



### Phonics Schemes

Discovery Special Academy have developed a phonics progression programme that is used throughout the academy. Phase one of the programme uses a multi-sensory approach to teach pupils how to recognise sounds in their environment including the sounds their own voice can make. These are essential pre reading skills. Once embedded, frequent repetition will allow pupils to apply their sound knowledge to support them with the structured synthetic phonics approach (Read Write Inc.) in phase two.

From phase two onwards, pupils follow the 'Read, Write Inc.' synthetic phonics scheme to develop their phonic skills of blending and segmenting at their own pace. A range of visual resources complements this approach.

The Discovery phonics programme aims to build pupil's speaking and listening skills in their own right as well as preparing pupils for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for pupils, with the aim of them developing early reading skills and working towards becoming fluent readers.

To support pupils in reading words, all sounds within the phases are taught in a specific order and separated into sets. Each set contains some sounds with two or three letters representing one sound (digraphs and trigraphs). When teaching the pupil, we call these sounds 'chatty friends' and pupils learn that together these letters produce one sound, for example **sh, th, ng, nk** (in Set 1).

During all phases, pupils read texts to suit the sounds and words they are learning. All books are read at least twice in school before being sent home to share. This supports parents when sharing a book at home and pupils have the opportunity to 'show off' their reading skills in a different setting, encouraging them to become confident, fluent readers. Pupils progress through reading books at their own pace ensuring they have learnt previous sounds and words before moving on. This gives pupils the opportunity to retrieve embedded prior phonics knowledge as well as make connections with new learning so that reading becomes easier and enjoyable for them.

Phase	Phonic Knowledge and Skills
<i>Phase One</i>	<p>Phase One phonics at Discovery includes seven areas of learning:</p> <p>Step 1: Sounds in my environment  Step 2: Sounds of instruments  Step 3: Using my body to make sounds  Step 4: Nursery rhymes and rhythm  Step 5: Initial sounds  Step 6: Making sounds with my voice  Step 7: Oral blending and segmenting</p> <p>A Phase One assessment determines if pupils are ready to move onto Phase two of the Discovery phonics programme.</p>
<i>Phase Two</i>	<p>In Phase Two, pupils learn the corresponding sounds for the letters of the alphabet and how to blend these sounds together. This helps pupils to read words. Pupils also learn how to segment words into their separate sounds. This skill helps pupil to read and spell words.</p> <p>Set 1 sounds are taught in this order: <b>m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k.</b></p> <p>Pupils read Sound Blending books 1-10, Red 'ditty books' and green books with corresponding story books.</p>
<i>Phase Three</i>	<p>In Phase Three, pupils are taught the following sounds whilst still practising previously taught sounds and words.</p> <p>Set 2: <b>ay ee igh ow oo oo ar or air ir ou oy.</b></p> <p>Pupils read purple and pink story books. Non-fiction texts also complement each colour band.</p>
<i>Phase Four</i>	<p>Pupils are taught the following sounds whilst still practising previously taught sounds and words.</p> <p>Set 3: <b>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious</b></p> <p>Pupils read orange, yellow, blue and grey story books.</p>
By the end of the phonics programme pupils should be able to:	<ul style="list-style-type: none"> <li>• Write all of their name.</li> <li>• Write some letters accurately.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

Students should now be ready to move onto spelling rules as outlined in stages 1 – 4 on the following pages

### Bridge to spelling stages 1-3

**By the end of the phonics programme pupils should be able to read and recognise for reading, the spellings below, and this should be checked through practice and retrieval. They should now focus on applying this knowledge into transcription and spelling (writing)**

#### Transcription: spelling

- I can spell words containing each of the 40+ phonemes.
- I can name the letters of the alphabet in order.
- I can use letter names to distinguish between alternative spellings of the same sound
- I can add -s to words e.g. cats, dogs.
- I can add -es to words e.g. catches.
- I can add the endings -ing, -er and -ed.
- I can spell words using -ing, -ed, -er, -est where no change is needed in the spelling of root words (for example, helping, helped, helper).
- I can spell words using -ff, -ll, -ss, -zz and -ck e.g. off, well, miss, buzz.
- I can spell words where the -n comes before the -k e.g. bank, think.
- I can divide words into syllables e.g. pocket, rabbit, carrot.
- I can spell words using -tch e.g. catch, fetch, kitchen.
- I can spell words using the -ve sound at the end of words e.g. have, live, give
- I can add -er, -est to adjectives e.g. fresher, freshest, quicker, quickest.
- I know vowel digraphs and trigraphs and understand the rule for each e.g. ai, ay, a-e and air, ear, are in hair, bear, care
- I can spell words ending in -y e.g. happy, funny, very, party, family.
- I can spell words using -ph instead of -f e.g. dolphin, phonics, elephant.
- I can spell words using -wh instead of -w e.g. when, where, wheel
- I can spell words using -k rather than -c e.g. Kent, sketch, kit, skin.
- I can add the prefix -un to words e.g. unhappy, unkind, undo, unfair, unlock.
- I can spell compound words e.g. football, playground, farmyard.
- I can spell common exception words (action words) e.g. the, a, do to
- I can spell the days of the week.
- I can divide words into syllables.
- I can write from memory simple sentences that include words using the GPCs and common exception words (action words) taught so far.
- I can apply the phonic sounds I know into my writing (*RWI sets 1, 2 and 3*).

	Stage 1	Stage 2	Stage 3
	<p>I can spell words adding –es to nouns and verbs endings in –y e.g. try – tries.</p> <p>I can spell words adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it e.g. copied, copier, happier, happiest, cried, replied....<i>but</i> copying, crying, replying.</p> <p>I can spell words using -dge after a, e, i, o, u e.g. badge.</p> <p>I can spell words using –ge at the end of the word e.g. charge.</p> <p>I can spell words using -g at the front of a word e.g. gem.</p> <p>I can spell words using –c at the front or before a, e, i and y e.g. race/cell.</p> <p>I can spell words using –kn and –gn at the beginning of words e.g. knock/gnaw.</p> <p>I can spell words using –wr at the beginning of words e.g. wrong.</p> <p>I can spell words using –le at the end of the word e.g. table.</p> <p>I can spell words using –el at the end of the word e.g. tunnel.</p> <p>I can spell words using –al at the end of the word e.g. pedal.</p> <p>I can spell words using –il at the end of the word e.g. fossil.</p> <p>I can spell words using –y at the end of the word e.g. cry.</p> <p>I can spell words using –ing, -ed, -er, -est, and –y to words of one syllable ending in a single consonant letter after a single vowel letter e.g. patting, patted, sadder, saddest, runner, runny.</p> <p>I can spell words using –ll at the end of a word e.g. all, ball.</p> <p>I can spell words using the ‘o’ sound e.g. mother, brother.</p> <p>I can spell words using –ey sound at the end of a word e.g. valley.</p> <p>I can spell words using –a after –w and –qu e.g. wander, quantity, squash.</p> <p>I can spell words using the -or sound after –w e.g. world, worth.</p> <p>I can spell words using –s e.g. television, treasure.</p> <p>I can spell words using the suffixes –ment, -ness, -ful, -less, -ly e.g. enjoyment, sadness.</p> <p>I can spell words using an apostrophe for contraction e.g. can’t, didn’t.</p> <p>I can spell words using a possessive apostrophe (singular) e.g. the girl’s book.</p> <p>I can spell words ending in –tion e.g. station, section.</p> <p>I can spell homophones e.g. there/their/they’re.</p> <p>I can distinguish between homophones and near homophones.</p> <p>I can write from memory simple sentences that include words using the GPCs and common exception words (action words) taught so far.</p>	<p>I can use further prefixes and suffixes and understand how to add them.</p> <p>I can add suffixes beginning with vowel letters to words of more than one syllable (-ing, -ed, -en, -er).</p> <p>I can spell the sound spelt y elsewhere than at the end of words.</p> <p>I can spell the sound spelt ou.</p> <p>I can spell words using the prefixes un-, dis-, mis-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-.</p> <p>I can spell words with the suffix –ation.</p> <p>I can spell words with the suffix –ly.</p> <p>I can spell words with the suffix –ous.</p> <p>I can spell words with endings sounding like ‘air’ spelt ‘ure’.</p> <p>I can spell word endings which end in –tion, –sion, –ssion, –cian.</p> <p>I can spell words with the /k/ sound spelt ch (Greek in origin). For example: <i>chorus, chemist</i>.</p> <p>I can spell words with the //j/ sound spelt ch (mostly French in origin). For example: <i>chef, machine</i>.</p> <p>I can spell words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin).</p> <p>I can spell words with the /s/ sound spelt sc (Latin in origin). For example, <i>science, scene</i>.</p> <p>I can spell words with the ai, a_e, ay sound spelt ei, eigh, or ey.</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt.</p> <p>I can place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s).</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can write from memory simple sentences that include words and punctuation taught so far.</p>	<p>I can use further prefixes and suffixes and understand the guidance for adding them.</p> <p>I can spell words with endings which sound like –cious or –tious.</p> <p>I can spell words with endings which sound like –cial and –tial.</p> <p>I can spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</p> <p>I can spell words ending in –able and –ible.</p> <p>I can spell words ending in –ably and –ibly.</p> <p>I can add suffixes beginning with vowel letters to words ending in –fer.</p> <p>I can use a hyphen.</p> <p>I can spell words with the sound spelt ei after c, e.g. ceiling, deceive</p> <p>I can spell words containing the letter-string ough.</p> <p>I can spell some words with ‘silent’ letters [for example, knight, psalm, solemn].</p> <p>I can continue to distinguish between homophones and other words which are often confused.</p> <p>I understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use a dictionary to check the spelling and meaning of words.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a thesaurus.</p> <p>I can write from memory, sentences that include words and punctuation taught so far.</p>

# Discovery Special Academy Sentence Types



The language of sentence types is modelled and used in all pathways to support all pupils to develop their ability to communicate orally, through symbols or in written form if able. Emerging sentence types should be taught orally and then more formally in writing as pupils make progress. Only move onto the next stage of sentence types once pupils are secure orally and/or in written form.

	Previously Taught – continue to consolidate and apply	New Learning	Grammar
Emerging (P6-P8)		In dialogue: <ul style="list-style-type: none"> <li>Conjunction: and, because</li> <li>Story language: Once upon a Time, Early one Morning, Then, happily ever after</li> <li>Time connective: e.g. Then, Next, After that,</li> <li>Adjectives</li> </ul>	Finger spaces
Growing (Br-one 3)	In dialogue: <ul style="list-style-type: none"> <li>Adjectives</li> <li>Conjunction: and, because</li> <li>Story language: Once upon a Time, Early one Morning, Then, happily ever after</li> <li>Time connective: Then, Next, After that,</li> </ul>	In dialogue/writing when appropriate: <ul style="list-style-type: none"> <li>Story Language: One (sunny) day, soon, suddenly, in the end</li> <li>Adjectives</li> <li>Conjunction: and, because</li> <li>Time connective: e.g. First, Next, After that, Then, When, Finally</li> </ul>	Finger spaces, <b>capital letter, full stop</b>
Developing (two 1 – two 3)	In writing: <ul style="list-style-type: none"> <li>Story Language: One (sunny) day, soon, suddenly, in the end</li> <li>Adjectives</li> <li>Conjunction: and, because</li> <li>Time connective: e.g. First, Next, After that, Then, When, Finally</li> </ul>	In writing: <ul style="list-style-type: none"> <li>2A</li> <li>Conjunction sentence: “and, but, or, so, because”</li> <li>Story language: After a while, a moment later, The next morning/day, However, Meanwhile, When it was all over, By the next morning, To his/her amazement</li> <li>Time connective sentence: e.g. Once upon a time, One morning, Later that day, / First, Next, After that, Finally</li> <li>Question sentence</li> <li>Exclamation sentence – including those beginning with <u>how</u> or <u>what</u>.</li> <li>Imperative sentence</li> </ul>	capital letter, full stop, <b>singular, plural, sentence, punctuation, question mark, exclamation mark, comma, command, compound, adjective, noun, verb</b>
Secure (three 1+)	In writing: <ul style="list-style-type: none"> <li>2A (noun phrase)</li> <li>Conjunction sentence: and, but, or, so, because</li> <li>Story language: After a while, a moment later, The next morning/day, However, Meanwhile, When it was all over, By the next morning, To his/her amazement</li> <li>Time connective sentence: e.g. Once upon a time, One morning, Later that day, / First, Next, After that, Then, Finally</li> <li>Question sentence</li> <li>Exclamation sentence – including those beginning with <u>how</u> or <u>what</u>.</li> <li>Imperative sentence</li> </ul>	In writing: <ul style="list-style-type: none"> <li>Powerful sentence (noun phrase)</li> <li>Conjunction sentence: and, but, or, so, when, if, that, because</li> <li>Adverb sentence</li> <li>List of 3</li> </ul>	capital letter, full stop, singular, plural, sentence, punctuation, question mark, exclamation mark, comma, <b>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, past tense, present tense, apostrophe (possessive and contracted), comma (to separate items in a list)</b>

# Discovery Special Academy Comprehension Progression



At Discovery Special Academy, we know that comprehension, the ability to understand something, begins before a child can read letters or words. Pupils are taught to acknowledge and appreciate their environment and the wider world through their chosen means of communication by offering valuable learning experiences in and outside the academy. From Nursery onwards, language development is priority and taught through a literature rich environment with the sharing of stories, rhymes, poems and songs at its heart. We know that cultural experiences and knowledge of the world improve spoken language and can empower pupils as readers and as a result, improve well-being, happiness and mental health. Our wider subject curriculum ensures pupils learn about subjects before they are expected to discuss or write about them and educational visits support them in being able to retrieve knowledge, use related vocabulary and link it to new contexts.

This learning is key throughout a pupil's time in EYFS and for those pupils who transition to the informal phase. Comprehension continues to focus on understanding the world around them through learning to communicate and interact using alternative and augmentative communication methods. It also allows pupils to comprehend that they can be their own agent of change and influence their world.

Before those pupils who are able, become fluent readers, that is they can read with accuracy, automaticity and prosody, comprehension is taught through familiar focus texts during English lessons. This approach allows new vocabulary to be correctly modelled by the adult, allowing understanding of new words to be recalled using contexts. New words are explained, displayed and then used in the Talk for Writing approach. This also allows previously learnt vocabulary to be retrieved and re used in new stories and genres. Story characters are described and compared and when ready, pupils can begin to use written methods to show their comprehension of texts, for example, use labelling skills to show their understanding of the diversity of characters. Adult led discussions for example, relating to an author's intent, help pupils to understand that reading commands communication between a writer and their audience. This knowledge is essential as pupils begin to see themselves as authors.

As pupil's reading becomes fluent, comprehension is taught using whole class texts where pupils take ownership of their own copy. Adults read aloud and this helps pupil's understanding of texts through prosody and thinking out loud questions, for example, characters feelings and anticipation. When ready, pupils can show their understanding of the text using written methods such as sequencing, summarising, comparing and explaining using inference and deduction skills.

## Comprehension for all Learning Pathways

Visual timetables

Choosing boards

Makaton

Labels and photographs

Symbols

Routines and structures

Social stories

Facial expressions and body language

Repetition

Songs

Stories and rhymes

Making choices

Developing independence

<p><b>P4</b></p>	<p>Pupil begins to anticipate key events and important phrases, <i>e.g. saying/signing a single word or phrase.</i>  Pupil uses picture cues when sharing a book, with support.  Pupil mimics 'reading-like' behaviour, <i>e.g. holds a book and pretends to read it.</i>  Pupil holds a book the correct way and turns pages.</p>
<p><b>P5</b></p>	<p>Pupil begins to use patterns of speech influenced by their experience of books.  Pupil listens and engages with stories with increasing attention.  Pupil derives some meaning from a book and indicates what it is about.  Pupil uses picture cues when sharing a book, <i>e.g. matching a picture of a character to one in their book.</i>  Pupil shows interest in the content of a book, <i>e.g. looks at pictures to see what happens next.</i>  Pupil demonstrates 'reading-like' behaviour, <i>e.g. uses it to tell a simple version of the story.</i>  Pupil holds a book the correct way, starts at the beginning and turns the pages.  Pupil distinguishes between pictures and writing.</p>
<p><b>P6</b></p>	<p>Pupil makes some links between books read and own experiences, with support, <i>e.g. 'That's my dog!'</i>  Pupil predicts words or phrases within a particular, familiar story  Pupil shows emerging confidence when talking about points of interest in a story.  Pupil occasionally asks and responds to simple questions, in the form of 'how?', 'where?' or 'why?'.  Pupil begins to recognise that information can be retrieved from books.</p>
<p><b>P7</b></p> <p><b><u>Begin recorded evidence of comprehension work</u></b></p>	<p>Pupil uses vocabulary and forms of speech that are increasingly influenced by their experience of texts.  <b><u>Pupil makes connections between texts and their experiences and demonstrates this in own recording</u></b>  Pupil predicts elements of a text, <i>e.g. when the adult stops reading the pupil fills in the missing word.</i>  Pupil enjoys an increasing range of texts and shows interest in the activity of reading.  Pupil asks and responds to simple questions in the form of 'how?', 'where?' or 'why?'.  Pupil understands some conventions of print <i>e.g. reading top to bottom, left to right.</i>  <b><u>Pupil knows information can be retrieved from texts, e.g. circling the animals included in the story.</u></b></p>
<p><b>P8</b></p>	<p>Pupil retells narrative in the correct sequence, drawing on the language patterns of stories  Pupil interprets the meaning of pictures deducing a storyline from illustrations.  Pupil makes predictions based on illustration, story content and title  <b><u>Pupil responds to stories or poems, with relevant comments, sequencing and questions or actions.</u></b>  Pupil shows understanding of how information texts can be used to answer questions e.g looking back through a book for the <b><u>answer</u></b></p>
<p><b>Bridge</b></p>	<p>Pupil can answer literal questions about a familiar book that has been read to them.  Pupil can look at pictures and interpret characters' feelings  Pupil recognises and begins to use some terms referring to print, e.g. book, picture, cover, page</p>

**Pivats Level 1**

Pupil recalls main points of a familiar text and can sequence.

Pupil answers questions requiring literal retrieval.

Pupil uses awareness of punctuation to support fluent reading, *e.g. pausing at full stops.*

Pupil can identify the main events and characters in stories.

Pupil retrieves relevant information by answering questions relating to who, what, where, when, why, how.

Pupil reads familiar texts with some expression.

Pupil uses knowledge of simple sentence structures and repeated patterns to make predictions and check reading.

Pupil talks about typical characters in texts, *e.g. goodies and baddies.*

Pupil makes simple predictions about what has been read so far, *e.g. character's feelings .*

Pupil makes simple inferences with about what has been said and done

Pupil says how they feel about familiar texts and identifies an aspect they like.

Pupil chooses and talks about a favourite book and gives reasons for its selection.

Pupil relates characters, settings and events to their own experiences. .

Pupil listens to what others say.

Pupil understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page word, letter, line.

Pupil recognises some features of texts *e.g. Contents page, labels, titles, captions etc.*

Pupil begins to talk about the differences between fiction and non-fiction.

Pupil begins to identify features of a range of texts including *narratives, instructions, poems, recounts and information.*

Pupil is able to discuss the title and how it relates to events in the whole story.



# Discovery Special Academy Question Stems for Comprehension Curriculum



Question stems should be introduced at a stage appropriate time as pupils move into a more formal, subject specific curriculum (this may happen at any stage through the SF curriculum). Once pupils are ready to begin structured comprehension, content domains are introduced orally and taught through adaptation and careful planning.

<p><b>Early comprehension skills From P7 – L1</b></p>	<ul style="list-style-type: none"> <li>• Matching characters and objects to the correct book</li> <li>• Sorting images of pictures from a book</li> <li>• Sequencing pictures/objects from a familiar text</li> </ul>
<p><b>(Pivats L2)</b>  <i>Draw on knowledge of vocabulary to understand texts.</i></p>	<ul style="list-style-type: none"> <li>• Which word in the text describes...? (multiple choice)</li> <li>• Which word means ...? Tick one (multiple choice)</li> <li>• Find and copy one word which tells you...</li> <li>• Find and copy one word that shows...</li> <li>• Find and copy two words that describe how...</li> <li>• Find and copy one word from the top of page ... that means...</li> <li>• What does the word ... mean in this sentence? (multiple choice)</li> <li>• '... ..' What does the word ... mean? (multiple choice)</li> <li>• '.....' What does this mean? (multiple choice)</li> <li>• Look at the section headed: .... Find and copy one word that means the same as ...</li> <li>• Look at the paragraph beginning ...Find and copy one word that means the same as ...</li> <li>• Draw lines to match the words below to their meaning.</li> <li>• The boat hit the rocks with <i>a great crunch</i>. This means that it made... (multiple choice)</li> <li>• '.....' This means x was (multiple choice) Tick one</li> <li>• The word x means. Tick one (multiple choice)</li> </ul>
<p><i>Identify and explain key aspects of fiction and non-fiction texts, such as character, events, titles and information.</i></p>	<ul style="list-style-type: none"> <li>• What ...?</li> <li>• What does...? (multiple choice)</li> <li>• What did...?</li> <li>• What was ...? (multiple choice or short response)</li> <li>• What could...?</li> <li>• What had ...?</li> <li>• What are ...?</li> <li>• What made ...?</li> <li>• Give two things ...</li> <li>• Give two problems ...</li> <li>• Look at the section headed: .... Give one thing that...</li> <li>• What happens to...?</li> <li>• Where did...?</li> <li>• Where were ...?</li> <li>• How did ... think ...?</li> <li>• Why did ...?</li> <li>• Why was ...?</li> <li>• Draw lines to match these characters to.....</li> <li>• When were...?</li> <li>• When did ...?</li> <li>• Tick two good points about... (multiple choice)</li> <li>• At the end of the story, Bella was happy? Why?</li> <li>• Who did...?</li> <li>• Tick to show what... (complete a table)</li> <li>• Tick True or False for each statement about...(complete table)</li> <li>• Complete the table...</li> <li>• Why does ... like...?</li> <li>• Which ... is ...?</li> <li>• The text tells us about x. Name two of them.</li> </ul>

<p><i>Identify and explain the sequence of events in texts.</i></p>	<ul style="list-style-type: none"> <li>• Number the sentences below from 1 to 4 to show the order they happened in the story. One has been done for you.</li> <li>• Look at the whole story. Number the sentences 1 to 5 to show the order that they happen in the story. One has been done for you.</li> </ul>
<p><i>Make inferences from the text.</i></p>	<ul style="list-style-type: none"> <li>• Why did ... say, "...”?</li> <li>• Why did ...? (multiple choice)</li> <li>• Why did ...?</li> <li>• Why was...?</li> <li>• Why can ...?</li> <li>• Why were ...?</li> <li>• How do you know that...?</li> <li>• The ... said: ‘... ...’. How do you know...?</li> <li>• How can you tell that ...?</li> <li>• How did ... feel when ...? (multiple choice)</li> <li>• How is ... like a ...?</li> <li>• Put ticks in the table to show which sentences are true and which are false. (complete a table)</li> <li>• What made ...?</li> <li>• Find and copy two words that show that...</li> <li>• Give two things the ... does that tell you ...</li> <li>• Who is...?</li> </ul>
<p><i>Predict what might happen on the basis of what has been read so far.</i></p>	<ul style="list-style-type: none"> <li>• Based on what you have read, what might happen next to the...?</li> <li>• Which of these do you think x is likely to say at the end of the x?</li> </ul>

<p><i>Give/explain the meaning of words in context</i></p>	<ul style="list-style-type: none"> <li>• <b>Find</b> and <b>copy</b> one word meaning...</li> <li>• Look at the paragraph beginning...<b>Find</b> and <b>copy</b> one word meaning...</li> <li>• <b>Find</b> and <b>copy</b> one word from this paragraph that is closest in meaning to ...</li> <li>• In the sentence/paragraph ... which word most closely matches the meaning of the word... (can be multiple choice)</li> <li>• <b>Find</b> and <b>copy</b> a word/group of words that suggest that/show how...</li> <li>• What does the word...suggest about.../ What does the word ... tell you about...</li> <li>• Circle the correct option to complete the/each sentence below...</li> <li>• Look at the paragraph... what does the word...suggest about...</li> <li>• Look at the paragraph beginning...Find and copy one word or a group of words that shows that...</li> <li>• <b>Find</b> and <b>copy</b> one word/group of words that tells you...</li> <li>• Give the meaning of the word...in this sentence.</li> <li>• What does...mean? Tick <b>one</b>. (can be multiple choice)</li> <li>• Which word is closest in meaning to...</li> </ul>
<p><i>Retrieve and record information/identify key details from fiction and non-fiction.</i></p>	<ul style="list-style-type: none"> <li>• Write down one/two/three things that you are told about the...</li> <li>• Which one of these drawings best represents...</li> <li>• Look at the paragraph beginning...What did...have to do in order to...</li> <li>• What was revealed at the end of the poem/story? (can be multiple choice)</li> <li>• Using information from the text indicate whether the following statements are true or false...</li> <li>• Circle the correct option to complete the/each sentence below...</li> <li>• What helped...to get...?</li> <li>• Look at the paragraph beginning...give one/two reasons why...</li> <li>• Why were...not always...? Why had...?</li> <li>• How would you get from...to...? How long ...?</li> <li>• According to the text, what could you do on...? Give two examples.</li> <li>• Look at the paragraph/text box. Complete the table below...</li> <li>• Tick true or false in the following table...</li> <li>• What does the... do to frighten the...?</li> <li>• How does the ... behave when...?</li> <li>• Who else ...?</li> <li>• Name two of ...?</li> <li>• In what year...?</li> </ul>
<p><i>Summarise main ideas from more than one paragraph</i></p>	<ul style="list-style-type: none"> <li>• Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.</li> <li>• What is the main message of the poem/story?</li> <li>• Using information from the whole text, tick one box in each row to show whether each statement is true or false.</li> <li>• Number the following events 1-5 to show the order in which they happened. The first one has been done for you.</li> </ul>
<p><i>Make inferences from the text / explain and justify inferences with evidence from the text.</i></p>	<ul style="list-style-type: none"> <li>• How can you tell that...was keen to get to the...?</li> <li>• Look at the paragraph beginning... to the paragraph ending...What <b>impressions</b> of the ... do you get from these paragraphs?</li> <li>• Look at the paragraph beginning... why did ...find it difficult to ...?</li> <li>• Look at the paragraph beginning...how do you know that... wanted to keep...a secret?</li> <li>• What evidence is there of ... being determined/stubborn/defiant in the way he/she/they behaved towards...</li> <li>• What are three ways the ... shows...?</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain what this description suggests about...</li> <li>• What evidence in the text is there that....can be dangerous? Give two examples.</li> <li>• Why did ... feel ...?</li> <li>• In what ways might...character appeal to many readers? Explain fully referring to the text in your answer.</li> <li>• According to the text, how did the...help to change the opinion of...</li> <li>• How do you think ... felt when (or about) ...?</li> <li>• What do you think...was thinking?</li> <li>• What kind of person do you think...was? Use evidence from the text to support your answer.</li> <li>• Explain how...felt about...</li> <li>• How do these words make the reader feel about...?</li> <li>• How does the first paragraph suggest that the characters are...?</li> <li>• How can you tell that...is an expert on ...?</li> <li>• Put a tick in the correct box to show whether each of the following statements is a fact or an opinion.</li> <li>• Using information from the text, tick one box in each row to show whether each statement is a fact or opinion.</li> <li>• What suggests that the...was...?</li> <li>• Look at the paragraph beginning ... to the ending ... What impressions of the ....do you get from these paragraphs?</li> </ul>
<p><i>Predict what might happen from details stated and implied</i></p>	<ul style="list-style-type: none"> <li>• Do you think that ... will change his/her/their behaviour in the future? Explain why using evidence from the text.</li> <li>• Based on what you have read, what does the last paragraph suggest might happen next to the...? Use evidence from this paragraph/the text to support your prediction.</li> <li>• What do you think...would say to... about? Use evidence from the text to support your answer.</li> </ul>
<p><i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i></p>	<ul style="list-style-type: none"> <li>• Draw lines to match each part of the story with the correct quotation from the text. Setting/past events/action/lesson/suspense/character etc.</li> <li>• <b>Find</b> and <b>copy</b> a group of words where ... mood changes.</li> <li>• What impact does ... change in mood/feeling have on the text as a whole?</li> <li>• The characters have different opinions of each other throughout the text. <b>Find</b> and <b>copy</b> a group of words which explain ... opinion of...</li> </ul>

<p>Identify / explain how meaning is enhanced through the choice of words and phrases.</p>	<ul style="list-style-type: none"> <li>• What is the effect of using this word?</li> <li>• What is the effect of putting the words in this order?</li> <li>• Find a simile and a metaphor and explain why they have been used</li> <li>• What is the effect of using short sentences / questions?</li> <li>• What features of the text tell you...?</li> <li>• Why is ... an effective way of describing how...?</li> <li>• Why has the writer/author used a particular word or phrase?</li> <li>• Why does the writer compare ... to ...?</li> <li>• What do phrases such as ... tell you...?</li> <li>• How does the poet / author try to make the reader feel _____? Refer to the text to support your answer.</li> <li>• ...stood stump still... (page__) What does this tell you about...?</li> <li>• Look at the paragraph beginning: _____. Find and copy four different words from the rest of the paragraph that suggest...?</li> <li>• Look at the paragraph beginning: _____. How does the writer...?</li> <li>• Look at the section headed: ... Find and copy two groups of words/phrases that suggest ....</li> <li>• In the paragraph beginning: .... What does the word ... suggest about ...?</li> <li>• ...they crossed the glassy surface of the lake. Give two <b>impressions</b> this gives you of the water.</li> </ul>
<p>Make comparisons within the text.</p>	<ul style="list-style-type: none"> <li>• The mood/relationships/opinions of the characters change throughout the text. How do they change?</li> <li>• How does...feel about ... compared to the beginning of the text?</li> <li>• According to the text, give one way...are/is similar to.../different to ...</li> </ul>
<p>Identifying language, presentational and structural features.</p>	<ul style="list-style-type: none"> <li>• What is the purpose of the bullet points, sub-headings, boxes, pictures, diagrams, arrows, underlining?</li> <li>• What is the purpose of a contents page?</li> <li>• What is the main purpose of...?</li> <li>• How does the layout help the reader?</li> <li>• What kind of text is this?</li> <li>• What is the function of ...?</li> <li>• Tick the purpose of this paragraph.</li> <li>• Why has a glossary been included?</li> <li>• What features tell you it is a play script/poem/instructions etc.?</li> <li>• Match the features to the text type.</li> <li>• Tick three features of an autobiography, newspaper report etc.</li> <li>• How are some of x's words emphasised?</li> <li>• Why are some parts of the text printed in different font?</li> <li>• Why are the words at the top of the page in a bold, large font?</li> <li>• Look at the section headed: ... Why are italics used for the word ...?</li> <li>• Look at the section headed: ... Why is the word ... in inverted commas?</li> </ul>



It is our aim to ensure that pupils have plenty of opportunities to read and hear written text so that they can internalise the language patterns they can then use for inspiration. This idea is central to the process devised by Pie Corbett in the form of Talk for Writing. His research demonstrates that pupil's writing improved in all year groups after oral rehearsal of narrative and non-narrative written texts.

The Talk for Writing teaching sequence at Discovery carefully considers the building blocks required to teach writing. Text maps are produced using Communication in Print and the Discovery Makaton visual resource. They are planned carefully, to include words that have been taught through daily phonics instruction. This gives pupils the opportunity to retrieve embedded prior phonics knowledge as well as make connections with new learning so that it becomes easier. This not only supports them to continue to crack the phonics code but to begin to learn how to write. Text mapping frees up working memory, allowing pupils to concentrate on the writing skills they have learnt so far including spellings, sentence types, handwriting and punctuation.

This approach, through teacher modelling at the imitation stage, also supports reading fluency. It gives pupils the opportunity to understand the meaning of words through expression and intonation when imitating language patterns.

The table below demonstrates how the 'Talk for Writing' approach at Discovery gives pupils the knowledge and skills required to progress through the imitate, innovate and invent stage, depending on the curriculum pathway they are following.

<p>Imitate</p>	<p>The aim is to keep retelling written text until it can be retold by the whole class together.</p> <p>What is the process?</p> <ol style="list-style-type: none"> <li>1. Choose a text and adapt it to include phonics and skills already practiced.</li> <li>2. Produce a text map using academy text map resources.</li> </ol> <p>This is a crucial element of the process. The map should be designed to include any rhythmic patterns and words integral to the story or specific sentence openers that you would like the pupil to use.</p> <ol style="list-style-type: none"> <li>3. Practise telling the text aloud using the 'my turn, your turn' approach.</li> <li>4. The text map must be clearly displayed and retold using Makaton signs, expression and intonation.</li> <li>5. Practise daily until pupils have internalised the language patterns. Of course, it doesn't have to be word perfect, but it should follow the structure of the text map.</li> <li>6. Provide opportunities for pupils to retell and/or perform the text map independently.</li> <li>7. Pupils need to be shown how to write through the use of sentence strips, alphabet cards and shared writing. Finally, the pupil will write the text.</li> </ol>
<p>Innovate</p>	<p>Once the pupils have a firm grasp of the text pattern, it can then be adapted as a whole class or individually, depending on the curriculum pathway being followed. This can be done in a number of very simple ways.</p> <ol style="list-style-type: none"> <li>1. Substitutions- change certain elements of the text. e.g. in 'Goldilocks and the Three Bears', substitute the porridge, chairs and beds for other household items.</li> <li>2. Alterations- alter the setting or the character of the story, e.g. in 'Cinderella', change the girl to a boy and the ball to a football tournament. Change the wishes and the outcome in the 'Genie and the Magic Lamp'. Alter or adapt the ending of the original story.</li> <li>3. Now that the pupils have their own version of the text, they will need the opportunity to imitate their own version until it becomes fluent.</li> <li>4. Finally, the pupils now have a go at writing their own adapted text in supported groups.</li> </ol>
<p>Invent</p>	<p>The third strand represents the ability to invent stories as a whole class or individually. All pupils need regular practice and will find it so much easier once they have experienced the imitation and innovation stages a number of times.</p> <ol style="list-style-type: none"> <li>1. Stories should have a simple three-part structure: beginning, middle and end.</li> <li>2. Non narrative tasks must rely on knowledge taught and related to prior knowledge.</li> <li>3. Teachers work with the child to produce an invented text map, using academy resources: Communication in Print and Makaton.</li> <li>4. Once pupils have their own text map, they will need the opportunity to imitate their independent plan.</li> <li>5. Finally, the pupils now have a go at writing independently.</li> </ol>