

Introduction

Pupils who become fluent before the end of a Key Stage should work at 'greater depth' within the expected standard. In reading, this involves pupils gaining a deep understanding of what they read. To gain this depth of understanding they need, over time, to develop:

- a rich, varied and sophisticated vocabulary that they use in a wide variety of situations.
 - a range of inference skills, including:
 - making comparisons
 - asking questions
 - predicting
 - visualising
 - looking for clues
 - checking that what they read make sense.
- the ability to give an insightful analysis of the effectiveness of what they read using an in-depth understanding of spelling, punctuation and grammatical terminology.
- the ability to find and summarise information.

Greater Depth in Reading is a professional development guide for teachers and leaders of Key Stages 1 and 2 showing how all of the aspects listed above may be taught and practised by pupils.

A CD accompanies the guide, which contains the whole publication. It may be distributed electronically within the purchasing school* only.

*School means school, academy or any similar institution. If the school is split over more than one site, separate copies of the guide must be purchased.

What is Greater Depth?

In a mastery curriculum, progress is **not** measured by

- moving on to new content
- speed of moving through content

Instead, progress should be seen as sticking with the same content and

- deepening understanding of it
- using and applying content in a breadth of situations.

‘I can’ statements do not work in a mastery curriculum because they don’t tell you how well something is being done. Instead, it is much more useful to think of progress in terms of degrees of understanding. The car diagrams below show that the statement, ‘I can drive a car’ is true in each picture - to different degrees.

The first picture shows a learner who is dependent on instruction. The second picture shows a fluent driver who can use and apply his or her driving skills in a range of situations. The third picture shows a driver who is confident to ‘have a go’ at non-standard, non-routine complex situations.



It is the third picture that represents greater depth; a reader who answers complex questions and who reasons, debates, argues and thinks inventively, just like a driver who explains why they took a particular route or course of action.

“I can drive a car!”



Cognitive demand

Cognitive demand needs to change in order for pupils to progress through a mastery curriculum. The table below shows how teachers should change their approach and activities in order to secure progress. Note the types of activities that are suitable for a deep understanding.

Cognitive domain	Type of thinking	Types of activities	Predominant type of teaching
Basic	Low level cognitive demand. Involves following instructions.	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Steps to success
Advancing	Higher-level cognitive demand beyond recall. Requires application involving some degree of decision making.	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Application led lessons Review
Deep	Cognitive demand involves non-standard, non-routine, interconnected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Reasoning, debate and justification

Greater depth in reading involves three key aspects:



The skills of inference, prediction, comparison and understanding vocabulary in context are all dependent upon pupils' knowledge of the world. It is very difficult for pupils to answer questions in these areas if they have a limited knowledge of the world.

Even pupils who have a wider knowledge of the world need to be shown how to connect aspects of knowledge.

This guide gives lots of examples of how inference, prediction, comparison and using vocabulary in content may be promoted through the wider curriculum and by teaching specific strategies whilst reading. This guide also provides six key strategies for teaching pupils to understand vocabulary in context, comparison, inference and prediction.





Grammar, punctuation and spelling provide the language to describe the effectiveness of writing. The curriculum calls for pupils to learn to comment on the effectiveness of their own and others' writing and it is these aspects that they should use to do so.

This guide provides a number of frameworks showing how teachers may help pupils to use their knowledge of grammar, punctuation and spelling to comment on the effectiveness of writing.



Pupils need to understand that all pieces of writing contain information. It is usual for teachers to focus on non-fiction texts to teach pupils to find information, but it is important that pupils understand that each word is loaded with information rather than just 'information texts'.

So that pupils can summarise what they have read, five strategies are provided for summarising writings and a range of graphic organisers are provided to help pupils to organise their findings.

Reading indicators - Milestone 3

- **Recommend** books to peers, **giving reasons** for choices.
- **Identify** and discuss **themes and conventions** in and across a wide range of writing.
- **Make comparisons** within and across books.
- Learn a wide range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Check that the book makes sense, **discussing understanding** and **exploring the meaning of words in context**.
- **Ask questions** to improve understanding.
- **Draw inferences** such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.
- **Predict** what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- **Identify how language, structure and presentation contribute to meaning**.
- Discuss and evaluate how authors use language, including **figurative language**, considering the impact on the reader.
- Retrieve and record information from non-fiction works.
- **Participate in discussion about books**, taking turns and listening and responding to what others say.
- Distinguish between statements of **fact and opinion**.
- Provide **reasoned justifications** for views.

How many of these indicators are hindered by limited knowledge of the world?

Continuous provision to build vocabulary: Five-minute sketch story

disastrous

vegetable

parliament

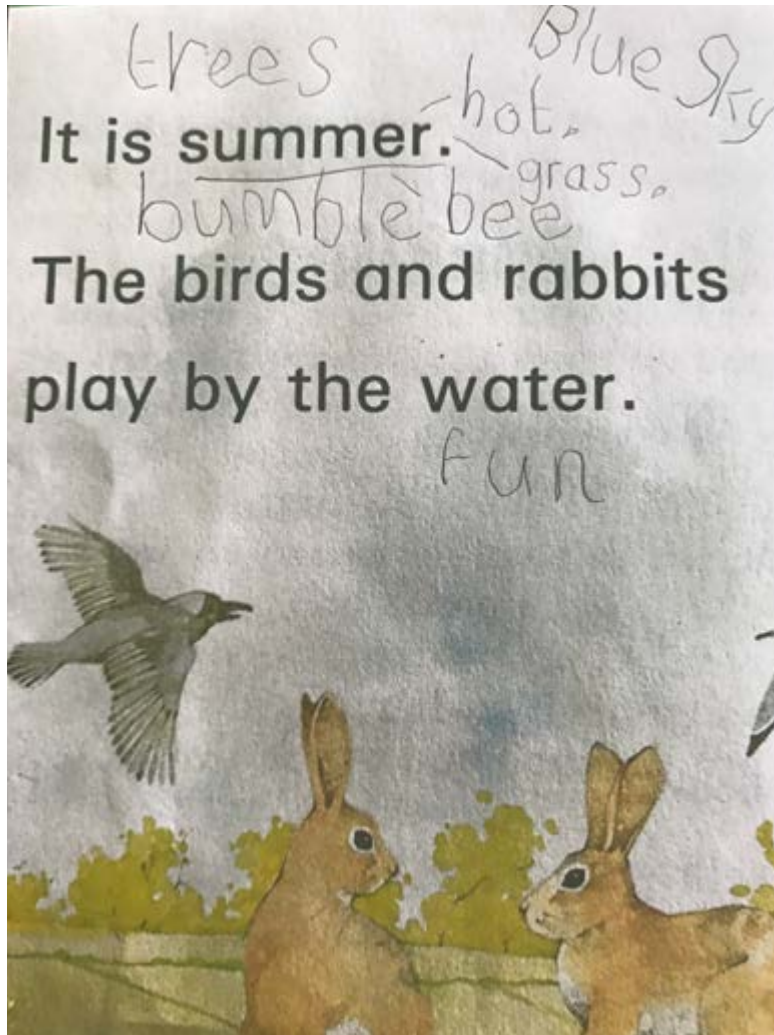
hindrance

yacht

'Disastrous!', muttered the uniformed badger as he looked at the assembled rabble of forest creatures before him. Their offers of help in organising a protest against the new houses was turning out to be more of a hindrance than a help. The owls looked on, ashamed. Their parliament was supposed to show wisdom but, on this occasion, wisdom was sadly lacking. Flamboyant Mr. Fox, was his usual unreliable self: more concerned with his smartphone and some deal about a Caribbean yacht than with the issues in front of him. Meanwhile, the pesky mice whispered cheekily how like an odd shaped vegetable Badger's nose looked when he scrunched up his angry face.



Connecting - Milestone 1 example



I am...

Connecting experiences

Thinking out loud

Predict by: ask, wonder, opine... change your mind KS2

I was trapped. There was no escape, and no hope. I took a long deep breath and tried to stop the uncontrollable shivering. With dilated pupils, my eyes desperately searched for light. Darkness was choking me. I gasped. How could this have happened?

I remembered being late and hurrying to get to class. Within seconds, a force against my back was bulldozing my body into my locker. How long have I been here?

Can't move, can't breathe... I feel like a package, tightly wrapped. I count my breaths... afraid of losing oxygen.

Pushing my face towards the cold metal, I listen intently for some sound. A passing child, a teacher, a cleaner... I yearn desperately to hear the sound of a footstep on the asphalt.

Nothing. Emptiness.

Wonder
I wonder where the person is trapped?

Ask
Has the person been locked in a locker as a joke?

Opine
This is someone being cruel.

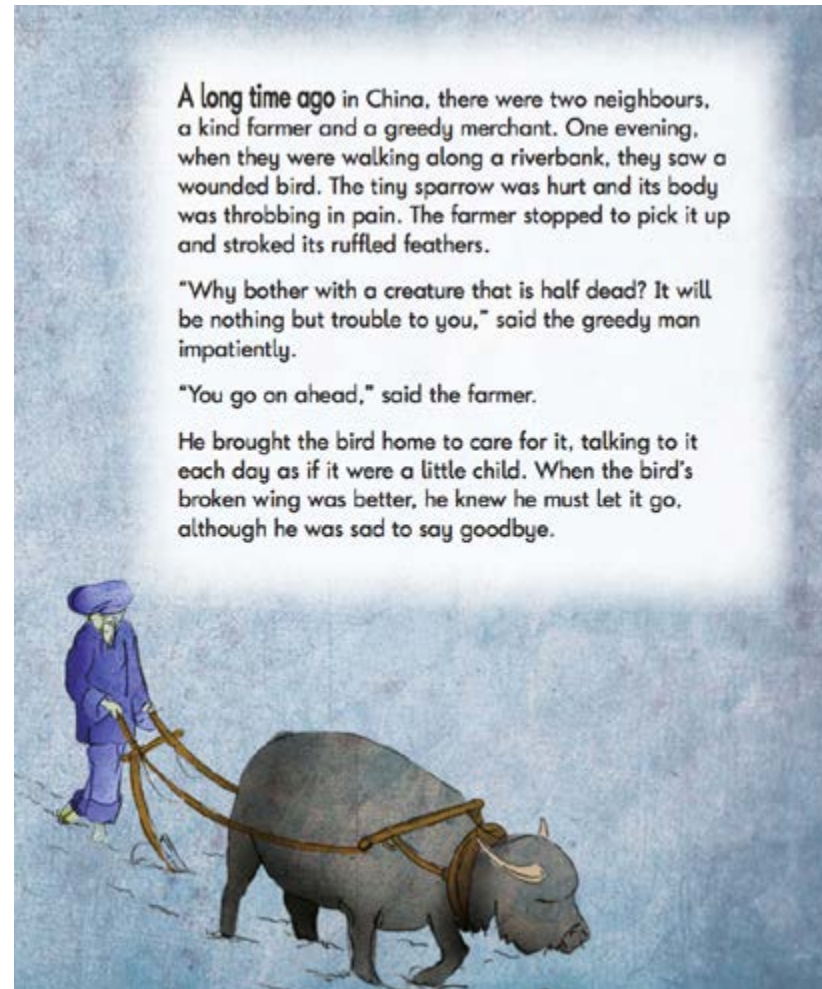
Change your mind
Maybe this is pretty serious?

Ask questions KS1 (4)



Stylistic analysis example KS1

The adjective tiny is effective because it helps you to know how kind the farmer is. The farmer is a big human and the sparrow is tiny. This shows that the farmer is very kind to look after a tiny bird.



Talking about writing - KS2



Resource
find me on
the CD

Pupils should use the following terminology, all of which is taught in Key Stage 2, to comment on the effectiveness of what they read.

Vocabulary and Spelling

antonym

opposite words
- dark and light
- strong and weak

word families

group of words that can be built from the same root word
- friend, friendly, friendship

singular and plural

nouns

Singular nouns indicate there is one
- boat, house cat

Plural nouns ends in vowel + o -> add **s**
- cat > cats

consonant + o/ ends in sh, ch, x, z, s
-> add **es**
- church > churches

ends in consonant + y -> change y to **i**, add **es**
- baby > babies

ends vowel + y -> add **s**
- toy > toys

ends in f, fe -> change f to **v**, add **es**
- loaf > loaves

prefix

add to the beginning of the word to make a new word
- trans- (means 'across', 'beyond') + form = transform

synonym

words that mean the same
- dirty and unclean
- sad and unhappy

homophones

words that sound the same, but don't mean the same thing
- to, too, two

vowels

a, e, i, o, u
Consonants all other letters

suffix

add to the end of the word to make a new word
- agree + -able (means 'capable of') = agreeable

Sentences

types of sentences

simple has one clause
- Mrs Jones is a great teacher.

compound has 2 clauses linked together with a connective
- Mrs Jones is a great teacher and she is always helpful.

complex has a main clause, connective and subordinate clause
- Mrs Jones, who is a great teacher, always has a smile on her face.

Command

when you are telling someone to do something; usually starts with a verb (doing word)
- Give the present to your friend.

! exclamation

uses exclamation mark to show sentence is saying something surprising or with force
- That dog is dirty!

? question

uses a question mark to ask a question
- How many friends do you have?

statement

simply tells the reader something
- I have many friends.

Punctuation

speech

Indirect repeating what someone said; do not need to use speech marks
- Peter said he did not want to go to school.

Direct write down exactly what the person is saying; use inverted commas ("speech marks")
- "I don't want to go to school," said Peter.

, commas, - hyphens, • bullet points

used to show pauses, make lists, and add extra bits of information in the middle of the sentences

() brackets, ... ellipses, – dashes

ways of adding and removing extra information in a sentence
- I had a bowl of soup (I usually have rice) for dinner.

' apostrophes

Possessive uses apostrophe (') to show possession (one thing belongs to another)
- The bone of the dog -> the dog's bone

Omission uses apostrophe (') to show you have omitted (left out) some letters in a word
- You have -> you've

.?!

sentence endings

capital

uppercase letters

Standard English

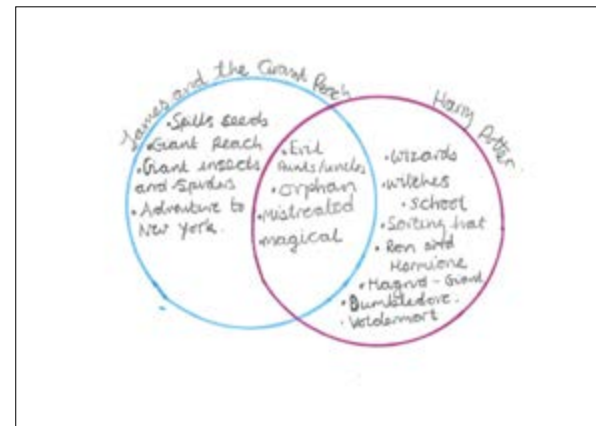
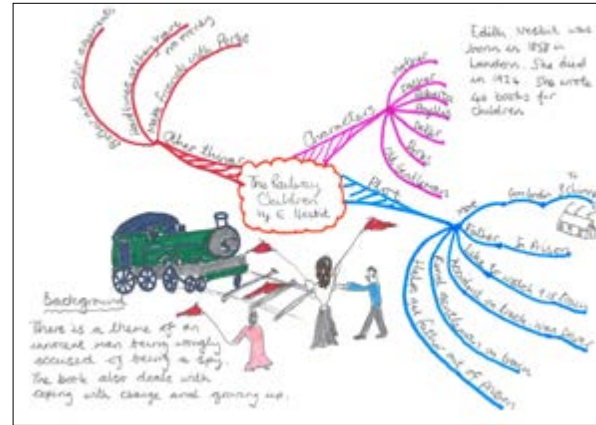
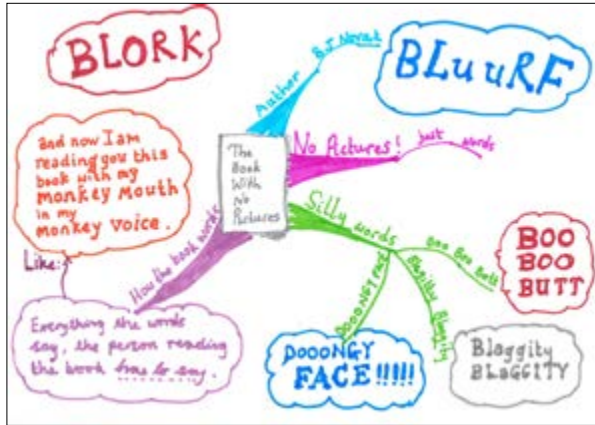
formal/standard

type of English you should use in your written work
- Have you seen Tom?

non-standard

informal use of language
- We ain't seen him.

Summarising using graphic organisers



Mind Map KS2

