





Year 5 and 6 Reading Comprehension

Lesson Sequence

Purpose:

- Build upon the reading fluency work to better understand the text through study, discussion and inference
- To develop a full range of comprehension strategies as detailed by the EEF guidance report
- To apply Rosenshine's principle of instruction to the daily teaching of reading

	Ready, Steady, Read  5 minutes	Flashback  5 minutes	Re-activate  5 minutes	New Learning  20 minutes
Day 1	<p>Common exception words – Main text Pupils to read through, to their partner, as many of the list of common exception words as they can in 2 minutes.</p> <p>Partner marks off as they listen, ensuring that the pronunciation is correct.</p> <p>Pupils then choose three words each (differing from the previous time) and use them in a sentence. Partners to check if the word is used in the correct context.</p>	<p>Vocabulary – Main text Pupils to either define words that have come up in previous vocabulary sessions in previous weeks or to connect words to the correct definition (depending on class/cohort).</p>	<p>Reading recommendation – Main text Pupils to discuss with one another what books they are reading in their free reading time.</p> <p>Pupils to then feed back to the class about what their partner is reading, what they like about the book and whether or not they would recommend it.</p> <p>This should include making links across books.</p> <p>To begin with pupils may need to follow a script for the questions and note down the responses but try to build towards this being discursive.</p>	<p>Prediction – Main text Year 5s – in advance of the lesson, prepare the main text into chunks (see chunking guidelines in attachments).</p> <p>For Year 5s (and year 6s cohorts that require it) pupils should compete the full stop race through the main text to begin with. Read fully through the entire text that is the focus of the sequence and have the pupils identify the main events of the story.</p> <p>Where needed, draw attention to specific open-ended plot lines and discuss this as an authorial technique.</p> <p>Pupils to use this discussion to predict what will happen next in the text.</p>

<p>Day 2</p>	<p>As day 1</p>	<p>Figurative Language – Main text</p> <p>Using an extract of the text that uses plenty of figurative language, get the pupils to identify usage of similes, metaphors, personification, alliteration and/or hyperbole.</p> <p>Focussing on one at a time works best.</p>	<p>Word Detective – Main text</p> <p>Look at 5 unknown words from the main text.</p> <p>Do activity as a pair using their combined and shared knowledge.</p> <p>Pupils scan text and highlight words. Annotate text with definitions.</p> <p>It is important to note that this activity leads into a whole class discussion. The purpose of the lesson is not to fill in the sheet, but rather to develop the strategies needed to understand vocabulary not yet met.</p>	<p>Questioning – vocabulary – Main text</p> <p>Using a mixture of vocabulary that has been identified through the word detective activity and also words that may be challenging that haven't been specified, pupils to answer questions that allow them to demonstrate their understanding.</p> <p>These questions should also include questions of phraseology, expressions, and proverbs.</p> <p>Example questions in the style of KS2 SATs please see attachment.</p>
<p>Day 3</p>	<p>Accelerate Phrases – Main text</p> <p>Pupils to read through as many of the accelerate phrases or a list of key phrases taken from the main text in the space of 1 minute as they can.</p> <p>Their partner should be ticking these off as they read but circling any words misread or misread.</p> <p>Pupils to then switch roles.</p>	<p>Core grammar work – Main text</p> <p>Show 9 words on the board and get the pupils to group them into 3 groups of 3 based on their word type.</p> <p>The word types chosen should be ones covered in recent grammar teaching.</p>	<p>Core grammar work – Main text</p> <p>Pupils to read through the main text and identify where and how the author has used specific grammatical techniques – these techniques should be specified by the teacher and based on prior learning</p> <p>The specific content of this will vary depending on the current focus in the writing.</p> <p>Content may be; fronted adverbials (LKS2), prepositional phrases (LKS2), subordination (KS2), parenthesis (KS2), semi colons to connect main clauses (UKS2), figurative language techniques (KS2) etc.</p>	<p>Questioning – Retrieval – Main text</p> <p>These should be 'find and copy' style retrieval questions designed to ensure focussed reading of the main text</p> <p>Teach pupils to identify what the key words are that they are looking for and then how they should skim and scan to find them. Model how to answer the question.</p> <p>Pupils to independently answer questions on the text that they have read so far.</p> <p>Example questions in the style of KS2 SATs please see attachment.</p>

Day 4	<p>As day 3</p>	<p>Vocabulary – Main text</p> <p>Using words from the main text, pupils to define the words or to connect words to the correct definition (depending on class/cohort).</p>	<p>Subordinating conjunctions of Time – Main text</p> <p>when, while, as, before, after, since, until</p> <p>Recall the subordinating conjunctions, using the stem sentences below.</p> <p>Read out set example sentences- one for each conjunction</p> <p>Verbally create 2 clause sentences using examples from text that start with the Fronted adverbial; repeating stem sentence of purpose.</p> <p>Discuss use of the comma and model reading</p>	<p>Questioning – Chronology, true and false, fact or opinion – Main text</p> <p>Work through examples of each style of question as 'my turn' and 'our turn' ensuring that pupils understand how to answer these styles of question from the main text</p> <p>Pupils to independently answer questions on the text that they have read so far.</p> <p>Example questions in the style of KS2 SATs please see attachment.</p>
Day 5	<p>Year 5 and 6 spelling words</p> <p>Focus: Reading the words aloud and listing synonyms of the word, originally through use of thesaurus' but building towards doing so from memory.</p> <p>See list below.</p>	<p>Core grammar work – Main text</p> <p>Show 9 words on the board and get the pupils to group them into 3 groups of 3 based on their word type.</p> <p>The word types chosen should be ones covered in recent grammar teaching.</p>	<p>Main text</p> <p>Subordinating conjunctions of reason</p> <p>If, because, although, despite, unless</p> <p>Recall subordinating conjunctions using stem sentence below</p> <p>Read out set examples sentences- one for each conjunction</p> <p>Verbally create 2 clause sentences using examples from the text that start with the Fronted adverbial; discuss the meaning/ purpose of the conjunctions. Discuss use of the comma and model reading</p>	<p>Clarifying – Main text</p> <p>Purely discursive lesson. Pupils should be encouraged to discuss the main text that they have read and share with each other what they have liked about it, as well as what they would change.</p> <p>This session should be led by the teacher and include questioning out loud in the range of styles already used in the sequence with the pupils expected to recall information about the text from memory wherever possible.</p>
Day 6		<p>Figurative Language – Second Text (poem)</p> <p>Using an extract of the poem that uses specific planned</p>	<p>Pause for Poetry – Second Text (poem)</p> <p>Pupils to read and discuss (in short bursts) a piece of prose. This may be chunked in advance in order to support more immediate fluent reading</p>	<p>Summarising - Main text</p> <p>Pupils to highlight the subject and verb of each sentence in the main text. They must then identify which of these are the most integral to the overall text.</p>

		<p>examples of figurative language, get the pupils to identify usage of similes, metaphors, personification, alliteration and/or hyperbole.</p> <p>Focussing on one at a time works best.</p>	<p>Focus should be on whole class discussion and the way in which the poet uses language.</p> <p>Pre-prepared questions must be used by the teacher and the discussion should be allowed to evolve naturally.</p> <p>Echo reading of the poem out loud as a group and then independently. Pupils should work on standardising a rhythm for the poem, maybe using music to help.</p>	<p>Using this they will then write a summary of the text.</p> <p>This can be done with a maximum word count, as a tweet or simply in the most concise way the pupil is capable of.</p>
Day 7	<p>Partner reading – Second Text (poem)</p> <p>Pupils to read a section of the Second Text (poem) to their partner and feedback on the fluency of the read. Miscue sheets to be used for the feedback.</p>	<p>Vocabulary – Second Text (poem)</p> <p>Using words from the current poem, pupils to define the words or to connect words to the correct definition (depending on class/cohort).</p>	<p>Core grammar work – Second Text (poem)</p> <p>Pupils to read through the second Text (poem) and identify where and how the author has used specific grammatical techniques – these techniques should be specified by the teacher and based on prior learning</p> <p>The specific content of this will vary depending on the current focus in the writing.</p> <p>Content may be; fronted adverbials (LKS2), prepositional phrases (LKS2), subordination (KS2), parenthesis (KS2), semi colons to connect main clauses (UKS2), figurative language techniques (KS2) etc.</p>	<p>Inference - Main text</p> <p>Partner read over the main text to refamiliarize with the content.</p> <p>Display an overarching question based on the text e.g.</p> <p><i>‘How does the protagonist feel at this point?’</i></p> <p>Discuss the question as a class and, together, find evidence to support the answer.</p> <p>Discuss what makes ‘good evidence’ and how we ensure that our evidence is suitable for the question. You may wish to use P.E.A or Inference addition (see attachments for both).</p>
Day 8	<p>Punctuation Race – Second Text (poem)</p> <p>Pupils to read through the text that they are preparing to performance read</p>	<p>Pause for Poetry – Second Text (poem)</p> <p>Return to the same poem as used 2 days previously</p>	<p>Performance Poetry – Second Text (poem)</p> <p>Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem.</p>	<p>Inference - Main text</p> <p>Either show the same question as yesterday and get the pupils to independently answer. Or present a modelled answer and discuss why it is a good example.</p>

	and highlight all instances where punctuation denotes a breath being taken in their reading.	and continue the discussion. Upon a second reading, do the pupils still hold the same opinion? Ensure pupils give specific examples to justify from the poem. Focus should now progress to the use of figurative language that the poet uses and the impact this has on them as a reader.		Discuss, again, what makes good evidence and then show a statement about the main text e.g. <i>The protagonist feels anxious about what he/she must do.</i> Get the pupils to discuss if they agree or disagree. Then ask them why they feel that way. Encourage them to relate their feeling back to the text and model this if necessary. Pupils to then have a go at evidencing their opinions independently based around another statement.
Day 9	Performance Read Preparation Pupils to read through the Second Text (poem) that they are preparing to performance read with a partner in preparation for the Performance Read	Performance Poetry Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem.	Performance Poetry Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem.	Inference - Main text Progressing on from the previous 2 sessions, pupils to answer inference questions independently from the main text .
Day 10			In pairs, children Film It – Use I-pads to record each other's' reading of the poem. If lack of space / technology – children assess each other while reading. Teacher to eavesdrop and offer advice when needed.	

Year 5/6 spelling words:

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

Inference Sums

Inference Calculations

The diagram illustrates the process of inference using a formula: **Idea 1 + Idea 2 = Could mean**. It features four examples of inference sums, each represented by a row of sticky notes. The first example shows 'Standing behind a tree' plus 'He can't see the person but he can sense them' equals 'He is lurking ready to pounce'. The second example shows 'It's dark' plus 'We can see the moon' equals 'It's night time'. The third example shows 'The wolf's fur is messy and being blown' plus 'Leaves are blowing' equals 'It might be windy'. The fourth example shows 'A person is in a hole in the tree' plus 'You can see a person's foot' equals 'There is a person hiding'.

Idea 1	+	Idea 2	=	Could mean
Standing behind a tree	+	He can't see the person but he can sense them.	=	He is lurking ready to pounce.
It's dark.	+	We can see the moon.	=	It's night time.
The wolf's fur is messy and being blown	+	Leaves are blowing.	=	It might be windy.
A person is in a hole in the tree.	+	You can see a person's foot.	=	There is a person hiding.

These are a good way to scaffold evidence gathering when inference is being newly introduced.

PointEvidenceExplain or **PointEvidence**Analysis can also be a good way to remember the process.

Accelerate phrases:**List 1:**

1.	in our car	26.	would you like	51.	they will go	76.	get the cat
2.	did not go	27.	do you know	52.	the other people	77.	I can go
3.	here and there	28.	as big as the first	53.	look at us	78.	we were there
4.	not now	29.	my little house	54.	he was going	79.	play with him
5.	a new school	30.	the little boy	55.	day after day	80.	what do you
6.	in their car	31.	about this long	56.	very good girl	81.	would give him
7.	one, two, three	32.	down at work	57.	from my mother	82.	about his frog
8.	before this one	33.	to the man	58.	come to me	83.	some good cake
9.	this much is	34.	make a book	59.	three little dogs	84.	the people
10.	by the house	35.	your little boy	60.	part of the time	85.	you and I
11.	by the water	36.	he has it	61.	see the dog	86.	more people
12.	it was over	37.	any good book	62.	see the water	87.	with his mom
13.	a little dog	38.	he said it	63.	into the water	88.	when they come
14.	we are out	39.	in and out	64.	had a hat	89.	good and wet
15.	two of us	40.	one by one	65.	all day long	90.	then they went
16.	that old man	41.	again and again	66.	about a dog	91.	no way
17.	work on it	42.	she has some	67.	all or some	92.	an angry cat
18.	like the book	43.	then you give	68.	was to come	93.	just one day
19.	to go home	44.	from here to there	69.	her green hat	94.	so I went
20.	with his cat	45.	a long way to go	70.	for some of the people	95.	can come here
21.	have been good	46.	up and down	71.	an old cat	96.	are so long
22.	many of them	47.	put it out	72.	three little dogs	97.	a good boy
23.	good for you	48.	three of them	73.	sit by them	98.	but not me
24.	one or two	49.	now and then	74.	from my room	99.	but not for me
25.	they are here	50.	each of us	75.	all around	100.	yes and no

List 2:

1.	saw a cat	26.	only a little	51.	may come to	76.	in a box
2.	will not make	27.	it would seem	52.	home sweet home	77.	to look pretty
3.	got a cup	28.	another great sound	53.	eat too much	78.	part of it
4.	the white pine	29.	two books each	54.	we should leave	79.	found his dog
5.	where it was	30.	he let us	55.	most of all	80.	any old time
6.	three years ago	31.	the following day	56.	he let us	81.	as you wish
7.	a small house also	32.	most of the animals	57.	the good American	82.	next to the
8.	that was left	33.	in the open	58.	five blue balls	83.	my own bed
9.	with the people	34.	want to say	59.	such a treat	84.	around the clock
10.	same time tomorrow	35.	my new place	60.	a different land	85.	near the dog
11.	show and tell	36.	was her name	61.	red and black	86.	why not make
12.	please come to	37.	such a big house	62.	over the river	87.	because it was
13.	dog ran fast	38.	that's very good	63.	bring her home	88.	begin to say
14.	could I go	39.	tall red hat	64.	a good man	89.	is my mother
15.	a little boy	40.	high in the	65.	end of the	90.	was the best
16.	a great ball	41.	live and play	66.	such a mess	91.	write the word
17.	stand on the	42.	our best things	67.	take a little	92.	on the back
18.	run out of	43.	far and near	68.	the tall oak	93.	kind and good
19.	yesterday morning	44.	shall sing for	69.	should we do	94.	must go not
20.	all last night	45.	where in the world	70.	find a rock	95.	turn right at
21.	study and learn	46.	is done better	71.	just the same	96.	after the game
22.	putting it away	47.	call me now	72.	over the hill	97.	made me mad
23.	it was under	48.	sure am happy	73.	such a big box	98.	friend of the
24.	look at that	49.	while the rain	74.	only for fun	99.	the pretty tree
25.	into my room	50.	these big chairs	75.	at another time	100.	read very well

List 3:

1.	go ask her	26.	the bedroom wall	51.	the pretty woman	76.	was the same
2.	hot and cold	27.	wash the clothes	52.	would you sing	77.	a yellow box
3.	my happy mother	28.	his sister went	53.	want to keep	78.	under the earth
4.	too soon	29.	almost enough	54.	eyes are blue	79.	those other people
5.	go to bed	30.	the first day of school	55.	they will sleep	80.	hard, long trail
6.	for example	31.	say thank you	56.	in my head	81.	pair of mittens
7.	door was open	32.	a long life	57.	in his ear	82.	my own father
8.	you may show	33.	go fly high	58.	clothes are dry	83.	near the sea
9.	as for myself	34.	he didn't go	59.	a small tree	84.	the peaceful Indians
10.	grow the seed	35.	please clean this	60.	the long list	85.	please carry it
11.	the little town	36.	full of water	61.	must call today	86.	so far so good
12.	dress the baby	37.	to try it	62.	start the fire	87.	a cold day
13.	turn the corner	38.	eight little ducks	63.	both children	88.	always ready to go
14.	your red coat	39.	warm the food	64.	a good idea	89.	yes it is
15.	close the door	40.	a group of friends	65.	can you rise	90.	the young face
16.	an important idea	41.	on my side	66.	a second later	91.	off his ship
17.	food was warm	42.	anything to wear	67.	almost four miles	92.	without a care
18.	something good	43.	run for miles	68.	by myself	93.	water is warm
19.	the young girl	44.	in the beginning	69.	open the letter	94.	the early bird
20.	ten little boys	45.	set the table	70.	the black hat	95.	head and neck
21.	can you hear	46.	through he went	71.	now getting dark	96.	white clouds
22.	does come back	47.	it's my life	72.	took off his	97.	little green box
23.	around the yard	48.	sit on the	73.	fine black line	98.	in the country
24.	can no longer	49.	were in love	74.	next to me	99.	a fast race
25.	below the water	50.	the fat cat	75.	once upon a time	100.	was an order

List 4:

1.	the front door	26.	with an interest	51.	had to pay	76.	tried to run
2.	under the cover	27.	the best body	52.	the paper flower	77.	around the world
3.	the children moved	28.	across the ocean	53.	a winter morning	78.	the pretty garden
4.	something for her	29.	to be done	54.	to one hundred	79.	rode the horse
5.	during the war	30.	some travel money	55.	the whole thing	80.	twenty-four hours a day
6.	better than nothing	31.	he quickly thought	56.	a hundred dogs	81.	clean air is
7.	the red door	32.	several black tables	57.	the right answer	82.	do not kill
8.	the best products	33.	the color of the sun	58.	miss the bus	83.	in the government
9.	the wind howled	34.	has come yet	59.	with his father	84.	hit the ball
10.	it all began	35.	for the week	60.	suit was ready	85.	are we together
11.	toward morning	36.	the big red dog	61.	since we started	86.	the horses compete
12.	remember my order	37.	spoke too late	62.	the poor boy	87.	ready set go
13.	ever since I knew you	38.	was long ago	63.	once upon a time	88.	a round table
14.	walked between them	39.	the dancing shoes	64.	state your name	89.	time after time
15.	a map of our town	40.	I'll draw a picture	65.	still, cool water	90.	black and blue
16.	feel the fur	41.	at the party	66.	against all odds	91.	was cold outside
17.	the dogs are quiet	42.	cold and hungry	67.	brought the salad	92.	fish and chips
18.	a short vowel sound	43.	farm and field	68.	hard to change	93.	meet me at
19.	young and old	44.	said the word	69.	early in the morning	94.	no problem
20.	won't you come	45.	Mr. and Mrs.	70.	listen to your friends	95.	an interesting course
21.	above the door	46.	the open window	71.	in the city	96.	the birds sing
22.	stand in the room	47.	sometimes I run	72.	a few came	97.	south of town
23.	sent the letter	48.	during the storm	73.	travel slowly	98.	true or false
24.	the story told	49.	it was guilt	74.	birds and fish	99.	was almost lost
25.	a fenced yard	50.	lost his book	75.	the bright sun	100.	a hundred black birds

List 5:

1.	hour by hour	26.	follow my directions	51.	circle the wagons	76.	are you able
2.	a pair of stars	27.	will you cry	52.	a sunny afternoon	77.	in the church
3.	six smart scientists	28.	hair is grown	53.	picture was gone	78.	watch for children
4.	be glad that	29.	a short stop	54.	the rest of the class	79.	will you visit
5.	the race course	30.	six years ago	55.	to the bank	80.	an English muffin
6.	dinner was cold	31.	the round ball	56.	bring the material here	81.	please talk louder
7.	the farm animals	32.	are able to produce	57.	my famous cousin	82.	broke the car
8.	check the facts	33.	the long war	58.	toss and catch	83.	would you believe
9.	grade your paper	34.	the wet wood	59.	the surface of the ocean	84.	remain there until
10.	find her room	35.	great amounts of	60.	the blue bird	85.	a common language
11.	return the gum	36.	an English road	61.	my circle of friends	86.	he sent it
12.	was not fair	37.	a rocky road	62.	in class today	87.	among my family
13.	the deep ocean	38.	it became clear	63.	sing the note	88.	left all alone
14.	flew overhead	39.	the front wheels	64.	when you add	89.	for whom the
15.	last week	40.	glass of milk	65.	a broken stick	90.	less than a week
16.	begin at once	41.	it's almost summer	66.	finish the work	91.	women and children
17.	several years ago	42.	in the evening	67.	change was less	92.	gave wrong directions
18.	among the leaves	43.	fill your glass	68.	think quickly	93.	a correct answer
19.	ten more minutes	44.	either you come	69.	the biggest fish	94.	pain the bridge
20.	a beautiful picture	45.	guess the answer	70.	the whole thing	95.	next month we
21.	thousands of years ago	46.	give the reason	71.	make certain that	96.	at his office
22.	call him sir	47.	try to reach	72.	the boat trip	97.	power to the people
23.	ship the box	48.	explain it carefully	73.	the ball game	98.	train the dog
24.	the dry ground	49.	because a teacher	74.	the sick cat	99.	inside the building
25.	feel the warm ocean	50.	the dripping icicle	75.	nouns and verbs	100.	the heavy object

Full stop race

Core activity 3: Full-stop race

Learning objective: To track the text accurately
I quickly notice where sentences end



1. Remind children about the end of sentence punctuation marks- full stop, exclamation mark, question mark
2. Children scan the text that you will be reading that week, a sentence at a time, and boldly mark the ends of sentence punctuation marks with a felt tip pen

Do this activity **just before the modelled read** (or an echo read) so the children know where each sentence ends

This provides essential **directional tracking practice** and a **map of the sentences** through the text. Knowing how long sentences are, helps a struggling reader to **split up the text and keep a track of the meaning**



Core activity 7: Chunk- it

Learning objective: To read in chunks of meaning

Before an Echo Read, the teacher **prepares a 'chunked' version of the text**, highlighting clauses and phrases using 2 highlighter pens

There is **no exact rule** to how you identify the chunks, but keep main and subordinate clauses and prepositional phrases as your guide

Co-ordinating conjunctions are the joining words and should be left unhighlighted



Education Endowment Foundation – Guidance for Improving literacy in school (key focus for this unit being stage 3)

<p>1</p> <p>Develop pupils' language capabilities</p> <ul style="list-style-type: none"> • Purposeful speaking and listening activities support pupils' language development. Purposeful activities include: <ul style="list-style-type: none"> — collaborative learning activities where pupils can share their thought processes; — reading books aloud and discussing them, including use of structured questioning; and — pupils articulating their ideas verbally before writing. • Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. • Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. 	<p>2</p> <p>Support pupils to develop fluent reading capabilities</p> <ul style="list-style-type: none"> • Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. • Develop pupils' fluency through: <ul style="list-style-type: none"> — guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and — repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. • Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding. 	<p>3</p> <p>Teach reading comprehension strategies through modelling and supported practice</p> <ul style="list-style-type: none"> • Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: <ul style="list-style-type: none"> — prediction (based on text content and context); — questioning; — clarifying; — summarising; and — activating prior knowledge. • Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher. • Texts should be carefully selected to support the teaching of these strategies. 	<p>4</p> <p>Teach writing composition strategies through modelling and supported practice</p> <ul style="list-style-type: none"> • Writing can be thought of as a process made up of five components: <ul style="list-style-type: none"> — planning; — drafting; — revising; — editing; and — publishing. • Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. • Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. 	<p>5</p> <p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <ul style="list-style-type: none"> • Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. • Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. • Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques. 	<p>6</p> <p>Target teaching and support by accurately assessing pupil needs</p> <ul style="list-style-type: none"> • Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support. • Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified. • Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. • A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively. 	<p>7</p> <p>Use high quality structured interventions to help pupils who are struggling with their literacy</p> <ul style="list-style-type: none"> • Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support. • There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.
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