

Whole Class Reading

Purpose:



To teach pupils language comprehension skills so pupils can apply them independently.

Pupils are provided with a focus text each week which they analyse.

Timings:



- 20 minutes each day - Language comprehension skills 5 days per week

Text Choice Criteria:

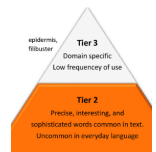


- Age appropriate text (differentiated as required)
- Meets purpose of teaching (complexity is not a barrier by being too easy or too challenging when considering vocabulary etc.)
- Generally one text, or section of text per week
- Builds knowledge for curriculum but all text types covered over time

Structure / Strategies:



- Class teacher identifies learning need for class/pupil groups linked to language comprehension and plans sequence of lessons
- Focus to develop vocabulary, retrieval, inference, summarising and prediction skills as well as understanding the decisions made by the author. Reading domains taught in a linked manner.
- Detailed and forensic analysis of specific section/sections of the text
- Teacher models the skill in detail to pupils before giving them the opportunity to apply this independently
- Teacher assesses pupils throughout to identify progress and misconceptions
- Pre-teach learning across foundation subjects in relation to themes or vocabulary that might be required
- A focus on tier 2 and 3 words when required
- Priority is for pupils to master skills through effective practice and application—not simply to 'write the correct answers'
- Questions worded as seen in assessments!



Fluency Pairs

Purpose:



To facilitate pupils' development of fluency through active reading

Pupils reading at an appropriate pace, often aloud to a partner.

Timings:



- 10 minutes each day—5 days per week

Text Choice Criteria:



- Text pitched at reading ability of higher attaining partner
- Books chosen by each reading pair
- Teacher to regularly check that texts meet pupils' abilities and are appropriate to support them in making effective progress over time by facilitating learning

Structure / Strategies:



2 day sequence:

- Pupils are paired together in 'close pairs of reading abilities'. Partner 1 (P1) is the more advanced reader (the reading text should match their reading level)
- P1 reads aloud to Partner 2 (P2) for 5 minutes whilst P2 follows the text. P2 then reads the same passage aloud to P1 for 5 minutes. Children 'coach' each other when mistakes are made.
- P2 then asks P1: "What happened first?" - "What happened next?" P1 then does the same but has to try and add more detail. (5 minutes)
- Both pairs then 'Paragraph Shrink' where they work together to summarise each paragraph into approximately 10 words or less. (5 minutes)
- Pairs are swapped as appropriate (recommend approximately every 3 weeks)
- 20 mins in total with 5 mins set up and clear away time

Class Text

Purpose:



To model fluent reading to pupils.

The teacher to read aloud to all pupils with a focus on modelling flow, pace, intonation and pleasure (prosody).

Timings:



- The final 15 minutes of every day

Text Choice Criteria:



- High quality texts with deep themes and potential links across the curriculum (when appropriate)
- Range and variety of text ensures different book styles and authors are read throughout school journey

Structure / Strategies:



- The teacher to have a physical copy of the book to read from
- Class sets of books for children to follow and read alongside teacher
- Approximately 90% of the time will be the teacher reading aloud
- Some time will be used to for choral, echo or partner reading
- There should be an avoidance of 'over-analysis' by stopping to discuss many aspects of the reading as this will disrupt the flow. However, some key elements, vocabulary or themes will naturally require further discussion, explanation or consideration
- Quick summary of what has been read daily

Reading comprehension

Word reading

Decoding

Full word recognition

Fluency

Phonological awareness

Print knowledge

Language comprehension

Inferencing

Comprehension monitoring

Text structure

Grammar and syntax

Vocabulary

