<https://www.youtube.com/watch?v=RiP-ijdxqEc> Daniel Willingham – referenced clip from Soloman North

<https://www.aft.org/periodical/american-educator/summer-2003/ask-cognitive-scientist-students-rememberwhat> Link to general knowledge and memories

<https://mrgmpls.wordpress.com/2019/10/27/tidying-up-instructional-routines-for-whole-class-reading-and-writing/>

<http://www.mrspteach.com/2017/06/whole-class-reading-new-method.html>

All resources for this are in our G drive

The planning is driven by the below Blog and a good understanding of **Reading Reconsidered**

<http://www.mrspteach.com/> CPD links for staff

<https://thisismyclassroom.wordpress.com/2016/08/02/what-i-think-about-reading/> Blog by Nick Hart

<https://thisismyclassroom.wordpress.com/2016/08/02/what-i-think-about-reading/northern-lights-knowledge-organiser/>

<https://thisismyclassroom.wordpress.com/2014/08/24/language-acquisition-and-reading-comprehension/>

<https://thecorecoaches.com/2017/09/text-dependent-questions/> This page explains simply the use of Text Dependent Questions

<http://www.mrspteach.com/search/label/Books> Choosing texts - 100 books lists

<https://theteachingbooth.wordpress.com/2017/06/24/100-book-lists-for-primary-classroom/>