

YEAR TWO WHOLE CLASS READING LESSON FORMAT

| Lesson One: Vocabulary | Lesson Two: Reading for Fluency | Lesson Three: Reading for Fluency | Lesson Four: Reading for Fluency and Extended Reading | Lesson Five: Comprehension strategies |
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| <p>Teachers introduce the book. They may also wish to discuss the context of the book too at this stage. Vocabulary knowledge is essential for reading comprehension. Without a broad and deep vocabulary knowledge, children cannot make appropriate inferences in more challenging texts. The explicit teaching of vocabulary can enrich children's knowledge and understanding of the world. Teachers select the vocabulary that they think that children would benefit from to access the text or as general instruction; they explain the vocabulary, they allow the children to explore the vocabulary and they consolidate the vocabulary.</p> <p>There are many ways to teach vocabulary.</p> <p>Some important strategies are:</p> <ul style="list-style-type: none"> • Say it/repeat definition/ use it/ find and/or use in a different context/ synonyms/ antonyms/ morphology • Looking at intensity/shades of meaning/word families • Model language/learning to love words/root word/word class/spelling rules | <p>The teacher reads a chosen book extract and re-introduces the book. Talk around the book includes talking about the cover, other books that the author might have written, other books in the same genre, features of the book that influence how/why people choose books such as illustrations or topic. The teacher models being a reader and reads the chosen extract to the class. Then a copy of the extract is handed out and the teacher reads it again while the class follows using a ruler as a line guide to follow as the teacher reads. The teacher reads the extract again in very short chunks, using MTYT for the children to practise reading. The children read it to each other using RWI partner 1 and partner 2 techniques. The teacher then reads the extracts in longer phrases and sentences for prosody.</p> | <p>The teacher re-reads the extract with fluency and expression, and the children read the extract back. This may need doing in short chunks as in lesson 2 or could be quicker. Children partner read the text with the more able partner reading first, then the less able.</p> <p>There should be discussion of the text, tricky words and inferred meanings. This is close reading. Any knowledge of the world that children need to understand the text should be shared. Children can annotate the text at this stage if appropriate.</p> | <p>Reread the text with fluency and expression. Teacher read, MTYT, Partner read.</p> <p>It may be possible, when the children have sufficient reading ability, to read some more of the text – either a continuation of the part just read or another part to add further meaning.</p> | <p>Children practice answering questions more formally – supported or independently depending upon their readiness and the difficulty of the text involved. These may be spoken or written even in the same lesson.</p> |

YEAR THREE & FOUR WHOLE CLASS READING LESSON FORMAT

| Lesson One: Vocabulary | Lesson Two: Reading for Fluency | Lesson Three: Reading for Fluency | Lesson Four: Reading for Fluency and Extended Reading | Lesson Five: Comprehension strategies |
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| <p>Teachers introduce the book and reads and extract to the class. They may also wish to discuss the context of the book too at this stage. Vocabulary knowledge is essential for reading comprehension. Without a broad and deep vocabulary knowledge, children cannot make appropriate inferences in more challenging texts. The explicit teaching of vocabulary can enrich children's knowledge and understanding of the world. Teachers select the vocabulary that they think that children would benefit from to access the text or as general instruction; they explain the vocabulary, they allow the children to explore the vocabulary and they consolidate the vocabulary.</p> <p>There are many ways to teach vocabulary. Some important strategies are:</p> <ul style="list-style-type: none"> • Say it/repeat definition/use it/find and/or use in a different context/ synonyms / antonyms / morphology • Looking at intensity/shades of meaning/word families • Model language/learning to love words/root word/word class/spelling rule | <p>The teacher reads a chosen book extract and re-introduces the book. Talk around the book includes talking about the cover, other books that the author might have written, other books in the same genre, features of the book that influence how/why people choose books such as illustrations or topic. The teacher reads the chosen extract to the class. There should be discussion of the text, tricky words and inferred meanings. Then a copy of the extract is handed out and the teacher reads it again while the class follows using a ruler as a line guide to follow as the teacher reads. The teacher reads the extract again in very short chunks, using echo reading and MTYT for the children to practise reading. The children read it to each other using RWI partner 1 and partner 2 techniques. The teacher then reads the extracts in longer phrases and sentences for prosody, modelling text-marking where appropriate.</p> | <p>The teacher rereads the extract with fluency and expression, and the children read the extract back. This may need doing in short chunks as in lesson 2 or could be quicker. Activities that help children to track through the text, such as identifying the pronouns and who is doing what happens at this stage. Any knowledge of the world that children need to understand the text should be shared. This is close reading; children annotate the text at this stage.</p> <p>Children may read some more of the text, either continuing the extract that they have just read or reading another part of the text that adds to their understanding.</p> <p>Discussion of 1-2 questions based around vocabulary, retrieval or inference may take place in this lesson.</p> | <p>Teachers continue to read and children partner-practice their fluency of the extract and further extracts to further develop their understanding of a short extract through close reading and of longer pieces of text through extended reading as suits the purpose of the lesson and the type of text used.</p> <p>Discussion of 1-3 questions based around vocabulary, retrieval and inference may take place in this lesson.</p> | <p>Children practice answering questions more formally – supported or independently depending upon their readiness and the difficulty of the text involved. These are more likely to be written at this stage.</p> |

YEAR FIVE & SIX WHOLE CLASS READING LESSON FORMAT

| Lesson One: Vocabulary | Lesson Two: Extended Reading | Lesson Three: Close Reading | Lesson Four: Further Fluency and Extended Reading Practice / Comprehension Questions | Lesson Five: Comprehension Strategies/Cold Comprehension |
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| <p>Teachers introduce the book and read the extract to the class. They may also wish to discuss the context of the book too at this stage. Vocabulary knowledge is essential for reading comprehension. Without a broad and deep vocabulary knowledge, children cannot make appropriate inferences in more challenging texts. The explicit teaching of vocabulary can enrich children's knowledge and understanding of the world. Teachers select the vocabulary that they think that children would benefit from to access the text or as general instruction; they explain the vocabulary, they allow the children to explore the vocabulary and they consolidate the vocabulary.</p> <p>There are many ways to teach vocabulary. Some important strategies are:</p> <ul style="list-style-type: none"> • Say it/repeat definition/ use it/ find and/or use in a different context/ synonyms/antonyms/morphology • Looking at intensity/shades of meaning/word families • Model language/learning to love words/root word/word class/spelling rule <p>Note - It may be appropriate to add example vocabulary question(s) to the end of this lesson to discuss together.</p> | <p>The teacher reads a chosen book extract and re-introduces the book. Talk around the book includes talking about the cover, other books that the author might have written, other books in the same genre, features of the book that influence how/why people choose books such as illustrations or topic.</p> <p>Children read an extended extract from the book in silence and then discuss with teacher.</p> <p>Note - It may be appropriate to add example retrieval question(s) to the end of this lesson to discuss together.</p> | <p>The teacher reads an extract with fluency and expression, and the children read the extract back. There should be discussion of the text, tricky words and inferred meanings.</p> <p>Activities that help children to track through the text, such as identifying the pronouns and who is doing what happens at this stage.</p> <p>Any knowledge of the world that children need to understand the text should be shared. This is close reading; children annotate the text at this stage and text-mark for prosody and re-read with their partners.</p> | <p>Teachers continue to read and practice their fluency of the extract and further extracts and further develop their understanding of a short extract through close reading and of longer pieces of text through extended reading as suits the purpose of the lesson and the type of text used.</p> <p>It may be appropriate to use this lesson for teaching ways to answer comprehension questions about this text, including inference questions to discuss together.</p> | <p>Children practice answering questions more formally – supported or independently depending upon their readiness and the difficulty of the text involved. These are more likely to be written at this stage.</p> <p>It may be appropriate to use this lesson or a further separate lesson to give children the opportunity to answer comprehension questions about a similar text or a 'cold extract'.</p> |