



### 1. Whole Class Literacy

- Pre-teach
- Shared Reading
- Repeated Reading
- Choral Reading

### 2. Guided Reading -one group with the teacher

### 3. Rest of the class- Reciprocal Reading, Vipers, Vocabulary (link to spelling shed), Reading Book

The KS2 Reading lesson needs to be of a minimum of 30 minutes a day. On a Friday(or at some point in the week, this possibly needs to be longer to ensure that the Vipers questions can be marked and discussed.

#### Whole Class Literacy

Rich challenging Text- Teacher led with shared reading at its core.

Enables coverage of a range of literacy skills, including grammar, vocabulary and whole text knowledge.

*Teachers are the experts in every classroom and having teachers lead literacy lessons is vital. This is why a whole-class literacy session led by a teacher is a vital part of the Daily Reading Lesson. This is where children learn the essential vocabulary, spelling, grammar, punctuation and composition skills to become writers but also the key skills for reading that will be followed up, built upon and expanded through other aspects of the Daily Reading Lesson.*

*The teacher chooses a rich, engaging text that children may not otherwise be able to read themselves. The emphasis is on the text being high quality while still enabling the teacher to teach key literacy skills. When possible, the text should be one that supports the wider curriculum.*

*Before the lesson, the teacher identifies the key learning points and designs learning activities and questions that support these. The skills that children learn in the whole-class literacy session can then be reinforced or extended in the other parts of the Daily Reading Lesson.*

*Shared reading should be incorporated into these whole-class literacy sessions. Shared reading helps to develop the reading skills which are needed to comprehend a text. The teacher should model the thought process that a reader goes through when approaching a text. This could include strategies for unknown words, fluency and expression, recognising punctuation, word choices and so forth.*

*It is important to read to children, with children and then enable reading by children in these sessions. This careful scaffolding builds reading confidence and also helps to foster fluency and expression.*

*Reading in different ways enables teachers to use a range of fluency techniques such as choral reading, paired reading and independent reading. Learning is active and engaging so that children respond to the text using oracy skills such as discussion and participation in role play.*

*Shared reading creates a community of readers who possess shared knowledge of texts, and the experiences and memories they have created based on those texts. It is a teaching approach that fosters collaboration by learning with and from each other, and that promotes reading as a pleasurable activity.*

#### Pre -Teach(see LW fluency training)

This section should include whole word reading of longer or tricky words as appropriate for each class/year group.

#### Longer words- using chunking.

Show the word and cover part of it- children read the first part aloud, reveal the second part and do the same and repeat for subsequent syllables.

Point out root word and prefix/suffix or two parts of a compound word.

Ask the children to read the whole word-do not help them.

Use fewer scaffolds as the children become confident in reading words.

#### Unknown tricky words.

Show the tricky word.

Read the decodable part, point to the tricky part and tell the children the sound that the grapheme makes.

Model reading the word.

Ask children to read the word a few times independently (use LW- point to word, hand to ear).

#### Known tricky words

Show the tricky word and ask the children to read it

If they struggle, remind them of the tricky part.

Model reading the word.

Ask children to read the word a few times independently (use LW- copy me, teacher says word, point to word, hand to ear).

In this section the teacher should also explain the meaning of vocabulary the children do not know. Link this to the root word/word families if possible.

Shared Reading- Model reading a section of the text, using expression, intonation, pace, atmosphere, dialogue, clarity, interest and sound effects.

Following this read, discuss with the children why you read as you did- how did the punctuation help? Why did you change the pace? How was atmosphere created? Why was onomatopoeia used in the text? etc.

Repeated Reading-We need children to follow the text as the teacher reads and copy what they say- we can do this in at least 4 different ways, please ensure you use a variety of approaches with your class:-

Echo reading- the teacher reads each sentence with clarity and the children echo this back. They must do this accurately and may need to repeat this at times.

Rehearsed reading- The same sentence is read by the teacher in different ways. The children read and repeat the sentence each time.

Emotion reading-The sentence is read in specific ways to show different emotions. The teacher tells the children which emotion they are portraying before they read- teacher reads first and then the children.

Marking up- this allows the children to think about prosody and how they will tackle a text they want to read aloud. (see Little Wandle fluency training for examples). Children then read aloud the texts- links to reading theatre.

#### Choral Reading

This involves simultaneous reading of a passage and can be done individually, in groups or as a whole class. In choral reading sessions, it is important to monitor pupils' reading to ensure that all are participating. One way of doing this is to invite different groups of pupils, mid-flow, to read aloud; for example, girls, boys, people with blue eyes, people on a specific table etc.

#### Guided Reading

*Guided reading is a small-group approach to reading instruction that emerged in New Zealand and Australia in the 1980s. The approach relies on teachers selecting appropriate books for groups of children based on their knowledge of those children as readers, rather than progressing through a rigid sequence of books.*

*In guided reading, children are encouraged to read the text to themselves. This should be quietly (or in their heads if they are older children) rather than a round-robin. Guided reading is informed by assessment. This means that groups are fluid, shaped by children's needs and not set for long periods of time. Guided reading lessons begin with an introduction from the teacher to help children activate their prior knowledge, to think critically and to comprehend deeply. Word meanings, phonics checks and high-frequency words are all covered as part of the introduction, which means that children are able to read and understand the text as they read.*

*In each guided reading session, teachers teach for: word solving, searching for and using information, self-monitoring and correcting, summarising information, maintaining fluency, adjusting for purpose and genre, predicting, making*

connections (personal, to other texts, and links to their world knowledge), synthesising, inferring, analysing and critiquing (Pinnell and Fountas, 2008).

Oracy is an important aspect of learning in guided reading. Discussion about the text is included in every session, whether this be between pairs of children, the group of children or the children and the teacher. Because the group is determined by assessment, the teacher can provide explicit, targeted instruction directed at the reading strategies needed by the children.

Children reading (one group working with the teacher) – set the children an amount to read from the text/book and an adult taps in, moving around and listening to the children read. Remind the children about strategies they may need to use while reading the book. Before they start to read, you may also want to inform the children what they will be discussing once everyone has finished. As you tap into each individual, you may need to offer help or ask questions about the vocabulary or events, etc.

What are you learning about the children during this time? What words do they struggle with- teach this vocabulary to the whole group perhaps. Is the reading smooth? Are they using intonation? Are the children puzzled by anything- discuss this.

Take note of the children's expression, intonation, pace, atmosphere, dialogue, clarity, interest and use of sound effects and use this information to inform future teaching of reading over the following days/weeks. When all of the children are finished, discuss the text- ask some retrieval, inference and open-ended questions about the text, encouraging discussion within the group. Some may finish earlier- have quick tasks for them to complete as they wait- eg, find a word that means..., list 5 words to describe..., etc Child Fluency Rubric to be used during this session.

#### What do the other children do?

Whilst you work with a group doing guided reading.

The rest of the children can be either reading the same pages in groups (reciprocal reading-see below) or completing VIPERS questions in their reading journal, vocabulary work(spelling shed) or reading their reading book.

#### Reciprocal Reading

*Reciprocal reading is a small-group reading strategy where children take turns to become the 'teacher'. As a method, it explicitly teaches strategies for predicting, clarifying, questioning and summarising. In reciprocal reading sessions children ask questions of the text, and through discussion with their peers, explore the answers to these questions. It is a powerful learning experience as, in order to answer their questions, children engage more deeply with the text and use higher-level thinking skills than they would if working independently to answer traditional comprehension questions. Oracy skills are central to reciprocal reading. Children must speak with clarity, listen carefully and learn to explore ideas through discussion. When introducing reciprocal reading, the teacher will need to model the strategy to children. Depending on the age and experience of the children, they will be able to withdraw from this role so that children come to lead the group independently. This makes reciprocal reading a particularly valuable reading approach to include in the Daily Reading lesson as it frees up the teacher to lead guided reading while groups of children undertake reciprocal reading independently. Reciprocal reading has been shown to increase both reading and listening comprehension, and has demonstrated that learners transfer their learning into other contexts.*

Organise children into groups and have cards/lanyards explain their roles during the read- children will need training to do this for it to work successfully- model doing this for each group before you fully begin.

#### **Further Strategies to use to improve fluency.**

##### Teacher-led modelled fluent reading

Pupils hear how a text sounds when read fluently and can identify what aspects of fluency were used. Prosody (like language) is usually acquired naturally as children grow and listen to prosody being modelled around them. Much infant directed language is rich in prosody. Hearing an adult read aloud with expression or appropriate prosody demonstrates to children how to give meaning to what is read through varied pitch (frequency), intensity (specific emphasis on a syllable), and duration (length of the word and pauses between words).

##### Choral reading

This involves simultaneous reading of a passage and can be done individually, in groups or as a whole class. In choral reading sessions it is important to monitor children's reading to ensure that all children are participating. One way of

doing this is to invite different groups of children mid-flow to read aloud, for example, girls, boys, people with blue eyes, people on a specific table etc.

#### Repeated choral reading.

The teacher might lower their voice with each repeated reading thus phasing themselves out - gradually releasing responsibility to the students.

#### Echo reading

The teacher reads a short section of the text aloud while the students silently follow in their own copies of the text. This section could be a sentence, paragraph or a short passage. Students echo the section back. Sections need to be long enough so that students are required to rely on reading their text and not just remembering what the teacher said. The teacher then releases responsibility to pairs of children - partner reading. Partner A (the stronger reader in the pair) will then read the same piece of text and partner B will track the text and monitor their partner. The pairs then swap - partner B reads and partner A tracks and monitors.

#### Deep reading

This occurs when a student is asked individually to read a single text repeatedly until a level of fluency is achieved. This may be silently or out loud. Several reviews of research on fluency have shown that word recognition accuracy, automaticity, comprehension, and attitude toward reading have been shown to improve with repeated readings.

#### Performance read.

Texts that feature monologues, dialogues, speeches, songs, or any text that can be voiced by students. They can discuss the text and make decisions about how to use their voices, facial expressions, and gestures. Text marking can be used to show what different aspects of the reading sounds like e.g. underlining a phrase/word/part of the word that will be stressed when read out loud. This is a really crucial strategy. It's a way to make repeated reading purposeful and fun. Some examples of performance reading are: readers theatre, performance poetry, presenting speeches, jingles, stories, songs, explanations, playscripts etc.

#### Repeated (close) reading (Led by a TA)

Repeated reading (sometimes called close reading) involves reading and re-reading a text to gain a deeper understanding. It is a strategy that teaches children to engage at a critical level by asking themselves questions that they will solve as they read. This will allow them to gain a fuller understanding of texts and read with a purpose. The aim is that the skills learned in repeated reading sessions will enable them to read and understand complex texts independently. Repeated reading begins with the TA introducing the text and letting the children know the purpose of their reading. There are then four stages that children follow:

- Prepare and read: skim reading to get the key concepts and details.
- Read closely: a closer look, to understand the structure, patterns and vocabulary used. Ensure children are reading with a pencil in their hand to note down thoughts and concepts as they arise.
- Discuss: the third, and last read where children discuss the text with a partner or a small group. They question each other about the text, ensuring they ask questions that will drive each other back to the text to find the answer.
- Write: and finally, this is where children write about the passage of text they have read. This consolidates the learning and ensures that the content is well understood.

**For further activities (including reading theatre) or research please see the reading folder in English**