# A Guide To Teaching Reading Comprehension

# Teaching whole-class reading

## Why whole-class?

- Challenge all
- All children read more regularly
- All children are exposed to high quality texts and high quality responses
- Mixed-ability pairs
- SEND chn make the most progress
- High levels of engagement, no wasted time or filler activities
- Impact on whole curriculum
- EAL – developing vocabulary, exposure to correct grammar etc.
- Develop reading for pleasure
- Chn see teachers and peers as readers
- Chn understand what being a good reader means
- Differentiate as you would in any lesson

**"Reading for pleasure is the single most important indicator of a child's future success."**

## What does whole-class reading look like?

Suggested structure: x3 sessions p/w

1. Immersion, modelled reading, shared reading
2. Oral responses
3. Written responses

Alternatives:
- Teach, practise, apply
- Revision of skills – application to different texts
- Comparison of texts
- Providing different 'modes' e.g. picture, song, extract – see Ashley Booth's blog for linked fiction, non-fiction and poetry
- Providing stimuli which are progressively more challenging
- Novel study – longer sequence
- Can include pre-teaching vocabulary

# Teaching whole-class reading

Important aspects:
- Modelling, discussing and making explicit – What does a good reader do?
- Ensure chn understand that there is more to reading than decoding the words.
- Early reading – must ensure chn have enough practise of decoding, in addition to the teaching of reading/comprehension.
- Focus on a particular skill until confident chn understand it (retrieval, vocabulary – ongoing, inference & prediction – a type of inference, further vocab & authorial choice, summarising – ongoing).
- Use SATs-style questions so chn get used to the structure and how to answer – see Testbase - 'by content domain'
- Scaffold and remove.
- Every lesson can be different – don't have to follow set structure – respond to needs of the chn in your class.

## Supporting
- Pre-read the text – with teacher, teaching assistant, older student, family (send it home before the lesson), peer
- Pre-teach vocabulary
- Provide more structure for tasks (e.g. cloze activity, prompts, sentence starters, provide answers and let chn choose the correct one, or match to the questions)
- Guided groups during tasks
- Mixed-ability pairs/groups
- Train children to be good reading buddies/partners
- Consider partners & levels of confidence
- Different text, same focus (occasionally – shouldn't be common practice)
- Intervention around a certain domain (e.g. inference), especially considering the strengths/needs of children with SEND
- See Jo Payne's video (13:45-18:50)
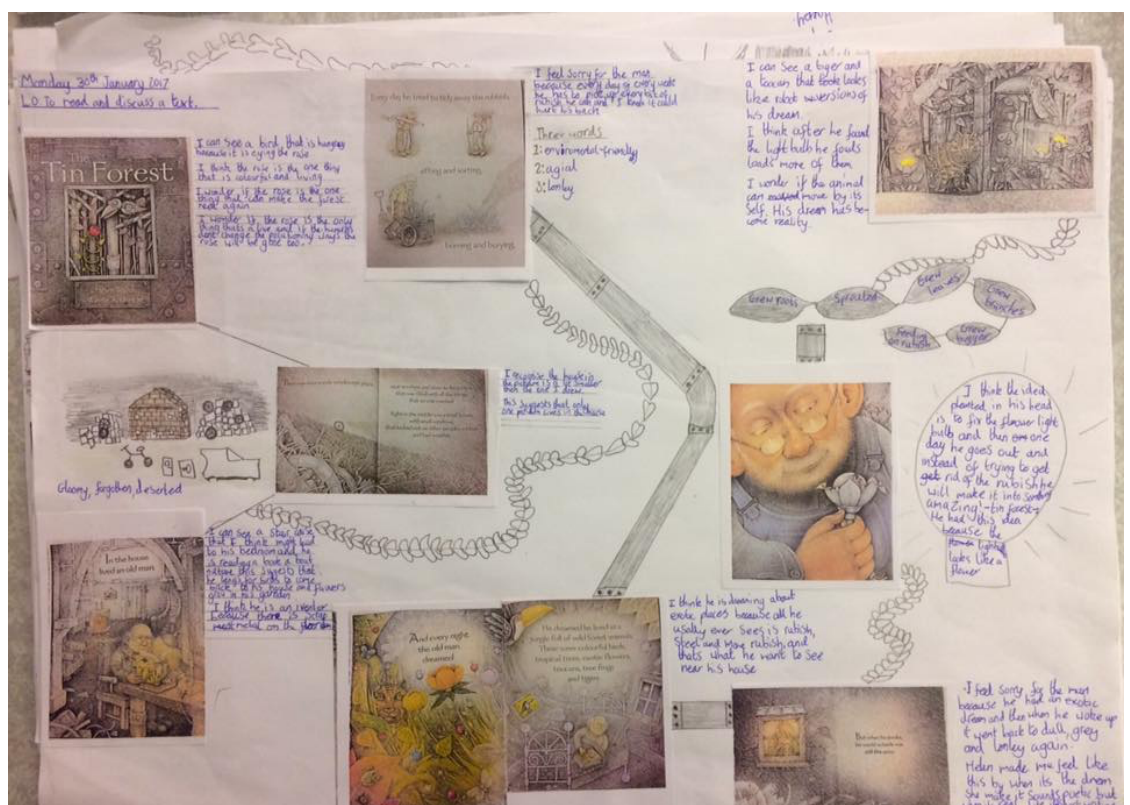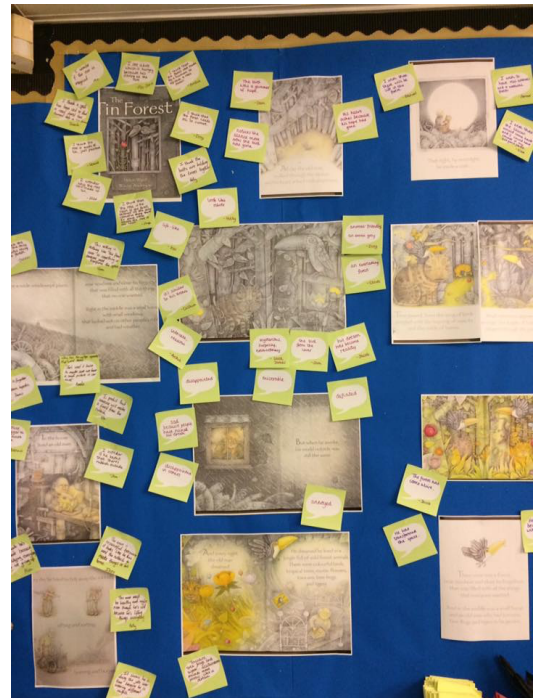- N.B. Teach decoding in addition to the whole-class reading sessions

## Stretching
- Provide less scaffold (e.g. rather than cloze procedure, provide structure they should follow; rather than multiple choice, chn find for themselves)
- 'Be the teacher' – provide a question and 2/3 fictional chn's answers – chn should choose the best and explain why
- Challenge through questioning and types of questions – encourage more higher-order thinking (try Alan Peat's Guided Reading Questioning Framework app for suggestions)
- Ensure texts chosen provide challenge & breadth
- Speak to teachers in the next year group/stage for advice – share ideas with colleagues
- For reference: Greater depth Year 6 reading checklist – consider these skills

# Teaching whole-class reading

## General strategies

- [Book talk](#)
- [Ashley Booth discussion](#) structure - ABC – agree, build on, challenge

- Reader's journals
- Working walls or whole-class big books

- Annotating texts & importance of modelling ([Jo P's video](#) 26:30-28:00)

- Immersion and hook – engagement and love of reading
- Reading every day
- Be explicit with chn – why are we doing this?

# Teaching whole-class reading

## <u>Useful information</u>

Blogs:
- https://medium.com/solomonkingsnorth/how-to-switch-to-whole-class-guided-reading-3f8489a8b557
- https://www.tes.com/news/school-news/breaking-views/why-whole-class-reading-beats-a-carousel-and-seven-ways-ensure-it
- https://jamesdurran.blog/2017/08/31/whole-class-reading-an-example-lesson-and-a-menu-of-approaches/
- https://thisismyclassroom.wordpress.com/2016/08/02/what-i-think-about-reading/
- http://www.mrspteach.com/2017/06/whole-class-reading-new-method.html
- http://www.mrspteach.com/2017/10/whole-class-reading-video-twinklteach.html?m=1 (video)
- https://theteachingbooth.wordpress.com/2017/06/02/how-i-teach-whole-class-reading/ (linked fiction, non-fiction & poetry; also, how to incorporate iPads into teaching reading)
- http://www.thatboycanteach.co.uk/2016/12/reading-roles-cognitive-domains-made.html - using reading roles to make the content domains clearer

Resources:
- http://primaryenglished.co.uk/resources/
- http://www.literacyshedblog.com/blog/reading-vipers
- http://www.literacyshedblog.com/blog/reading-film-is-reading-part-1
- https://misswilsonsays.files.wordpress.com/2016/10/whole-class-reading-activity-bank1.pdf
- A Shed full of questions (from Literacy Shed) – questions to use with films
- 'Key texts whole school' document (Sam Daunt) – suggested texts linking with topics, for each age group
- https://www.booksfortopics.com - suggested texts to match topics
- http://www.mrspteach.com/2016/01/free-whole-class-reading-texts.html
- http://www.lovereading4kids.co.uk - free extracts of thousands of books
- https://www.oxfordowl.co.uk - free ebooks to display – Oxford reading tree, project x etc.

# Teaching whole-class reading

Resources continued:
- [www.onceuponapicture.co.uk](www.onceuponapicture.co.uk) - pictures
- [https://www.literacyshed.com](https://www.literacyshed.com) - film
- [https://www.2starsandawish.com/home](https://www.2starsandawish.com/home) - songs
- [https://classroomsecrets.co.uk](https://classroomsecrets.co.uk) - paid
- [https://www.tes.com/resources/search/?authorId=1802273](https://www.tes.com/resources/search/?authorId=1802273) - Sophie Bee – some planning suitable for F4-5
- [http://www.arbookfind.com/](http://www.arbookfind.com/) - find the AR level of a book
- [http://tompalmer.co.uk/free-stuff/](http://tompalmer.co.uk/free-stuff/) - 'boy-friendly' texts
- [https://www.johnmurraycpd.co.uk](https://www.johnmurraycpd.co.uk) - creator of Reading Explorers
- [http://www.readwriteperform.com](http://www.readwriteperform.com) - John Murray & Leeroy Parkinson – linking reading & writing, giving it a purpose
- [http://www.storylineonline.net](http://www.storylineonline.net) - online stories - video
- [http://www.storynory.com](http://www.storynory.com) - online stories including classics and fairy tales – audio
- [https://learnenglishkids.britishcouncil.org/en/short-stories](https://learnenglishkids.britishcouncil.org/en/short-stories) - British Council short story videos
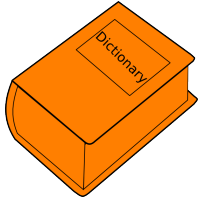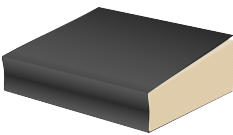

Questioning:
- Rosen Matrix Questions doc
- Alan Peat app
- Question stems (AP literacy, Herts for Learning)
- Reading comprehension for EAL [http://thatboycanteach.blogspot.pt/2016/12/structuring-reading-comprehension-for.html](http://thatboycanteach.blogspot.pt/2016/12/structuring-reading-comprehension-for.html)


Books:
- Guiding Readers – Layers of Meaning (Tennent, Reedy, Hobsbaum, Gamble)
- Reading Explorers – John Murray
- Reading Reconsidered – Doug Lemov, Colleen Driigs & Erica Woolway
- How to Teach Guided Reading Like a Boss – Stephen Lockyer
- Bringing Words To Life: Robust Vocabulary Instruction – Isabel L Beck, Margaret G. McKeown & Linda Kucan

# The reading content domains

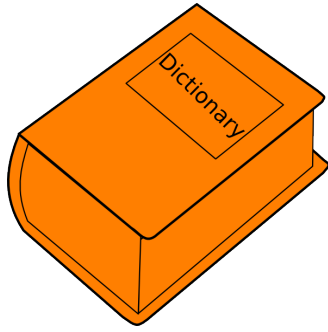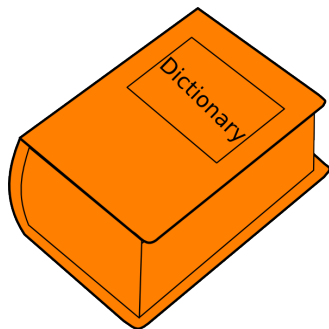| Role | Description | Focus | Symbol |
|---|---|---|---|
| **Translator** | **The translator knows and can explain what individual words in a text mean.** | **Vocabulary** |  |
| **Reporter** | **The reporter finds the main facts in a text and writes them down.** | **Retrieving** |  |
| Researcher | The researcher finds only the most important information in a text. | Summarising |  |
| **Detective** | **The detective works things out (draws conclusions) based on clues in a text.** | **Inferring (and deducing)** |  |
| Weather forecaster | The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective. | Predicting |  |
| Author | The author explains why language and structural choices are made. | Explaining language and structural choices |  |
| Interpreter | The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs. | Authorial intent |  |
| Librarian | The librarian thinks about all of the information in the text and finds similarities and differences. | Comparing |  |

# Translator

The translator knows and can explain what individual words in a text mean.

**FOCUS: vocabulary**

# Questions

- What does the word ... mean in this sentence?
- Find and copy a word/two words/a phrase which means ...
- Which word in the text describes…?
- Which word means the same as…?
- Find and copy one/two words which tell/show you…
- What does this word or phrase tell you about ...?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Give two things that the word … suggests about …
- Which word most closely matches the meaning of the word …? Circle the correct option.
- Give the meaning of the word … in this sentence.
- Why do you think ... is repeated in this section?
- What does … suggest about…?
- What does this... word/phrase/sentence... tell you about... (character/setting/mood)?
- In the story, … is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about … (character/setting)?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases... to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy/ sad/angry/ frustrated/lonely/bitter etc?

# Translator

The translator knows and can explain what individual words in a text mean.

**FOCUS: vocabulary**

# Activities

- Ordering/scale/vocabulary ranking/word cline
- Matching, dominoes
- Find a word that means…
- Cloze procedures
- Sort the words – similar/not similar in meaning to…

General vocabulary activities:

- Zone of relevance
- Word diagrams
- Make a glossary
- Make word association maps
- 'I can see…' and 'Tell me more about…'
- Talk and language games
- Pre-teaching vocabulary
- Working walls
- Thesaurus work
- Descriptosaurus and constantly developing the vocabulary
- Talk for Writing
- Word of the day (see 'Vocabulary Ninja')
- Play Pointless, Scattegories, Word Bingo
- What's the same, what's different?
- Balloon debate
- Morphology and etymology (exploring the make-up and meanings of parts of words)
- Be 'vocabulary vigilant'!
- Challenge their reasoning
- 'Write up, not down' – be ambitious with vocabulary – don't dumb things down
- Read every day
- Teach chn strategies for finding the meaning i.e. reference aids (dictionary, thesaurus, glossary, search engine), morphemic analysis (units of meaning in the word), context clues

# Useful links

https://vocabularyninja.wordpress.com
https://verbivoreblog.wordpress.com/2017/07/06/vocabulary-report-201617/
https://justteachitsite.wordpress.com/2017/03/21/vocabulary-8-ways-to-raise-attainment/
https://www.hertsforlearning.co.uk/sites/default/files/news/pri_eng_news_aut2015.pdf

# Reporter

The reporter finds the main facts in a text and writes them down.

**FOCUS: retrieving**

# Questions

- How did...?
- How often...?
- Who had... ? Who is... ? Who did... ?
- What happened to... ?
- What does ... do?
- How … is ...?
- What can you learn about ... from this section?
- Give one example of …
- The story is told from whose perspective? / Through whose eyes is the story told?
- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Write down three things you are told about X.
- Which of these drawings best represents…?
- How would you describe this story/text? What genre is it? How do you know?

# Reporter

The reporter finds the main facts in a text and writes them down.

**FOCUS: retrieving**

# Activities

- I can see…
- Drawing the scene/setting/character – labels in boxes
- Ordering/sequencing
- True or false
- Multiple choice answers
- Hot seating characters e.g. police interview with Goldilocks – which bed did you sleep in?
- Drama – reconstruct the scene as accurately as possible
- Work on skimming and scanning as a part of this – Where's Wally?; busy pictures; skimming a film; word searches; word category hunt; time limits
- Find and copy
- Cloze procedure
- Matching games
- Relay – recreate picture
- Role on the wall – collect information about a character from a text
- What do I know for certain?/How do I know?
- Create a timeline of the story

## Strategies
- Scan for key words & 'read around' the key words for context
- Identify question words (i.e. When/where/who…) so they know what to look for
- Look across the whole text for multiple references to a topic/aspect/key word
- Encourage chn to answer the 2 questions: What do I know for certain? How do I know?

# Researcher

The researcher finds only the most important information in a text.

**FOCUS: summarising**

# Questions

- Can you number these events 1-5 in the order that they happened?
- What happened after ...?
- What was the first thing that happened in the story?
- Use three sentences to describe the beginning, middle and end of this text.
- You've got 'x' words; sum up this story/these paragraphs.
- Sort these sentences/paragraphs/chapter headings from the story.
- Make a table/chart to show what happens in different parts of the story.
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?
- In what order do these chapter headings come in the story?
- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- Sort the information in these paragraphs. Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs.
- Which is the most important point in these paragraphs? How many times is it mentioned?

# Researcher

The researcher finds only the most important information in a text.

**FOCUS: summarising**

# Activities

- Phone a friend/timer
- Highlight
- 5 points/3 points etc. (use fingers)
- Word/character limit
- Tweet
- Emojis
- Chapter summaries – recap before reading on
- Practise the skill: summarise the events of special days, school trips, units of work – publish on class blogs or in school newsletters

# Detective

The detective works things out (draws conclusions) based on clues in a text.

**FOCUS: inferring**

# Questions

- Why was… feeling... ?
- Why did ... happen?
- Why did ... say ...?
- Can you explain why ...?
- How does ... make you feel?
- Find and copy a group of words which show that ...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ... show that they are ... ?
- How can you tell that ... ?
- What impression of ... do you get from these paragraphs?
- What voice might these characters use?
- What was ... thinking when … ?
- Who is telling the story?
- What makes you think that?
- Which words give you that impression?
- How do you feel about...?
- What evidence is there of/that …?
- Can you explain why...?
- Why did X happen?
- Why does X do this?
- What are three ways that X shows …?
- Explain what X (a phrase/clause with challenging vocabulary) suggests about …?
- How is X made to seem …?
- The person did not seem to be X. How can you tell this from his/her actions?
- Give one piece of evidence that shows ...
- What does this paragraph tell you about …?
- What is the main message of the story?

# Detective

The detective works things out (draws conclusions) based on clues in a text.

**FOCUS: inferring**

# Activities

- Colour-coded highlighting
- Link with retrieval – I can see… I can infer…
- What do I know for certain? vs. What can I infer?
- Use pictures to model – [Once Upon A Picture inference collection](#)
- Video and short film, music video e.g. Titanium, The Lighthouse
- Short extracts/sentences
- Card sort – e.g. sort characters into 'good' or 'bad'
- True/false/maybe
- Role on the wall
- Drama - hot-seating, conscience alley, thought tracking
- Courtroom – where's your evidence?
- Drawing pictures – inferences in thought bubbles
- Add thought bubbles to illustrations
- Character self-portraits/profiles – writing in role
- Maps – who lives here etc.
- Text messages
- Riddles ('Who am I?')
- Short mystery stories (whodunit)
- Show not tell reading
- Thinking deeper… 'Who is responsible for…?'; debates; police investigation

## Strategies
- Make links between what they are reading to what they know about the topic
- Make links between their own experiences and how characters act – how would they feel in that situation?
- Identify and highlight significant hints
- Put hints together and come to a conclusion about something
- Understand and use vocabulary to articulate their speculations and justifications e.g. *This suggests that…*

# Weather forecaster

The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective.

**FOCUS: predicting**

# Questions

- From the cover, what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
- Which of these options is most likely to happen next?
- Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

# Weather forecaster

The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective.

**FOCUS: predicting**

# Activities

- Pausing the book/text – what will happen? What will they do? What would you do? Which is the most likely? (offer choices)
- Role play/drama
- Crystal ball
- Fortune cookie
- Magic 8 ball
- In 1 minute/5 minutes/an hour/a day…
- Making predictions and then reflecting on them later – did this happen? Why/why not?
- Refining predictions – altering as the plot progresses
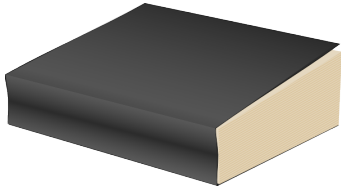- 'I predict… because… (clues) and I know… (prior knowledge)'
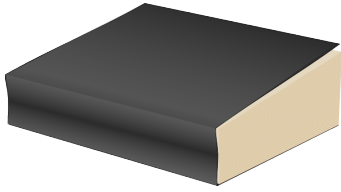
# Author

The author explains why language and structural choices are made.

**FOCUS: explaining language and structural choices**

# Questions

- Explain why the character is described in this way.
- Explain a character's different/changing feelings throughout a story. How do you know?
- What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?
- What is similar/different about two characters?
- Why is 'x' (character/setting/event) important in the story?
- How does the inclusion of this paragraph/section/flashback/dialogue influence your opinion of the character?
- What is the purpose of this scene?
- Why does the author reference the opening here?
- Why is there repetition of … phrase?
- What is the story (theme) underneath the story? Does this story have a moral or a message?
- Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information?
- How does the title/layout encourage you to read on/find information?
- Where does it tell you that...?
- Why has the writer written/organised the text in this way?
- In what ways do the illustrations support the instructions?
- How could these instructions/information/illustrations be improved?
- Would a diagram aid the reader's understanding of this topic? How?
- Who do you think this information is for?

# Author

The author explains why language and structural choices are made.

**FOCUS: explaining language and structural choices**

# Activities

- Author's commentary
- Matching sections and content
- Discussing the effect of these choices
- 'What if…?' – suggest changes
- Be the editor– change sections & reflect on the effect
- Analyse a range of story openings. What is the impact of these on the reader?
- General work on features of genres, writing from different perspectives, dialect and accents, formal and informal language
- Read books with a range of structures e.g. letters, flashbacks, chapters from different perspectives, fairy tales vs. twisted fairy tales

# Interpreter

The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.

**FOCUS: authorial intent**

# Questions

- What does the word … tell you about … ?
- Find two or three ways that the writer tells you ...
- Highlight a key phrase or line. By writing in this way, what effect has the author created?
- In the story, … is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ...words/phrases...to describe ... How does this make you feel?
- How has the writer made you and/or character feel ...happy /sad/angry/ frustrated/lonely/bitter etc?
- Has the writer been successful in their purpose or use of language?
- What do you think the writer meant by... ?
- Which words do you think are most important? Why?
- Which words do you like the best? Why?
- The author makes an action/description 'like' something else. Why?
- Why did the author compare ... to … ?
- The author states that … is something it isn't. What is the effect of this? Why have they done this?
- What mental image is the author trying to paint for us?
- Does the author want us to like this character?
- Would you like to visit this place? Why/why not? What did the author do to make you feel this way?

# Interpreter

The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.

**FOCUS: authorial intent**

# Activities

- Draw characters and settings based on language used.
- Use film - how is colour/sound/score/lighting/framing used to create a mood? Compare to text if film based on a book.
- Author's commentary/director's commentary
- Forum theatre – act out scene, audience act as the directors, commenting on choices and effects
- Discuss the impact of language choices.
- Highlight/annotate the words/phrases used which suit the genre.
- What mood did the author want to create? How did he/she do it? Is there anything surprising? Is there anything that could be improved?
- 'What if…?'
- Re-write sentence/paragraph to have a different effect on the reader.
- 'Tweak it' – change one word in the sentence. Other chn spot the change. How has the meaning/mood/scene changed?
- Hot-seat/interview the author
- Think about how the scene would be represented in a film (colour, soundtrack, sound, background, lighting). Create a storyboard or film version of the scene.
- Watch/read interviews with authors and illustrators. Find out more about their process of planning, writing/creating, editing.
- Tweet/write letters to authors to ask them more about their choices.
- Ask similar questions when chn are writing – encourage connections.

# Librarian

The librarian thinks about all of the information in the text and finds similarities and differences.

**FOCUS: comparing**

# Questions

- Describe different characters' reactions to the same event in a story.
- How is it similar to ...?
- How is it different to ...?
- Is it as good as ...?
- Which is better and why?
- Compare and contrast different character/settings/themes in the text.
- What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?
- Does this character/setting/event/plot/style remind you of anything else?
- Is this a typical fairy tale/diary entry/newspaper…?
- Which of the books we've read this year is this most similar to?
- Is this similar to any of (the author)'s other books?
- Did the character react in the same way when meeting ... (different characters/events)?
- Which other author handles time in this way e.g. flashbacks; dreams?
- Which is most effective and why?
- Which character is more trustworthy/likeable/intelligent… ?

### Strategies
- Skimming to find the sections of text being compared
- Highlighting relevant text
- Recording information e.g. lists, tables, Venn diagrams
- Understanding and using technical vocabulary e.g. compare, comparison, contrast

# Librarian

The librarian thinks about all of the information in the text and finds similarities and differences.

**FOCUS: comparing**

# Activities

- Draw a 'connections' map.
- Find evidence of themes in the text.
- Which character is more likely to… (scenarios, awards etc.)?
- Draw emotion graphs.
- Venn and Carroll diagrams
- 5 alike; 5 different
- Play 'Looking for Links' - chn have an illustration/word/sentence/paragraph/chapter heading and move around the room. They pair up with someone and have to find a link between their stimuli.
- Giant version of Looking for Links… 'Spider's Web' – have characters/events stuck up on walls around room. Have string, masking tape and strips of paper. If they can think of a link between two things, tape the string between them, write the link on the strip of paper and fold it so it hangs on the string. Links will build up to create a spider's web (or spy obstacle course!).
- On written version of text (extract or text typed in a booklet), chn can hole punch and attach paper clips and slips of paper wherever they see a link to another part of the text.
- Compare characters, or comparing one character at different points in the text
- Look for similarities and differences between texts of the same genre
- Compare text with film, or different interpretations of a text (e.g. The Raven vs. The Simpsons version; King Midas vs. Skittles advert)
- Recommend reads to other chn. 'If you liked this, you'll love this!' – these could be blogged, written on posters for the library, on post it notes in the back covers of books, or children could create guides for each year group.
- Build a book database or branching diagram (requires chn to think of similarities and differences)
- Drama: Forum theatre – act out scene, audience act as the directors to comment on similarities/differences and direct the actors to bring out the contrasts
- Drama: Thought track characters reacting to events – are they thinking the same thing?
- Drama: 'Split screen' technique – act out related events side by side

# Recommended texts: general

- [https://www.booksfortopics.com](https://www.booksfortopics.com) - books by topic and by year group
- [https://theteachingbooth.wordpress.com/2017/06/24/100-book-lists-for-primary-classroom/](https://theteachingbooth.wordpress.com/2017/06/24/100-book-lists-for-primary-classroom/) - Ashley Booth's 100 books – Y1/2, Y3/4, Y5/6
- [https://images.scholastic.co.uk/assets/a/9f/bc/pie-corbett-with-page-no-1393983.pdf](https://images.scholastic.co.uk/assets/a/9f/bc/pie-corbett-with-page-no-1393983.pdf) - Pie Corbett's reading spine
- [http://www.andyseed.com/hatman-reads/](http://www.andyseed.com/hatman-reads/) - Andy Seed's recommendations – monthly videos
- [https://picturebooksblogger.wordpress.com](https://picturebooksblogger.wordpress.com) - picture book reviews
- [https://wherereadingrocks.wordpress.com/need-a-novel/](https://wherereadingrocks.wordpress.com/need-a-novel/) - KS2 novels
- [https://padlet.com/p0077346/PictureBookPlan](https://padlet.com/p0077346/PictureBookPlan) - Mat Tobin's padlet for picture books
- [https://www.clpe.org.uk/](https://www.clpe.org.uk/)
- [http://www.literacyshedplus.com](http://www.literacyshedplus.com)

### Examples of texts which can be used to teach a range of domains

- Window – Jeannie Baker
- Journey trilogy – Aaron Becker
- The Lost Thing – Shaun Tan
- Where The Wild Things Are – Maurice Sendak (KS1)
- The Tin Forest – Helen Ward
- Meerkat Mail – Emily Gravett
- The Gruffalo – Julia Donaldson
- How To Catch A Star - Oliver Jeffers
- The Day The Crayons Quit – Drew Daywalt
- The Tunnel – Anthony Browne
- The True Story of the 3 Little Pigs – Jon Scieszka
- The Little Match Girl (short film)
- The Boy in the Striped Pajamas – John Boyne (Y5/6)
- Harry Potter – J.K. Rowling (Year 5/6)
- The Boy in the Tower – Polly Ho-Yen (Year 6)
- Stormbreaker – Anthony Horowitz (Year 5/6)
- Holes – Louis Sachar (Year 5/6)
- Cogheart – Peter Bunzl
- Phoenix – SF Said

# Recommended texts by domain

## Vocabulary
• Escape from Pompeii – Christina Balit (Year 3/4)
• Dragonology – Dugald Steer (Year 5/6)
• The Dragon Machine – Helen Ward
• The Dreamsnatcher – Abi Elphinstone (Year 5/6)
• The Ice Palace - Robert Swindells (Year 3/4)
• The Lost Words – Jackie Morris
• Northern Lights (opening chapter) – Philip Pullman
• The Hobbit (opening chapter) – J.R.R. Tolkien
• The Fantastic Flying Books of Mr. Morris Lessmore
• Sea of Tranquility – Mark Haddon
• The Man Who Walked Between The Towers - Mordicai Gerstein
• Flanimals – Ricky Gervais
• The Land of Neverbelieve - Norman Messenger
• Lemony Snicket's A Series of Unfortunate Events (Daniel Handler)
• The BFG – Roald Dahl
• We're Going On A Bear Hunt – Michael Rosen
• The Rainbow Fish - Marcus Pfister
• The Iron Man – Ted Hughes
• The Invention of Hugo Cabret – Brian Selznick
• Alice's Adventures in Wonderland – Lewis Carroll

## Retrieval
• Any!

## Summarising
• Newspaper articles
• Pages of non-fiction books – cross-curricular links
• A collection of tweets
• Aesop's fables, myths, fairy tales, short stories
• Shackleton's Journey – William Grill
• Harry Potter – J.K. Rowling - chapter summaries (write them for a purpose if a classmate is absent)

# Recommended texts by domain

## Inference

- Shaun Tan (e.g. The Lost Thing, The Arrival)
- David Wiesner (e.g. Tuesday, Flotsam)
- Chris Van Allsburg (e.g. Jumanji, The Stranger, The Mysteries of Harris Burdick)
- We Found A Hat – Jon Klassen
- Rose Blanche - Roberto Innocenti & Christophe Gallaz (Year 5/6)
- Voices in the Park - Anthony Browne
- Shh! We Have A Plan - Chris Haughton
- The Rabbits – Shaun Tan
- Who Let The Gods Out (e.g. first chapter - characters) – Maz Evans
- Once – Morris Gleitzman
- Pictures – https://www.onceuponapicture.co.uk/the-collections/the-inference-collection/
- The Island – Armin Greder
- Titanium (music video)
- The Tin Forest – Helen Ward
- The Lost Thing – Shaun Tan
- Mr Wuffles - David Wiesner
- Gorilla – Anthony Browne
- Where The Wild Things Are - Maurice Sendak
- Northern Lights – Philip Pullman
- The Hobbit – J.R.R. Tolkien
- Duck! Rabbit! - Amy Krouse Rosenthal & Tom Lichtenheld
- Pigeon Impossible (short film)
- The Rainbow Fish - Marcus Pfister
- We're All Wonders & Wonder – R. J. Palacio

## Prediction

- Sam and Dave Dig a Hole - Mac Barnett & Jon Klassen
- Dream Giver (short film)
- The Tunnel – Anthony Browne
- Pictures - https://www.onceuponapicture.co.uk/the-collections/the-prediction-collection/
- Beyond The Lines (short film)  (Year 5/6)
- Fantastic Mr Fox – Roald Dahl (Year 2)
- Chris Van Allsburg (e.g. Two Bad Ants, The Stranger, The Sweetest Fig)
- Bambert's Book of Missing Stories - Reinhardt Jung

# Recommended texts by domain

## Language, structure, authorial intent
- The Last Wild - Piers Torday
- Who Let The Gods Out – Maz Evans
- Skellig – David Almond
- The Lost Thing – Shaun Tan
- Tell Me A Dragon – Jackie Morris
- Instructions – Neil Gaiman
- How To Live Forever – Colin Thompson
- The Lost Happy Endings -  Carol Ann Duffy
- Diary of a Wombat – Jackie French
- The Wolves in the Walls - Neil Gaiman & Dave McKean
- Read All About It – Emile Sandé
- The Three Little Wolves and the Big Bad Pig -  Eugene Trivizas

## Comparison
- Begin with two images – spot the difference – teach the language of comparison (e.g. similarly, alike, instead, but, however, although…)
- Book vs. film e.g. Charlie and the Chocolate Factory (Year 3/4); Skellig
- The Tin Forest vs. Pandora
- The Raven vs. The Simpson's version
- Author study e.g. Anthony Browne – characters, plot, themes, mood, style
- Mirror – Jeannie Baker
- Rules of Summer – Shaun Tan
- Group and compare books by theme e.g. Queen of the Falls (Chris Van Allsburg) vs. The Man Who Walked Between The Towers (Mordicai Gerstein)  vs. The Darkest Dark (Chris Hadfield)
- Dream Giver vs. The Wishgranter vs. The BFG
- Jack and the Meanstalk
- The Three Little Wolves and the Big Bad Pig vs. The True Story of the 3 Little Pigs vs. traditional story of the 3 little pigs

# Notes, thoughts, reflections