



Reading teaching structure year 2-year 6

Each session starts with a fast phonics and fluency starter to increase the speed and accuracy of the pupils reading of words. Sessions one to two (with an optional additional session where necessary) are adaptable to allow for pupils to develop their reading skills in an order, or quantity that is supported by the text. This structure is then repeated for a non-fiction/poetry text on rotation to provide the pupils with good reading diet. All of the reading books/texts the children study link to their wider curriculum learning and writing.

Sessions 1-2(3)

Shared read

Pupils are supported through extracting meaning from a text. They will work collaboratively, using high quality book talk, to clarify vocabulary, summarise the text and infer meaning. During this phase the pupils will develop their ability to extract information from the text using their key reading skills.

Session 3

Questions

Children will be taught a question stem. They will be 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. This will follow the I, WE, YOU model (around 15 minutes).

Then the children will be given chance to practise questions following the same question stem from the modelling. Identified children are given regular verbal feedback to support their progress.

Session 4

Mixed questions

Children will be given a set amount of time to answer a series of questions that are mixed based on previous skills taught. This forms as a review for the pupils on the range of question stems they have been taught. This needs to be marked with the children and teaching time used to give quality verbal feedback, which is then evident in books.

Children who have not achieved the week's question stem will have 'corrective' teaching while the other children are on the mixed questions. When the children have achieved the previous learning objective the teacher can move these children on to mixed questions.

Every week pupils will receive a dedicated fluency session which focus is on increasing pupils' speed of reading and their accuracy of reading (such as pausing at punctuation) and expression. 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 though the written L.O. and 3 or 2 ticks.