

What happens after the Read Write Inc Programme?

In Y1, once the Read Write Inc programme has been completed, children move on to a similar RWI lesson structure focussing on recapping key sounds alongside reading chapter books whilst answering targeted questions.

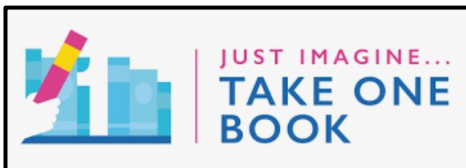
	What does the word 'ignored' mean?
	How many items are on the kitchen table?
	What sort of man do you think Hannah's father is?
	Why has Anthony Browne chosen blue for the kitchen? 640 x

Children in Y2 complete whole class reading sessions which introduce the principles of ERIC (Explain, Retrieve, Interpret, Choice). We teach and model these skills to support our children with reading. These ERIC reading skills are then embedded in all of our whole class reading sessions in Y3 through to Y6.

The symbols and terminology appear on resources used and teachers refer to them every day. 'Real books' and text extracts are carefully chosen to ensure that our children are exposed to a range of rich and diverse texts, authors, poets and illustrators. In addition to ERIC, we also use Take One Book which is a scheme that provides quality, age-appropriate and challenging texts with detailed planning to ensure a deeper understanding of text. Using A.P.E. provides the children with sentence stems which help scaffold their responses ensuring more detailed answers.



<p>A.P.E. Answer it What is the answer to the question you have been asked? Remember what you've read, don't guess</p> <p>Prove it Choose a quote which helped you answer the question. Remember to use inverted commas around the word(s) or phrase(s) the author used.</p> <p>Explain it Why did that quote help you answer the question? Give as much detail as you can.</p>	<p>Answer it</p> <p>I think ... The writer ... In this text ... I believe that ... It is clear. That ... The speaker ... The writer creates ... by ... My opinion is ...</p> <p>A.P.E.</p>
<p>Prove it</p> <p>For example, ... I know this because ... The writer states that ... The text includes ... The character says ... For instance, the writer describes ... as ... I get this impression because ...</p>	<p>Explain it</p> <p>This implies ... This suggests that ... This means that ... This makes you realise ... This creates a sense of ... This makes the reader think/feel ... This can be interpreted as ... The effect of this is ...</p> <p>A.P.E.</p>



What can I do to help?

Please read with your child as much as possible, this greatly supports their progress in school. If you have any concerns about reading and your child's progress please contact your child's class teacher. Children are all different and won't learn to read at the same rate and pace, it can take some time for children to learn how to segment or blend sounds. Your continued support makes a great difference.