

Reading Lessons – Guidance

Session 1: Building Fluency and Book talking

- Checking marking from previous lesson (if applicable). This is important for making children accountable for improving their answers and making them more accurate.
- Provide an example on the board of a poorly constructed answer – how could we improve it? (Could use answers you identified in marking that needed work on but don't share the children's names)
** Remember children will need copies of the text read from the previous sequence of sessions to check answers against.
- Introduce new text with a focus on building reading fluency. Use the following strategies to read the text: 1) Choral reading – the teacher and students read aloud together, following the teacher's pace – so students get the benefit of a model while they practice reading aloud. The teacher can stop at any time to ask questions, comment on the text, discuss a vocabulary term, or remind the class that she expects everyone to be reading. 2) Echo reading – teacher reads a short part of the text and children echo it back. 3) Cloze reading – similar to choral reading, except that the teacher does most of the oral reading while the students read along silently. Once or twice every few sentences, the teacher omits an important vocabulary or content word, not a simple sight word, and the students' job is to read it aloud as a class. 4) Paired Reading – Another method for improving fluency is to have students read aloud to a partner, taking turns (Consideration needs to be made to the partners children work in)
- Vocabulary check – Choose 3-4 words and revise strategies for unpicking new vocab. (Can we link it to other words we know? Is there a root word within it? Can we read around the word to find the meaning? Are there any synonyms we can link to this word to help us?)
- Book talk: What have we found out as we read? Can you summarise?
End of session 1: Children write a summary of the text (children can use bullet points, full sentences or challenge themselves to use quotes and evidence)

Session 2: Practise Time

- Start the session with 2-3 quick retrieval questions and ensure accuracy in answers children give. Children find the answers, show their partner and practise on a whiteboard.
- Paired or independent reading with the text again.
- Vocabulary check if you feel necessary.
- Practise answering questions together – focus on a particular question types, VIPER or have a mixture (dependent on needs of the class. Remember it's not always beneficial to only focus on one domain at a time as children need to learn to tackle a variety at the same time)

Session 3: Independent Application

- Children to re-read the text again.
- Children to independently answer up to 10 questions on the text.

Important Information

1) Please also build in one off sessions within your teaching sequence of reading for children to tackle a text blind and go straight to independent application (Follow session 3 guidance only).

2) When choosing vocabulary, Tier 2 vocabulary has the most impact on children according to EEF research. Display words seen in these sessions up on the working wall in class to remind children to reuse these words in their writing also.

Figure 2: Tiered systems for selecting target words for explicit instruction
—adapted from Beck & McKeown (1985)

