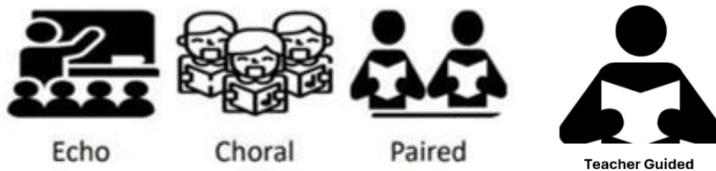


Reading teaching structure

Reading is taught in whole class lessons focused on a text which is linked to their writing units or wider curriculum learning-on rotation. Reading lessons provide pupils with high-quality W.A.G.O.L.L.s for their writing and a wide depth of vocabulary. Each session pupils read aloud to develop their fluency with models from their teacher, and they explore the texts through a range of taught strategies to build their reading skills. Pupils build their understanding through collaborative talk to develop their reading skills- retrieval, understanding vocabulary, summarising, inferring, predicting, comparing, and understanding structure and author intent.



Exploring meaning – Session 1

- At the beginning of the session, teachers will pre-teach key vocabulary using the word aware approach.
- Teachers model good reading fluency to their class through reading aloud- teacher guided (teacher reading-children following).
- Teachers model how to extract meaning through Thinking Out Loud key reading techniques- retrieving, background knowledge, inferring, understanding vocabulary, predicting, summarising, commenting and authorial choice.
- This is linked with focus questions to prompt discussion through collaborative talk.
- Teachers provide language structures to support children’s high-quality talk.
- Teachers then guide pupils through a ‘Repeated Reading’ cycle with a section of the text to build their fluency.

(Paired reading, Book talk and Repeated Reading cycle on the page below).

Exploring meaning – Session 2

- At the beginning of the session review the focus words using the word aware approach.
- Children read the text aloud through choral reading or paired reading.
- Teachers listen to children reading aloud and support identified pupils.
- Teachers model how to extract meaning through Thinking Out Loud on a key reading technique- e.g. inference, summarising, pulling apart the text.
- This is linked with focus questions to prompt discussion through collaborative talk.
- Teachers provide language structures to support children’s high-quality talk.

Paired reading



Blue Partner = Read aloud the first section.

Green Partner = Follow your partner's reading with your ruler and coach where needed.

- The reader can ask their partner how to pronounce or express a word or what the word or sentence means.

Coaching		
	Circle	A word that neither of you knew how to say, express or the meaning.
	Underline	Where you finished reading up to.
	Star	Where you partner showed good fluency- expression, smoothness, phrasing.

Book talk in Reading lessons

Teachers carefully select question stems and sentence structures to support the pupils to learn how to extract meaning from what they have read.

Disci then helps the children think and discuss their thoughts about what they have read.

Here is an example of focused book talk planning.

Teachers scaffold by choice of question stem and vocabulary choices for the language structures.

What does ___ do to help?	___ helps by ...
Which words make the story have a joyful mood?	The word ___ makes it joyful as...
Which section was the most exciting? Why?	Paragraph ___ was the most exciting because...
What impression of ___ do you get from this paragraph?	I get the impression that ___ is ___ as...

Think like a reader.

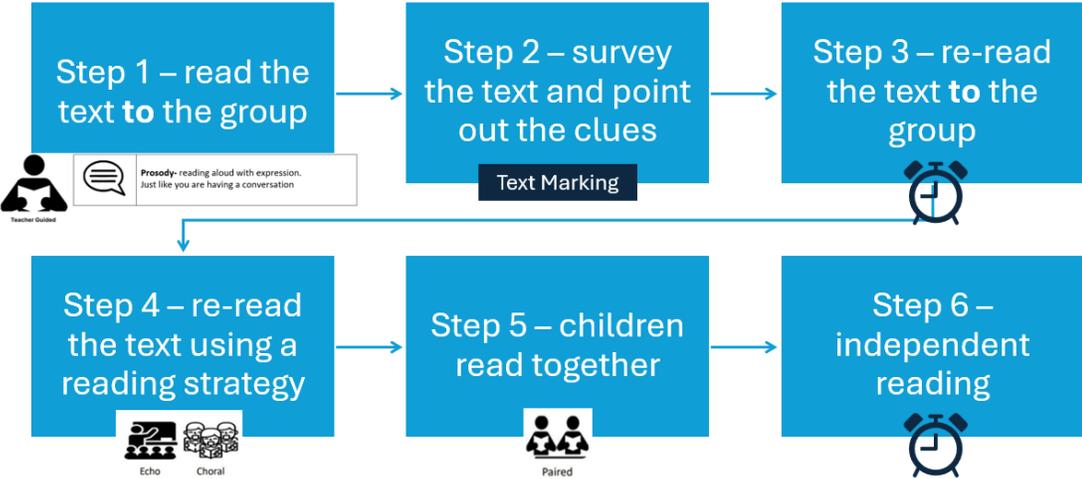




Automaticity- reading words without sounding out. Not too fast and not too slow.

Repeated Reading

A section of the text



Focused skill – Session 3

- At the beginning of the session review the focus words using the word aware approach.
- Children read the text aloud through choral reading or paired reading.
- Teachers listen to children reading aloud and support identified pupils.
- Teachers model a key skill through the I, We, You model.
- The one of the key skills of retrieval, understanding vocabulary, inferring, summarising, author choice and commenting is focused upon.
- Children discuss what meaning they can extract from the text linked to their key focus skill through Think Pair Share talk.
- Children then have the opportunity to practice the skill in their books.

Weekly Review – Session 4

- At the beginning of the session review the focus words using the word aware approach.
- Teachers then guide pupils through a 'Repeated Reading' cycle with a section of the text to build their fluency.
- Teachers model a key target skill through the I, We, You model following their assessment over the unit.
- Children review their understanding of the text through a range of questions across all key skills.

Reading for Pleasure – Session 5

- Teachers build children's knowledge of how to choose books to enjoy, how to recommend books through book talk.
- Children get the opportunity to explore a range of books and discuss their interests this may be through book blankets or book tastings.
- Children also get the opportunity to share books with their peers.
- This lesson may be in the library or classroom.

<u>Learning Objectives</u>	Examples
Session 1	<u>L.O. To extract meaning from what I have read</u>
Session 2	<u>L.O. To identify the main theme through summarising</u> <u>L.O. To explain the meaning of words in context</u> <u>L.O. To infer characters (thoughts, feelings, motives) from their actions</u> <u>L.O. To retrieve and record information from non-fiction</u> <u>L.O. To identify how language contributes to meaning</u> <u>L.O. To identify how structure contributes to meaning</u> <u>UKS2 only</u> <u>L.O. To discuss and evaluate authors language choice.</u> <u>L.O. To provide my view with justifications</u>
Session 3	See above or L.O.s to have the key reading skills with a specific areas. (retrieve, infer, summarising, understanding vocabulary, author intent, commenting). E.g. <u>L.O. To identify the meaning of words and identify synonyms</u>
Session 4	<u>Weekly Review</u>
Session 5	<u>L.O. To identify books which I would like to read</u> <u>L.O. To discuss which books interest me and why</u> <u>L.O. To recommend a book to a peer</u> <u>L.O To read a book to entertain a peer</u>