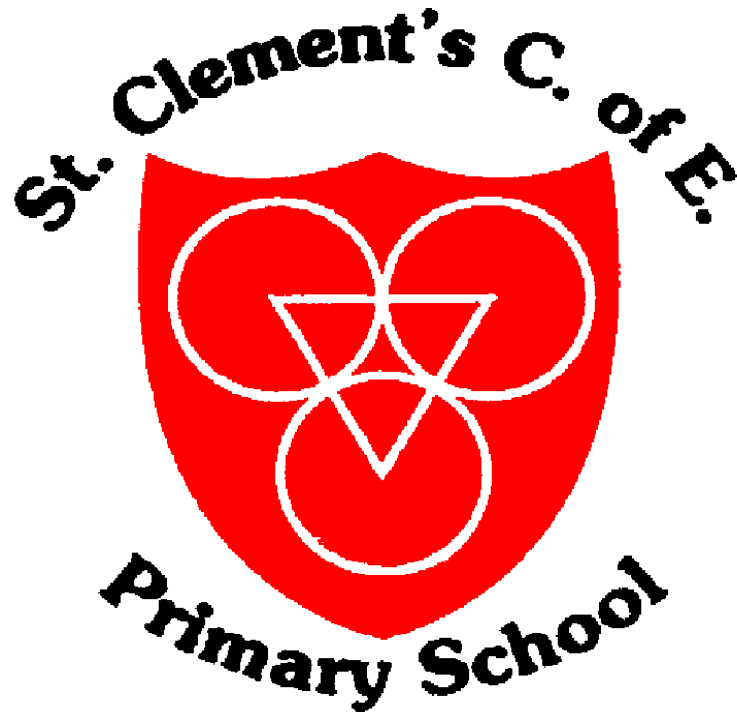
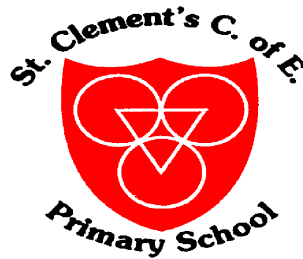


St Clement's C. of E. Primary School



The teaching & learning of Reading in our
school
2025 - 2026

Adopted and approved by JP:
Due for review: September 2026



"With Faith, Hope and Love We Can Achieve Greater Things."

"Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance. Three things will last forever- faith, hope and love- and the greatest of these is love." 1 Corinthians 13:4-7 New Living Translation

Vision Statement:

At St Clements, we aim to ensure that everyone thrives within our caring Christian community. We will use our Christian Values and Bible verse to provide hope during difficult times, gain strength from our faith and ensure love guides us, as an inclusive school family, in all of our actions.

Our Christian Values: (Guiding our Thinking and Behaviour)

Love- (Core Value that all of our 6 Values Flow):

Faith

Hope

Respect

Compassion

Forgiveness

Thankfulness

DDA STATEMENT

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

Rights Respecting School Link to Articles: 1, 2, 3, 5, 12, 13, 14, 17, 23, 28, 29 & 41

Reading in our school:



At St.Clement's, we value reading as a key life skill and we are committed to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a consistent and motivating approach to the teaching of reading, we implement the following:

Our Reading Curriculum:

- In Reception and Key Stage 1, we work through our school phonics/reading scheme (ULS) – these are phonetically decodable books which are consistent with the pupils' developing knowledge.
- In Key Stage 2, children take part in focussed Guided Reading sessions, where children are exposed to a range of different text types and authors and will work on developing fluency and prosody in reading, and also developing specific reading skills linked to the Reading Gems (the reading assessment focuses/domains).
- All pupils have a reading record, in KS1 parents/carers are expected to write comments in their child's reading record book. In KS2, when pupils are more confident they will fill in their own reading records, using prompt sheets to support completion.
- Across school, we also want to develop pupil's knowledge of the different genres of writing there is, different authors and move pupils from learning to read, to reading to learn and ultimately become fluent readers who read to gather new knowledge for themselves.
- Shared reads are an essential part of our curriculum, where teachers read aloud to their students and model the reading process/strategies. Pupils are encouraged to track the text that is being read aloud and may repeat or chorus parts of the text. Teachers will choose books that have the potential for teaching new vocabulary, language and sentence structures or to expose them to a specific author's style. Although the chosen text may be difficult for some pupils to access, they may have strong comprehensions, high-inference skills they can develop further by being read to by a teacher. Provision may also be put in place, so these pupils can access the text e.g. a pre teach, exploring the vocab before a session, but we feel exposure to more challenging texts can have an impact on pupils' reading skills.
- We want to expose our pupils to a range of authors, so they can explore and discuss different author's styles and comment on the impact of the author's style. Hopefully, pupils will explore using such styles in their own writing and ultimately they are inspired by the different authors they are exposed to and strive to become poets, journalists, novelists, playwrights.
- Through exposing pupils to a range of genres, reading opportunities and different authors we strive to improve pupils **understanding and use of vocabulary** an area we have identified as needing to be at the forefront of our teaching and learning. The Define and Explore Gem are key Gems we focus on to develop pupils' understanding of and use of vocabulary and through shared reads and guided reads these Gems are at the forefront of the teaching and learning of Reading.
- We want to develop children's understanding that author's word choices (The Explore Reading Gem), are carefully thought out, and during sessions the intent and impact of authors' word choices will be analysed and discussed, which supports with our approach to the teaching of writing and supporting our own pupils to become successful authors.

Other Reading Opportunities:



- 'Book Talk' sessions are a time where pupils are given the opportunity to just talk about what they are reading. This may be what they are reading at home, time to talk about and discuss the book spine class book, or the class novel, or any other reading materials the teacher has provided. Teachers will provide Book Talk prompts to support pupils in the sessions, as these sessions are also extremely valuable in supporting pupils to develop their oracy skills by supporting pupils to develop their ability to talk about books, develop their confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards. Children are also encouraged to raise questions as well as make points and suggestions. Children's responses are nothing to do with guessing what the teacher has in mind. The teacher acts as an interested listener.
- Children are read to by their class teacher/teaching staff – this may be a class novel, or an extract the teacher would like to share with their class. This could be a book that the teacher recommends to the class or a recommendation from a child.
- Children have the opportunity to take part in 'Reading Buddies', in which children mix with other children from different year groups and share a book together.
- Pupils may be sent home extracts, texts and books as part of their Guided Read session or to share in 'Book Talk' sessions.
- Some children have reading sessions with the Reading champions – these are often pupils who do not have the opportunity to read at home or pupils who may need additional encouragement to read. The Reading Champions try and support them to improve their reading confidence and hopefully support pupils to develop a love for reading.

Our Reading Environment:

- Each class has their own reading area, with a selection of books suitable for their reading age. Pupils can choose a reading book to take home and this can be changed when the child has finished with it. Parent/carers or pupils record what they are reading in their home reading records. At times, we direct pupils what to read, but we do want pupils to develop a love for reading and so we believe they should read what appeals to them/interests and inspires them. Reading areas also provide recommended texts, extracts, books to entice pupils to read; selected challenge books to challenge pupils and picture books – as we believe picture books in all year groups are an extremely powerful resource to engage pupils to read and develop their reading skills further.
- We are determined to develop a rich reading environment for our pupils, and are trying to set up reading opportunities throughout the school the reading corner in the entrance hall, the garden library, and also outdoors – e.g. the reading shed, which is run by the Reading Champions.
- We have a close link to Librarians from Gorton Library, who come in and promote the importance of reading inside and outside of school.
- We join in with national Empathy Days in the month of June, where we share and read empathy-boosting books with our pupils to develop their understanding of the importance of empathy.

By the time children leave our school, we strive to ensure they are competent readers, have an improved understanding and use of vocabulary. We want our pupils to have developed a love for reading and a thirst for reading a range of genres including poetry and develop a love for a range of authors and are inspired authors or what they have read. We want our pupils to recommend books to others, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader, and the impact literature can have on us altogether. Ultimately, we also want our pupils to realise they are aspiring authors themselves

The teaching & learning of reading in our school:

The Reading Curriculum in our school:

- Shared
- Book Talk
- Guided
- Independent
- Wider Reading
- Hearing Books read aloud – class novels
- Home reading

Reading for pleasure/enjoyment

Shared reading in our school:

Shared reading is a whole class approach to the teaching of Reading. Gems need to be embedded in shared reading across the curriculum.

1. All children should be in mixed-attainment pairs, Literacy threes, so as to allow for frequent, paired/group discussion - It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.

2. The text chosen should provide a clear challenge for all members of the class

The text chosen should be between 12 months beyond the reach of your higher attaining readers; that is to say, beyond the reach of their independent reading of it *and* comprehending of it.

3. When reading, the teacher should model good use of intonation, movement, volume and expression

Children will pick up **good reading styles** from teachers' performances. Eventually, they will start to emulate you in their own performances.

4. Teachers should be actively monitoring pace, so as to ensure high levels of engagement throughout the lesson

Reading and listening to reading for long periods of time can be mentally taxing for some children. Interspersing longer stints of reading with paired discussions/independent follow-up tasks can help with this – continue to do a range of reading activities – these can be complete independently or in Literacy three and recorded in Literacy Three Books or exercise books if completed independently. (See examples) Independent follow-up tasks should be carefully thought out, to provide challenge for all children and support for those who need it.

A follow-up task is a good way for children to reflect on what they have read in the shared read and an opportunity for the teacher to observe/assess the individual understanding of the shared text. Differentiating these tasks should not be onerous; simple tweaks are often enough e.g.

5. Teachers should use targeted and open-ended questioning and link them to the Reading Gems:

Enjoy 			Decode 	
				
Talk about the meanings of words	Find simple information	Talk about the order of a text	Make simple inferences	Make simple predictions about a book

The Gems should be constantly be referred to and actively used in all shared reading, so pupils are extremely familiar with the different domains of the reading gem and the reading skills they are helping them to develop.

6. When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support.

Children need to be able to say a response before they can write one; developing this skill in primary is vital for success at secondary and beyond. Teachers should model and encourage children to make good use of sentence stems and the Evidence and explain prompts (eg, "The author has used the word _____ to suggest _____, as the word _____ has connotations of _____")

Use the GEM stems (available for EYFS – KS2)to support develop this talk and the Evidence and Explain prompts (E&E) to support pupils to answer questions in more depth:

Example of the GEM stems:



Putting children first

Reading Gems



six weeks to go until your Race for Life event **Key Stage One**

Enjoy

- Did you choose this book? Why?
- What did you like about the text? Why? What did you dislike about the text? Why?
- Would you read the book again? Why? Why not?
- Would you recommend the book to your friend? Why? Why not?
- What will you read next?
- What books do you like to read?
- Do you have a favourite book that you like to read?
- Is this a new book that you haven't read before? Do you know anything about it already?
- Do you enjoy reading?
- What do you read at home?
- Who is your favourite author?
- Which books have you enjoyed that we have read together? And why have you enjoyed them?

Reading for Pleasure and Enjoyment



Enjoy

Decode

- What do you do if you are stuck on a word?
- Where do you start reading the word? Where do you look first?
- When you blend those sounds together, what word does it say? Can you tell me the word?
- Are there any clues in the word?
- Does it look like any other words you know?
- Can the pictures help you?
- Do you know what the word means or can you work out what it means (in this sentence)?
- What other word could the author have used that means the same sort of thing?
- Does the sentence make sense with that word?

Word reading and decoding skills



Decode



Putting children first

Reading Gems



Explore

- What does _____ tell you about _____?
- What words help the reader to _____?
- What impact does the phrase _____ have on the reader?
- Find and copy words from the paragraph that show it was _____
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- The writer uses words like _____ to describe _____. What does this tell you about _____?
- What other words/phrases could the author have used?
- What technique has the writer used?
- How are these words effective?
- What do you think the writer meant by '_____'?
- When the author uses this sort of sentence, what is the impact?
- Why did the author _____?
- Why has the author used this word/phrase/sentence?
- How does the author create this mood/atmosphere?
- What is the effect of _____?
- Quotation from the text. What conclusion does _____ draw from this?

2g: Identify and explain how meaning is enhanced through choice of words and phrases



Explore

Compare

- How does the characters mood change throughout the text?
- What words would you use to describe the main character at the start and end of the text?
- Compare and contrast different characters, reactions, settings, themes within the text.
- How are the lives of the people different as a result of _____?
- How is it similar to _____?
- How is it different to _____?
- Compare your book to another on the same topic. Which do you prefer and why?
- Would you like to read more books by this author? Explain your reasons.
- If you have read other texts by this author, can you see any similarities/differences between them?
- Give one way...are similar to...
- Give one way...are different from...

2h: Make comparisons within the text



Compare

What has happened to shared reading?

- Due to the changes in the English curriculum with more emphasis on SPAG skills, time constraints etc, has resulted in less time being dedicated to shared reading in
- classes, even disappearing in some schools altogether!



The difference between Shared Reading and Guided Reading:

Shared Reading:

- Shared reading is different to just reading your students a story aloud. In shared reading, you:
 - encourage all your students to track the text that you read aloud and have them join in, repeat after you or read in chorus
 - Teacher leads the students in reading a text.
 - The teacher **models** the reading process/strategies: how to read with expression, how to work out unknown words and how to enjoy reading
 - choose books that have the potential for teaching new vocabulary, language, sentence structures.
 - plan how you will use the book with your students and think about what you will do before, during and after the reading.
 - Shared reading offers a valuable opportunity to assess your students' participation, understanding and reading skills.
 - Although the text may be challenging for some children, they should be able to access it in some way and questions should be differentiated to target all children's abilities. Even though some children may have difficulty reading the text - they still may have inference skills and through just listening to the text can answer high thinking reading questions about the text.
 - As we have all aware...the end of key stage tests texts are challenging and pupils are expected to independently access them, themselves!
- Some teachers have even resorted to their guided reading sessions being taught around one text (at expected) in hope children will suddenly develop the skills to help them get through the test. **However, pupils still need guided reading sessions because....**

However, shared reading is key in:

- engaging children with reading
- including all children in reading the same text
- developing children's reading skills and comprehension, but also exposes them to other levels/a range of texts.
- Broadening children's vocabulary.
- Develops an understanding and gives meaning to grammatical devices being taught in class.
- I do think at St.Clement's it still plays a vital part in phase 1 of the learning journey...

Modelling is key!

Modelling reading strategies

- In shared reading, it is especially important to model to students what to do as a reader when you come across a word you don't know. Even when students can decode an unfamiliar word by using their knowledge of letters and sounds, they still may not know what it means. There are different ways they can try to work this out, such as:
 - making a good guess based on what the sentence is about
 - making a good guess based on what the story is about
 - reading on and then going back to work it out.
- All of these are helpful strategies, and skilled readers can learn how to use each one.

Shared reading needs to take place across the curriculum – and the Gems need to be continued to be embedded in a range of texts or activities across the curriculum, in order for the teaching of GEMs to be securely embedded. (See examples shared in training 03/03/2020)

Retrieve Infer

What can we infer about Henry VIII from this image?

E&E: Evidence and explain

E&E: Evidence and explain

Evidence (retrieve)	Explain
- It states/says... - In the text it says/states... - In the image there is/are... - The character does/says/feels...	- tells us... - this suggests... - gives the impression... - this shows... - this means/this could mean...

'What impression...' questions are BIG on KS2 SATS papers...so we need to prepare pupils....

Developing pupils' Oracy skills in Reading:

Book Talk:

'Book Talk' sessions are a time where pupils are given the opportunity to just talk about what they are reading. This may be what they are reading at home, time to talk about and discuss the book spine class book, or the class novel, or any other reading materials the teacher has provided. Teachers will provide Book Talk prompts to support pupils in the sessions, as these sessions are also extremely



Book Talk

valuable in supporting pupils to develop their oracy skills by supporting pupils to develop their ability to talk about books, develop their confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards. Children are also encouraged to raise questions as well as make points and suggestions. Children's responses are nothing to do with guessing what the teacher has in mind. The teacher acts as an interested listener.

We also support pupils by providing them with prompts to support them to organise their thoughts/views/ideas.

KS1:

Finding clues/information and explaining

Retrieve: Let's find clues/information: (retrieve)	Explain: What do the clues/the information tell us?
 It says... The author says/the poet says... etc In the text/the poem it says... In the image there is/are... The character does/says/feels/describes...	 this tells me/us... this shows... this means... because... so...

KS2:

E&E: Evidence and explain

Evidence/clues: (retrieve)	Explain
 The author/writer/poet...etc It says... By using the word/phrase... It describes... It mentions... In the text it says... In the image there is/are... The character does/says/thinks/feels/describes... In the experiment...	 this tells me/us... gives (me) the impression... this shows... this means/this could mean... because... so... as... this proves...

Guided reading:

Some Guided Reading sessions will focus on developing pupil's knowledge of Genre features, exploring the use of different language in genres to support pupils with writing units.

In Key Stage 1, to meet the needs of the pupils of St. Clement's we feel our pupils need to have dedicated time given to the teaching of reading in small groups. Children who are secure with Phase 5 phonics and confident readers in year 2 may have a larger group approach, where developing pupil's 'Book Talk' becomes the focus.

In Key Stage 2, teachers will expose children to a range of age appropriate reading materials. Pupils who cannot access the materials, will be in an identified focussed group to work on their reading fluency and other identified reading gaps. The More Able readers will have reading tasks designed to challenge their thinking and enhance their reading skills even further. More Able pupils will be expected to be able comment on author's styles, the impact of what they read and support also write as readers.

Guided Reading:

- ▶ Guided reading is an instructional approach that involves a teacher working with a small group of pupils, who all demonstrate similar reading behaviours and can all read similar levels of texts. All the children can access the text, read it with some degree of fluency (depending on their age/reading skills) but it offers challenges and opportunities for problem solving. There will be specific focuses for guided reading sessions depending on the age of the children/their abilities/their needs/their targets etc.

We propose teachers explicitly teach the Reading Gems, sometimes this may mean focussing on 1 or 2 Reading Gems to embed learning. Reading Gems which pupils are secure with/have been a previous focus will be continuously be embedded in the teaching and learning of reading. However, in many reading tasks it is apparent pupils will be applying a range of reading gems.

Example of a task where the **focus** is developing inference, but pupils will have to apply their retrieval skills to answer the question.

Retrieve Infer



Thinking about what you have read so far, can you state what impression you have for each of the characters, using evidence from the text to support your views?



Impression	Evidence & Explain
Character: Badger	In the text it says Badger cowered and hid behind owl, this shows he is afraid of Fox.
Character: Owl	
Character: Fox	

Obviously, pupils will have to apply other reading skills for example the Define and explore Gem in order to understand the vocabulary and language being used to describe the characters in the book. However, these GEMS will most probably have been explored and applied in a previous session focussed on the define and explore GEMS so pupils could access this question.

In the guided reading session teaching staff are practising modelling how to tackle the specific domains of reading, and are also modelling how to tackle different styles of questions for the focused GEM being taught.

Examples of different styles of questions for the different Reading Gems/Reading domains:

OneEducation
Putting children first

Reading Gems

OneEducation
READING
AWARD

Content Domain	Examples from Recent KS1 SATs
1a – define	(page 8) 12 One day, huge, rumbling, grumbling machines crowded towards the pond. What does this sentence tell you about the machines? Tick one. They moved quickly. ☐ They were noisy. ☐ They were small. ☐ They were silent. ☐ (page 3) 4 What do the words Oorch Neech mean?
1b – retrieve	(pages 4–5) 6 The children saw the cobwebs in... Tick one. a park. ☐ a street. ☐ a garden. ☐ a playground. ☐ (pages 4–5) 5 One player does something different from the other players in all five games. What are they doing differently in... (a) Pilolo? _____ (b) Kangaroo Skippyrao? _____

2c – summarise	28 Number the following sentences from 1–5 to show the order in which they happen in the poem. The first one has been done for you. The poet arrives in France. ☐ The poet lives with his grannie. ☒ 1 The poet is injured. ☐ The poet's grannie visits him. ☐ The poet writes to his grannie. ☐	31 Look at the first two paragraphs. Which sentence below best describes the farmhouse? It had always been a lifeless place. ☐ No one ever went there by choice. ☐ It seemed stuck in the past. ☐ The outside was better looked after than the inside. ☐ Tick one.
2d – infer	40 Edward found a game. How can you tell that there was something strange about the game? Explain two ways, using evidence from the text to support your answer. 1. _____ 2. _____ 2 marks 18 The poet describes his grannie as standing <i>mountainous between me and my fear</i>. This makes her sound big and powerful. What other impressions do you get of his grannie in the same verse? Give two impressions. 1. _____ 2. _____ 2 marks	

The purpose of this is to improve pupils' understanding of the Gems and enable pupils to become confident and secure with tackling a range of different style of questions linked to the reading domain. Obviously, pupils should be exposed to the other Gems within a guided reading session, but the teaching of 1 Gem in in depth should be explicit.

What can other pupils being doing to support with developing their reading?

As agreed, when pupils are not having a guided reading session with the teacher or teaching assistant, they should be doing an activity which will continue to support pupils to develop/enhance their reading skills or promoting a love of reading. Planning for these activities does not need to be onerous – once resources are made for a particular activity they can be re-used. Please see possible ideas below:

Possible ideas:

- A prep task to prepare for the guided read session with the teacher/A follow up task in response to a guided read session.
- Focused Gem tasks as a follow up/application activity to embed learning from a Guided Read, where they have practised the reading skill which has been explicitly taught by a teacher.
- EY2P Reading Activities can still be used, however just be mindful the purpose of the activity is to enhance
- Treasure chests (see examples)
- Vocab activities around a text (using ideas/activities from 'Vocab training')
- Paired reading
- Pleasure for read – using dictionary to clarify meanings of unfamiliar words (could record in journals) or write recommendation notes for what they have read to their peers.
- Reading for fluency – provide pupils with texts with specific numbers to try and read in a set time to promote fluency.
- Reading picture books to develop a love for reading and inference.
- Exploring picture books together – give pupils some questions to discuss together.
- Opportunities to explore non-fiction books/texts (See activity sheet for Sharks)
- Group discussions/debates around a given book/text (P4C style questions)
- Read article/s from the First Newspaper – a range of valuable activities for this are available on the link HSH sends via email weekly.



You have found a book that

really enjoyed!

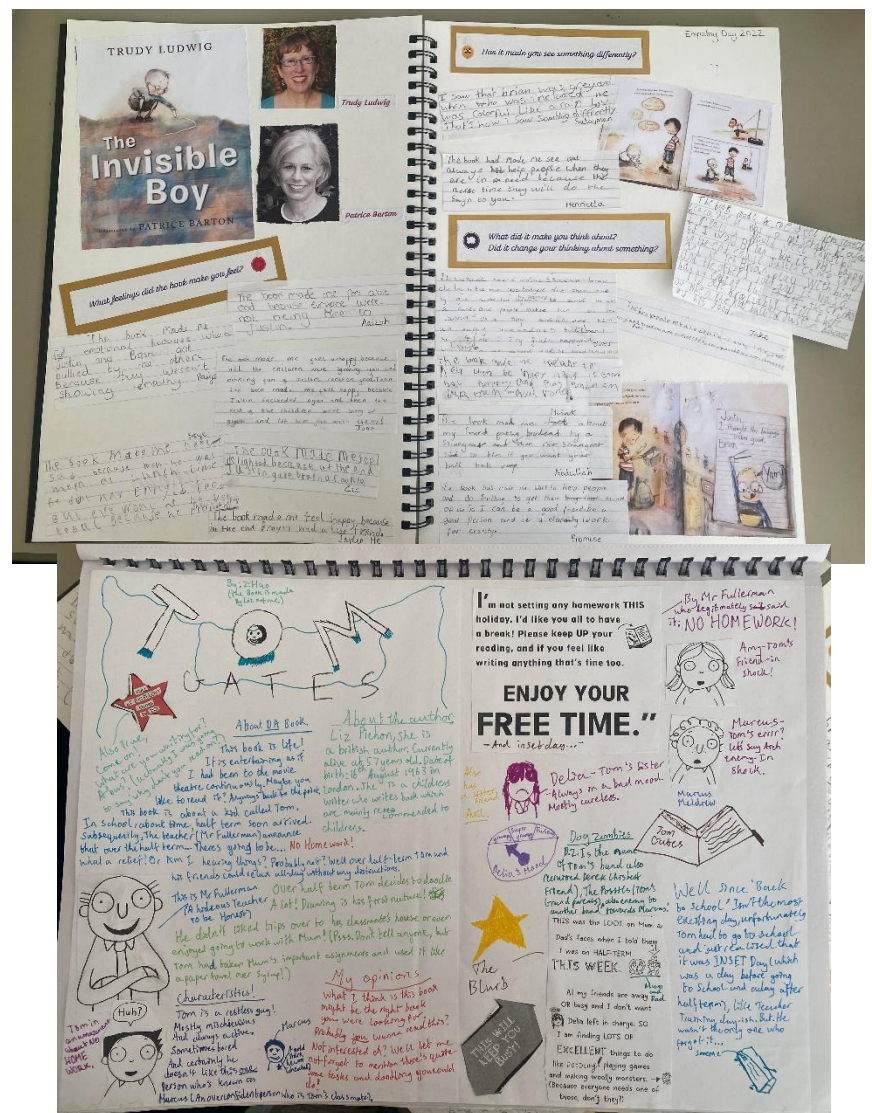
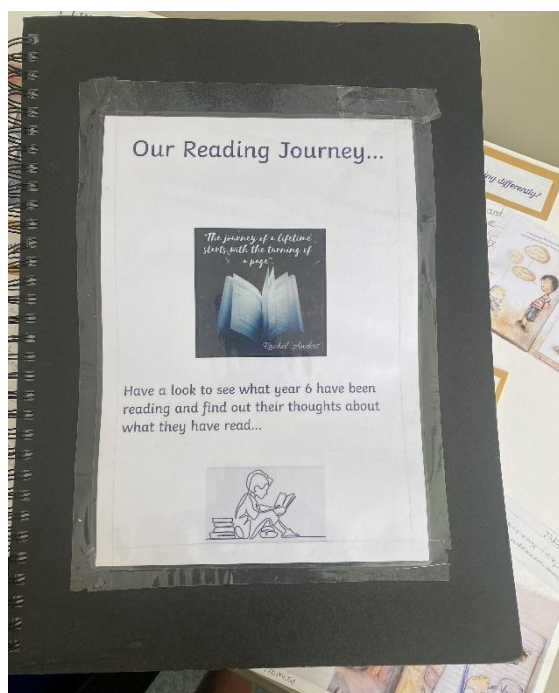
Ask them to tell you all about it when you next see them!

- Read 'The Week' magazine and group share/record interesting information they have read about or give them a
- Reading a range of blurbs and writing views on the impact of the blurb/predictions about the texts etc
- Comparing front covers of books and predicting/infering from the front covers.
- Reading a short passage and exploring the vocabulary (define and explore reading Gem)
- Explore/discuss/compare/read aloud a range of poems.
- Give groups an image from a book/or an image which will promote discussion/develop inference – what is happening/what is the story behind the image?
- Reading for Empathy – lots of great texts to promote empathy and then pupils could complete tasks linked to the text they have read.
- Short texts in boxes (kept in Literacy room) to promote reading for fluency and developing comprehension.
- Read materials from the teachers' recommendation basket.
- Read materials from the topic baskets.

*Writing is allowed in Guided Reading, e.g. answering Gem questions in response to what they have just read, as long as the writing does not become the main focus and it is supporting develop their reading/comprehension skills. In the older year groups pupils will most probably be writing more as it is essential they practise their written responses as well as their oral responses and also to express their ideas/views about what they have read etc.

Creative Book Reviews:

All classes have an 'Our Reading Journey' book, where pupils are encouraged to create creative book reviews to present their views about the authors and books they have read and enjoyed and hopefully encourages others to read.



The link between writing and reading in our school:

As stated above, pupils will learn about features of genres in 'some' guided reading sessions, and develop their knowledge about different genres, to support them with writing different genres.

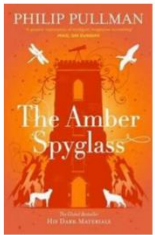
Also, in our writing sessions we use the Write Stuff writing lenses, which helps develops pupils' understanding of the three writing zones in writing: Techniques, Ideas and Tools needed to create a complete piece of quality writing.

FANTASTICS	        
Grammaristics	        
Boomtastics	        

Please copy and paste the Writing Rainbow Symbols into the relevant boxes.

In Writing sessions, we expose children to a range of extracts, different genres and author's and as outlined above carry out shared reads with classes. During these sessions we focus on reinforcing the teaching of the Reading Gems/Domains used in Guided Reading, but we are also developing pupils' understanding of how the writing lenses are used to create effective pieces of writing. Therefore, we explore how authors have used the different writing lenses for purpose and impact. We discuss author's examples and discuss why authors have used certain lenses and the impact these lenses have on the reader. We collect and display author's examples for pupils to refer to, support their learning and inspire them with their writing and to be author's. We also encourage pupils to find author's examples in guided reading or when independently reading.

Examples of author's examples and an author's example display:

	<u>Pathetic Fallacy</u> The swirling <u>rain-clouds</u> rushed on, revealing the bright moon... The <u>Borribles</u> – Michael De Larrabeiti 
	<u>Pathetic Fallacy</u> Father and daughter bowed once more to the cave and then set off, to vanish among the gloom of the heavy rhododendrons... The Amber Spyglass – Phillip Pullman 

Wider Reading:



As a school we want to promote reading across the whole curriculum and expose pupils to a range of genres and authors, in order to engage them, promote a love for reading as well as developing their reading skills, broadening their vocabulary, enhancing their subject knowledge and life skills.

Class novels/reads:

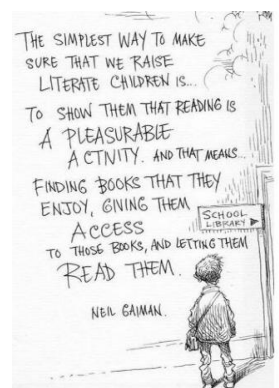
In all year groups pupils will be read to for pleasure by teaching staff ; they be will read class novels, poems, extracts to promote enjoyment for reading and expose children again to a range of different reading materials and authors.

Home Reading:

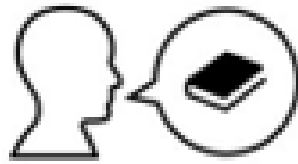
Pupils should be encouraged to take reading materials home to read, these may be materials given by teaching staff or books/extracts taken from the class library. However, as a school we want to promote pleasure for reading therefore pupils should not be forced to read materials which may disengage them in reading. All pupils will take home a reading log and these should be checked by adults to ensure pupils are reading at home, older KS2 pupils are expected to independently complete their reading logs. Reading CLEMS, which can spent in our CLEMS shop, will be rewarded to pupils, who are regularly reading for pleasure at home or reading materials they are given by their teachers. Pupils are also encouraged to create creative book reviews for our class reading journey books to also receive CLEMS.

Let's get children reading more, loving reading, being inspired by reading and benefiting from reading!

Mrs St. Hill & Ms Younge (English Leads)



Let's talk about books!



Book Talk

Positive reading involves becoming engaged in the story, as well as deepening understanding and appreciation through drama, art, music, dance, research and, of course, discussion, in which children talk their way towards deeper comprehension. To really understand and know a book, **talking** about it is essential. Talking one's way into a deeper understanding is crucial for developing the ability critically to appreciate literature; answering comprehension questions may test understanding and challenge thinking but it is in the discussion that the ability to think critically can be developed. It is worth remembering that for some children comprehension does not magically develop on its own. It has to be taught, modelled by the teacher 'thinking aloud' and teasing at an issue. In particular, the sort of discussion in which the children have time to think collectively, tentatively proposing and reshaping their understanding, is essential for developing readers.

What is 'Book-Talk'? 'Book-talk' is about the ability to talk about books.

Book Talk can be:

- **Pupil Lead:** Allowing pupils to talk about what they have read/are reading at home, using the Book Talk reading prompts to support them.
- **Teacher Lead:**
 - Discussing something which has been chosen by the teacher and sent home to read
 - Discuss a poem/an article from First News etc etc
 - Discussing an extract linked to the Literacy unit or another curricular subject
 - Discussing the book spine book
 - Focussing on a particular author and discussing the author's work/style

Book Talk prompts should be used to support pupils with book talk:

- Teachers may choose a select few/specific questions to focus on
- Teachers may create own question/questions relevant to what is being read to keep the Book Talk session focussed
- Teachers might plan questions around a book to deepen knowledge
- Allow pupils to choose a question they want to answer
- May focus on developing book talk around one character
- May also discuss illustrations in books in Book Talk

Book Talk should support pupils to develop the confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards. The quality of the book determines the depth of discussion. It is important to accept all answers positively from as many children as possible, although they may not always be necessarily sensible interpretations. Children can and should expect to change their minds in the light of what others say. Children are encouraged to raise questions as well as make points and suggestions, as children should be given the message 'good readers always ask questions!'. Children's responses are nothing to do with guessing what the teacher has in mind. The teacher acts as

an interested listener. It helps to use a phrase such as 'tell me about...' to invite extended thinking. It also helps to use 'mirroring' to encourage further and deeper thinking, often drawing children back to the text or asking them to dig deeper. It helps if the children get into the habit of using tentative language, for example: I'm not sure but... I was wondering whether... Perhaps... Does anyone else think that...?

Basic questions These can be used with any book to get interpretation started: What sorts of things did you like or dislike? Was there anything that puzzled you? Encourage children to raise questions.

General questions Ask questions such as: Have you read any other books like this? How did they compare? Which parts of the book stay in your mind most vividly? How did the main character change? What surprises are there in the book?

Special questions These are specific to the book being discussed and should help to deepen understanding. For example, for *Voices in the Park* by Anthony Browne: How long did it take the story to happen? Where did the story happen? Which character interested you most? Who was telling the story? Talk about the links between the story and the illustrations.



Book Talk

LET'S TALK ABOUT BOOKS!

Here are some questions to think about when you are reading...

These are the questions which you might discuss in your 'Book Talk' sessions in school.

Has anything that happens in your book/what you have read...happened to you?



How would you summarise what you have read in three words?

What three words would you use to describe one of the character?

Which character interested you most? Explain why.

Can you tell me about the author's style?

(E.g. What does the author do well? Does the author repeat a writing skill?)

Which writing skills/lenses has the author used?

F	A	E	T	A	S	T	I	C
Feeling	Asking	Noticing	Touching	Action	Smelling	Taste	Imagining	Checking

GRAMMARISTICS								
Adverbs & Adverbial Phrases	Basics	Complex Sentences	Dialogue & Contractions	Purpose	Paragraphs	Passive / Active Voice	Past and Present Tense	Punctuation

BOOMTASTICS								
Onomatopoeia	Alliteration	Rhyme	Repetition	Simile	Metaphor	Pathetic Fallacy	Pun	Personification



How does the author show what the characters were thinking/feeling?



When you were reading did you 'see' the story happening in your imagination?

Would you read the book again?



Was there anything that puzzled you? Or surprised you?



Has what you read made you feel something/want to do something/see something differently?



Can you see yourself in this book?

Have you learnt anything from what you have read?

Would you change the ending of the book?