













- Children are working on objectives in line with the National Curriculum.
- Long-Term Plans (Reading Road Maps) are being followed.
- Units are based on high-quality picture books, novels, or poems.
- All children read the same text, as a whole class and are supported and challenged appropriately.
- Every lesson begins with the teacher sharing new vocabulary, alongside their definitions and supporting images.
- Every lesson, children complete comprehension questions based on one or more of the Reading Gems that require a written response.

| Enjoy  | | | | Decode  | | | |
|---|---|--|--|--|--|--|--|
| Define  | Retrieve  | Summarise  | Infer  | Predict  | Relate  | Explore  | Compare  |
| 2a: Give/explain the meaning of words in context | 2b: Retrieve and record information/identify key details from fiction and non-fiction. | 2c: Summarise main ideas from more than one paragraph | 2d: Make inferences from the text/explain and justify inferences with evidence from the text | 2e: Predict what might happen from details stated and implied | 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole. | 2g: Identify/explain how meaning is enhanced through choice of words and phrases. | 2h: Make comparisons within the text |

- Teachers model how to refer to the text to find evidence to answers to the questions.
- Children’s written responses are discussed and self-assessed using purple pens.

Skeleton outline of a Reading Lesson

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| Teacher defines key vocabulary, using images to support if appropriate. |
| Whole class share a section of the text using a combination of teacher modelling, individual reading, paired reading, and echo reading. |
| Teacher models answering comprehension questions by highlighting parts of the question and retrieving key information from the text. |
| Children produce a written response to the comprehension questions, including find & copy, draw lines to match, put these events in order, explain, summarise, predict what will happen, true / false. |
| Written responses shared, self-assessed, peer reviewed, and celebrated. |