Reading Task Variation
Reading Curriculum Statements (KS2)

understand what they read, in books they can read independently, by:

Inference

**Drawing inferences such as inferring characters'
feelings, thoughts and motives from their actions, and
justifying inferences with evidence**

Task: Inference Sums

Helping children to piece together clues from the text in order to infer deeper meaning

Enrich: Provide the inference in the final box and ask the children to hunt for the clues in the text that led to that inference. Sums can be of different length and the complexity of the text can also be varied.

Core: identify moments in the text where there is opportunity to read deeper meaning, piece the clues together to make an inference.

Foundation: Provide partially completed inference sums, where the clues from the text have been identified, signposting the children to opportunities to read greater meaning, and the children must then independently drawn an inference from the clues, completing the final box. A simplified version of the text, or an alternative, stage-appropriate text could also provide variation. Pre-reading and discussion of the text with an adult may also provide the essential first steps for children to access the inference sums more independently.

Task: Going Deeper with Image
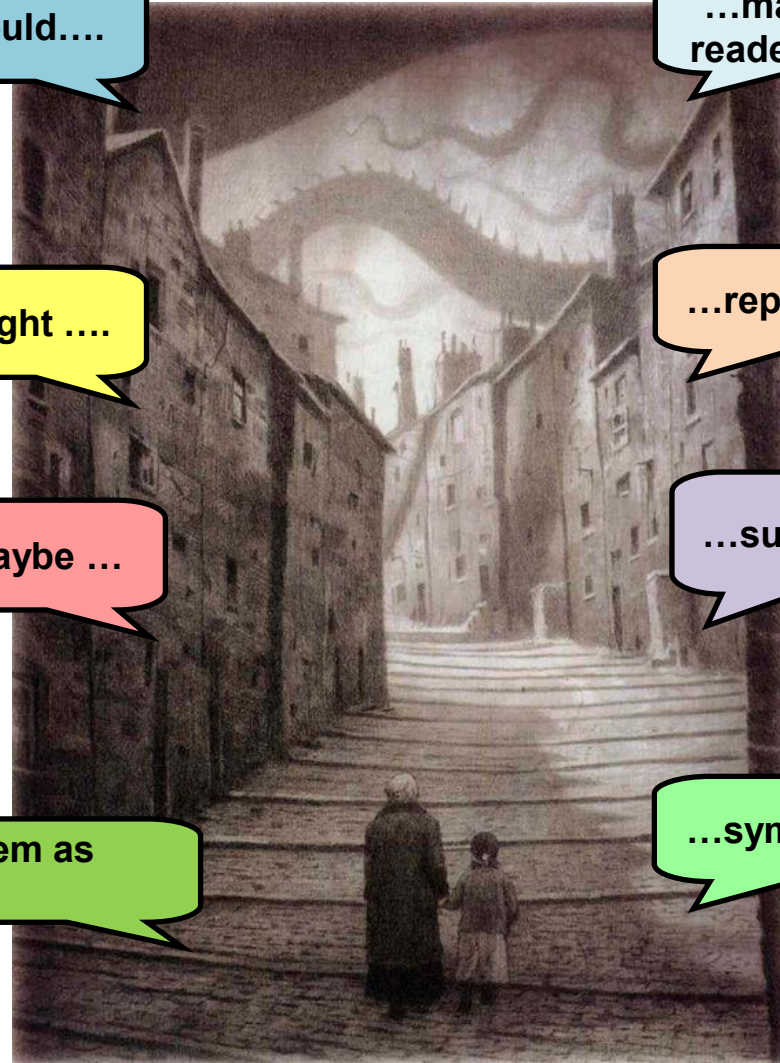

…could….

…makes the reader feel ….

…might ….

…represent …

…maybe …

…suggest ….

…seem as if….

…symbolise …

Enrich: Vary the complexity of the language used to scaffold and support questioning and discussion. Children discuss their thoughts, responses and inferences as a class or group before writing some of their ideas down using the key language that has been modelled.

Core: Use the given vocabulary as a thinking frame to structure questions, discussions and thoughts about the focus image. Teacher to model the use of the language within sentences, *e.g. the way the man in the long coat is paused to look up, **suggests** fear or concern over the shadows overhead.*

Foundation: Begin with an initial discussion about the image: what they can see, what they notice, what they think might be happening and why. Then introduce the key language that you want to support the children's discussions. Have preprepared questions to ask the children about the image, using the language that you'd like them to use, *eg What **might** they be thinking? **Maybe** they should leave.* The level of difficulty of the language you choose could be varied, or it could focus on modal verbs for example

Task : Inference icebergs

Enrich: Provide the inference at the bottom of the iceberg, beneath the surface of the water, and the children must find the evidence from the text that led to that inference. The level of complexity and difficulty of the text could also be varied to provide further challenge.

Core: Provide extracts from the focus text, where there are opportunities to infer deeper meaning. These extracts should sit at the top of the iceberg. Underneath the surface of the water, children can record the deeper meaning they've inferred from this particular part of the text and explain their reasons.

Foundation: Start with simpler, more straight forward inference opportunities at sentence level, for children to record their deeper meaning responses at the bottom. Pre-reading and discussion of the text with an adult may also provide the essential first steps for children to access the inference icebergs more independently.

Task: Role on the Wall: A good way to explore a character on the inside and the outside.

Enrich: Include evidence from the text to justify their inferences at the centre of the character outline. What viewpoint of the character do they have at this point? What viewpoint is the author trying to convey and why? How might others perceive the character?

Core: Explore and discuss the focus character. Identify the explicit and implicit evidence from the text that gives us information about the character's thoughts and feelings. On the inside of the character outline, record the inferences we make about the character (the deeper meaning implicit within the text) on the outside of the character profile, record the explicit detail about the character in the text that provides the reader with details/information about the character. It can be helpful to produce a Role on the Wall over time, as a book is read so it can be added to gradually. It's also helpful to use different coloured pens or post-it notes to show the deeper meaning is on the inside.

Foundation: Signpost children to extracts from the text that tell us further detail or information about the character. Decide whether it is implicit or explicit through discussion with the teacher.

Task: Paper Chain People: A good way
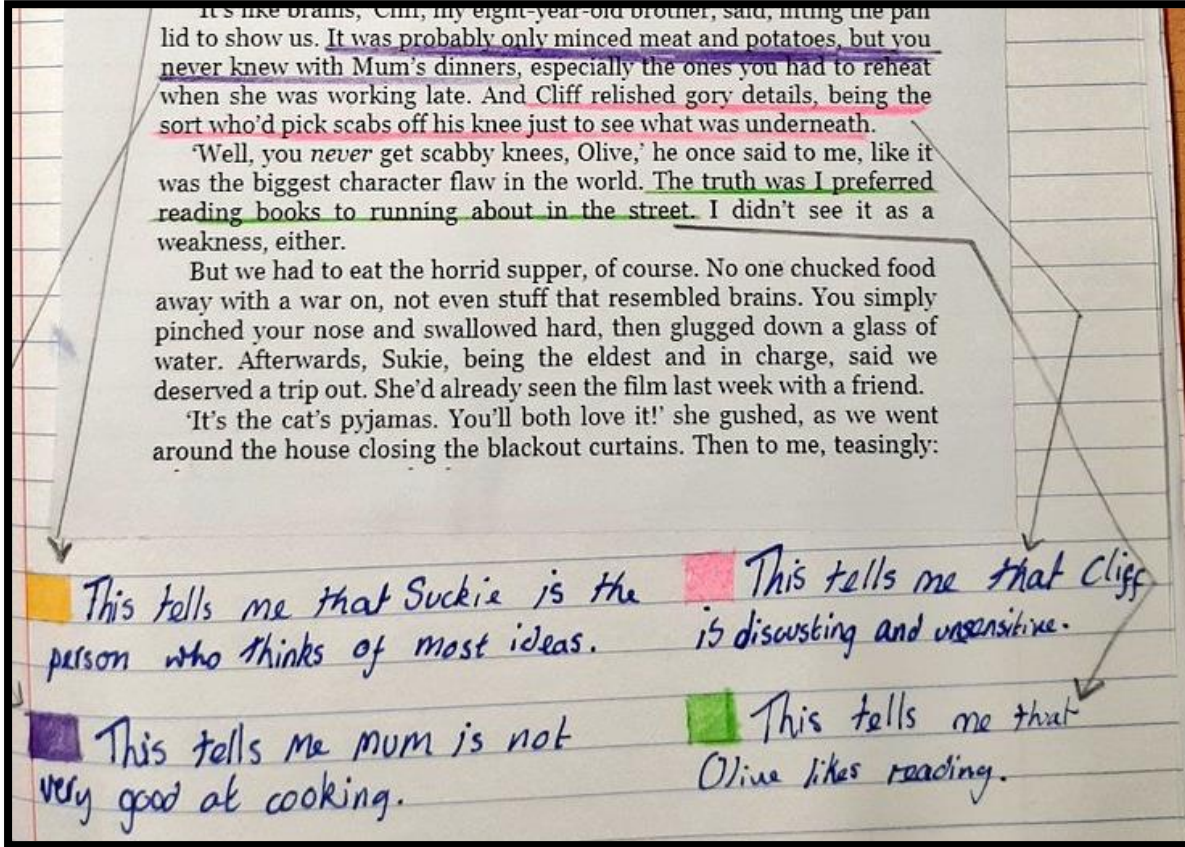to explore a character over time
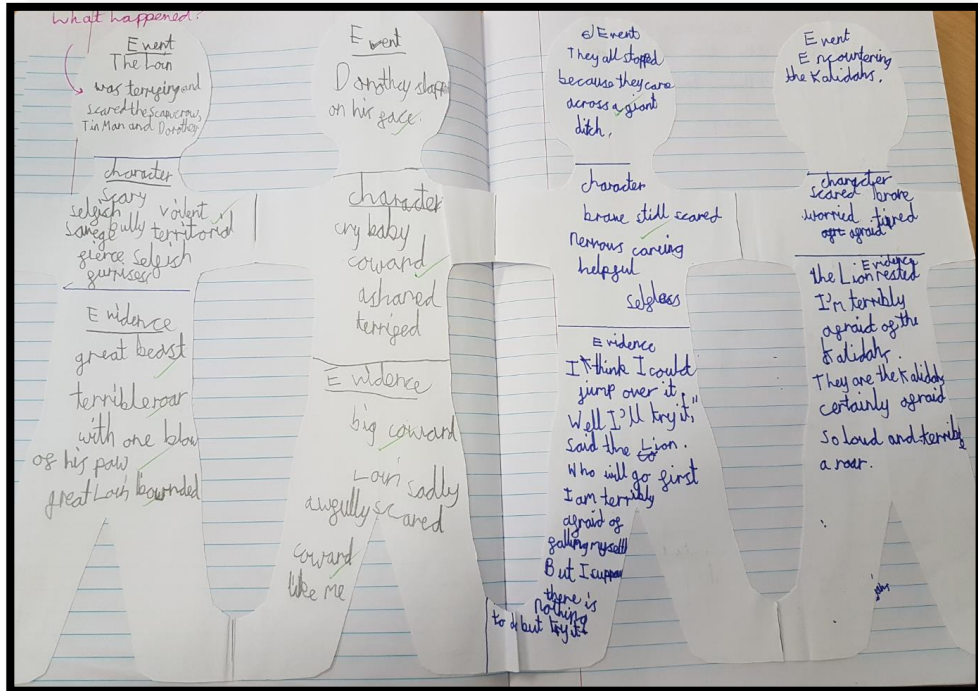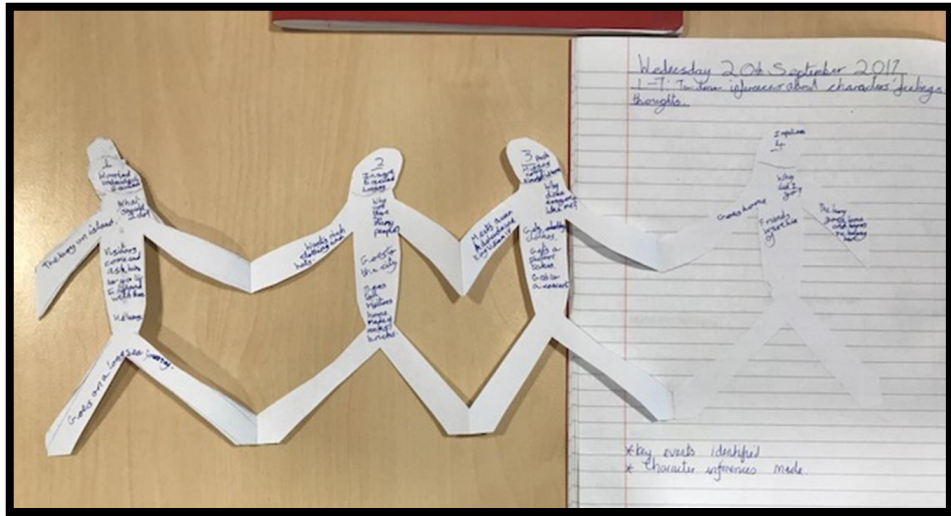
Enrich: Further challenge children to explore different viewpoints of a character: how the character is perceived by others. The paper chain could reflect a collation of different viewpoints about one particular character.

Core: Character's can be complex, and they change and behave differently in different situations. All of this can be added together over time to draw inferences and reach conclusions or form opinions about a character. Make a paperchain using the outline of a character. Identify key moments in the text when a character behaved in a certain way or said something of significance, and fill the outline of the character with your thoughts and inferences at that particular moment in the text.

Foundation: Support children through discussion and by identifying key moments from the text that indicate how a character changes or evolves. What do they do or say in those moments to show us that the character is changing and what can we infer about them each time?

Task : Show me, don't tell me

Enrich: Find evidence in the text to support given inferences. There could be several clues to find to lead to one inference. Can they piece all the clues together? Further challenge children through the choice of text provided and the amount of text reading required. Have a go at dropping their own clues about a character, showing their reader something about their character, but not telling them explicitly. Can they turn explicit statements about a character into something more implicit for their reader to infer?

Core: Author's leave a trail of clues for readers to find. Read the text and identify the clues the author has left. Where in the text is the author showing or revealing something to you about the character? Highlight the text to show where the evidence is to support an inference. Create a colour code/key to record your inferences around or beneath the text extract.

Foundation: Highlight or provide children with given extracts from a text, which provide opportunity for deeper meaning to be inferred. Read and discuss the text with the children first. Can they sort explicit and implicit extracts? Can the identify the difference?

Hampshire County Council
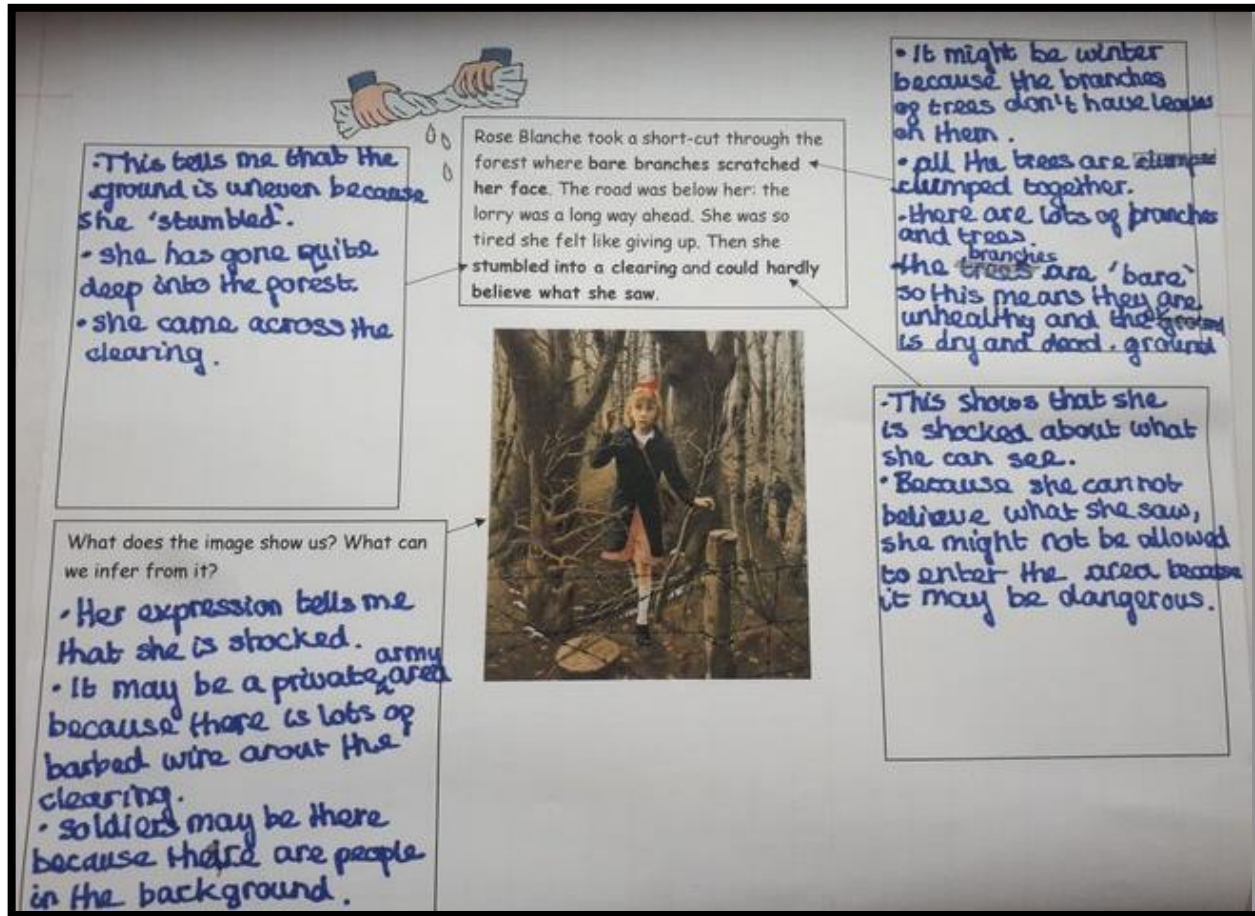
Task: Wring it Out

Enrich: Vary the complexity and difficulty of the text extract. Encourage text marking and annotation. Discuss what the author is trying to achieve/convey?

Core: An effective strategy for 'squeezing' every drop of meaning from a complicated text or image. Teaching children to read actively for meaning, digesting every sentence and recording their responses and thoughts post discussion.

Foundation: Pre-reading and discussion with an adult, using key preprepared questions, modelling the 'wring it out' strategy to record thoughts, responses and inferences based on a given text.

Task: Jigsaw Puzzle Pieces
At times inferential clues will be spread out over
several paragraphs and be crucial to build gist

…accidentally
stood on the
one tower that
was left

All his work

Enrich: Come up with the inference, then hunt for the evidence from
across the text to support it.

Core: Throughout a chapter or across several paragraphs, what clues
can we identify and piece together to provide us with information or
detail about a character? Children may need support in identifying
connected ideas that when added together tell the reader
something. Not all texts will lend themselves to this task.

Foundation: Provide the connected evidence from across a text, for
children to draw together to make an inference.

…had been broken

by the wave

Task: Read Aloud, Think Aloud

We wish to thank you, the citizens of our Great Republic, for your support over the past eleven years,' he read in a clear **authoritative** voice honed by **years of demanding order** in the Chancery. 'This has been a trying time for our family, and the distress will no doubt linger for some time yet.'

> He's important and experienced

He stopped to clear his throat, looking up for a moment at his hushed audience. A sea of camera lenses and **curious** eyes gleamed back at him. **A ceaseless assault of flashes and clicks**. 'The loss of a child is difficult to bear,' he continued, returning to his notes. 'Not only for our family, but for the townspeople of Jackalfax, who we know share in our grief.' **At least fifty pairs of eyes shot upward, and a few embarrassed coughs broke the momentary silence.** 'But this morning as we welcome the Ninth Age of the Wintersea Republic, know that the worst is behind us.'

> There is great interest in him, but he doesn't like the press

> This suggests disagreement. Perhaps not all share in his grief? Why?

Enrich: Read Aloud and Think Aloud their own text annotations with a peer or in a small group, discuss different interpretations of the text. Vary the complexity of the text as necessary and provide more reading material to navigate.

Core: Model reading aloud the focus text and thinking aloud your inferences, visibly annotate the text to show where you have inferred more deeply.

Foundation: prereading of text and discussion with the teacher. Discuss meaning of any unfamiliar vocabulary first. Discuss the character and what they say or do. How do they think the character is feeling, why?

Task : Observe, Wonder, Infer

Enrich: Provide further challenge by providing several images, or several different sources to support the inferences that they make about a character or moment in a text.

Core: Children make observations and inferences based on an image, painting, film still, text extract or a combination of all of these. Ask the children to record their observations: what do they notice? Then record any questions they may have: what do they wonder? As they capture their initial observations and questions, this should prompt deeper meaning or interpretation of the text in order for them to complete their inferences.

Foundation: Begin with an initial discussion with the teacher to talk about the text driver/image and what they notice. Provide question stems to support the formation of wonder questions. Provide an example of a simple inference that could be made from the image to get the children started.

Task: Tiny Texts

The stranger was wearing old-fashioned soccer gear, just like the clothes Willy remembered his dad wearing.

The captain threw Willy his kit and he put it on. Then the awful thought struck him... HE HAD FORGOTTEN HIS BOOTS!

There was something curiously familiar about the stranger which made Willy want to see him again. But he was never there.

Only the goalkeeper to beat. The keeper was huge and the net looked tiny. Could Willy do it?

On Friday night, Willy went through his usual bedtime routine.
He went slowly upstairs counting *every* step (still sixteen),
washed his face and hands *very* thoroughly,
brushed his teeth for *exactly* four minutes,
put on his pyjamas (the top first, with *four* buttons fastened),
used the lavatory, and dived into bed before the flushing stopped (phew!).

He ran and chased and harried, but no-one passed the ball to him. He was never picked for his team.

Willy stared at them with wonder. When he looked up, there was no-one there.

Enrich: Vary the complexity, difficulty and amount of text used. Respond to a range of looking, clue and thinking questions based on the text. Can they come up with their own 'Tell Me' questions for others to answer? Justify all their responses with evidence from the tiny texts.

Core: Read the collection of mini text extracts (in any order) before introducing the main core text. Use picture clues to support understanding. Ask open 'Tell Me' questions to support inference: Tell me what you know about the character....? How do you know? Tell me what events are taking place..? How do you know? Tell me who else might be involved in this story..? How do you know? Tell me where the story takes place..? Tell me what themes you can identify...?

Foundation: Pre-read the tiny texts with a teacher. Annotate and text-mark for understanding. Add pictures to support understanding. Pre-read the 'Tell Me' questions.

Task: Asking and answering inference questions

Inference
Fill gaps, make links, dig deeper

Looking questions

Literal questions here should lead to an explanation of what is imagined/visualised. *Looking* questions still require the reader to elaborate and make inferences which build towards deeper thinking.

Who is …? Where is …? What is the character like? What can she hear?

Clue questions

- How could you describe …?
- How do you know …?
- Why did …?
- What were some of the motives behind ...?
- What kind of person was …?
- How did … react?
- What does … tell us about them?
- Can you predict the outcome of …?
- What clues does the writer give to the setting/time period, etc?
- Based on what you have read so far, what will happen next?

Thinking questions

- Why do you think …?
- What was the problem with ...?
- How would you solve … using what you've learned …?
- What would result if …?
- Can you make use of the facts to …?
- Do you think that is how the writer wants you to feel?
- What does the writer do to make you think/feel that?
- Which events could have happened ...?
- How might other readers respond to …?
- Why is your interpretation different to …?
- Do you think this interpretation is justified? Why?
- Imagine you are a character …

Teaching reading for comprehension toolkit – question stems by domain

6

Enrich: provide three possible answers to an inference question and ask the children to rank them from weakest to strongest and explain their reasoning

Core: Answer a range of looking, clue and thinking questions based on the focus text, then come up with their own inference questions for their peers to answer.

Foundation: begin with a pre-read and discussion of the text. Provide question stems to support children with composing their own inference questions.

Prediction

Predicting what might happen from details stated and implied

Task: 'Bag of Words' - Vocabulary selected from the text driver, used to generate talk/discussion, to look for clues and make links in order to make predictions about the story
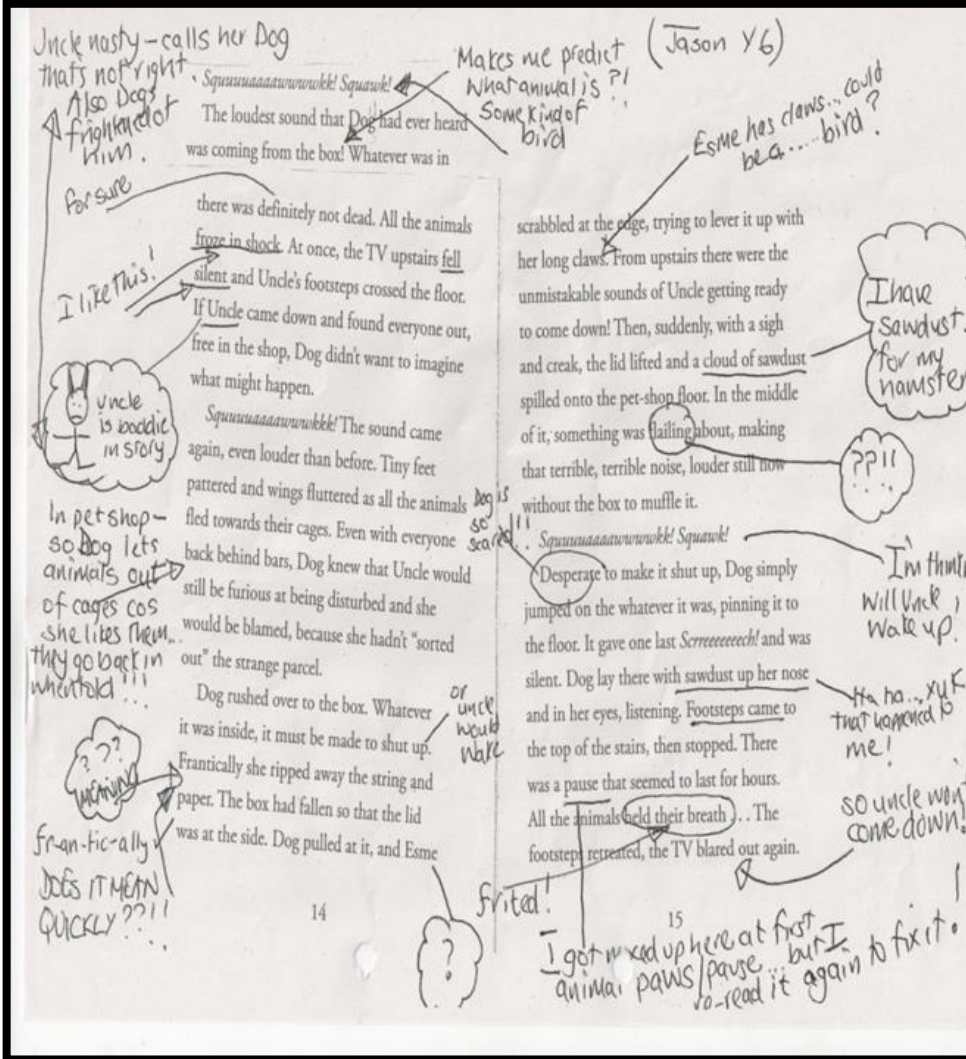

Enrich: provide a range of preprepared written predictions, which ones could be plausible based on the evidence from the text they've been presented with? Use these to inform or add to their own predictions.

Core: Discuss how the words or phrases could be connected. Explain their reasons. Draw upon background knowledge, what might this remind them of? How are the words similar/different? Can we piece together any clues from the evidence we've got to help us to make a prediction? Write down any predictions they may have based on the evidence explored.
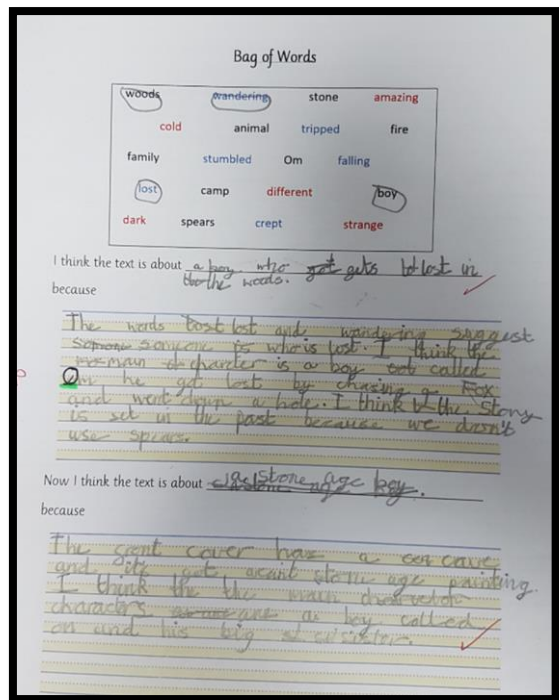
Foundation: Read and discuss the meaning of the words on flashcards (add sound buttons to support word reading if necessary.) How could the words be grouped or organised, why? Verbalise any predictions they may have, based on evidence.

Task: Read Aloud, Think Aloud

Enrich: Before reading the text provide a range of written predictions, children to read them, then read the text and decide whether they think the predictions are true or false

Core: Discuss their predictions based on the text with a peer, how do they compare? Are they sensible/plausible predictions based on what's been read so far? Do they need to amend any of their predictions in light of their discussions?

Foundation: Model reading aloud the focus text and thinking aloud your predictions, visibly annotate the text to show where you are anticipating what might happen next or as the result of an action. Ask the children to complete their own annotations of a text, indicating their predictions throughout. Provide sentence stems, e*g I think…..   I predict that… Perhaps….*

Task: Slow Reveal

Two weeks passed and it happened again.
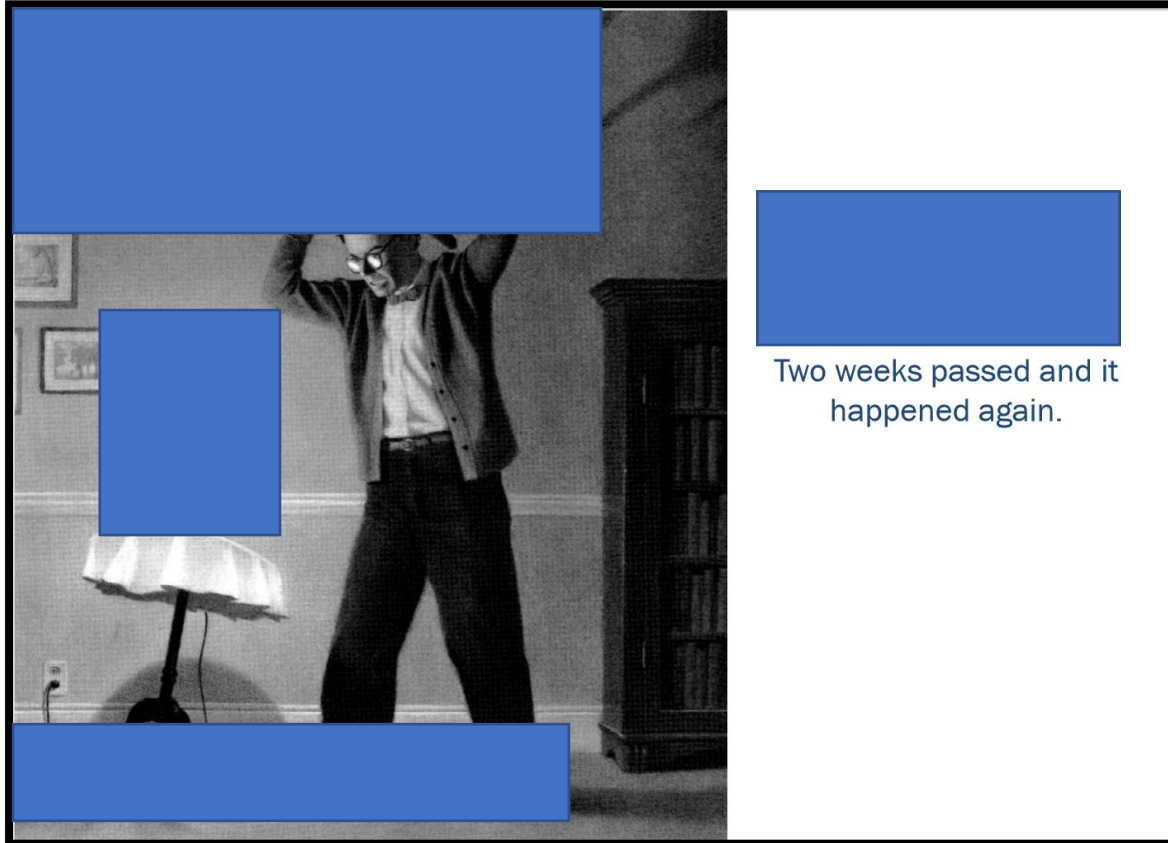
Enrich: Use a range of sources to support prediction. Slowly reveal a number of images and text extracts so that the children must examine all evidence before making informed predictions.

Core: Slowly reveal parts of a text or an image to the children by blocking parts of the image out, or using a spotlight reveal on your interactive white board. Think out loud and raise questions as more of the image or text is revealed. Use this as a strategy to open up discussion and prepare and record predictions based on evidence.

Foundation: Provide the children with an image or text that has been cut up and jumbled up inside an envelope. Ask the children to piece the pieces back together correctly to reveal the image/text as a whole. Read, discuss and interpret the image or text to support predictions. Draw upon background knowledge.

Summarise

Y3/4: identifying main ideas drawn from more than one paragraph and summarising these

Y5/6: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Task: Summarise in Five
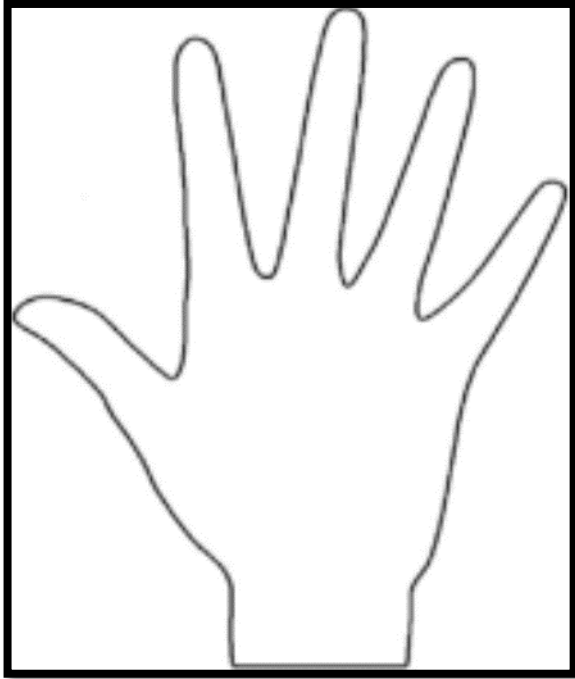
Enrich: Pose an extra layer of challenge by providing them with a word limit for their summary: summarise in no more than twenty words, or only three sentences. Then the children must decide which are the most important points to keep and which bits could be reworded to reduce the number of words used.

Core: Can they answer the who, what, where, when and how in their written summary?

Foundation: Pre-read the text with a teacher, clarify understanding of any unfamiliar or new vocabulary. Discuss the main events and key information. Decide on what the most important parts of the text might be.

Task: Summary subtitles

LO: To summarise paragraphs using subtitles

Diverse London

The population of London is 8.63 million. Most people in London are British. However, London also has many immigrants. These people come from many different countries. They speak many different languages and have different religions and cultures. There are also many people from different countries who stay in London on business. Many people visit London as tourists.

History of London

The Romans built the city of Londinium along the River Thames in the year AD 43. The name Londinium (and later 'London') came from the Celtic language of the Ancient Britons. In the year AD 61, the city was attacked and destroyed. Then the Romans rebuilt the city, and London became an important trading hub. In the 9th century more people started living in London again. It became the largest city in England. However, it did not become the capital city of England until the 12th century.

Transport of the mid 19th century

The Victorians built a number of railway systems in the mid-19th century. Their main stations are in London, and the lines go to every corner of Great Britain. There were originally five major companies, which were merged into a national rail network in modern times.
There is also the world's first underground railway system, London Underground, which is the main way commuters get into London

Enrich: Further precis the content of the text beneath the subheadings that they create. Provide a word limit and ensure key questions are answered within their summaries.

Core: Remove sub-headings from non-fiction texts and ask children to think of suitable alternatives which outline the main points in each paragraph. Annotate the main body of the text to identify the key information as they read.

Foundation: Match the sub-headings to their content. Pre-read and vary the level of difficulty and amount of text as required. From a given text, decide one sentence at a time which parts are important to the overall meaning. Which bits could be left out?

Task: Get Visual & add a Headline

L.O. To develop listening and reading comprehension strategies

Get visual and Headline

Little Country here I Come
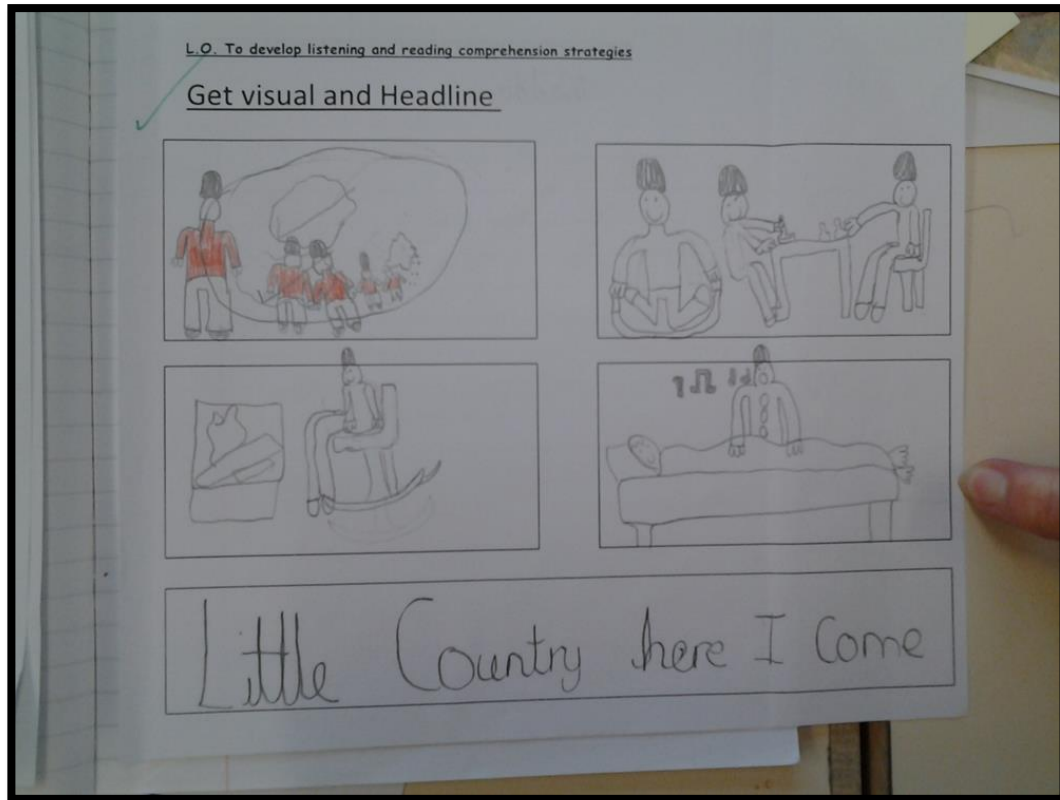
Enrich: Add a summarising caption beneath each image. Produce a written summary, using their visuals and headline as a prompt. Could this be used as a blurb to the book? Why is summarising an important skill? When might this be needed in life?

Core: Read the text. Decide on the four most important parts to capture and present these as a visual recount within four boxes. In the final box, come up with one overarching headline to summarise the entire story/text.

Foundation: Pre-read and discuss the text with a teacher. Discuss the meaning of any difficult vocabulary. Respond to simple comprehension questions to clarify understanding. Sequence the key events/moments from the story in the correct order and retell this orally. Discuss which the most important parts are and which elements could be removed.

Task: Note Taking
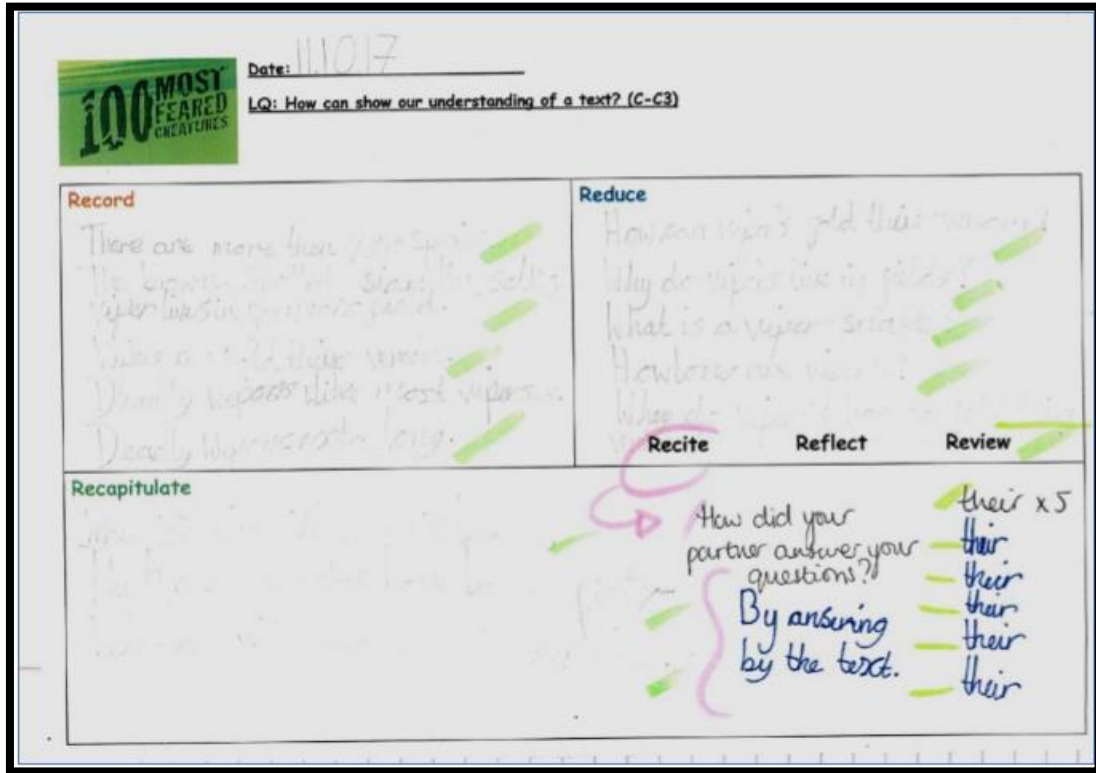
Enrich: Ask the questions raised to their peers. Do their partners summaries enable the reader to answer all the questions?

Core: Record the key notes from a text. Pose questions about what has been read to reduce the text, ask questions that will ensure all the key points from the text are covered. Recite their answers to their questions. Reflect and reread with a fresh pair of eyes. Review: is there any key information that I've missed from the core text? Recapitulate: summarise the original text by answering the key questions you've raised succinctly.

Foundation: Support children in first recording what the key information might be from a text. Model how this can be further reduced by asking the right questions about what we've read – we only want answers that will give us the key information. Verbally answer the questions raised succinctly.

Inbeetwen to lage smooth rocks lived too tiny weeny weles there names were Jock and Mary. Well they they **lived** under the rock achly. Thoes rock were in the dark woods and thewood was near the city. The weles were so ~~~ re lovely gur was brown os chocolate. Mrs weles weles.

sunny
One day when Mrs Mr weles ~~~ the good Mrs.weasle called "can I come with ~~~ Yes you can called back Mr.weasle. It ~~~ 12.30 when ~~~ ey were going to a ~~~ prom a girl that ~~~ he way got trapt in a metal cage dow

Use adjectives to descirbe the wood, rocks and city. Soft and plffy as a... (simile) How do we knew they were lad what did They do?

Neeve re write the under lined sentence. It doesn't make sense. Haw/why have they need a baby. You need to explain to whoch team

which is it? A while or a lot?

They
~~~ re In the cage angrily growled ~~~ nice but don't get them angry they ~~~ ry vicio ~~~ the cage they were wonderin what to d ~~~ Th ~~~ s shouted exstedly "what about wer ~~~ neeky" and Mrs.wea ~~~ s that is briliant." So thats what they ~~~ rought them out.

After a while & after a lot of running they got home home and selerbraited with a cho colossal. X just after The cake Mrs. Weasle had a tummy achi. This was because She was about to have a baby. She had it and they named charlotte Natalia But the girl was still watting.

Question

Y3/4: asking questions to improve their understanding of a text
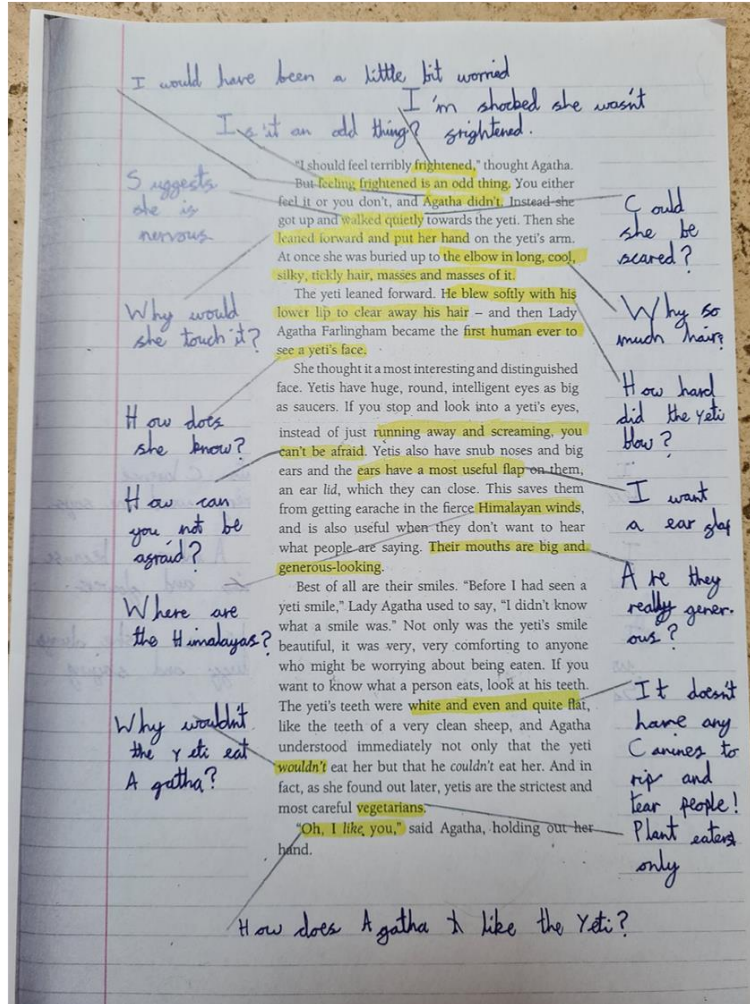Y5/6: asking questions to improve their understanding

Enrich: Having completed the core task, can they answer given questions based on the text read?

Core: Encourage active reading by modelling how readers ask questions as they read. Record and annotate the text with the questions you have as you go, with the goal of improving understanding.

Foundation: Provide question stems to support the composition of the question. Pre-read the text with an adult to support comprehension. Ensure the text is accessible to all, vary the text according to need.

Task: Looking, Clue & Thinking Questions

Why did the brother want to go through the tunnel?

How did the sister feel about going through the tunnel?

Should the brother and sister go through the tunnel?

Clarify

Y3/4: checking that the *text* makes sense to them, discussing their understanding and explaining the meaning of words in context
Y5/6: checking that the *book* makes sense to them, discussing their understanding and exploring the meaning of words in context

Task: Word Explorer

Exploring the meaning of unfamiliar vocabulary, applying a range of strategies
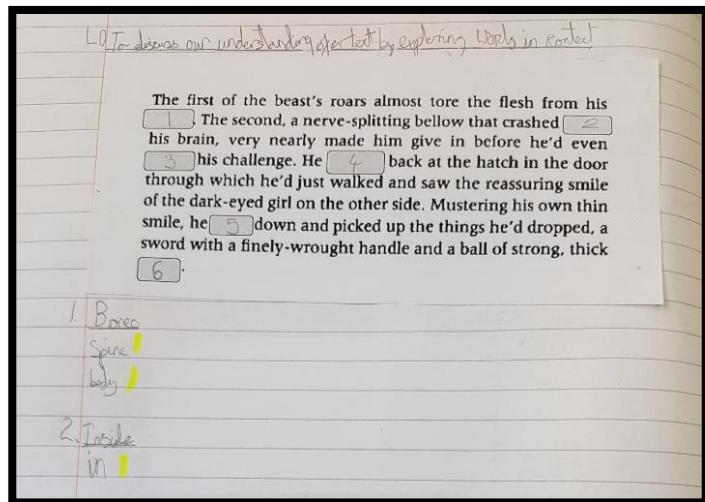
Enrich:

Core:

Foundation:

'Close the gap' - remove vocabulary from a text extract for children to read and make plausible suggestions as to what the missing words could be.

Enrich:

LO To discuss our understanding of a text by exploring words in context

The first of the beast's roars almost tore the flesh from his [1]. The second, a nerve-splitting bellow that crashed [2] his brain, very nearly made him give in before he'd even [3] his challenge. He [4] back at the hatch in the door through which he'd just walked and saw the reassuring smile of the dark-eyed girl on the other side. Mustering his own thin smile, he [5] down and picked up the things he'd dropped, a sword with a finely-wrought handle and a ball of strong, thick [6].

1. Bones
   Spine
   body

2. Inside
   in

Core:

Foundation:

Choose the most suitable modal verb/phrase to complete each of the following:

- If you care about the Earth, then you [should] take notice of the following: ✓
- If we want to save the planet, we [have to] reduce the greenhouse effect. ✓
- Do you think that we [can] do anything about climate change? ✓
- If we want to stop the global warming, we definitely [need to] react very quickly! ✓
- Fossil fuels are very polluting. What [could will should] we do against this problem? ✓
- We [will could] use renewable energies for example! ✓
- I think that it is important. We [ought to] change our habits and recycle as much as we [could can] If we are going to make a difference. ✓

Task: Word Cards
Explore the meaning of new vocabulary using a range
of strategies

Enrich:

Core:

Foundation:

Task: Call My Bluff

Explore the meaning of new vocabulary

Enrich:

Core:

Foundation:

2A CLARIFY		Teacher	17.9.19
WALT: Discuss the meaning of new words in context			
1.	I can discuss the meaning of new words in a sentence		
2.	I can identify the correct meaning of new words by selecting the correct definition		
My effort today:	Needed to be better ✓	Was good	Gave me a 'Sense of Pride'

Call my Bluff

Read each definition for each word and decide which one you think is correct.

Look carefully at the word – are there any clues inside the word that can help with the meaning? Find the word in the text does the sentence give you a clue?

toxic	healthy
	poisonous ✓ ✓
	sweet

sub-zero	a boat that goes below water
	a type of sandwich
	Below freezing ✓ ✓

emit	To let out ✓
	To own up to something ✓ ✗
	To smile

infernal	happy
	horrible ✓
	grumpy ✓ ✗

miniscule	mousey
	spotty
	tiny ✓ ✓

Extension: Now choose a word and write it correctly in your own sentence.

The Literature Circle:
Use a literature circle to explore the text more deeply
Using a range of approaches.

Enrich:

Core: Give children different Job roles to explore the text with a particular lens or focus:
- The Illustrating Team
- The Summarising Team
- The Word Explorer Team
- The Character Profiler
- The Discussion Director

Children could work individually, in pairs or small groups. It works well when children get to experience all the job rolls and share findings with each other. This task could be used as a whole-class carousel, where children move to each job and record their findings and discussions on large sheets of paper.

Foundation:

Date Monday 2nd December 2019

Can you become more familiar with a text?

Characters

Tell me everything you found out about the characters.

Questions

What questions do you have?

Likes and Dislikes

What did you like and dislike about the clip?

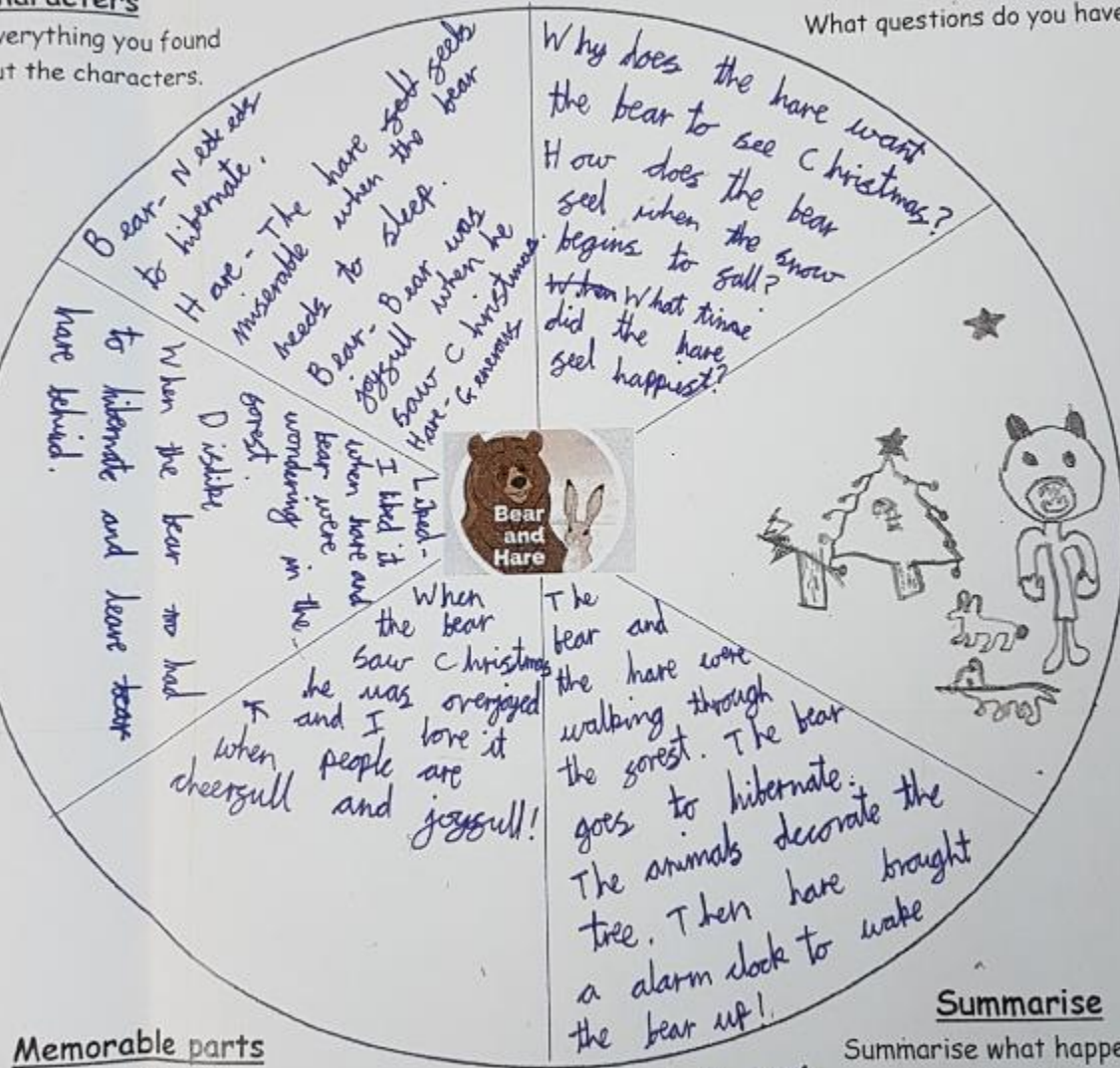**Memorable parts**

Which parts of the clips were most memorable? Why?

Visualise

Draw what you saw.

Summarise

Summarise what happened in the clip.

Wheel segments (Bear and Hare):

Characters: Bear - Needs to hibernate. Hare - The hare got got feely miserable when the bear needs to sleep. Bear - Bear was joyful when he saw christmas. Hare - Generous.

Questions: Why does the hare want the bear to see Christmas? How does the bear feel when the snow begins to fall? What time did the hare feel happiest?

Likes and Dislikes: When the bear to hibernate and leave hare behind. I dislike when hare and bear were wondering in the forest. I liked it when the bear saw christmas and I love it when people are cheerfull and joyfull!

Memorable parts: When the bear saw christmas he was overjoyed

Summarise: The bear and the hare were walking through the forest. The bear goes to hibernate. The animals decorate the tree. Then hare brought a alarm clock to wake the bear up!. The bear sees Christmas!

Illustrator

Your job is to draw a picture related to the text. It can be a character, setting, exciting part or anything that comes into your mind.

Summariser

Your job is to summarise the main points of the text in no more than three sentences.
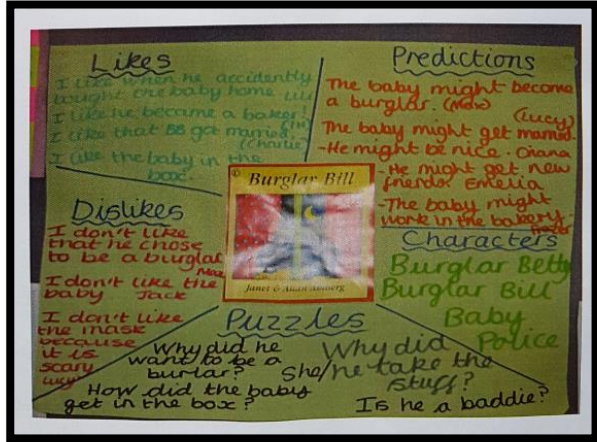
Theseus is in the labyrinth, on his mission to slay the minotaur to stop it from being fed children. to find his way the tied some string to the entrance. When he found his way through he grabbed his sword and fought the...

Word Finder

Your job is to look for special words in the text. Any word that you find: interesting, different, new, strange, funny, important, difficult.

musk
gobbets
Sympathetic
Shaft
hairy
Marmored

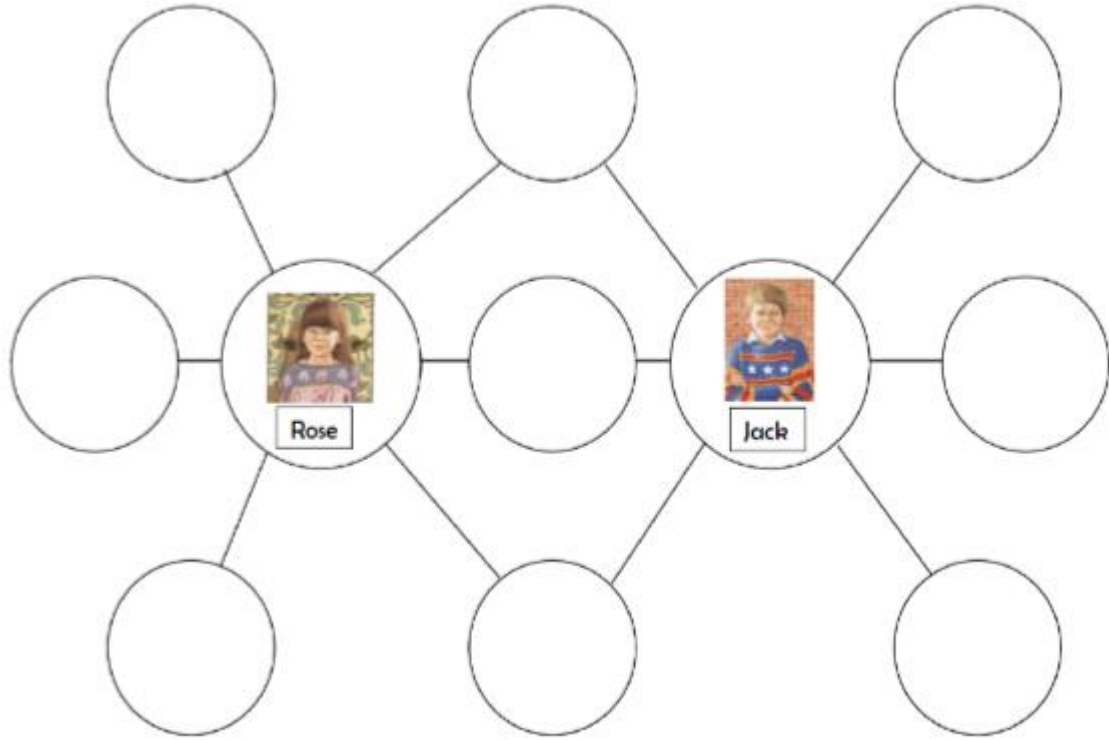penetrated

Task: Book Talk Grid/Tell Me Square

Enrich:

Core: Capture children's initial responses to the text-driver. Record their likes, dislikes, any questions the have or puzzles (things that didn't make sense), and any connections they made using background knowledge.

Foundation:

Task: Double Bubble

Enrich:

Core:

Foundation:

Explore

Identifying how language, structure, and presentation contribute to meaning