



Reading teaching structure

Reading is taught in whole class lessons focused on a text linked to their writing units or other wider curriculum learning. Reading lessons feed into writing lessons (and wider curriculum learning) 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 speed and accuracy of the pupils reading of words. 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 the content domains. This structure is then repeated for a similar theme text to their writing, then a non-fiction text on rotation (the rotation is closely linked to the 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).
- Teachers can use the activity bank to support them to plan a range of engaging activities which develop the above skills.
- At the end of the session, to develop their speed of answering questions, the children to answer 2-5 quick fire retrieval or vocabulary questions (orally or written).
- E.G. L.O. Shared read- understanding meaning through missing words.

Question stem lesson

- During this lesson, the teacher will model how to answer a specific type of question from the content domains. This will follow the I, WE, YOU model.
- They are taught what the question is asking and how to answer it, including how to search the text for the answer and how to extract the correct information. Then the children are given chance to practice questions following the same question stem from the modelling.
- At this time, identified target children (from the summative assessment) are given regular verbal feedback to support their progress.
- During this lesson, the L.A.P.s are focused on the oral retelling of the text. This can include oral questioning to support them in the following sessions.
- The content domains are mapped out for progression across the school and terms. Teachers use the long term map and the progression of skills grid to support them choosing a question stem.
- E.G. L.O. 2A Find and copy a word...

Question stem application lesson

- During this lesson, the children apply their skills and techniques from the shared read lessons and the previous question stem lesson to an unseen text.
- At the beginning of the lesson, the children are given the opportunity to independently read and understand their unseen text. During this time, the LAP pupils receive modelling on the question stem at their level.
- Alongside the L.A.P. provision, teachers will work with identified pupils who need further modelling from their assessment of the previous lesson.
- The class then receive a review WE model on how to answer the specified question and then have a set time limit to answer their questions.
- At the end of this lesson, the teacher goes through the answers with verbal feedback to support the children's understanding.
- E.G. L.O. 2A Find and copy a word... (application).

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 each question number is testing the same skill which allows teachers to identify children's targets.
- In the lesson, the children complete a range of questions in a set time limit to develop the children's retrieval of their skills and techniques along with their fluency.
- The modelling for this lesson is on a class target.
- The teacher works with identified pupils on their targets whilst the rest of the pupils are on their review questions.
- At the end of the session, the teacher gives feedback whilst whole class marking to support their understanding.
- E.G. L.O. Weekly review

Fluency

- Every week the children should have the opportunity to practice their oral fluency, focused on increasing pupils' speed of reading and their accuracy of reading (such as pausing at punctuation) and expression.
- This could be done within a short reading (after weekly review), a writing or wider curriculum lesson. It should be a focal part of our education with character.
- This is an opportunity for children to 'publish' / perform their writing, perform a poem, act out a playscript or drama sequence from a familiar story.
- This will be predominantly done using a variety of poems or other appropriate texts as a speaking and listening activity. This is documented in books through the L.O. Fluency- (skill) and 3 or 2 ticks, e.g. L.O. Fluency- intonation.