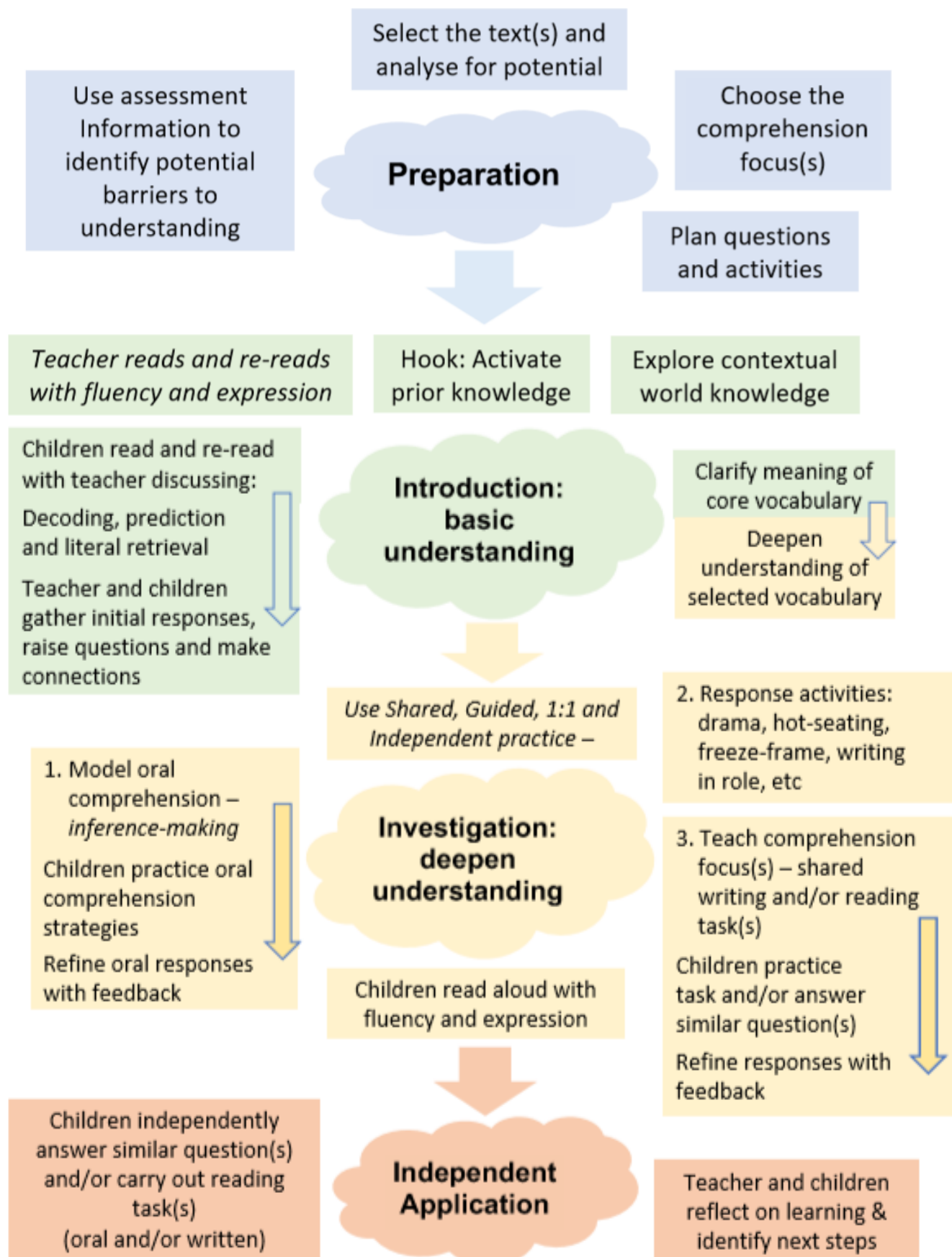


# Woodvale Primary Academy – Talk for Reading Teaching and Learning Sequence



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<b>TITLE OF UNIT:</b>	
<b>Year Group</b>	
<b>Estimated length of unit:</b>	
<b>Link to other TFR Units:</b>	
<b>Link to wider curriculum:</b>	
<b>Class Novel:</b>	

<b>Reading skill(s) and objective(s) to be taught:</b>	
<b>Links to National Curriculum:</b>	
<b>Key Learning Questions to be covered during the unit of work:</b>	

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<b>Preparation</b>	<ul style="list-style-type: none"> <li>• <b>Select text(s)</b></li> <li>• <b>Quick assessment(s)</b></li> <li>• <b>Choose comprehension focus(s) and plan:</b></li> <li>• <i>Question &amp; answer stems and possible responses</i></li> <li>• <i>Identify vocabulary and world knowledge</i></li> <li>• <i>Plan questions and activities to ensure access to the text(s)</i></li> </ul>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• <b>Hook and context</b> <ul style="list-style-type: none"> <li>○ Activate prior knowledge</li> <li>○ Contextual reading (before, during and after)</li> <li>○ Introduce new vocabulary</li> </ul> </li> <li>• <b>Teacher models reading with fluency and expression, and discusses vocabulary to ensure basic comprehension, including:</b> <ul style="list-style-type: none"> <li>○ Decoding</li> <li>○ Prediction(s)</li> <li>○ Literal retrieval</li> </ul> </li> <li>• <b>Gather and discuss initial responses</b></li> <li>• <b>Teacher and children raise and set questions</b></li> </ul>	
<b>Investigation</b>	<p><b>Use modelled, shared, guided, one-to-one &amp; independent reading to teach and practise:</b></p> <p><b>a. Comprehension</b> – e.g., book talk, modelling being a reader, line-by-line reading, deepening knowledge of vocabulary and morphology, annotating texts, etc.</p> <p><b>b. Response activities</b></p> <ul style="list-style-type: none"> <li>○ Drama, hot-seating, freeze-framing, etc.</li> <li>○ Writing in role</li> <li>○ Reading performance with fluency and expression</li> </ul> <p><b>c. Teach comprehension focus(s): (DT)</b></p> <ul style="list-style-type: none"> <li>○ Shared writing and practice of answers</li> <li>○ Paraphrasing and summarising</li> </ul>	
<b>Independent Application</b>	<ol style="list-style-type: none"> <li>1. <b>Children independently answer questions in relation to comprehension focus(s)</b></li> <li>2. <b>Feedback and improve answers</b></li> </ol>	
<b>Children's Reflection and evaluation</b>	<ol style="list-style-type: none"> <li>1. <b>Reflect on learning re: comprehension strategies learnt</b></li> <li>2. <b>Identify next steps</b></li> <li>3. <b>Reflect on impact of the teaching on children's learning</b></li> </ol>	
<b>Teacher's Reflection and evaluation</b>		

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## EYFS Early Learning Goals (with links to Reading)

**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.

**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 an understanding when talking with others about what they have read.

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Content domain reference from NC Tests	Codes for text marking /assessment	Key Stage 1 Comprehension Skill / Reading Foci	Explanation <i>(Reading Framework 2018-2019 * = Greater Depth Statement)</i> <b>Working at the expected standard = In a book that they can already read fluently, the pupil can:</b> <b>Working at greater depth within the expected standard = In a book they are reading independently, the pupil can:</b>
1a, 1b	DRE	<b>Deduction / Retrieval &amp; Explanation</b>	Retrieve information from the text drawing on their knowledge of vocabulary to help them do so. Explain the meaning of words in context. Identify and explain key aspects of narrative
	F	<b>Familiarity &amp; Participation</b>	Become very familiar with key stories e.g. fairy stories and traditional tales by being able to retell them and consider their particular characteristics. Participate in stories by recognizing and joining in with predictable phrases and learn some rhymes and poems by heart
	MS	<b>Making sense &amp; clarifying</b>	Making sense of what they read by: <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• <b>checking that the text makes sense to them as they read and correcting any inaccurate reading</b></li> <li>• explain clearly what is being read to them</li> <li>• <b>explain what has happened so far in what they have read.</b></li> </ul>
1d	IN	<b>Inference</b>	<b>Answer questions and make (some) inferences (*For GD remove 'some')</b>
1e	P	<b>Prediction</b>	<b>*Make a plausible prediction about what might happen on the basis of what has been read so far.</b>
	LC	<b>Authorial intent / effect on the reader LINGUISTIC CHOICES</b>	Explain and evaluate how the author's choice of words, grammatical & sentence patterns makes us feel and what images are created in their head as a result of their reading.
1c	SC	<b>Authorial intent / effect on the reader STRUCTURAL CHOICES</b>	Identify and explain the sequence of events in a text. Be able to navigate both fiction and non-fiction and understand how different texts can be organised and/or are linked.
	S	<b>Summarise</b>	Explain the main message / bigger picture / lesson or key information from a text, including from a whole story or an extract.
	C	<b>Connections, Patterns and Comparisons</b>	Identify and make links with what they hear and read to their own experiences. Including, <b>*making links between the book they are reading and other books that they have read.</b>
Combination of all the above	O	<b>Form an opinion</b>	Have an appreciation for stories, rhymes and poems and be able to explain what they like and don't like. Be able to participate in a discussion about what is being read to them, taking turns, listening and responding to what others say.

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Key Stage 1 Comprehension Skill / Reading Foci	Explanation	Example Questions & Question Stems
<b>Deduction / Retrieval &amp; Explanation</b>	Retrieve information from the text drawing on their knowledge of vocabulary to help them do so. Explain the meaning of words in context. Identify and explain key aspects of narrative	<ul style="list-style-type: none"> <li>• What does this sentence mean? What does this word mean?</li> <li>• What word means the same as X? Find a word that means X</li> <li>• Explain the meaning of X</li> <li>• Why was the character...? Why did the character...?</li> <li>• Why...? Who...? When...? What?</li> <li>• Tick the right box to complete the sentence...</li> <li>• Write down 3 things that you know about X</li> <li>• Find 2 pieces of information about X</li> <li>• Give 2 things that were bought at...</li> <li>• Find and copy 1 word which tells you...? Shows you...? What word tells you...?</li> <li>• Tick to show...</li> <li>• Tick to show if these statements are true or false from what you have read...</li> <li>• Complete the table using information from the text</li> <li>• Which character is greedy and which is kind – how do you know?</li> </ul>
<b>Familiarity &amp; Participation</b>	<p>Become very familiar with key stories e.g. fairy stories and traditional tales by being able to retell them and consider their particular characteristics.</p> <p>Participate in stories by recognizing and joining in with predictable phrases and learn some rhymes and poems by heart</p>	<ul style="list-style-type: none"> <li>• Can you tell me a story?</li> <li>• Tell me the story of?</li> <li>• Do you know any rhymes?</li> <li>• What is your favourite / story?</li> <li>• Join in...</li> <li>• Let's perform...</li> <li>• Can you act out...? Use the puppets...</li> <li>• Use the role-play area...</li> </ul>
<b>Making sense &amp; clarifying</b>	<p>Making sense of what they read by:</p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• <b>checking that the text makes sense to them as they read and correcting any inaccurate reading</b></li> <li>• explain clearly what is being read to them</li> <li>• <b>explain what has happened so far in what they have read.</b></li> </ul>	<p><i>This comprehension strand will predominately be assessed through observation.</i></p> <ul style="list-style-type: none"> <li>• What words are there that can help you to understand X?</li> <li>• What words do you know that can help you understand X?</li> <li>• What have you already read that may be able to help you understand this?</li> <li>• How will knowing what X means help you to understand X?</li> <li>• Can you explain what the story I just read to you was about? What's this story about?</li> <li>• How did you know how to read that word?</li> <li>• What did you do to make sense / understand that sentence/word?</li> </ul>
<b>Inference</b>	<i>Answer questions and make (some) inferences (*For GD remove 'some')</i>	<ul style="list-style-type: none"> <li>• What caused...?</li> <li>• How do you know...?</li> <li>• Find words that tell you... that show you...</li> <li>• In what ways is X like X?</li> <li>• Finish the sentence... X happened because... Why did...</li> <li>• Find two things that tell you / show you X</li> <li>• What makes you think?</li> </ul>
<b>Prediction</b>	<i>*Make a plausible prediction about what might happen on the basis of what has been read so far.</i>	<ul style="list-style-type: none"> <li>• Do you think that...? What do you think will...?</li> <li>• What will happen to...? why do you think this?</li> <li>• Will X still... work? happen? be ok?</li> <li>• Explain what you think will happen? Be the consequence of? Will the character...</li> <li>• From what you have read so far do you think...?</li> </ul>
<b>Authorial intent / effect on the reader LINGUISTIC CHOICES</b>	Explain and evaluate how the author's choice of words, grammatical & sentence patterns makes us feel and what images are created in their head as a results of their reading.	<ul style="list-style-type: none"> <li>• How does this story make you feel?</li> <li>• Which words make you feel...?</li> <li>• What's your favourite part, why?</li> <li>• Can you find the words that make us feel frightened? happy?</li> <li>• Why do you think the author used / included X?</li> <li>• How does the word X or this sentence make you feel?</li> <li>• Why did you laugh at this part?</li> <li>• What's the most important word? What's the most important sentence?</li> <li>• Draw a picture of what you can see in your imagination</li> <li>• Explain what you see in your imagination when reading?</li> <li>• Close your eyes and describe what you can see in your head...</li> <li>• Is this picture / film as you imagined it would be from your reading?</li> <li>• Match the images/illustrations to the different stories or texts.</li> </ul>
<b>Authorial intent / effect on the reader STRUCTURAL CHOICES</b>	Identify and explain the sequence of events in a text. Be able to navigate both fiction and non-fiction and understand how different texts can be organised and/or are linked.	<ul style="list-style-type: none"> <li>• Put these events in the order in which they happened.</li> <li>• What happened first?</li> <li>• Number these sentences so that they are in the correct order in which they happened.</li> <li>• Using a story mountain, can you plot what happened in the story?</li> </ul>
<b>Summarise</b>	Explain the main message / bigger picture / lesson or key information from a text, including from a whole story or an extract.	<ul style="list-style-type: none"> <li>• In the story tell me what happens after...</li> <li>• Did you learn anything from reading this?</li> <li>• What was that story about?</li> </ul>
<b>Connections, Patterns and Comparisons</b>	Identify and make links with what they hear and read to their own experiences. Including, <i>*making links between the book they are reading and other books that they have read.</i>	<ul style="list-style-type: none"> <li>• Have you read any books like this before?</li> <li>• Have you read any books by this author before?</li> <li>• Have you met any of these characters before?</li> <li>• Is this book similar to any others that you have read?</li> <li>• Have you ever...?</li> <li>• Are you like this character? Do you know any one like...?</li> <li>• Do you recognise any of the characters / illustrations etc.?</li> </ul>
<b>Form an opinion</b>	Have an appreciation for stories, rhymes and poems and be able to explain what they like and don't like. Be able to participate in a discussion about what is being read to them, taking turns, listening and responding to what others say.	<ul style="list-style-type: none"> <li>• What did you especially like? Dislike?</li> <li>• Would you recommend...?</li> <li>• Write a book review</li> <li>• What is your opinion of...?</li> <li>• Do you like this style of writing?</li> <li>• What is it about the book that...?</li> <li>• Tell me...Would you read it again?</li> </ul>

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Content domain reference from NC Tests	Codes for text marking /assessment	Key Stage 2 Comprehension Skill / Reading Foci	Explanation
2a, 2b	D-C	<b>Deduction / Retrieval / Explanation and Clarification</b>	Explain & work out the meaning of words in context, reading them aloud with intonation that shows understanding. Retrieve information from the text (both fiction and non-fiction) and record when necessary. Identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.
2d	IN	<b>Inference</b>	Make inferences (e.g. what might happen or have already happened) and use evidence from the text to explain and justify their reasoning.
2e	P	<b>Prediction</b>	Predict (make an informed guess) about what might happen using evidence from the text (both stated and implied) to justify their reasoning.
2g	IM	<b>Imagine</b>	Explain what they see in their head and what contributes to the creation of those images.
2g	LC	<b>Authorial intent / effect on the reader LINGUISTIC CHOICES</b>	Explain and evaluate how the author's use of language e.g: words (including figurative), grammatical & sentence patterns makes us feel. Read aloud with intonation that shows understanding of authorial intent.
2f	SC	<b>Authorial intent / effect on the reader STRUCTURAL CHOICES</b>	Explain and evaluate how the author has structured their writing e.g. how parts of text may be related; the overall effect that this has on the cohesion and meaning of the piece as a whole and, where appropriate, how it makes us feel.
2c	S	<b>Summarise</b>	Summarise the main ideas / key details/ message / bigger picture / lesson or key information from a text, including from a whole story or an extract using quotations for illustration.
2g	C	<b>Connections, Patterns and Comparisons</b>	Identify and make comparisons, connections and patterns e.g. within their lives, other books, films, authors or within/across the text itself.
<i>Combination of all of the above</i>	O	<b>Form an opinion</b>	Form an opinion about what they read, drawing on all or some of the above skills - offering them to a group discussion if appropriate.

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Key Stage 2 Comprehension Skill / Reading Foci	Explanation	Example Questions & Question Stems
<b>Deduction / Retrieval / Explanation and Clarification</b>	Explain & work out the meaning of words in context, reading them aloud with intonation that shows understanding. Retrieve information from the text (both fiction and non-fiction) and record when necessary. Identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.	<ul style="list-style-type: none"> <li>• Find and copy 1 word which means X? or tells you that X?</li> <li>• Circle / identify the correct word to complete the sentence</li> <li>• Which word is similar to X? Which word closely matches X?</li> <li>• Find a word which suggests... X / What does the word X suggest about...?</li> <li>• Write down 3 things that you know about X</li> <li>• Find 2 pieces of information about X</li> <li>• Give two reasons why...</li> <li>• What does X mean? Give the meaning of X? What's the definition of X?</li> <li>• What did X do? What caused...?</li> <li>• What was the consequence of X actions?</li> <li>• What did you find out at the end?</li> <li>• Tick to show if these statements are true or false from what you have read...</li> <li>• Why were the...?</li> </ul>
<b>Inference</b>	Make inferences (e.g. what might happen or have already happened) and use evidence from the text to explain and justify their reasoning.	<ul style="list-style-type: none"> <li>• How do you know X? How can you tell X?</li> <li>• What makes you think X?</li> <li>• Why did X happen?</li> <li>• What evidence is there in the text to make you think...?</li> <li>• What evidence is there of/that...?</li> <li>• Explain what this suggests about...</li> <li>• In what ways would...?</li> <li>• According to the text, how...?</li> <li>• Why...? Why were the...? Why did they...?</li> </ul>
<b>Prediction</b>	Predict (make an informed guess) about what might happen using evidence from the text (both stated and implied) to justify their reasoning.	<ul style="list-style-type: none"> <li>• Do you think that...?</li> <li>• Explain what you think will happen? Be the consequence of...?</li> <li>• Will the character...?</li> </ul>
<b>Imagine</b>	Explain what they see in their head and what contributes to the creation of those images.	<ul style="list-style-type: none"> <li>• Draw a picture which represents what you've just read</li> <li>• Which picture is the best representation of what you have just read?</li> <li>• What do you see in your imagination when you read?</li> <li>• Close your eyes and now explain what you can see in your head...</li> <li>• Take your partner on a guided walk of what imagine the X to be like?</li> <li>• Write down all of the key words that helps to create your image</li> </ul>
<b>Authorial intent / effect on the reader LINGUISTIC CHOICES</b>	Explain and evaluate how the author's use of language e.g: words (including figurative), grammatical & sentence patterns makes us feel. Read aloud with intonation that shows understanding of authorial intent.	<ul style="list-style-type: none"> <li>• What impression does X give you? What impression do you get from X?</li> <li>• How does X make you feel?</li> <li>• Why do you think the author used / included X?</li> <li>• What's the effect of the word / sentence X?</li> <li>• Compare these two - what impressions do they both give you? Why?</li> <li>• From reading this paragraph what impression do you get of X?</li> <li>• Which parts were the funniest? Most frightening?</li> </ul>
		<ul style="list-style-type: none"> <li>• Which words give you this impression... and which words give you that impression...</li> <li>• What's the most important word? What's the most important sentence?</li> <li>• When reading aloud, why have you read X in that way?</li> <li>• Could this section have been read aloud differently to give a different impression?</li> <li>• Why did you chose to read that character's voice in that way?</li> <li>• Match the images/illustrations to the different stories or texts.</li> </ul>
<b>Authorial intent / effect on the reader STRUCTURAL CHOICES</b>	Explain and evaluate how the author has structured their writing e.g. how parts of text may be related; the overall effect that this has on the cohesion and meaning of the piece as a whole and, where appropriate, how it makes us feel.	<ul style="list-style-type: none"> <li>• Draw lines to match each part of the story with the correct quote / picture.</li> <li>• How does the way the text is laid out help you as a reader?</li> <li>• Why has the author put this part here?</li> <li>• Can you reorder this text?</li> <li>• Match up...</li> <li>• What words and phrases help link the story / text together?</li> <li>• Are the ending and opening linked? What words and phrases help that?</li> <li>• What helps the writing to flow?</li> <li>• How do you know which bit to read?</li> <li>• Which part is your eye drawn too? Why do you think this is?</li> <li>• The poem is laid out in this way... why?</li> <li>• Using the story mountain, can you plot what happened in the story?</li> </ul>
<b>Summarise</b>	Summarise the main ideas / key details/ message / bigger picture / lesson or key information from a text, including from a whole story or an extract using quotations for illustration.	<ul style="list-style-type: none"> <li>• What did the story teach you? What was the message / lesson learnt?</li> <li>• In one sentence tell me... In one word tell me...</li> <li>• Compare these paragraphs, what are they both about?</li> <li>• Write a book blurb</li> <li>• Summarise...</li> <li>• Here are some summaries of different paragraphs, put them in the order they appear in the text.</li> </ul>
<b>Connections, Patterns and Comparisons</b>	Identify and make comparisons, connections and patterns e.g. within their lives, other books, films, authors or within/across the text itself.	<ul style="list-style-type: none"> <li>• Have you ever seen this before? Have you ever...?</li> <li>• Have you read any books like this before? Is this book similar to any others that you have read?</li> <li>• Have you read any books by this author before? Have you read the other books in the series?</li> <li>• Have you met any of these characters before?</li> <li>• Does it remind you of anything?</li> <li>• Where else in the story / text does X happen/appear?</li> <li>• Do you recognise?</li> <li>• Is this character familiar?</li> <li>• Is it the same as the film?</li> <li>• Which is better?</li> </ul>
<b>Form an opinion</b>	Form an opinion about what they read, drawing on all or some of the above skills - offering them to a group discussion if appropriate.	<ul style="list-style-type: none"> <li>• Do you think the author was successful in frightening you?</li> <li>• What did you especially like? Dislike?</li> <li>• Would you recommend?</li> <li>• Write a book review</li> <li>• What is your opinion of...? What is it about the book that...</li> <li>• Do you like this style of writing?</li> <li>• Tell me...</li> <li>• Would you read it again?</li> </ul>