

# Reading at Church Eaton



## Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

Our Reading scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils to work towards the Development matters statements and the Early Learning Goals.

The overarching aim for English, reading and writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- appreciate our rich and varied literary heritage

Teaching and learning focus on developing pupils' competence in both word building and comprehension to equip pupils to read across a range of genres for different purposes. Children are given a variety of experiences both in and out of the classroom to create memorable learning opportunities and to further support and develop their reading skills and love of reading

Skilled word reading involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words is taught through phonics. This is why phonics is emphasised in the early teaching of reading.

Comprehension skills are developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems, and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely enables pupils to develop their vocabulary, imagination, and curiosity.

### Implementation: What do Reading lessons include?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium term plans which highlight learning objectives, assessment opportunities and sticky knowledge objectives designed to help pupils remember long term content.
Quality First Teaching	Lessons incorporate a range of teaching strategies from independent tasks, paired and group work. All lessons follow the 7 part lesson plans
Effective Target Setting through Meaningful Assessment	Individual and class strengths and areas for development are identified and used to inform future planning and interventions. Assessment sheets are used to track whether children achieve Learning Objectives and Cornerstones is used to collate information to enable subject leads to ascertain the number of children in line to achieve national expected standards.
Targeted Interventions	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held once every twelve weeks. Children who are requiring additional support receive one to one and group interventions based on data.
Purposeful Learning Environment	Reading is celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces e.g., library, hall, outside to enhance the learning experience is also explored
Extended Curriculum	Children are given the opportunity to attend the library weekly and work alongside a Librarian. Reading lies at the heart of the school curriculum meaning that opportunities to improve reading are explored across the entire school day. For example, attending the mobile library weekly.
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They are provided with opportunities to borrow books on from the school library and library bus to supplement their knowledge and interest.

### Implementation: What do we teach?

We teach reading in several ways at Church Eaton

- Reading for Pleasure sessions
- Early Reading Program
- Book Banded personalised Reading Programs
- Phonics
- Retrieval and Book Club sessions
- Comprehension Crusher Sessions

Reading for Pleasure-

A love of reading is promoted across the school. Here are just some of the ways that we support reading lessons with lots of ways of Reading for pleasure.

Reading Buddies-	Lunchtime Book Club	Reading Army-	Librarian	Library Bus	Story times	Parent morning
Older children who have applied and been successful in supporting younger children	Children read to others at lunch	A team of volunteers who listen to readers	We use a school librarian to help children select books	The library bus visits the school fortnightly	The adults read stories to different classes around the school	We hold open mornings to show parents how we love reading at Church Eaton

### Early Years Reading

In the early stages of learning to read, children are taught how to apply their phonic knowledge to read fully matched, phonetically decodable reading books. These are read in school in small group reading practice sessions. Sessions are approximately 15 minutes long and follow the model set out in the 'Schofield and Sims programme. Children then read the same book at home to ensure that success is shared with the family and to further support fluency. The y focus on 3 main elements:

- Decoding - where the children apply their phonic skills and knowledge of graphemes that they have learned to read fully matched phonetic ally decodable books.
- Prosody - where children practise reading with rhythm, expression and intonation.
- Comprehension - which focuses on the children's understanding of the book and the vocabulary within it.
- Sessions in school are approximately 15 minutes long. Children then read the same book at home to ensure that success is shared with the family and to further support fluency.

### Whole School- Book Banded Personalised Reading Program

All children receive reading books based on their reading level. These books are taken home, but the children are also heard reading to an adult at school. The number of times is varied depending on need.

EYFS and Year 1 use the Schofield and Sims books as instructional text to support/consolidate their phonics learning. The books match the phonics taught in the class currently, but reasonable adjustments and teacher judgment are used to provide a book that matches their phonic development.

Some children in Year 1 are also offered a book-banded reading book to take home. Along with book banding, these books have also been grouped closely into the stages of the Schofield and Sims phonics learning program. We believe enriching the children's experience of different texts and vocabulary will broaden their reading skills.

Once they have passed the Phonics check, the children are levelled using the PM Benchmarking tool and move through the levels this way as they move through school. To move on, the children must get the retelling, prediction, and comprehension skills in the assessment correct.

### Years 1 and 2- Phonics lessons

At Church Eaton, we believe that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme. We use the Schofield and Sims Program to plan and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all the different sounds and combinations that they might see when they are reading or writing. Phonics is delivered daily through short and interactive sessions which engaged and



motivate the children. Our phonics lessons provide an exciting, challenging and fun environment to learn reading and spelling patterns which is essential for their early reading and writing skills.

Years 1-6- Retrieval Lessons

*'We read constantly, not just words, but emotions and images. What unites most of our daily reading is that we read to retrieve information. Unless you read for pleasure vociferously, you are more than likely spending more time reading for information than you are for pleasure. Your primary reason for reading is retrieval.'*  
*'One Education'*

Teaching children how to retrieve information from a text is an essential life skill. It forms the basis through which other skills such as prediction and inference can be developed. At Church Eaton, children will at times take part in reading lessons which focus primarily on developing the skill of retrieving information from a text efficiently. We are following a progressive learning journey within these lessons. This enables children to embed their understanding of the skill.

Retrieve and record information / identify key details from fiction and non-fiction. Red is where it is the simple retrieval from the text and blue is where the key details are needed to understand the context with the phrase, sentence or paragraph.				
1. This type of question involves lifting the correct information from the text and the answer is located next to given information within the questions. Predominately questions that use Who? What? When? Where? How? For example: Q. How far was he away from the shore? He was 3 metres away from the shore	He was 3 metres away from the shore Q. How far was he away from the shore? A. 3 metres			
2. This type of question could involve the reader lifting information from more than one piece of information over more than one sentence.	Restlessness kept her awake in bed, staring at the slanted ceilings of her house. She counted the widening cracks.... Q. What has Piper been counting in the first paragraph? A. Widening cracks A. Widening cracks in the ceiling.			
3. This type of question gives the reader multiple choice of plausible answers.	Q. Why is it important for bumblebees to leave a smelly scent on some flower? Circle the answer that is correct.			
	So that others avoid it	Because it smells better than nectar	So, others know its pollen	Because bees give flowers their scent
4. This type of question gives the reader multiple choice of plausible answers but it is structured in a different format.	Q. Why is it important for bumblebees to leave a smelly scent on some flower? Put a cross into the correct box			
	So that others avoid it	Because it smells better than nectar	So others know it has pollen	Because bees give flowers their scent
				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>5. This type of question gives the reader multiple choice of plausible answers and they must select more than one correct answer to achieve a single mark.</p>	<p>Q. What ways does the text say that you can show your support to conserve bumblebee habitats?</p> <p>Volunteering Display posters Fundraising Become a member of the Bumblebee Conservation trust</p> 													
<p>6. This type of question gives the reader the correct information but matched incorrectly</p>	<table border="1"> <tr> <td data-bbox="1133 312 1377 343">If you find a stranded bee</td> <td data-bbox="1386 312 1641 343">near to some flowers</td> </tr> <tr> <td data-bbox="1133 365 1377 395">Place bee and nectar</td> <td data-bbox="1386 365 1641 395">give it sugar and water</td> </tr> </table> 		If you find a stranded bee	near to some flowers	Place bee and nectar	give it sugar and water								
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<p>7. This type of question gives events or facts from the text and the question asks the reader to sequence them correctly as they appear in the text</p>	<p>5 Number these facts about the life of the giant panda cub from 1-5 in the order in which they happen.</p> <p>The first one has been done for you.</p> <ul style="list-style-type: none"> <li>A cub eats bamboo for the first time. <input type="checkbox"/></li> <li>A cub leaves its mother. <input type="checkbox"/></li> <li>A cub develops black spots. <input type="checkbox"/></li> <li>A cub weighs 31 to 36 kilograms. <input type="checkbox"/></li> <li>A cub weighs about the same as an apple. <input checked="" type="checkbox"/></li> </ul>													
<p>8. This type of question goes beyond skimming and scanning techniques and requires the reader to make a connection based on their own experience. Then to retrieve the correct information.</p>	<p>What is Ajay doing when the post arrives?</p> <p>Ajay was <b>about to tuck into his tea and toast</b> dripping in sour rhubarb jam when there was <b>a loud clatter from the letter box as an important looking brown envelope landed on the mat.</b></p> <p>A. Tucking into his tea and toast A. Having his breakfast</p>													
<p>9. This type of question involves the reader retrieving the information and then sorting it into given headings.</p>	<table border="1"> <thead> <tr> <th></th> <th>Bee Friendly</th> <th>Not Bee Friendly</th> </tr> </thead> <tbody> <tr> <td>Lavender</td> <td></td> <td></td> </tr> <tr> <td>Pansy</td> <td></td> <td></td> </tr> <tr> <td>Herbs</td> <td></td> <td></td> </tr> </tbody> </table>			Bee Friendly	Not Bee Friendly	Lavender			Pansy			Herbs		
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<p>10. This type of question involves the reader retrieving the information in the first part and then deciding if it is true or false. The information in the following questions is gained through comprehension and using a process of elimination.</p>	<p>Information given in the text</p> <p>Luxury flats will be built. Diggers moving in. Park is closed.</p> <table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The Park has been <b>looked after by</b> a park warden</td> <td>x</td> <td></td> </tr> </tbody> </table>			True	False	The Park has been <b>looked after by</b> a park warden	x							
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	The Park is going to be replaced with a shopping centre		x
	Building work in the park will start at the end of July		x
	The Park warden had two weeks' notice of a park closure		x

11. This type of question involves the reader comprehending a paragraph or section of the text. This is a two-mark answer so one mark awarded for a correct response in each box

Micah set the music box between them, "Isn't it beautiful?" he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil. Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one painted in white coral and cerise.

She'd heard this type of music before and had always thought the sound was a little annoying.

She had seen contraptions like these before.

Q. Piper has mixed feelings about the music boxes. Complete the table below to show her thoughts

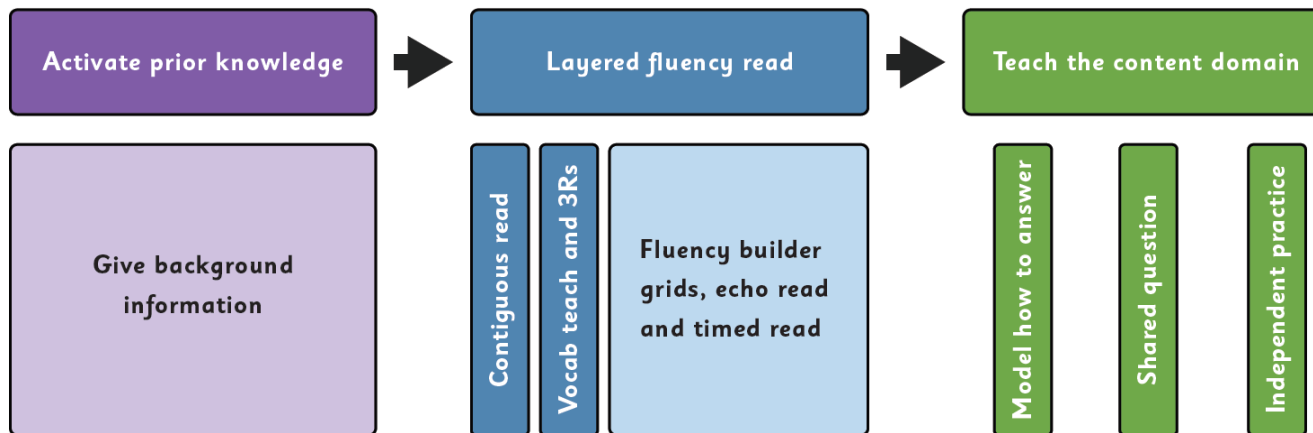
What Piper likes about the music box
This answer must recognise the skilful painting/painter
A. It is beautifully decorated (the writing is precise in describing the decoration of the box).
A. The art on it (true artist to create such beauty)
A. She likes the flowers (the imagery that the writer is creating tells us that it is beautifully done).
<b>Not acceptable</b> It looks nice The box is pretty It's beautiful
What Piper dislikes about the music boxes
A. The music was annoying
A. Only a person could make good music (key details needed to understand)
A. She considers them toys/contraptions
<b>Do not accept</b> That it won't sing (this is taken directly from the text) Not playing music

### Years 1-6 Book Club Sessions

The link between reading and writing is explored at times through Book Club sessions in which children use the same text that they use in Writing' Book Club lessons support this. They are carefully planned to ensure that children's comprehension and higher order reading skills are developed and to encourage the children to read like a writer and write like a reader. We use VIPERS to support this. VIPERS stands for: **V**ocabulary **I**nference **P**rediction **E**xplanation **R**etrieval **S**equence or **S**ummarise The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that we ask your child a range of questions in our reading lessons. It allows the teachers to track the types of questions that we ask and your child's responses to these which allows for targeted questioning afterwards. During these sessions, Children examine a text and discuss their observations and findings with other children. Responses are then recorded in Class Floor Books.

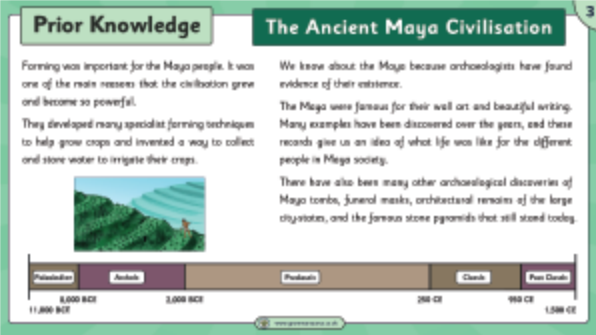
### Comprehension Crusher

Once children's phonemic awareness and phonics are strong enough most of the Reading at Church Eaton is taught through Comprehension Crusher lessons. Each unit encompasses a range of fluency and vocabulary activities to improve reading comprehension. Units follow this sequence:





Aspect of learning journey	Overview	Example																														
<p><b>Background to each unit</b></p>	<p>The focus of the learning comes from the content domain, which can be used as the lesson objective.</p> <p>The content domain objectives are on the KS1 and KS2 content domain reference tables.</p> <p>Each reading unit focuses on two or three of the content domains. The units have been arranged to ensure complete curriculum coverage.</p> <p>(These can be found on the curriculum mat for each year group).</p>	<p><b>KS2:</b></p> <table border="1" data-bbox="1308 360 1995 866"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table> <p><b>KS1:</b></p> <table border="1" data-bbox="1317 963 1995 1227"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>draw on knowledge of vocabulary to understand texts</td> </tr> <tr> <td>1b</td> <td>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td> </tr> <tr> <td>1c</td> <td>identify and explain the sequence of events in texts</td> </tr> <tr> <td>1d</td> <td>make inferences from the text</td> </tr> <tr> <td>1e</td> <td>predict what might happen on the basis of what has been read so far</td> </tr> </tbody> </table>	Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text	Content domain reference		1a	draw on knowledge of vocabulary to understand texts	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c	identify and explain the sequence of events in texts	1d	make inferences from the text	1e	predict what might happen on the basis of what has been read so far
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Aspect of learning journey	Overview	Example
<p><b>What to prepare for the unit</b></p> <p><b>Activate prior knowledge preparation</b></p>	<p>What to prepare before the lessons:</p> <p>- Prior knowledge is discussed to help contextualise the text. A general prior knowledge slide is provided within the teaching slides. This can be edited to include specific prior knowledge from previous learning within your setting. Sometimes, further background information must be explained for the text to make sense. This may include details of the period in which the text is set or the location. Some explanation of existing problems, characters and their relationships may be needed if they directly affect the plot of the text.</p> <p>When editing the prior knowledge, consider including the following information, if applicable:</p> <ul style="list-style-type: none"> <li>• When does the text take place?</li> <li>• What happened before the text?</li> <li>• What did people think about the subject of the text?</li> <li>• Did everyone think this?</li> <li>• How was life different? (if it relates)</li> <li>• Don't ask this – just tell the children.</li> </ul>	 <p>This is generic information. Edit these slides to fit what your school has taught about the Ancient Maya.</p>

**Vocabulary slide preparation**

While understanding tier 3 vocabulary is essential for mastering specific academic subjects, spending excessive time on these words can be less conducive to overall reading improvement compared to focusing on tier 2 words. Tier 2 words are high-frequency, versatile words that appear across various contexts and genres. They are crucial for building a robust vocabulary foundation, improving reading comprehension, and enhancing overall language proficiency.

Tier 2 words, such as “analyse,” “compare,” and “predict,” are more likely to be encountered in a wide range of texts, making them more relevant to everyday reading and learning experiences. By prioritising these words, students can improve their ability to understand and engage with diverse materials, thereby boosting their reading skills more effectively.

In contrast, tier 3 words are domain-specific and rarely used outside their particular fields. Spending too much time on these specialised terms can limit students’ exposure to the broader vocabulary needed for general reading comprehension and language development.

Therefore, balancing the teaching of tier 3 words with a stronger emphasis on tier 2 words is essential for fostering a well-rounded and effective reading improvement strategy.

- Print off the fluency grids for pupils.

**Purpose of the fluency grid**

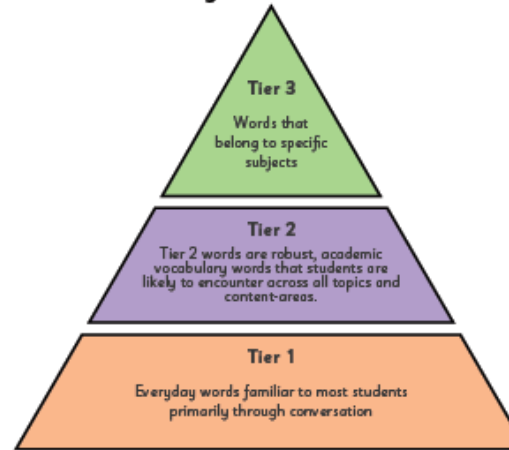
The following types of words may hinder a child’s ability to read fluently:

Phonetically irregular words (e.g. yacht), polysyllabic words & compound words (e.g. fieldwork), words with silent letters (e.g. knight) complex consonant clusters (e.g. twelfth), foreign borrowings (e.g. genre) and morphologically complex words (e.g. uncharacteristically).

Activate pupils’ prior knowledge using the edited slides.

**Activate prior knowledge**

**Tiered vocabulary**



**Tier 3 pictures:**



**rapier hilt**

**Tier 2 vocabulary:**




**gesticulations**

gestures with the body

**Fluency Grid**

nervous	conceived	madmen	cunningly
cautious	mortal	anxiety	seized
precautions	concealment	deposited	scantlings
shriek	rapier hilt	triumph	tolerable

Aspect of learning journey	Overview	Example																
Teach vocabulary	<p>Share a simple explanation of the pre-selected tier 3 vocabulary. If the children struggle to decode any of these words, practise them in the fluency grid (you can add any words children struggle with).</p> <p>Explicitly teach the tier 2 vocabulary using MTTT, including the definitions. Play vocabulary games with words and spend time exploring them.</p>																	
Layered fluency read Fluency grid	<p>Fluency grid (these words might be from the tiered vocabulary and/or be generally trickier words to decode at speed e.g. knight, said, what)</p> <p>Teach the children the words using MTTT. Focus on pronunciation, speedy reading and draw attention to any tricky parts within the word (e.g. splitting morphologically complex words into morphemes - in-visible or joy-ful-ly). Children then practise in pairs. Partner A reads the words left to right until all words are read. Partner B reads the words up and down until the words are read. The idea here is that the children can automatically decode these words so that they are not stumbling blocks when reading the text.</p> <p>Continue to utilise this activity throughout the layered fluency read (see timetable on PPT).</p>	<div data-bbox="1335 587 1576 632" style="text-align: center; border: 1px solid black; border-radius: 10px; padding: 2px;">Fluency Grid</div> <table border="1" data-bbox="1160 639 1749 935" style="width: 100%; text-align: center;"> <tr> <td>nervous</td> <td>conceived</td> <td>madmen</td> <td>cunningly</td> </tr> <tr> <td>cautious</td> <td>mortal</td> <td>anxiety</td> <td>seized</td> </tr> <tr> <td>precautions</td> <td>concealment</td> <td>deposited</td> <td>scantlings</td> </tr> <tr> <td>shriek</td> <td>rapier hilt</td> <td>triumph</td> <td>tolerable</td> </tr> </table>	nervous	conceived	madmen	cunningly	cautious	mortal	anxiety	seized	precautions	concealment	deposited	scantlings	shriek	rapier hilt	triumph	tolerable
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Read 1	<p>Layered reading is like unlocking the layers of a text one by one. On the first reading, students will learn the main idea and the details; on their second and third readings, they will get more out of the story and learn more about what the author put into it:</p> <ul style="list-style-type: none"> <li>• Reading One – Model fluent, contiguous read* (sharing tier 3 pictures as you go).</li> </ul> <p>*A contiguous read is a full read of a text with minimal stoppages and interruptions.</p> <ul style="list-style-type: none"> <li>• Reading Two – Echo read and timed read.</li> </ul>	<p>Remember to flash up the tier 3 images as you get to them in the text. No discussion or explanation is needed on this. Just give enough information so the children get the gist of the text so far with this support.</p> <p>Read the entire text as a 'contiguous read'. Remember, you are the model reader in the class so the children should hear you read this as a 'model reader' and they should follow the text.</p> <p><b>Tier 3 pictures:</b></p> <div data-bbox="1205 1353 1720 1495" style="text-align: center;">  <p>rapier hilt</p> </div>																

## Read 2

Use echo reading on a section of the text (provided) to model and practise good reading. Time yourself reading a part of the text as a storyteller and ask children to do the same back with the objective to meet the time.

This should be repeated throughout the week to promote fluency.

- Reading Three – Gist of the text

## Read 3

This read allows the children to summarise the important parts of the text or extract.

### Fiction:

- Who is it about?
- What happens in the text? What was the problem?
- What was the solution? (if applicable)
- Where is it set?
- When is it set?

It is an expectation that the children find evidence from the text to back up their answers.

### Non-fiction:

- What is the topic of the text?
- How has the author organised the text?  
Fact boxes, images, headline etc.
- What text type is the text?  
Instructions, explanation, non-chronological report, recount etc.

What facts are shared about the topic?

### Echo read model lesson

<https://www.youtube.com/watch?v=9hYQSJoSEDw>


### Timed read model lesson

<https://www.youtube.com/watch?v=wJJsJg8x8Go>

Text marking can be used with pupils to help them map out the inflexions of the modelled read.

Other sections of the text can be used in addition to the provided selection to further improve fluency.



Aspect of learning journey	Overview	Example															
<b>Teach the content domain</b>	<p>Introduce the focus (content domain) for the lesson. Share the question format.</p> <p>Explain what each part of the question means and any rules that are usually associated with this format.</p>	<p>Model answering the questions to the children so they begin to understand the process:</p> <p>1 Using information from the text, tick one box in each row to show whether each statement is true or false.</p>															
<b>Modelled question</b>	<p>Model how to answer the first question. Talk out loud and highlight parts of the text and the strategies you are using to find the information.</p> <p>You may want to create a process chart of how you answer a specific format. This can then be utilised by the children in the shared and independent practice.</p>	<table border="0"> <thead> <tr> <th></th> <th style="background-color: #28a745; color: white; padding: 2px;">True</th> <th style="background-color: #dc3545; color: white; padding: 2px;">False</th> </tr> </thead> <tbody> <tr> <td>There was no wedding photo. -----</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The photo was of strangers. -----</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The wedding photo was of Abuela and her husband. --</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The wedding photo was of distant relatives. -----</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		True	False	There was no wedding photo. -----	<input type="checkbox"/>	<input type="checkbox"/>	The photo was of strangers. -----	<input type="checkbox"/>	<input type="checkbox"/>	The wedding photo was of Abuela and her husband. --	<input type="checkbox"/>	<input type="checkbox"/>	The wedding photo was of distant relatives. -----	<input type="checkbox"/>	<input type="checkbox"/>
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<b>Shared question</b>	<p>Allow the children to practise the question format in pairs. Mark the answer together. Ask children what process they followed to find the answer.</p>																
<b>Independent practice</b>	<p>Once the modelled and shared questions have been completed, children then complete the independent questions. Mark the questions together. If the children require further practice, use the SATs Smasher/ Comprehension Crusher mini reads to close the gap before moving on to the next question format.</p> <p>This process is then repeated for the remaining domain focuses and question formats.</p>																
<b>Unseen text</b>	<p>At the end of the unit, give the pupils a printed copy of the unseen text to answer a new sets of questions so that they can apply the strategies learnt. Mark the answers with the children. Analyse the common mistakes to decide if further practice is required on a specific question format.</p>	<p>Unseen texts are provided with the same domain focuses and question formats. Pupils can then apply the strategies they have learnt when completing these independent questions.</p>															

### **Impact: What will our children have learnt from our Reading Curriculum?**

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points who are:

Community Builders who are aware that they are part of a small rural community with a very long and very proud history and can use this sense of community spirit to work collaboratively with others for the common good.

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills.

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

### **Impact: How do we track progress?**

Reading assessment is ongoing and addresses misconceptions, provides further opportunities to consolidate skills if necessary and to move learning forward.

Formal assessments occur at the end of Block 2, 4 and 6 through standardised tests. (Curriculum Maestro) Analysis of these tests takes place so that gaps within learning are identified and then teaching is adapted accordingly.

Book Banding Assessments take place at the end of block 1, 3 and 5 (as a minimum). These assessments provide the information through which we support the individual reading program at the school. We use the following Book Banding System to allocate books.

The subject leader for Reading works closely with staff to monitor teaching and learning in reading. Monitoring in this subject includes pupil voice capture, book scrutiny, learning walks, planning scrutiny and lesson observations. Bespoke support and challenge are provided for practitioners because of monitoring. Moderation takes places across the year group, phase(s) and across the school to ensure consistency and progression.