



A Reading Routeway



Planning for the Reading Process at Courthouse Green Primary School

Reading process to develop skill

A text-based approach is simple to implement and adaptable across the whole school. Each year group can select their own key texts upon which their [literacy lessons](#) and/or guided reading will be focused (ideally) one key text per half term. The main text chosen can be reinforced with additional texts, which do not necessarily have to be books. A well-developed reading curriculum should see children develop their reading skills using a balance of longer texts from the literary spine, poetry, non-fiction and short extracts e.g. newspaper articles.

The content domains should be assessed across the curriculum but with a priority focus on retrieval, inference and vocabulary with talk embedded across each session (see below).

What is essential?

Mixed ability

Careful choice of text with appropriate challenge

Teacher modelling intonation and book talk

Teacher actively monitoring children's pace of reading

Targeted and open ended questions to develop participation

The teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support

Carefully planned tasks to follow up to assess children's specificity of response

Becoming a reader:

Predict - Before introducing the text, encourage children to be excited about what they are going to read. This stage helps children to develop their ability to predict and develop their questioning skills. The prediction shouldn't just rely on the main book, a wow factor should be thought of that will really hook the children into what they are about to discover. Using open-ended questions, props and other stimuli will help children to develop the ability to create links between books and their experiences. The new 'text' doesn't have to be a book, instead it could be a wordless picture book, song lyrics, poetry, a play script, a music video, an advert or a short animation.

Interrogate - During this stage, children are introduced to the text for the first time. Re-telling, sequencing, acting out, and focusing on specific parts of the text or pictures would form part of their familiarisation with the text. After reading it, time is spent analysing the text in order to develop the children's analytical, inference and deduction skills. During the interrogation stage, children also look at GaPS through the text. Schools should be creative in their approach, yet the learning intention should be the starting point for any teaching within this model.

Capture - Using the text to capture ideas will help children to become more confident in writing. This stage incorporates looking at the book as a writer. There may be a focus on setting, characters or plot using the book as a guide. Children may capture words and phrases that appeal to them and which they may want to use within their work. This stage also lends itself to extending themes and ideas further by looking at drama, images, other books, film or other media that relate to the main text. Towards the end of 'capture' children will move towards their own ideas based on the text for inspiration.

A reading model

Phase	Content domain focus	Reading skills to be developed in this phase	Suggested opportunities to gain evidence
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Predict			
Interrogate			
Capture			

Progression in reading (CLPE):

The Reading Scale describes the progression through the complex process of learning to read. It offers teachers ways of looking at and analysing their observations of children's developing skills, knowledge and understanding of the reading process. Different children will have a varied and broad range of starting points and experience and the route of their individual progress will very much depend on this prior experience. The scale is based on extensive evidence and research about children as readers and will support teachers to understand and plan for **individual progression** in the journey towards reading independence.

Beginning Reader	<p>Need a great deal of support with the reading demands of the classroom.</p> <p>Share and will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud.</p> <p>Join in with simple nursery rhymes, poems, songs and rhyming texts, which should be an integral part of the curriculum at this stage. Enjoy listening to, sharing and joining in with a range of familiar texts. React and respond to illustrations, character and narratives through questions and imaginative play.</p> <p>Knows how to handle books, are aware of directionality and how print works from being read to. Some children may be engaging with other kinds of texts, e.g. print around them, digital and media texts. Know a few core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest.</p> <p>Engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies and voices to create a range of sounds.</p> <p>Relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall. Older readers at this stage might have a limited experience of reading and may not choose to read for pleasure.</p> <p>Builds up a repertoire of known texts to which they want to return again and again.</p> <p>Such readers may not yet have developed strategies to lift the words from the page.</p>
Developing the early reader	<p>Tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones.</p> <p>Show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page.</p> <p>Develops a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.</p> <p>Familiar with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print.</p> <p>Beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and</p>

	<p>phonemes to help them decode simple words and recognition of a core of known words. Read and understand simple sentences. As fluency and understanding develop they will begin to self correct. With support, reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. Begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views. Older readers at this stage may have a narrow range of independent reading as they are still likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills. Unfamiliar material can be challenging. Able to read their own writing confidently. Over reliant on phonics.</p>
Developing early reader	<p>Link reading to their own experiences and are able to read simple texts independently. Show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment. Apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense. Read words containing common suffixes and contractions and understand their purpose. Develop a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words. Continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy. Children bring varied sources of information in order to enable them to make meaning of what they read. Improved fluency enables them to comprehend more of what they are reading. Reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts. They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered. Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. Often re-read favourite books.</p>
Moderately fluent reader	<p>Read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently. Look at larger units of words to help them to decode more effectively and read more fluently. Show evidence of growing enthusiasm for a wider range of reading material that they self select; this may include but is not limited to information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts. Confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.</p>
Fluent reader	<p>Developing stamina as readers, are able to read for longer periods and cope with more demanding texts. Begin to read silently and monitor their reading. Use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words. Increased fluency aids comprehension and allows them to start to self-correct. Readers within this stage are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts.</p>

	<p>Select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material.</p>
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Growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing.

Willing to reflect on reading and often use reading in their own learning.

Receptive to the views of others and engage in discussions about texts and their impact.

Begin to infer beyond the literal from books and stories read independently.

Experienced reader	<p>Experienced readers are avid readers; making choices from a wide range of material. Comfortable with reading both silently and aloud to others. Able to cross check across a range of cues to ensure comprehension. Confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency. Developing strong reading preferences and showing interest in new authors and genres. Recommend books to others based on their own reading preferences, giving reasons for their choices. Ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts. Able to appreciate nuances and subtleties in text. Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.</p>
Independent reader	<p>Self-motivated, confident and experienced, and may be pursuing particular interests through reading. Read thoughtfully and appreciate shades of meaning. Capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information to the reader. Across a range of texts, they can distinguish between statements of fact and opinion. Willing to take on more extended and more challenging texts. Become more fluent and experienced across the wide range of reading Make predictions based on details stated and implied. Become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader. Comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader. Express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.</p>
Mature independent reader	<p>Enthusiastic and reflective, with strong established tastes across a range of genres and reading materials. Enjoy pursuing their own reading interests independently. Recognise that different kinds of texts require different styles of reading. Identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created. Identify themes and conventions demonstrating, through discussion and comment, an understanding of their use in and across a wide range of writing. Evaluate evidence drawn from a variety of information sources. Explain and discuss their understanding of what they have read in a variety of ways including cross-curricular presentations or writing. Developing critical awareness as readers, analysing how the language, form and structure are used by a writer to create meanings and effects, and developing an appreciation of how particular techniques and devices achieve the effects they do. Become more able to question and/or admire aspects of content, form and function. Realise that some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased. Extending their understanding of features such as ambiguity or irony. Compare writers' ideas and perspectives, as well as how these are conveyed.</p>

Planning based on assessment needs

KS1 Content domain reference

1a	Draw on knowledge of vocabulary to understand texts	What does this... word/phrase/sentence... tell you about... character/setting/mood etc? Highlight a key phrase or line. By using this word, what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like ... to describe What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses ...words/phrases...to describe ... How does this make you feel? How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Can you find those words? Which words and /or phrases make you think/feel...?
1b	Identify/explain key aspects of fiction and non fiction texts, such as characters, events, titles and information	Where/when does the story take place? What did s/he/it look like? Who was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What part of the story do you like best? What evidence do you have to justify your opinion? Find, it. Prove it. How do the title/contents page/chapter headings/glossary/index... help me find information in this book? Which part of the text should I use to find...? Why has the author organised the information like this?
1c	Identify and explain the sequence of events in texts	What happens first in the story? Use three sentences to describe the beginning, middle and end of this text? You've got 'x' words; sum up this story. Sort these sentences/paragraphs/chapter headings from the story Make a table/chart to show what happens in different parts of the story Why does the main character do 'x' in the middle of the story? How does the hero save the day in the story?
1d	Make inferences from the text	What makes you think that? Which words give you that impression? How do you feel about...? Can you explain why...? I wonder what the writer intended? I wonder why the writer decided to...? What do these words mean and why do you think the author chose them?
1e	Predict what happen on the basis of what has been read so far	Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea? What do you think will happen to the goodie/baddie/main character? Why do you think this? What will happen next? Why do you think this? Are there any clues in the text? Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? How will that effect what happens next? How is character X like someone you know? Do you think they will react in the same way?

KS2 Content domain reference

2a	Give / explain the meaning of words in context	What does this... word/phrase/sentence... tell you about... character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like ... to describe What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses ...words/phrases...to describe ... How does this make you feel? How has the writer made you and/or character feel ...happy /sad/angry/frustrated/lonely/bitter etc?
2b	retrieve and record information / identify key details from fiction and non-fiction	Where does the story take place? When did the story take place? What did s/he/it look like? Who was s/he/it? Where did s/he/it live? Who are the characters in the book? Where in the book would you find...? What do you think is happening here? What happened in the story? What might this mean? Through whose eyes is the story told? Which part of the story best describes the setting? What words and /or phrases do this? What part of the story do you like best? What evidence do you have to justify your opinion?
2c	Summarise main ideas from more than one paragraph	What's the main point in this paragraph? Can you sum up what happens in these three/four/five... paragraphs? You've got 'x' words; sum up these paragraphs. Sort the information in these paragraphs. Do any of them deal with the same information? Make a table/chart to show the information in these paragraphs. Which is the most important point in these paragraphs? How many times is it mentioned?
2d	Make inferences from the text / explain and justify inferences with evidence from the text	What makes you think that? Which words give you that impression? How do you feel about...? Can you explain why...? I wonder what the writer intended? I wonder why the writer decided to...? What do these words mean and why do you think the author chose them?
2e	predict what might happen from details stated and implied	Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story? Which other author handles time in this way; e.g. flashbacks; dreams? Which stories have openings like this? Do you think this story will develop in the same way? Why did the author choose this setting? Will that influence how the story develops? How is character X like someone you know? Do you think they will react in the same way?
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	Explain why a character did something. Explain a character's different/changing feelings throughout a story. How do you know? What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...? What is similar/different about two characters? Why is 'x' (character/setting/event) important in the story? What is the story (theme) underneath the story? Does this story have a moral or a message? Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information? How does the title/layout encourage you to read on/find information? Where does it tell you that...? Why has the writer written/organised the text in this way? In what ways do the illustrations support the instructions? How could these instructions/information/illustrations be improved? Who do you think this information is for?

2g	Identify / explain how meaning is enhanced through choice of words and phrases	What does the word 'x' tell you about 'y'? Find two or three ways that the writer tells you 'x'. What does this... word/phrase/sentence... tell you about... character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way what effect has the author created? In the story, 'x' is mentioned a lot. Why? The writer uses words like ... to describe What does this tell you about a character or setting? What other words/phrases could the author have used? The writer uses ...words/phrases...to describe ... How does this make you feel? How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc? Has the writer been successful in their purpose or use of language? What do you think the writer meant by... 'x'? Which words do you think are most important? Why? Which words do you like the best? Why? The author makes an action/description 'like' something else. Why? The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?
2h	Make comparisons within the text	Describe different characters' reactions to the same event in a story. How is it similar to ...? How is it different to ...? Is it as good as ...? Which is better and why? Compare and contrast different character/settings/themes in the text. What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?