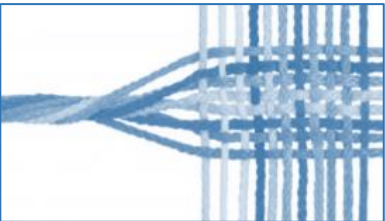
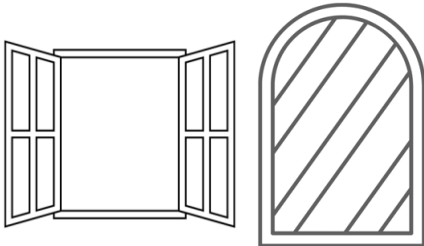


Whole Class Reading Framework



The texts

Choosing a text

Golden Threads	School Values	Windows & Mirrors	Broad & Balanced	Quality & Challenge
				
Opportunities to reinforce understanding of: • Democracy • Diversity • Sustainability	Offer a chance to promote and discuss the Carrington Values: • Kindness • Respect • Readiness • Confidence • Excellence	Every child can read a book where they see themselves and their cultures reflected. Books expose children to new worlds and ways of life.	A variety of genres including fiction, non-fiction, poetry, picture books and songs. A rich diet of fiction inspired by <i>'The 5 Plagues of Reading'</i>	Texts are appropriately challenging & expose children to high-quality writing Texts become increasingly difficult through more complex syntax or deeper themes.

Choosing a text

Broad & Balanced



A variety of genres including fiction, non-fiction, poetry, picture books and songs.

A rich diet of fiction inspired by 'The 5 Plagues of Reading'

Poetry

Fiction

Non-Fiction

Picture Books

Songs

Archaic Language

The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Children need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read more complex texts.

Non-Linear Time Sequences

Stories where time flows back and forth in a complex manner not just flows in one direction.

Narratively Complex

Some books have more than one narrator telling the story or non-human narrators such as the horse who tells the story in Black Beauty.

Complexity of story

Where the plot and symbols used are more complicated for example interwoven plots.

Resistant Texts

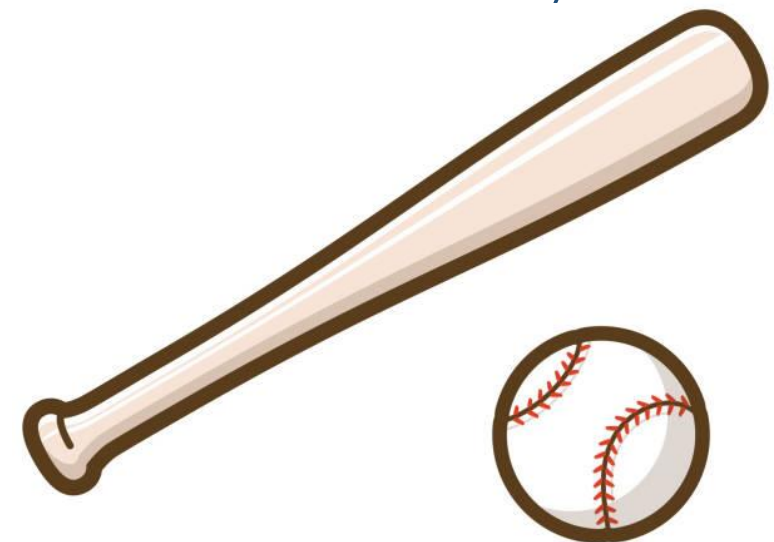
This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

The case for background knowledge

“Prior knowledge creates a scaffolding for information,” explains Recht. “For poor readers, the scaffolding allows them to compensate for their generally inefficient recognition of important ideas.”

If those same kids were taking a state test, the SAT or any other standard test of comprehension, and the passage just happened to be about baseball, they would outperform everyone else.

But if they encountered a passage on a topic they knew little about, they would fare much worse.



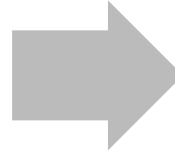
Background knowledge helps us to make sense of what we are reading.

‘The procedure is actually quite simple. First you arrange items into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to a lack of facilities, then that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do two few things at once than too many.’



Linking texts to wider curriculum

Summer 1 Wider Curriculum
topic: Ancient Greece

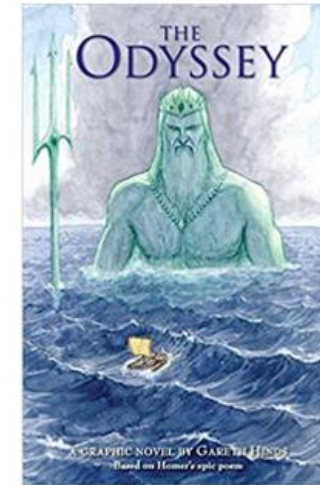


Summer 2 reading/writing Text



- Context
- Sense-making
- Deeper, richer meaning

“Language is surrounded by a cloud of taken-for-granted, unspoken knowledge without which the said cannot be understood” (D. Willingham).



We know that prior, background knowledge of a given context can support children's reading and writing. Knowledge of context and of key vocabulary enables children to write more fluently and with deeper meaning.

When appropriate, connections are made between reading texts and core knowledge being learned in wider curriculum subjects.

Reading spine: 3 levels

Text for Writing

- Text chosen as a stimulus for writing
- Each writing sequence is three weeks

Teaching text for whole-class reading

- This text will often be the same as the writing text so that children are able to explore texts more deeply and transfer high-quality phrases and vocabulary to their writing
- Teachers will use extracts from these texts to teach whole-class reading

Class Novel

- Adults read aloud to the class regularly
- Teachers choose a book that the class can enjoy together as a reading community

The approach

The intricacies of skilled reading

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

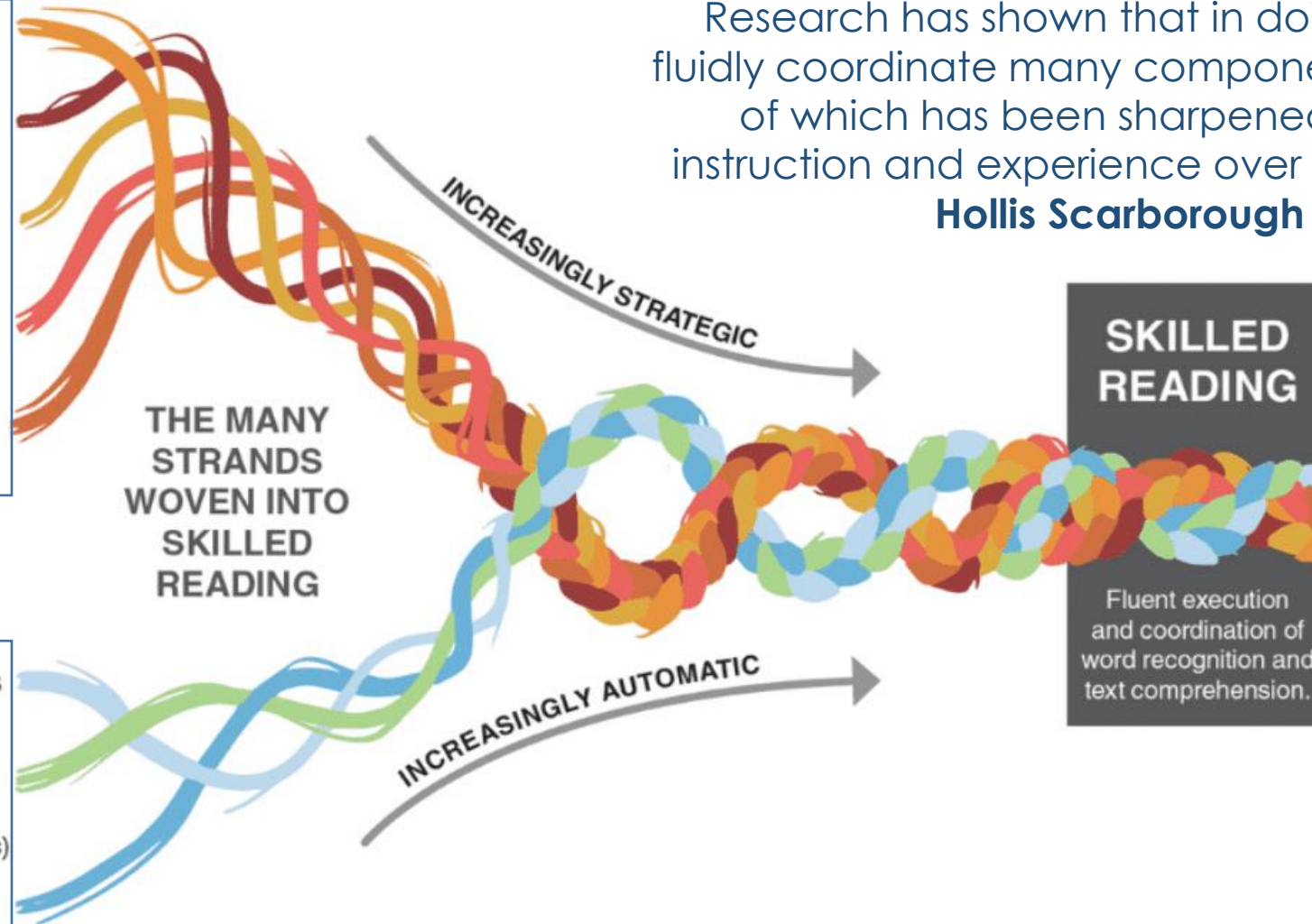
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



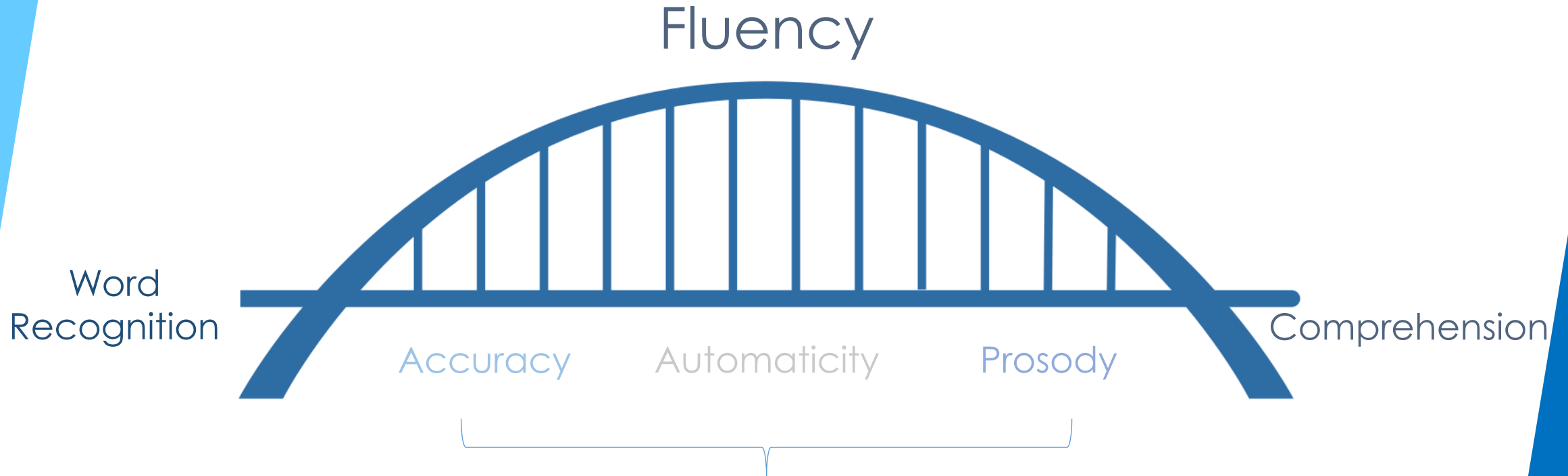
‘Skilled readers are able to derive meaning from printed text accurately and efficiently. Research has shown that in doing so, they fluidly coordinate many component skills, each of which has been sharpened through instruction and experience over many years.’

Hollis Scarborough

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.

Fluency is the bridge between word recognition and comprehension



All elements of reading fluency are taught explicitly throughout each learning sequence

What is reading fluency?

Reading fluency can be defined as reading with accuracy, automaticity and prosody. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.



Accuracy



Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.

Automaticity



The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.

Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.

Prosody

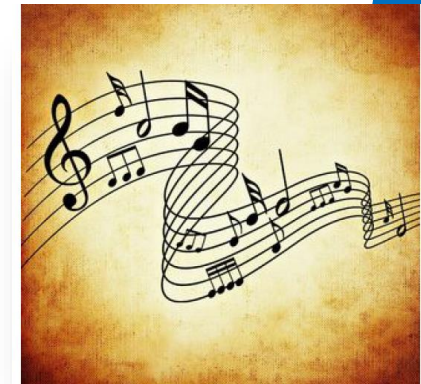


Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.

Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.

Prosody: The music of reading aloud

“...the precise variation in pitch and volume that readers place on some words and sentences, the elongation they place on some syllables within words, and the rhythmic and pausing patterns that determine the general flow of reading as people read aloud.”



The music of reading aloud

Reading expressively matters in the development of reading

Read each word with an emphasis on the correct syllable within that word. E.g., the first syllable of the noun increase

INcrease

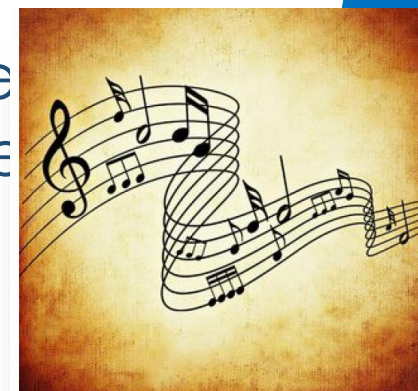


noun

inCREASE



verb



EEF: Improving Literacy at KS2

Our whole-class reading approach takes account of the first three EEF recommendations to improve Literacy at KS2



The power of repeated reading

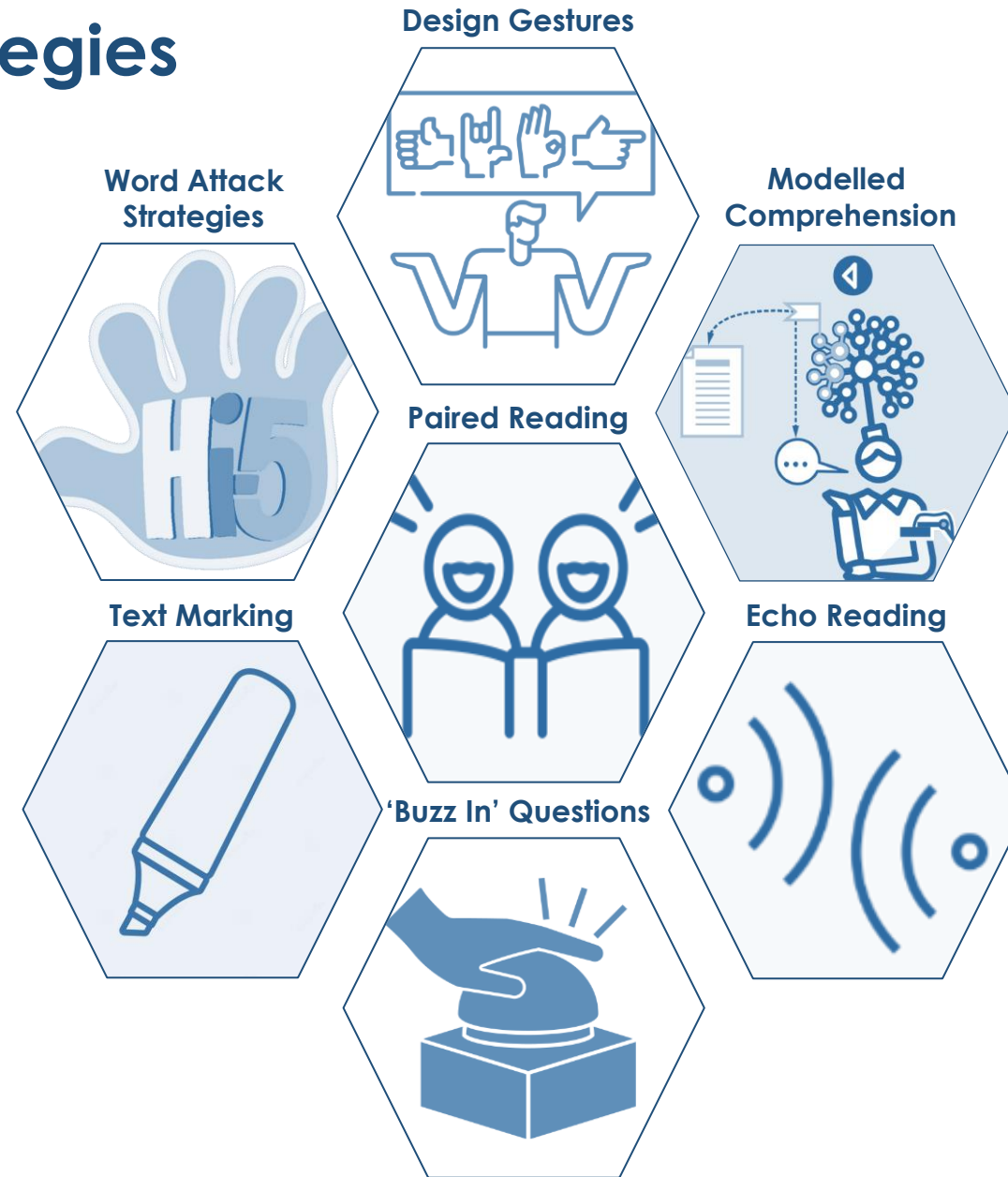
In 1979, Samuels published his seminal work concerning repeated readings. He discovered that when pupils read the same passage multiple times, their rate and accuracy levels increased.

Interestingly, as pupils performed this exercise over time, using multiple texts, their initial scores using cold (unread) passages also improved.

*Samuels, S (1979) The Method of repeated reading.
The Reading Teacher Journal.*

Opportunities across the curriculum!

Teaching strategies



Teaching strategies

Design Gestures



- Using gestures provides an additional memory trace for children to support the recall and understanding of challenging tier 2 vocabulary
- Gestures should be designed in discussion as a class and regularly retrieved

Word Attack Strategies



- A 'Hi-5' of word attack strategies that support children in understanding unfamiliar words.
- These should be explicitly modelled and referred to so that children become increasingly independent

Echo Reading



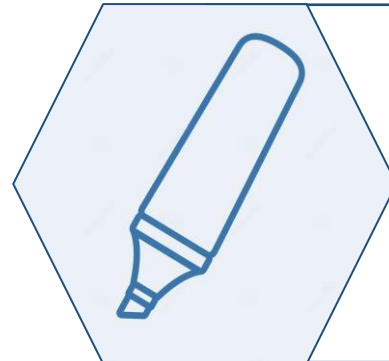
- The adult models expert prosody and then invites the children to repeat the passage back.
- Long sentences can be 'chunked and swooped back together.
- The adult pays attention to the quality of the echo and decides when to re-model

Paired and Choral Reading



- Children read aloud to each other in pairs and give each other concise, positive feedback
- Groups or the whole class read chorally (in unison) setting an appropriate pace and highlighting prosody

Text Marking



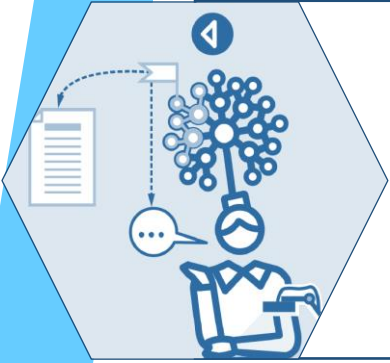
- Making visible those normally invisible phrase boundaries
- Children add marks to the text where pauses are needed
- This should be modelled and discussed

'Buzz In' Questions



- For questions that elicit multiple possible answers
- Children buzz in while the adult reads aloud when they hear a part of the text that provides a possible answer
- Children expected to give developed explanations for their answers

Teaching strategies



Modelled Comprehension

- Metacognitive talk
- Making implicit thought processes explicit by narrating aloud
- Explicit modelling of visualisation
- Explicit modelling of answering comprehension strategies

The sequence

Learning sequence

Planning and preparation

- Identify an extract and read aloud, annotating with prosodic instruction
- Identify vocabulary children may be unfamiliar with
- Design comprehension questions

1 Building Vocabulary

- Introduction to a new text
- Learn challenging tier 2 vocabulary through design gestures
- Model and develop 'Word Attack' strategies to decode unfamiliar vocabulary
- Paired reading

2 Developing Oral Fluency

- Establish the 'gist' of the text
- Rehearse oral reading of key passages of the text through echo and choral reading, developing accuracy, automaticity and prosody
- Text Marking
- Fluency assessments

'Lucky Listeners'

3 Discussing the Text

- Rehearse oral reading of key passages of the text through choral and echo reading
- Develop understanding of the text through scaffolded discussion and introduction of comprehension questions
- Retrieval questions
- 'Buzz in' verbal comprehension

4 Modelled Comprehension

- Explicit instruction of reading comprehension skills, including explicit modelling of visualisation
- I, We, You model
- Apply learned skills to a comprehension task
- Comprehension questions focused on vocabulary, retrieval and inference

Choosing an extract

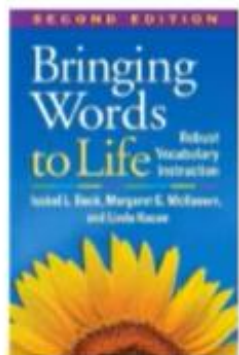
Tier 1 – baby, dog, car, school

Tier 2 – wistfully, scuffled, vile

Tier 3 – mummification, photosynthesis



- A dollop of tier 2
- A sprinkle of tier 3



Bringing Words to Life: Robust Vocabulary Instruction. Isabel L. Beck, Margaret G. McKeown, Linda Kucan, 2013

Planning for fluency



Room for One More

HOW DIFFICULT it was to sleep in that strange bed! She wrestled with the duvet and thumped the pillow, she turned her back on the flimsy curtains, she wished she had never come up to London.

At midnight, she heard the grandfather clock whirr and strike, and then she heard the gravel in the driveway crunch. At once, she jumped out of bed and crossed the room and just peeped between the curtains.

What she could see was a gleaming black hearse. But there was no coffin in it, and no flowers. No, the hearse was packed out with living people: a crush of talking, laughing, living people.

Then the driver of the hearse looked straight up at her, as she peeped between the curtains.

'There's room for one more.' That's what he said. She could hear his voice quite clearly. Then she tugged the curtains so they crossed over, and ran back across the room, and jumped into bed, and pulled the duvet up over her head. And when she woke up next morning, she really wasn't sure whether it was all a dream or not.

That day, she went shopping. In the big store, she did Levi's jeanswear on the fifth floor; she did Adidas

Sportswear and that was on the sixth floor, and then she did cosmetics and that was on the seventh floor. Carrying two bags in each hand, she walked over to the lift. But when the bell pinged and the doors opened, she saw the lift was already jammed full with people.

The lift attendant looked straight at her as she stood there with her bags. 'There's room for one more,' he said. And his face was the face of the driver of the hearse.

'No,' she said quickly. 'No, I'll walk down.'

Then the lift door closed with a clang. At once there was a kind of grating screech, and a terrible rattling, then, a huge, double thud.

The lift in the big store dropped from top to bottom of the shaft, and every single person in it was killed.



Key Vocabulary

-
-
-
-
-
-
-

Report voice. At once... it was all a dream or not.

Session 1 – Building vocabulary

Aims

- To learn new, unfamiliar vocabulary
- To empower children with strategies to understand unfamiliar words
- To Introduce a new text

Suggested Structure *(variations can and should be made to suit individual classes)*

Learning Links

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none">• Explicitly activate children's prior knowledge if the text links to a wider curriculum topic• Use images and media to support recall | <ul style="list-style-type: none">• Teacher introduces each tier 2 word using:<ul style="list-style-type: none">- synonyms- antonyms- images- definition• Teacher puts the word into a sentence to reinforce meaning | <ul style="list-style-type: none">• Echo Reading: All children repeat each word after the teacher in call and response style• Create a design gesture to support understanding and recall• In pairs: Children use the words in a sentence and say it to a partner | <ul style="list-style-type: none">• The adult reads the text aloud to the children for the first time• <i>Children follow with their finger</i>• Children underline words they do not know. Adult models word attack strategies (Hi-5) to empower pupils to decode• Children practice reading sections of the text in pairs |
|---|--|---|--|

Session 1: Developing vocabulary

Dubious (adjective)

Definition: Being hesitant or doubting something

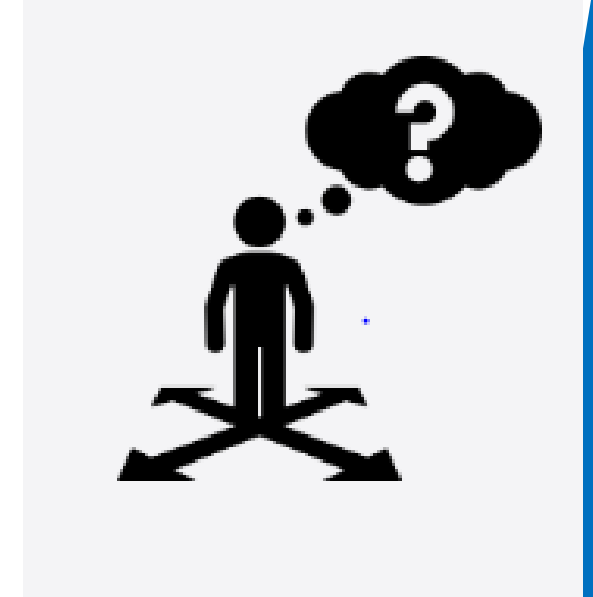
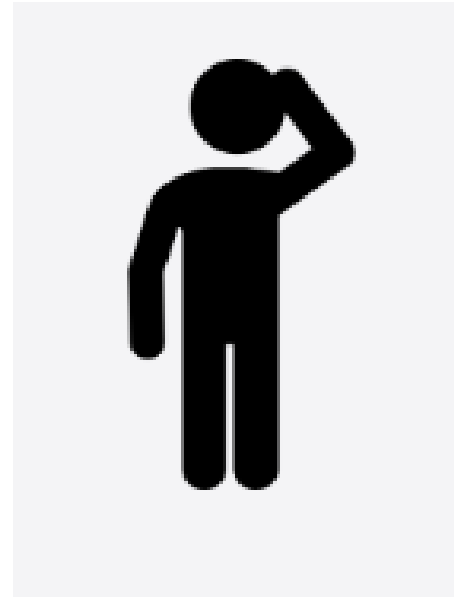
Synonyms:

Uncertain

Unsure

Hesitant

Undecided



Session 1: Developing vocabulary

Sullen (adjective)

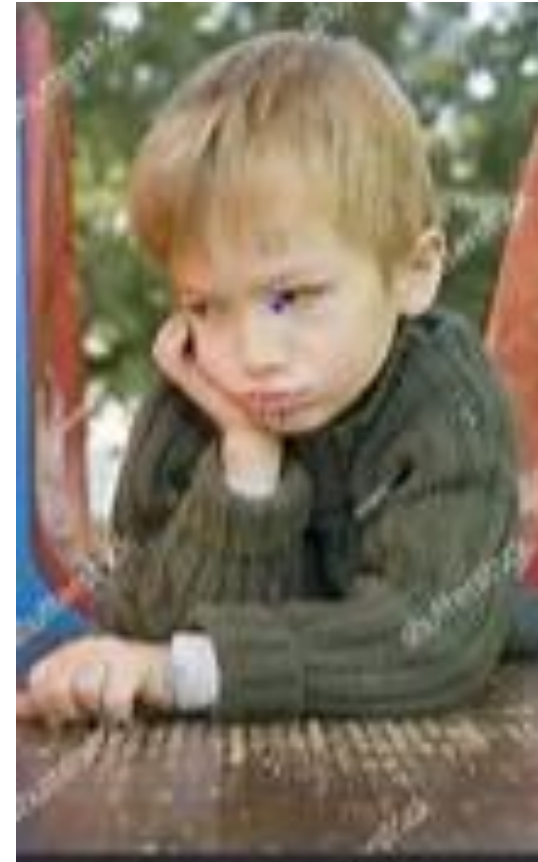
Definition: Bad tempered or sulky

Synonyms:

Glum

Moody

Sulky



'Word Attack' Strategies for unfamiliar vocabulary

Morphology Look for prefixes, suffixes and other small units of meaning in a word • Un-kind • Limb-er	Connections Make connections to a word you know Eg ' <i>billowing</i> reminds me of <i>pillow</i> , or <i>blow</i> ' / ' <i>Taught</i> sounds like <i>tight</i> '	Re-read Re-read with prosody and deduce from the context	Keep reading Read the following sentence to see if it offers any clues
Grammar and Syntax Eg 'That must be a <i>verb</i> ' 'That word is describing a <i>noun</i> '	Root Words play in playful scrut in inscrutable	Visualise Deduce from what you can 'see' of the setting, character or events based on other descriptions	Etymology Make connections using knowledge of the meaning of words' roots Eg <i>bene</i> means <i>well</i>

Read on!

Read the sentences
around it to help.

Connect!

Does the word sound like
another word you know?

What does it remind you of?

Break it down!

What smaller words can you
see?

Is there a pre-fix or Suffix?

Read again!

Try reading the sentence
again with expression.

Word Types!

What type of word is it?
Is it a noun? Verb? Adjective?



Session 2 – Developing oral fluency

Aim

- To develop fluency when reading aloud
- To read with greater fluency, confidence and understanding

Suggested Structure *(variations can and should be made to suit individual classes)*

Retrieval • Recall the key vocabulary & definitions from the previous session using design gestures • Choral reading of a part practiced in previous session Learning Links • Discuss which of these words may be appropriate to use in the children's current writing sequence	• Adult reads the extract aloud and as a group, establish the 'gist' of the text • Adult showcases excellence in accuracy, automaticity and prosody when reading • <i>Children follow with their finger</i> • Adult identifies key phrases and sections of the text, modelling prosody – children echo read the same passage • For longer sentences, the adult models '<i>chunking and scooping back together</i>' • <i>The adult pays attention to the quality of the echo and decides when to re-model</i>	• Text marking – adult models the process of text marking. Children text mark independently. • Choral reading of sections as a class • 'Choral Read Off!' Divide the class into two halves to choral read a passage	• Children read silently as the adult 'taps in and out', assessing and supporting reading fluency using the reading rubric • Paired reading: Children read aloud to each other and peer assess using child-friendly reading rubric - children may read alternating sentences through a text - echo-read; repeat a partner's sentence • Children 'perform' rehearsed section of the text to a group or to the class
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Establishing the 'gist'

A summary of text main ideas: *When? What? Where? Who? Why? How?*

- *What* genre is the text? *How* do you know?
How is it organised?
- *What* is it about?
- *Who* has written it? *Why* has it been written?
- *Who* is the main character?
- *What* are the themes and are they linked with other texts you know?
e.g. resilience, the strength of family bonds, sidelining of those who are different etc.



Assessing Fluency – the fluency rubric

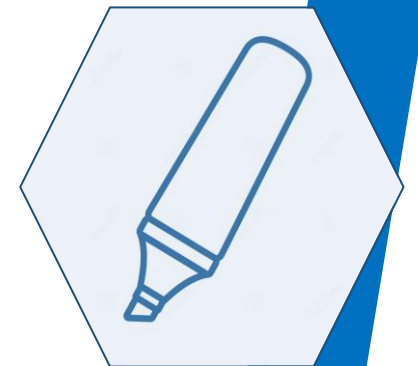
	1	2	3	4
Expression & Volume 	- Reads in a quiet voice and some words are not clearly heard. - The reading does not sound natural like talking to a friend.	- Reads in a quiet voice. The reading sometimes sounds natural. - They do not always sound like they are talking to a friend.	- Reads with volume and expression most of the time. - Sometimes they do not sound like they are talking to a friend.	- Reads with different volume and expression. - They sound like they are talking to a friend. - Their voice matches the text.
Phrasing 	Reads one word at a time without changing their voice.	- Reads in two or three word phrases. - Does not use punctuation or change voice for certain words or sounds.	- Sometimes missed full stops or takes a pause in the middle of a sentence. - The voice changes sometimes to emphasise certain words.	Reads using punctuation to pause in the right places and emphasises words at the right times.
Smoothness 	- Pauses while reading, sounds out words, and repeats words or phrases. - They try to read the same part a number of times.	- Reads with long pauses. - They sometimes re-read a word, phrase or sentence. - They sometimes sound out a word.	- Reads with one or two breaks in rhythm. - They find it tricky with a just few words and/or sentences.	Reads smoothly with some breaks, but self-corrects with tricky words and/ or sentences.
Pace 	Reads slowly.	Reads quite slowly.	Reads mainly at an appropriate speed throughout reading.	Reads at a good conversational pace throughout the reading, which matches the type of text

Scores of 10 or more indicate that the student is making good progress in fluency.

Assessing Fluency – the fluency rubric (simplified)

	1	2	3
Volume 	• Very quiet voice.	• Voice is quiet sometimes but still a bit unclear.	Volume changes at the right times. Voice is clear.
Phrasing 	• Misses Punctuation	• Pauses at a full stop.	• Voice matches . ! or ?
Smoothness 	• Many pauses and sounds out more than one word.	• Some pauses and sometimes sounds out a word.	• Reads smoothly with no or very few pauses.
Pace 	• Reads very slowly.	• Reads quite slowly.	• Reads at a good speed.

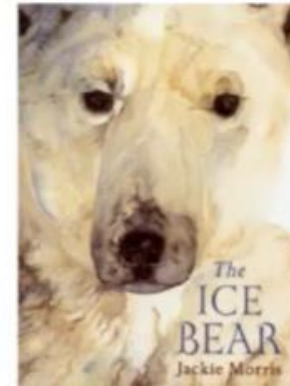
One of the problems with phrasing in reading is that the phrase boundaries are often invisible to readers. Punctuation does offer some guidance for intersentential (between sentences) text breaks and for some intrasentential (within sentence) phrase boundaries. However, many phrase boundaries are not explicitly marked, and **readers must infer the appropriate places to phrase text within sentences. For struggling readers, this additional task of inferring meaningful phrase boundaries may simply add to an already complex and laborious process.**



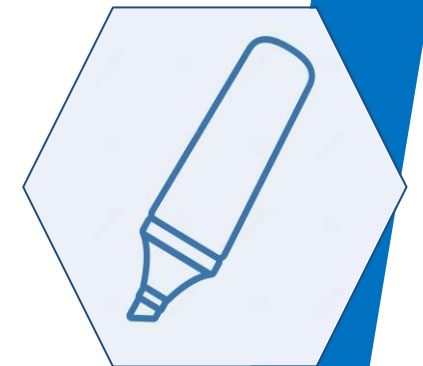
Text Marking

One approach to help children involves **making visible those normally invisible phrase boundaries**.

In the beginning of time people and animals
lived together on the earth and there was no
difference between them. Bear, human, raven,
fox, even snow and ice, all had spirit, all had soul.
The air was pure and clear as crystal.

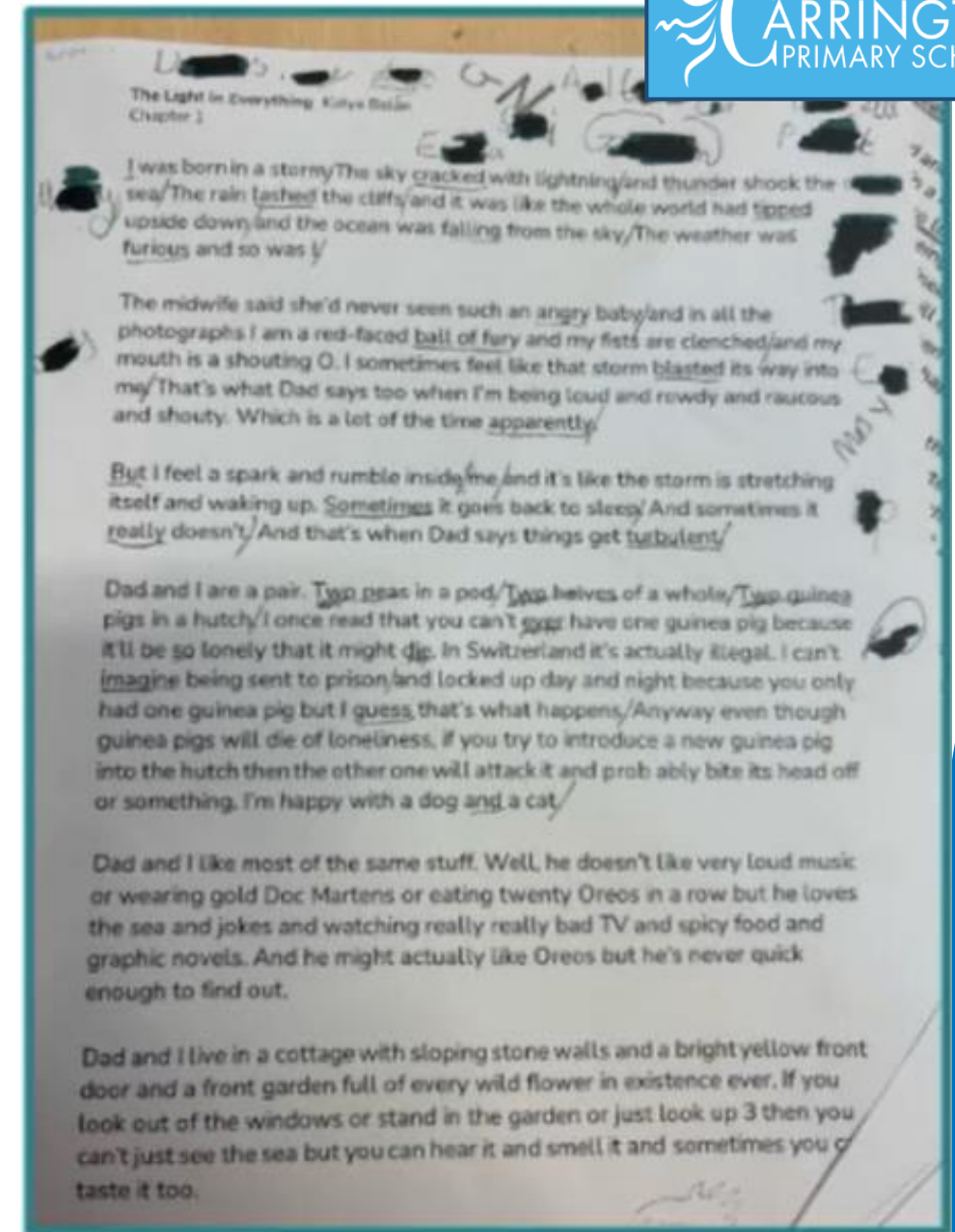


In the beginning of time/people and animals/
lived together on the earth/and there was no
difference between them./ Bear,/ human,/ raven,/ /
fox,/ even snow and ice,/ all had spirit,/ all had soul.
The air was pure/and clear as crystal./



‘Lucky Listeners’

- Repeated reading opportunities between sessions 2 & 3 or 3 & 4
- Sense of performance
- Incentives are fine – Whatever works!



Session 3 – Discussing the text

Aim

- To teach reading comprehension strategies through modelling and supported practice

Suggested Structure *(variations can and should be made to suit individual classes)*

Retrieval

- | | | | |
|---|---|---|--|
| <ul style="list-style-type: none">• Recall the key vocabulary & definitions from the previous session using design gestures• Recap on the 'gist' of the text | <ul style="list-style-type: none">• The adult re-reads small sections of the text modelling excellence in accuracy and prosody and drawing attention to text marking• Children echo-read• Children re-read small sections of the text in unison | <ul style="list-style-type: none">• The adult asks a series of 6 retrieval questions: What, where, when, why, what and how• The children have their 'scanning fingers' ready and locate the information in the text• The adult and children discuss and share other points of view about the text (as a group and in pairs) | <ul style="list-style-type: none">• 'Buzz In' question asked by the adult. The adult models a possible response.• The adult continues to read and the children buzz out loud when they come across another possible answer to the 'Buzz In' question• In pairs, children read through the remainder of the text, preparing further answers to the 'Buzz In' question• <i>Children have A3 copies of the text on tables to discuss</i> |
|---|---|---|--|

‘Buzz-in!’ Questions

- The ‘three-marker’
- A question that elicits multiple possible answers
- *‘Find phrases that suggest...’*
- *‘What impression do you get of...’*



‘Buzz-in!’ Questions

“What impression do you get of Ebenezer Scrooge at this point in the story?”

- The adult reads extract aloud and models the first buzz answer with a well developed explanation
- Children call out a ‘BUZZ!’ when they hear evidence that gives them an impression of the character or setting
- Children continue to read the extract in pairs, identifying further possible answers to the question



Prove it...

Tell me more
about
that...

Find me the
words that prove
your point...

How do you
know?

There was a hand in the darkness, and it held a knife. The knife had a handle of polished black bone, and a blade finer and sharper than any razor. If it sliced you, you might not even know you had been cut, not immediately.

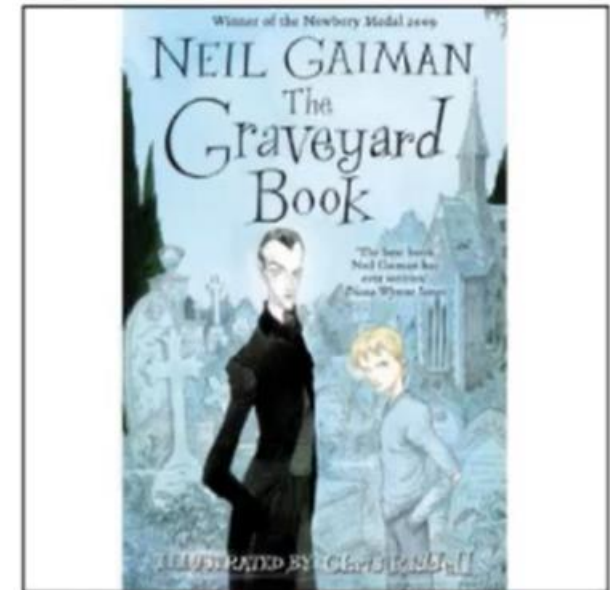
The knife had done almost everything it was brought to that house to do, and both the blade and the handle were wet.

The street door was still open, just a little, where the knife and the man who held it had slipped in, and wisps of night-time mist slithered and twined into the house through the open door.

The man Jack paused on the landing. With his left hand he pulled a large white handkerchief from the pocket of his black coat, and with it he wiped off the knife and his gloved right hand which had been holding it; then he put the handkerchief away. The hunt was almost over. He had left the woman in her bed, the man on the bedroom floor, the older child in her brightly coloured bedroom, surrounded by toys and half-finished models. That only left the little one, a baby barely a toddler, to take care of. One



Which words and phrases tell us that Jack is up to no good?



Session 4 – Modelled Comprehension

Aim

- To explicitly model comprehension strategies
- To enable children to answer questions focussed on vocabulary, retrieval and inference
- To develop children's ability to visualise

Suggested Structure

Retrieval	I (My Turn)	We (Our Turn)	You (Your Turn)
• Recap discussion on the 'gist' of the text • Recall design gestures for key tier 2 vocabulary • 'Scanning finger' retrieval questions	• The adult reads aloud a passage of text and models the visualisation process • Display a comprehension question and model, using lots of metacognitive talk <i>Highlight key words in the question</i> <i>Scan for similar words in the text</i> <i>Read around the word to answer the question</i> <i>Offer an explanation for the answer</i>	• The adult displays a series of questions and invites the children to take more responsibility in answering • EG. Example 1: Adult completes with children's suggestions, targeting questions and cold-calling Example 2: Adult reads aloud the question and recaps on steps. Children complete in pairs. Example 3: Children complete on whiteboards and the adult does a whiteboard check before independent work in books (extra guided practice for those children who have misconceptions)	• Children independently answer a series of comprehension questions focussed on vocabulary, retrieval and inference • Children answer these in books • Adults should adapt questions where necessary to meet the needs of all pupils (e.g. matching retrieval activities) • Adult 'works the room', giving instant feedback or is working with a targeted group

KS2 Reading SAT Analysis

Content Domain	2023	2022	2019	2018	2017	2016
Vocabulary (2a)	18%	10%	12%	20%	20%	20%
Retrieval (2b)	32%	38%	42%	26%	28%	30%
Summarise (2c)	2%	4%	2%	6%	4%	2%
Inference (2d)	46%	44%	36%	44%	44%	36%
Predict (2e)	0%	0%	0%	0%	0%	6%
Narrative content (2f)	2%	2%	0%	0%	2%	2%
Enhancing meaning (2g)	0%	0%	6%	0%	2%	4%
Making comparisons (2f)	0%	0%	2%	4%	0%	0%

Children need extensive opportunities to practice skills in:

- Vocabulary
- Retrieval
- Inference

Question Stems

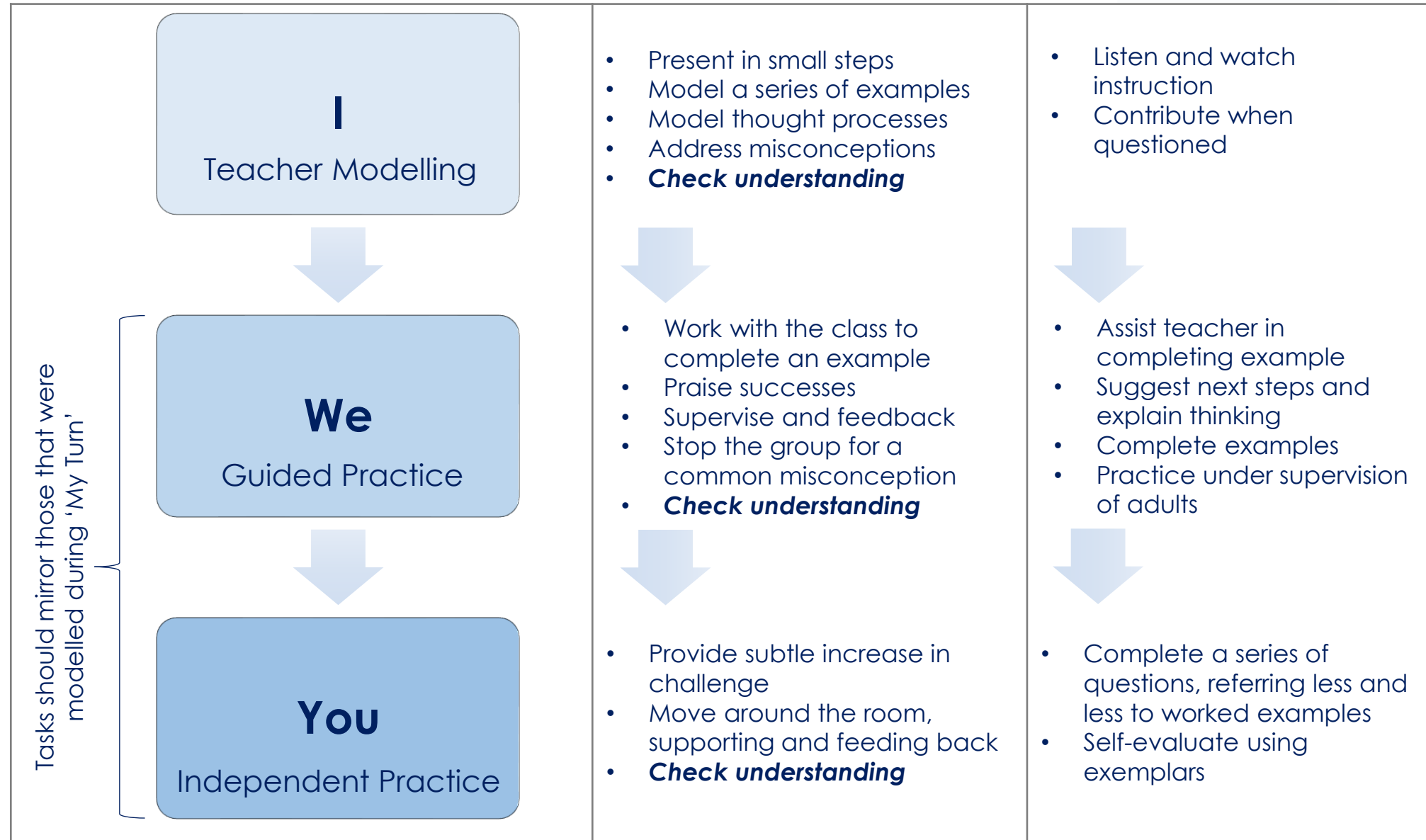
Complexity →

Complexity ↓

	Is...	Did...	Can...	Would...	Will...	Might...
Who						
What						
Where						
When						
Why						
How						

Simple	Complex
Where did the Cratchit family eat Christmas dinner?	How might Scrooge's feelings towards the Christmas change at the end of the story?

Modelled Comprehension



Visualisation: A key skill

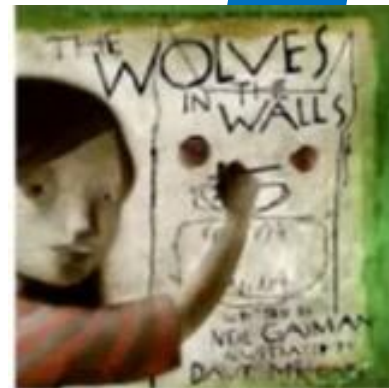
Inside the house, everything was quiet. Her mother was putting homemade jam into pots. Her father was out at his job, playing the tuba. Her brother was in the living room playing video games.

Lucy heard noises. The noises were coming from inside the walls.

They were hustling noises and bustling noises. They were crinkling noises and crackling noises. They were sneaking, creeping, crumpling noises.

Lucy knew what kinds of things make noises like that in the walls of big old houses and she went and told her mother.

The Wolves in the Walls by Neil Gaiman



My Turn

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tight around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother's arms.

2

Look at the first paragraph, beginning: *A Siamese cat...*

Gaby pulled the cardigan tighter around her.

Why does Gaby do this?

Tick one.

She is thinking of wrapping the cat in her cardigan.

☐

She is worried about damaging the cardigan.

☐

She is feeling cold.

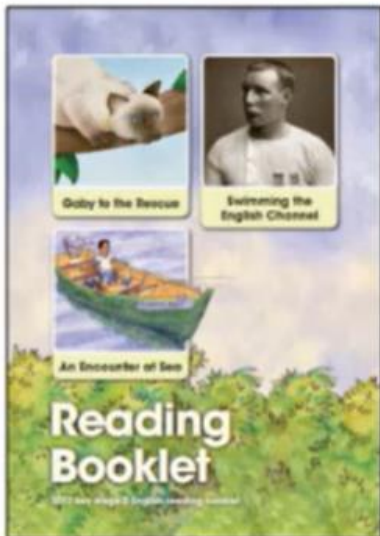
☐

She is worried the cardigan will be difficult to climb in.

☐

Over-reliance on life experience

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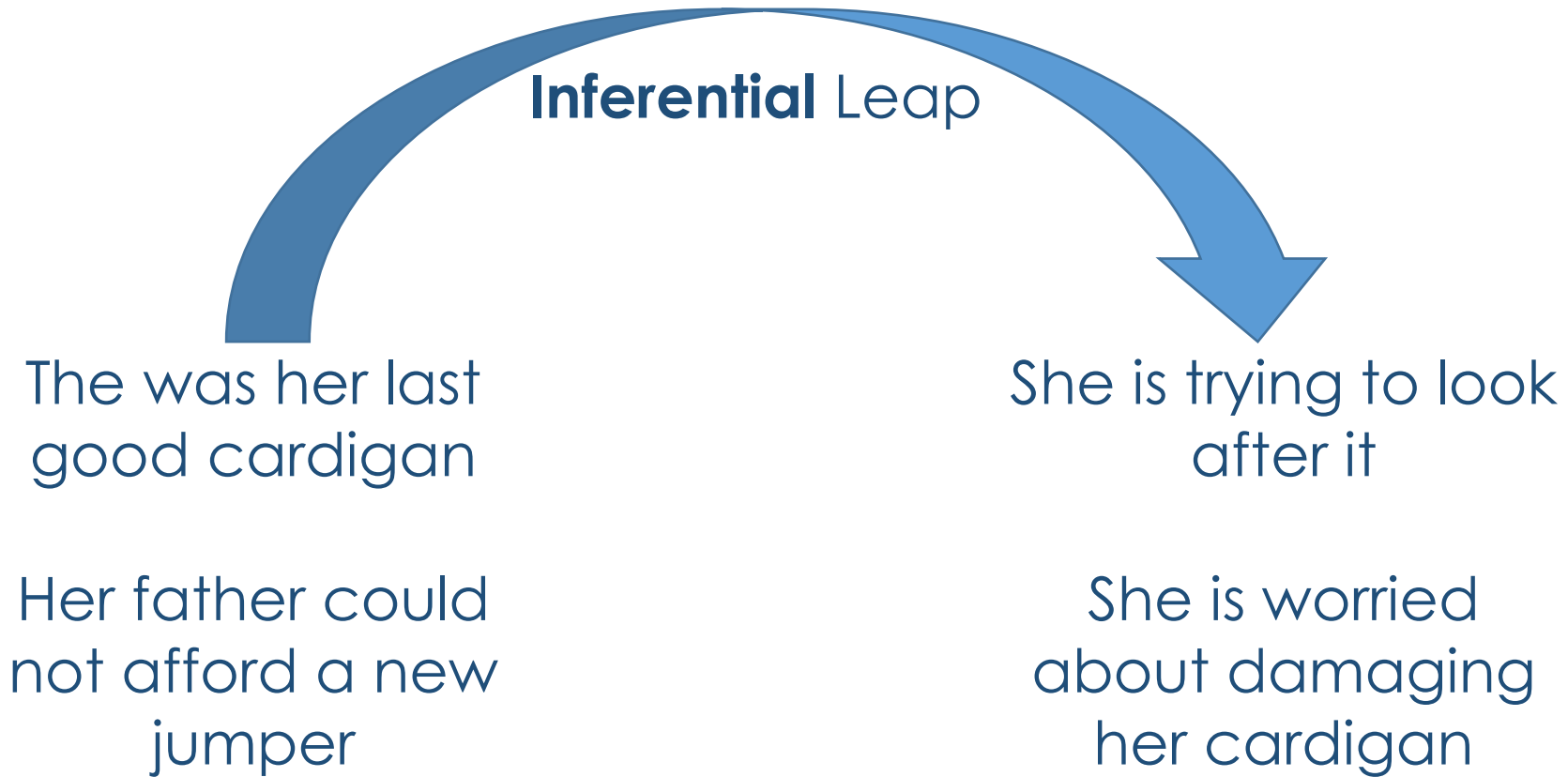
She is worried the cardigan will be difficult to climb in. ☐

- Prove it
- Find the evidence in the text
- Where does it say that in the text?
- Find me the words that prove your point

99.8% attempted

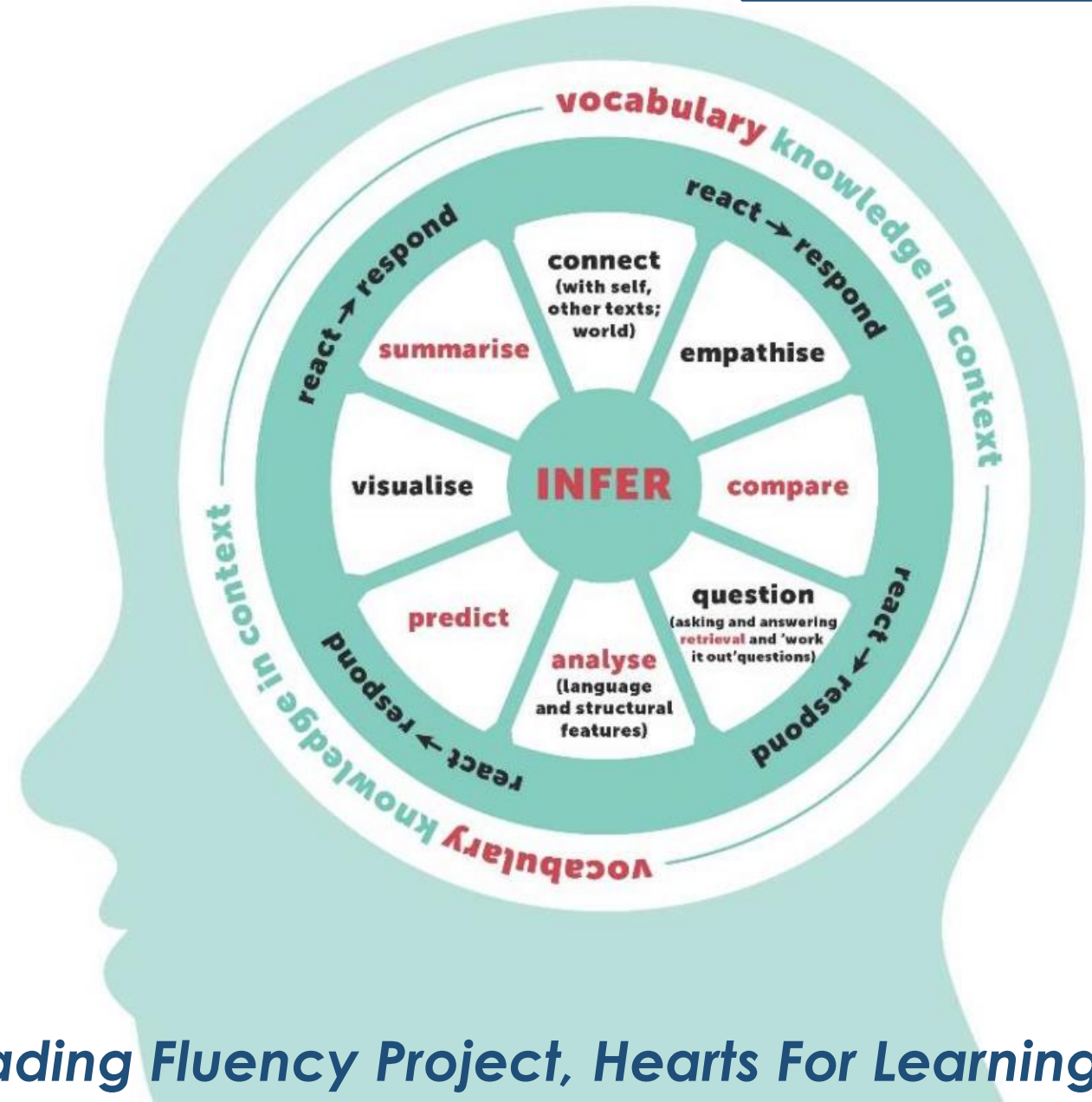
72.3% answered correctly

Over-reliance on life experience



Inference as an outcome

- Vocabulary & knowledge is like a moat to cross to access the other skills
- We cannot show empathy or make comparisons without it
- Visualisation is essential



From the Reading Fluency Project, Hearts For Learning