



How we support children to develop fluent reading capabilities

Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.

Purposeful activities include:

- reading books aloud and discussing them;
- activities that extend pupils' expressive and receptive vocabulary;
- collaborative learning activities where pupils can share their thought processes;
- structured questioning to develop reading comprehension;
- teachers modelling inference-making by thinking aloud; and
- pupils articulating their ideas verbally before they start writing.

EEF Improving Literacy 2017

The aim is for children to be reading by Y2. Teaching reading is done through a rigorous phonics teaching strategy from EYFS – Y1 by teaching children to segment and blend, sight read tricky words and common exception words.

We understand at St Mary's that the most effective way to improve reading is through oral discussion of a text. We also recognise that vocabulary is a key component to reading, and this is more challenging where children have a vocabulary deficit. We aim to get children to notice words and be interested in them; this happens through discussion and teachers modelling this curiosity.

Reading comprehension can be improved by teaching pupils specific strategies that they can apply to both check how well they can comprehend what they have read; overcoming barriers to comprehension.

Teaching whole class reading at St Mary's is based on 4 structured half hour lessons along with time in the day for reading for pleasure and whole class books in English lessons. The 4 taught sessions are: Oral discussion of a text, Vocabulary, VIPERS skills and a comprehension task.

Choosing a text extract

The text extracts are vital for learning. They can be based on topics being taught in class or can be a stand-alone topic. A range of genres can be used with an expectation that poetry will be done every half term. The extracts must be appropriate for the year group but also with an appropriate level of challenge. What do you want the book talk, vocabulary, VIPERS and comprehension sessions to look like? What age related targets are you working towards in each session? Which skills do they need to work on and improve? Pick a text extract that will focus on the area you are focusing on that session.

Marking and Assessment

Marking and feedback should be given verbally when appropriate during the first 3 sessions. Teachers either mark in a child’s book that they have given verbal feedback or annotate plans with any observations that could influence further lessons and teaching. In the 4th session, feedback about the answers can be done in the sessions if appropriate (such as simple retrieval answers etc). However, it must also be marked by the teacher so assessment judgements can be made.

These assessments, alongside other evaluations of a child’s learning (lessons, books, 1:1 reading and TA judgements) will be transferred onto the IMPACT grids to form an overall judgement for each child. Summative tests will be held in the summer term and will form part of the teacher assessment.

The IMPACT grids have been written progressively so that children can be tracked through the Key Stages. Teachers can use the grids to track back and help children with a specific area of learning, should they find that there are areas that are not as secure in.

Taught sessions

Lesson and objectives	Teaching	Activity
<p>Lesson 1 – Oral discussion</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Pace • Rereading • Think about meaning • Prosody • Automaticity 	<p>Children must have a copy of the text in their books.</p> <p>Reading the text with the class – can be teacher reading or children.</p> <p>Echo reading – children read after the teacher.</p> <p>Teacher or TA can listen to children as they echo read – pick individuals.</p> <p>Teacher modelling what fluent reading looks like.</p> <p>Poetry could end with a performance of the poem,</p>	<p>High quality text relating to topic. SEND children have the same text read to them by teacher or TA – as a pre-teach session.</p> <p>Teacher modelling how to read with prosody – discuss with the children why and where we used inflections in our voice</p> <p>After reading, children annotate the text with their own thoughts, wonders and expressions. (this will need to be modelled initially)</p>
<p>Lesson 2 - Vocabulary</p> <ul style="list-style-type: none"> • Select • explain • explore • consolidate 	<p>A broad vocabulary is essential for comprehension.</p> <p>Choosing tier 2 vocabulary to discuss</p> <p>Explicit teaching of vocabulary to enrich children’s knowledge.</p>	<p>Using the same text from lesson 1.</p> <p>It will have been carefully selected and have relevant vocabulary to explore with the class. Modelling this first.</p> <p>Say it, define it, look at different contexts, synonyms, antonyms, word families.</p> <p>Look at root word, word class, spelling rule...</p> <p>Record the work done in their books – annotate extract in their books. Modelled by teacher.</p>
<p>Lesson 3 –VIPERS</p> <p>V- Vocabulary</p>	<p>VIPERS focus – reading prompts based on the content domains.</p>	<p>Children’s responses to the text in various forms – needs modelling. This could be shared talk into writing.</p>

Reading Sequence

<p>I – Infer P – Predict E – Explain R – Retrieve S - Summarise</p>		<p>Use the question prompts grids to plan this session.</p> <table border="1" data-bbox="833 168 1436 571"> <thead> <tr> <th>Vipers heading</th> <th>Content Domain reference</th> <th>Content Domain Description</th> </tr> </thead> <tbody> <tr> <td>Vocabulary</td> <td>2a</td> <td>Give/explain the meaning of words in context</td> </tr> <tr> <td>Infer</td> <td>2d</td> <td>Make inference from the text/ explain and justify using evidence from the text.</td> </tr> <tr> <td>Predict</td> <td>2e</td> <td>Predict what might happen from the details stated and implied.</td> </tr> <tr> <td>Explain</td> <td>2f, 2g, 2h,</td> <td>Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text</td> </tr> <tr> <td>Retrieve</td> <td>2b</td> <td>Retrieve and record key information/key details from fiction and non-fiction</td> </tr> <tr> <td>Summarise</td> <td>2c</td> <td>Summarise main ideas from more than one paragraph</td> </tr> </tbody> </table> <p>Teacher modelling of answering different question types is important in this session. Pick one area to focus on and model example answers to questions. This will give children a model for tomorrow’s session.</p>	Vipers heading	Content Domain reference	Content Domain Description	Vocabulary	2a	Give/explain the meaning of words in context	Infer	2d	Make inference from the text/ explain and justify using evidence from the text.	Predict	2e	Predict what might happen from the details stated and implied.	Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction	Summarise	2c	Summarise main ideas from more than one paragraph
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<p>Lesson 4 – Written response using question stems.</p>	<p>Responding to questions about the text.</p> <p>Use Testbase for question stems.</p>	<p>Using QLA from previous years’ assessments – where are the gaps? What types of questions does this class need? This is an opportunity in modelling how to answer these questions and different strategies used for comprehension (skim, scan, clues). There may be need for certain groups to answer these questions with a teacher or TA as support but all children should answer the same questions. Can also use peer or group work to find answers. Immediate feedback with any misconceptions addressed.</p>																					

Reading Speed

Reading speed is an important factor when picking an extract. The reading speed for an average Y2 child is 90 words per minute. There is no benchmark for Y3-6 but teachers should pick texts that mean the children are reading an appropriate amount in the time given.

If children are assessed as needing extra support with reading then advice should be sought about strategies and interventions that can be put in place.

Reading for Pleasure

Reading for pleasure is part of our school ethos. Teachers read a variety of fiction books to the class over the year. The teacher reads the book to the whole class and the children have access to a book between 2 so they can follow the text. This is done as outside of English lessons at other opportunities in the day.

Children are given time to read their own books during the day, either in quiet reading time or to an adult in class. Those children who are not on track have access to interventions such as: KS2 phonics, Precision teaching and extra taught reading sessions in class.

Reading Sequence

Reading at Home

Children have access to a range of books from their assessed reading band. The reading band will be based on a level which the children can read well at. This ensures they are practising words they know and can read accurately and fluently. They can take these home and are encouraged to read every night to someone at home. With older children who are fluent readers, they can read to someone or their guardian signs their reading record to say they are reading at home.

Teachers need to monitor how often children change their books and ensure that children are moved through the bands when appropriate.



Examples of work

Reading Sequence

Lesson 1 - Choosing a text and reading with class – writing initial thoughts and feelings about an extract.

25th February 2001

European Millionaire in Bid to Raise Stricken Ship

"Floating Museum a Major Insult" say Victims' Families

"The plan is," Allaz told us, speaking from his yacht by satellite phone, "to create the world's first living museum. It is an opportunity for people from around the world to experience what the survivors and victims of the disaster experienced on that fateful night. Not only will they be able to see original artefacts from the ship, they will be able to see them on the actual ship itself. Brilliant!"

"The plan is to create the world's first living museum."

Allaz, who made his millions selling tobacco in South America, was very excited about the prospect of raising the sunken ship.

"Of course," he said, "I will have to make back the money I have put into the project, and so entrance fees will not be cheap, but I feel the experience of being in the middle of the Atlantic amongst the ice will bring

A storm is brewing around the world after highly controversial plans were announced yesterday. A Spanish millionaire proposes to raise the famous Titanic ocean liner from the seabed and turn her into a floating museum.

Millionaire Señor José Allaz is proposing to float the vessel to the surface using specially designed containers of pressurised air. Once the Titanic is raised, he proposes to have her cleaned and restored, retrieve lost artefacts and float the vessel in the exact spot where she perished at 11.45pm on Sunday April 14th 1912.

Controversial = Causing argument or disagreement.
Brexit = Argument - Great around.

This extract linked to my English work. I chose this because of the language features – written in the style of 1912 language – but it also had vocabulary used in newspapers.

I read this to the class as they needed to hear it out loud and think about what their responses.

10. Piper thinks Micah has done a decent job.

My first thoughts and feelings are that the snail is telling the story's poem. The poem made me think that about when you touch a snail you are actually scaring them and it also makes you realise, if you are scared of spiders then spiders are more scared than us. Some lines were powerful because they made you realise how scary you look to a insect because you look like a giant to them. I think the most powerful lines are the lines which use emotive language because they give you a under understanding of what the poem means.

Thursday 16th January 2020
Vocabulary:

First, read together – I used echo reading in this instance, this ensured the children read the poem with expression.

I modelled writing my own thoughts and feelings first. The child then wrote their own thoughts and feelings about the extract (poem).

There is no expectation that this is done as a written exercise every time but use your judgement about when it fits.

Lesson 2 – Exploring vocabulary

Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads

emphasises how small and fragile the snail is.

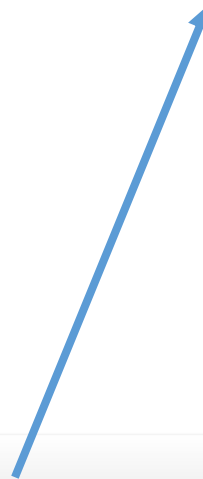
Reading Sequence

Vocabulary exploration –



Discussing synonyms.
Annotate on the extract.

Clarifying vocabulary to
improve understanding
of the text.



focus word	synonyms	antonyms
specimen	child/boy	
lathering	licking	
obediently	well-behaved	rebellious
seldom	not very often, rarely	Disobedient
	infrequently	often,
threadbare	used, tatty, worn	frequently
		new,

Lesson 3 – VIPERS

Predict → I think that Piper will fix the music box for Miaah and then they might go to the market to sell it. But then he notices that it doesn't work and still. So after he tries fixing it, but then Miaah goes to the crater he found it in and it

Reading Sequence

After analysis of practice test paper I identified that my class were struggling to **Predict** and **Infer**.

I modelled example answers first then the children had a go using a different question but with the same question stem.

This is an example of a child aiming for GD but has not achieved it yet due to depth of her answers when inferring. She was tasked with finding 4 different character traits whereas other children only has to find 2 or 3, depending on ability.

My TA targeted the children who were not achieving ARE and the SEND children wrote 2 sentences about what they thought about Piper. This writing was shared with another child on the table and they discussed their reasoning behind their answers.

There is no expectation for writing every time this lesson is taught. You may spend the session modelling answers and discussion with the children.

Lesson 4 – Questions

Find and copy one word that suggests that the sound coming from Micah's music box is unpleasant.

Strangled.

12. What impressions do you get of the relationship between Piper and Micah?
Give two impressions, supporting your answer with evidence from the text.

1. That they like to be sarcastic together and they both take don't take it personally since Piper said "I must be seeing..."

2. They are happy to be friends because Micah looks up to Piper and Piper is happy to see him.

Great use of the text to support your answers.

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Using Testbase or VIPERS as your question stems.

Based on the learning from the previous lesson. Children will have an opportunity to answer the question types that you have been focussing on in class.

You can reinforce any previous learning in this session so use a range of questions but focus your marking and feedback on the learning taught this week.

My TA worked with the SEND children on retrieval questions during this session. I worked with children who are off track for EXS. We marked the straightforward answers together but I marked the longer answers. This fed back into my IMPACT grid.