

## How we teach reading at Key Stage 2 – Wychwood CE Primary School

Any children who still need to develop their decoding skills, continue to read an appropriately banded book which is decodable. They read to an adult in the classroom at least twice during the week and take 'banded' books home to read with an adult there.

There is time built into the timetable every day for reading for pleasure (although we expect every reading lesson to be a pleasure!) and one reading lesson a week is dedicated to this, also allowing time for teachers and teaching assistants to listen to children read and offer them one to one instruction and encouragement. To do this, we follow this basic structure:

1. Orientation/discussion: teacher establishes how long the child has been reading this book and their enjoyment and understanding so far. (What has kept you reading? What has just happened? etc.)
2. Child reads (a couple of minutes): teacher takes notes.
3. Intervention (including modelling): teacher has high expectations, gets child to start again if they misread, model reading with expression/punctuation, asks questions.

While we acknowledge that reading texts that are independently decodable is important for building accuracy and fluency, we believe it can be limiting and demotivating for children to be restricted to only this type of reading. Because of this, we make sure that alongside fully decodable texts, every child takes part in rich, whole-class reading sessions where the books are chosen to stretch even the most able readers in a class.

We use whole-class rather than small group guided reading sessions because:

- the modelling, explanation, practice and feedback (teaching and learning) can happen more often for every child
- we can have the same high expectations for all.
- a child's independent reading level may lag behind their comprehension
- it enables a sharp focus on vocabulary acquisition which can then be revisited often enough as a class to embed the new words in the children's long-term memory
- we can develop a school reading spine and create a shared experience of texts which allows for purposeful and deliberate schema building by referring to and making links to prior knowledge.
- the teacher is able to model and make explicit the skills that a good reader has:
  - knowing when to slow down;
  - knowing when to re-read;
  - spotting their errors and self-correcting;
  - tying the clues together;
  - thinking about meaning so it all makes sense;
  - reading with expression.

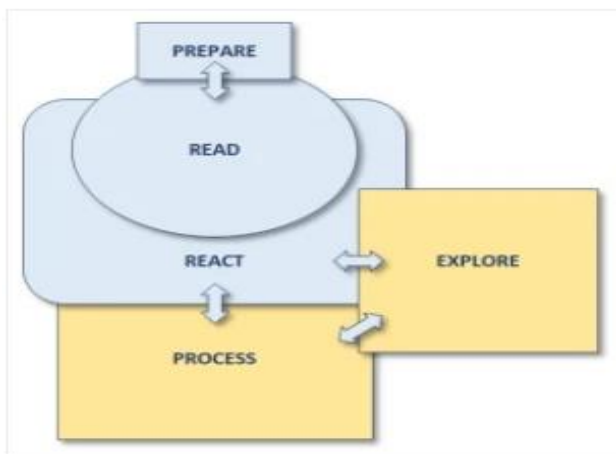
During the whole-class reading sessions, the children will read a whole novel (normally one a term) alongside some related non-fiction texts. We carefully select the texts to ensure they are high quality, offer sufficient challenge for even our most confident readers and are in line with our broader curriculum intent. We have also tried to make sure that each year the children have an opportunity to read books that fit the 'five plagues' as outlined in Reading Reconsidered (Doug Lemov et al):

- Archaic text
- Non-linear time sequence
- Complexity of narrator
- Complexity of story (plot and symbolism)
- Resistant text

Over the course of a unit we will cover the following skills with the first two being taught every session:

- **Explain/understand vocabulary**
- **Retrieve** (literal information from a text)
- **Summarise**
- **Infer**
- **Predict**
- **Identify structure**
- **Identify effect** (read as a writer – look at authorial intent)
- **Compare, make links** (to prior knowledge, to other texts or within the text)

The structure of the units and the sessions follows this basic structure:



**Prepare:**

Here we ask ourselves: What will prepare the ground for pupils? What will help to scaffold their encounter with the text? What will provide them with necessary hand-holds when they are reading?

We also teach new vocabulary at the beginning of each lesson where the new word will be encountered in context. There is also an opportunity here to revisit previously taught vocabulary.

### **Read:**

We use Accountable Independent Reading (AIR) techniques as outlined in Reading Reconsidered (Doug Lemov et al). For independent reading we set time limits, limit the amount of text to begin with, provide a focal point and explain what the pupils need to do afterwards. As well as independent reading we also use the following strategies (from Reading Reconsidered and Read, Write Inc. phonics):

- Read aloud to the class.
- Jump-in!
- Control the game/bridging
- Paired reading

### **React** (during or after reading):

- Close reading – line by line
- Think Out Loud (TOL)
- Check for Understanding (CFU)
- Stop and Jot

### After reading – **react/explore/process**:

- Planned focus (to ensure coverage over term)
- Talk based (drama, discussion, etc.)
- Read, write, discuss, revise
- Text dependent questions (These are questions that cannot be answered just by listening to the discussion. They require attentive reading to answer fully and, because of this, they need to be planned in advance.)
- Use models – sentence stems, frames, word banks