



## Reading teaching structure

Reading is taught in whole class lessons focused on a text which is linked to their writing units (or wider curriculum learning). Reading lessons feed into writing lessons by providing the children with high-quality W.A.G.O.L.L.s for their writing, increasing their vocabulary, understanding of the audience, purpose and author style and subject knowledge. Each session starts with a fluency game focused on the HFW and the year groups' key words to increase the pace, accuracy, expression, volume, phrasing and smoothness of the pupils' reading (fluency Rubric). Sessions one to two (with an optional third session where necessary) are focused around sharing a text as a class and learning key techniques to extract information from a text effectively. Following this, the children practice their key reading skills through comprehension questions linked to a key reading skill. Children are exposed to a variety of different text types, which are selected to complement the children's writing learning. Poetry will be taught linked to the writing units and within fluency sessions. This provides our pupils with a broad and balanced reading diet.

### Shared read lessons

- For each text, the teacher shares a text with the class whilst modelling key reading techniques; this can be called thinking out loud.
- There are 2 of these lessons to provide pupils with the opportunity to explore the text focusing on different skills over the 2 lessons.
- The key skills that are taught are retrieval, inference, understanding vocabulary, summarising, accessing background knowledge and predicting (KS1) or comparing/authors intent (KS2).
- A key aspect of these sessions is to explore vocabulary through the Word aware approach to enhance the children's vocabulary.

### Focused skill lesson

- During this lesson, the teacher will model how to use their key reading skills to answer a key type of comprehension question.
- These are focused on one of these key areas- retrieval, vocabulary, summary, inference, prediction, author intent or comparing.
- This follows the I, We, You model.
- Then the children are given regular verbal feedback to support their progress.
- Teachers use the long term map and the progression of skills grid to support them choosing a question focus.

### Focused skill application lesson

- During this lesson, the children apply their skills and techniques from the shared read lessons and focused skill lesson to an unseen text.
- At the beginning of the lesson, the children are given the opportunity to read and understand their unseen text, using the skills modelled by their teachers to extract meaning.
- Pupils will then have the opportunity to apply their learning from the previous lesson to this new text to support children to build mastery of their skills.
- Throughout this lesson, teachers support pupils to develop their key skills through additional modelling and scaffolding with pupils following their understanding of the pupils' targets and following the teacher's assessment from the previous lessons.

### Weekly review lesson

- This lesson is designed to give the children a regular review all their previous learning.
- The questions are structured so that, every week, teachers focus their modelling on the skills needed for the children to make progress towards their targets by reviewing key skills/ styles of questions that are not secure.
- In the lesson, the children complete a range of questions (retrieval, vocabulary, summary, inference, prediction, author intent or comparing) in a set time limit to develop the children's retrieval of their reading skills and techniques along with their fluency.

### Fluency

- Every lesson, the children have the opportunity to practice their oral fluency. This is focused on increasing pupils' speed of reading and their accuracy of reading (such as pausing at punctuation) and expression, utilising the fluency Rubric to assess the pupils progress.
- This is predominantly done using a variety of poems or known extracts to maximise their development.
- Performing and discussions are an integral part of our education with character.
- Within their English learning children 'publish' / perform their writing, perform a poem, act out a playscript or drama sequence from a familiar story.