



The Friars Primary School

Teaching Reading Plan of Implementation

Whole Class Guided Read *Some movement of texts this year*

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rumpelstiltskin (Fiction) Anansi (Fiction) Over the Hills and Far Away (Poetry) Edwardo the Horriblest Boy in the World (Fiction) Burglar Bill (Fiction)	The Day the Crayons Quit (Fiction) Greatest Animal Stories (Fiction) Flat Stanley (Fiction) A Light in the Attic (Poetry) The Owl Who Was Afraid of the Dark (Fiction) George's Marvellous Medicine (Fiction)	True Story of The Three Little Pigs (Fiction) The Iron Man (Fiction) The Puffin Keeper (Fiction) Greek Myths (Fiction) Fairytale Princess Tales (Fiction) I am Poetato (Poetry)	Antigone (Fiction) Legend of Podkin One Ear (Fiction) Pinocchio (Fiction) The Little Prince (Fiction) The Lion, the Witch and the Wardrobe (Fiction) Fairy Tales (Fiction) Quick Let's Get Out of Here (Poetry)	Book of Mythical Creatures and Monsters (Non Fiction) Odd and the Frost Giants (Fiction) Beowulf (Fiction) The Nowhere Emporium (Fiction) The Lady of Shalott (Poetry)	Classic Poetry (Poetry) Tom's Midnight Garden (Fiction) The Highwayman (Poetry) The Silver Sword (Fiction) A Monster Calls (Fiction) War Horse (Fiction) Wonder (Fiction)

Class Novel

It is imperative that this is read every day with children ideally having one copy each or 1:2 pupils. This should last for 10/15 minutes during the day. The texts are arranged so that they are challenging, and pupils would not be able to read them cover to cover independently. During these reading times it is mainly the class teacher reading to the class with selected pupils invited to read out. It is important that it is fluent, so children get the best understanding out of it. It is encouraged that the poetry books (particularly the verse and rhyme books at KS1) are spoken aloud and performed by pupils daily rather than simply reading them.

Class Novel for teaching

The current class novel will also be used for whole class reading lessons twice a week.

Whole Class Reading

The daily whole class reading will last for around 45 minutes daily from Year 3 to Year 6. Year 1 and 2 will still engage with their class novels daily; however, their focus is primarily on phonological decoding and will follow a guided read approach every day using the Read Write Inc. ditty and story books and benchmarked sets of guided reading books. Year 2 will start work on whole class reading using class novels and extracts. There will be groups of pupils that will not be ready for this and still be working on a phonological level with RWI ditty and storybooks.

SEN Reading at KS1

Typically, those at Year 2 who did not pass the phonics screener will continue within this process and not be part of the whole class read, whereby they learn to read through the Read Write Inc phonetic books; this is continued in Year 3. However, it the responsibility of the Year 2 teaching staff and with SENCO involvement that IEPs and dyslexia screening are put in place for these pupils, who are still unable to pass the phonics screener, as this would denote moderate difficulties on the pupil's part in being able to decode words, so that by the time they reach KS2 at Year 3 there is an appropriate support system in place.

SEN Reading at KS2 (Y4 – Y6)

It is assumed that before children reach KS2 that pupils who still cannot decode accurately will have established IEPs from SENCO, or potential diagnosis for dyslexia or other concerns. Pupils who are still working at a phonological decoding level will access RWI story books during guided read sessions. Where possible, pupils will access the whole class texts with modifications put into the types and amount of text to read to allow them to make sufficient progress.

VIPERS (Vocabulary, Inference Prediction, Explanation, Retrieval and Summarising with Sequencing)

The use of the acronym VIPERS will be used across school to develop and ensure there is shared language for consistency of approach by pupil and staff. It is also memorable for pupils. These 6 skills will be the backbone of teaching comprehensive reading ability to pupils.

Monday	Tuesday	Wednesday	Thursday	Friday
Class Novel linked work	Linked texts	Linked texts	Linked texts	Class Novel linked work
Reading Focus: Mixed question from across the domains.	Reading Focus: -Inference -Retrieval	Reading Focus: -Inference -Retrieval	Reading Focus: -Inference -Retrieval	Reading Focus: Mixed question from across the domains
No new reading of class novel	Pupils read as well as teacher			No new reading of class novel

Additional to this is the 15-minute daily reading of the class novel.

Y3 to Y6 Session Guide and Structure

Day 1 and Day 4/5:

No new reading of the text within the 45-minute session, instead focus on rereading section but mainly using quotes for the sake of questions. The reading focuses are on recapping and authorial intent.

- Start with a weekly 10 question quiz linked to what you've already read. Focuses on who, what, where, when, and how.
- After that focus now moves to teaching children how to answer **the types of questions they might see in their independent portion**. Try and keep these linked to the type and style of questions pupils are assessed on.

Examples	Why did the author choose this word? How does the author want us to feel at this point? How do you know? Why did the author make the character do that? What is your impression of this character? Pick one word to describe this character and explain. Can you order these events from 1 – 5? What key event is missing from the timeline?
----------	--

- Children follow up the whole class teach with some independent questions which are a mixture of the type being taught in session and those covered in the week, thereby using an applying the same skill. This is recorded in the reading journals. This portion of the lesson should be independent at around 20 minutes long. Remember there is no new reading – questions should be based on what they have already read or quotes.

Day 2 to Day 4: RESOURCES STORED ON THE SHARED AREA

These days will have three sessions worth of text, which can be linked to a theme. It is an opportunity to use more non-fiction, poems, songs and picture books. The main reading skills to be used will **Retrieval** and **Inference**. All children will have the opportunity to read across these sessions. To start with we are using resources created and provided for free by the Rainbow Education MAT as a starting point for lesson structure and resources. These texts will likely be as extracts prepared on paper or shown digitally on screen via the board or on iPad. The extracts are chosen as a key way to enrich the lives, knowledge, and cultural capital of the children.

- 1) The lessons should begin with reading, with texts taking no more than 15 minutes to read. Teachers will use some of the below strategies for modelling reading with text always read out aloud.

Sometimes it will be possible to leave a small section of text behind for pupils to read aloud in the solo work section of the lesson.

- 2) Children start with a short retrieval quiz, which doesn't require much looking back over the text.
- 3) Next, unfamiliar, or limiting vocabulary will be explored with pupils and discussed for a few minutes. Accompanied by visuals for EAL learners.
This could be explored prior to reading the extract if wanted.
- 4) Deeper questions and activities are then presented one at a time. They will be in the form of individual work, partnered talk and solo work.

Guidance for Hearing Children Read Aloud:

Echo Reading:

Teacher read exactly how text should sound and asks a child to 'echo it' and the teacher gives constructive feedback for how to improve.

Choral Reading:

Pairs, groups or the whole class read aloud at the same time. Used sparingly – more appropriate for poetry.

Drop in:

If the teacher did not hear the pupil read aloud in class due to proficiency, the teacher should drop in with them during the activity and hear the reread parts of the text. These children can also be targeted on Monday and Friday to reread short segments of the class novel to the teacher.

Basic Reading Aloud:

Children take sentences or paragraphs depending on the text length/sentence proficiency.

It is expected that the teacher models good read aloud skills. Ensure pupils fill the room with their voices – loud and clear. Teacher revisits phonic strategies when words are said wrong. Model self-correction to pupils and word substitution with pupils. Did the word you said make sense?

Structure of sessions: Day 2 to Day 3/4

Guidance for short retrieval quiz:

All questions presented to children at once with 3 – 8 questions. Ideal amount of time to answer is 5 minutes but teacher discretion. Self-marked at the end very quickly, teacher to circulate and assess during, clearing up misconceptions.

Guidance for individual thinking questions in the lesson:

One- or two-part questions presented to the children one question at a time. Questions are answered in silence here to encourage individual thinking. There should be allowed a couple of minutes answering time per question. The teacher's role within this will be to expand on what the question is asking, model with a similar question, direct to the specific part of the text, modelling scanning techniques and asking for proof. It's up to teachers whether they think there is a need to record answers here or just have it as a discussion task.

Guidance for partnered talk questions in the lesson:

This should mostly be done between two children and the TA can act as a partner also. Both children should be given the opportunity to speak. Here questions don't necessarily have a correct answer but will encourage discussion. The expectation is that children should be able to give their answer and recall any different thoughts their partner had. Children don't need to write anything down but can jot notes in their books if it helps. Partnerships should be thought out prior to the session. The teacher should remind children of answer stems and non-negotiable vocabulary they should use in their answer.

Guidance for the solo work part of the lesson:

This is the end of the lesson and is a longer task; it could be a longer explanation task. This task should be in the style of tasks found in the reading strategies document. The task should be done independently with the teacher circulating the room and live marking. The TA would work with a group to work with them based on what they had seen in the session. Lots of discussion is needed at the end based on their answers.