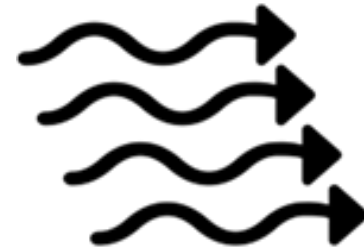


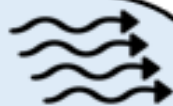


- (1) Develop reading fluency** – *through planned fluency practice*
- (2) Increase children’s understanding of written language and the world to which it relates** – *through reading and discussing plenty of thoughtfully chosen and wide-ranging texts*
- (3) Nurture children’s understanding of their role as strategic readers** – *through modelling, discussion and explicit teaching of key comprehension strategies*

- (1) FLUENCY PRACTICE**
- (2) EXTENDED READING**
- (3) CLOSE READING**



(1) FLUENCY PRACTICE



- **Activate prior knowledge** – make it explicit what prior learning this text is building on or may link to / model how this helps the reader (schema development) using metacognitive talk.
- **Explicit Vocabulary Development** - Challenging vocabulary is explored and if needed pre-taught at the start of a session. It is important not only to explain the words but to say them aloud, apply them and start to become fluent with them.
- **Modelled Reading** – A staff member models prosodic reading full of expression and life. They also model being an active reader – link to key strategy symbols.
- **Echo reading (if needed)** – focus on phrase reading and text marking (*in focus sessions only*)
- **Paired repeated reading** - Working in pairs, they take turns to read each other a section of the text and give each other feedback.
- **Reading for Performance** - Children present the text, whole class, in groups, pairs or individually, with a focus on communicating the meaning of the text through prosody.
- **Initial text discussion** – use our oracy strategies and a couple of key questions to help the children secure a fairly accurate initial mental model of the text you've read
- **AIM: To establish meaning & a secure, if basic, mental model of the text – THE GIST**

(2) EXTENDED READING



- **Retrieval of text knowledge** – rapid recall and retrieval of the text from fluency practice
- **Explicit Vocabulary Development** – see session 1
- **Whole Class Shared Reading** – 4 different ways depending on current reading capabilities of the class. Staff model reading 'think alouds' at suitable moments in the text.
 1. **Teacher reads**, every child tracks the text.
 2. **Control the Game** – Children selected by the staff member read a few sentences aloud with the rest of the class tracking, ready for when their name is called. Staff also take a turn to model prosodic reading.
 3. **AIR** – Accountable independent reading. Children read silently (using their performance voice) in short bursts that are carefully managed by the teacher. There is always a summary or question focus for a section of text. Often interspersed with 1 or 2.
 4. **Extended AIR** – summarising or questions to test understanding after longer periods of silent reading.
- **Book Talk based on Questioning the Author** – identify key stopping points for clarifying, summarising or exploring the text, then use questions and talk tactics to generate discussion but remember the majority of this session should be spent physically reading. Short focused writing tasks will at times be appropriate here.
- **Approx. 2/3 reading to 1/3 discussion in this session.**

(3) CLOSE READING



- **Retrieval and summarising of text knowledge from sessions 1 and 2**
- **Explicit Vocabulary Development** – see session 1
- **Repeated rereading and discussion of the chosen short extract** – Children may echo read and briefly partner read to improve prosody. Following this, each reread will have a specific comprehension focus e.g. use of rhetorical questions/ character development NOT simply inference. Staff can use this opportunity to briefly model specific comprehension strategies
- **Independent / paired or group work** around a specific element of the 'close read' text (**following guided practice/faded support**) – e.g. drama / writing / emotion graph / character impression questions
- **Detailed discussion and feedback** - Children share 'work' based on their close read – discuss as a class and provide feedback. Children to make improvements where appropriate.
- **Reading for Performance (if time allows)** - Children present the close read text, in groups, pairs or individually, with a focus on communicating the meaning of the text through prosody.
- **Approx. 1/3 reading to 2/3 discussion in this session.**






SHARED READING / THE CLASS READER



- Shared reading (of your class reader) should happen daily in a dedicated afternoon slot – it is primarily a reading for pleasure activity and should focus on the enjoyment of sharing a great book together. You should be very familiar with the text so you can model 'perfect' prosody.
- It is a time (c. 15-20 mins) to get lost in a story together and really develop children's love of literature.
- Echo reading and other fluency techniques can be practised here to great effect but should only be used occasionally to enhance the children's enjoyment of the text; do not let them detract from the flow of the story.
- Try and keep a track of books you have read together (and authors/illustrators) on your reading wall – refer back to this to develop links and compare texts/authors.
- Use this time as a way to introduce, model, practise and continually reinforce our key active reading strategies (but remember, don't slow down the story too much).



Key Stage 2 Reading Practice Sessions

Year Group	Scaffolded Reading 	Fluency Practice 	Extended Reading 	Close Reading 
1	√	√ (T3)	√ (T3)	
2	<i>Maybe used in group interventions.</i> 	√	√	√
3		√	√	√
4		√	√	√
5		√	√	√
6		√	√	√

