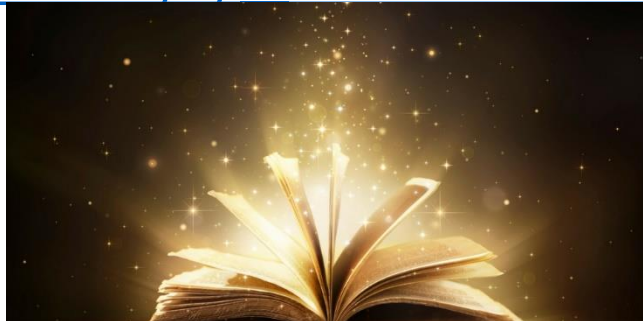


The research – ‘Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms

- Only 32% of British children are read to daily by an adult.
- By the age of 8-10, only around 19% of children have a book read aloud to them daily by an adult at home.
- Poorer adolescent readers are often regarded by teachers as unable to read whole narratives and given short, simplified texts, yet are expected to analyse every part in a slow laborious read-through.
- Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned ‘poorer readers’ as ‘good’ readers, giving them a more engaged uninterrupted reading experience over a sustained period.

http://sro.sussex.ac.uk/id/eprint/70702/1/smbhome.uscs.susx.ac.uk_dm50_Desktop_Westbrook%20et%20al.pdf



Year 1

- Guided Reading sessions are carried out using the carousel approach recommended by Caroline Yabantu (English consultant – Anna has had training for this).
- Children do a phonics read with a teaching assistant. Graphemes that they will come across which are new or that they struggle with are pulled out. They read those and then apply this to reading them in words. They then read a few pages and the idea is that they are sounding it out.
- Following this, is the teacher led guided read. This focuses on the same few pages which should be more fluent. This is to ensure that the focus is on comprehension and understanding.
- Children then do a follow up activity with a teaching assistant
- The fourth group do a phonics activity based on the graphemes that they have been working on using games such as real alien words. This is independent.
- Daily phonics – streamed.
- Books for guided read are not 100% decodable.
- Books sent home are 100% decodable.
- End each day with a shared book.

Year 2

- Carousel approach until around February (as above).
- Then transition to whole class reading sessions. Some differentiated groups still in place.
- Class novel read daily.
- Targeted readers (3x per week – more when possible)
- Streamed daily phonics.

KS2

- Whole class reading sessions daily
- Streamed phonics/ spelling sessions daily
- Focussed interventions for children needing additional support
- Targeted readers

Whole Class Reading course feedback and ideas:

- Each session should be around 45 minutes long (Y3-Y6) and happen **every day**.
- EYFS to carry out guided reading in small groups.
- KS1 still use carousel approach.
- Y2 can start whole class when the teacher thinks they are ready, only focussing on whole class novel.
- Year 3 have one reading session per week (Tuesday?) where the teacher just models everything. No independent activities. Y3 also to include more partnered talk than independent to build confidence when starting whole class.
- Vocabulary check every lesson – introduce new vocabulary and discuss before reading where necessary.
- Use consistent language for questions right from Y2/3. E.g. What is the impact of this picture? **The text difficulty should change but not the way we question.** This way, children will be familiar with the questioning and can focus on reading and answering.

Example timetable for reading sessions:

Monday	Tuesday	Wednesday	Thursday	Friday
Class Novel	Themed texts	Themed texts	Themed texts	Class Novel

- **Class Novel sessions** - These sessions focus on character and plot developments and means that children can really get 'stuck in' with a novel and ensures all children are on the 'same page'. Ensures all children become an expert with the text. (See slides for further explanation)
- **Themed Texts** – these focus on other text types (non-fiction, poems, song lyrics) and follow a theme/link.
- Themes/links:
 - Related to areas of the curriculum being studied e.g. science – Animals including humans, art – artists, colour etc.
 - Themed weeks e.g. VE Day, Black History etc.
 - Mental wellbeing and PSHE (also media)
 - Noble people (people who children should know about but who they don't get chance to study in the curriculum)
 - Extracts from novels that we have available in the library to try to encourage children to want to read these further independently.

Structure:

Reading independently (15 minutes)

- Start with everybody reading independently for 15 minutes. Teacher/TA can circulate and listen to readers. If you targeted different groups of chn each day, you should be able to hear them all read. (If you have any children who cannot decode, they should be receiving intense intervention outside of the reading session but still take part in the session. To access the reading session, they may need to be partnered with another child to support reading or with teacher/TA)

Quick Start (5 minutes max)

- Quick fire, easy retrieval only questions. The idea is that every child should be able to be successful when answering these questions so that they go into the lesson with confidence. Skimming and scanning taught initially but children should quickly realise that they do not need to revisit the text if they have read it carefully during the 15 minutes independent reading.
- Year 3 – 3/4 questions, Year 4 – 4/5 questions, Year 5 – 5/6 questions, Year 6 – 6/7 questions.

Solo Work (1-3 minutes)

- Independent – In silence – In books
- Retrieval/ Inference question
- Mark over shoulders (live mark) and assess

Partnered Talk

- Pose question that has more than one possible answer/ open to interpretation
- You could have Partner A and Partner B. A talks for 30 seconds and then B (switch this up each session so same child is not always going first)

Deeper Thinking

- These questions should be a chance for children to work independently on a question/ activity that requires them to 'think deeper'. This could be because they need to find evidence to support an idea or opinion, need to discuss the author's intent or word choices or need to summarise or predict showing a good understanding of the text read. Independent activity ideas:
 - Come up with a subheading for a paragraph. Explain why you have chosen this.
 - The title for this text/ chapter is... do you think that's a good choice? Explain why.
 - The author uses the word 'fearful'. Synonym rank.
 - True or false. Back it up with evidence.
 - Prediction (e.g. Write a 10 word prediction)
 - Use one word to describe a character/ the chapter we've read
 - If ... is the answer, what is the question?
- Don't need to wait for all children to have finished writing. If children are writing, they must have an answer/idea. Discuss responses.

Example timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading Focus	Recapping Explanation of authorial intent A <u>PSHCE</u> focus question at end	Inference and Retrieval	Inference and Retrieval	Inference and Retrieval	Prediction and Summary
Text Focus	Class Novel	Linked Texts	Linked Texts	Linked Texts	Class Novel
Notes	No new reading of text - focus on what has been read.	Pupils can read as well as teacher	Pupils can read as well as teacher	Pupils can read as well as teacher	No new reading of the text - focus on what has been read.