



Reading Approach and Lesson Structure

It is our intent that, after Autumn Term in Year 2, all children will progress onto Whole Class Reading (WCR) from phonics. This document details the approach to Reading at Southcoates.

Daily Reading

It is an expectation that children at Southcoates experience Reading every day through explicit instruction. They will also have many opportunities throughout the day to experience Reading in many contexts (i.e. worded problems in Maths).

All children from Year 2 Spring Term will be involved in 40 minutes of Whole Class Reading.

Approach



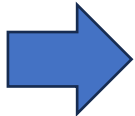
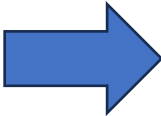
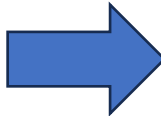
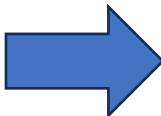
Staff will ensure that children receive the minimum explicit instruction over a two-week cycle:

- Type 1 – Fluency (3 lessons)
- Type 2 – Comprehension (2 lessons)
- Type 3 – Exploration (2 lessons)

This allows staff the freedom to have 3 lessons where they can use their knowledge of the text and their class as to what may need exploring further. Perhaps they may be at a good point in their book which would lend itself to exploring authorial intent or maybe they would like to develop fluency further.

Furthermore, every year group must explore a minimum of one poem and one non-fiction text every **half term**.

Lesson Structure

Activate background knowledge		Explicit teaching of vocabulary		Fluency		Explicit teaching of skill or strategy		Apply – opportunities to apply skills and strategies / text and length
<p>To fill the gaps that our children have. To create an even playing field – allowing all to access – pre teaching. Small visuals, objects or videos to provide enrichments that fill the blanks of comprehension and knowledge. Drawing on knowledge from previous and current units across the subjects</p>		<p>Pre clarifying of tier 3 vocabulary Bringing words to life- explicit Tier 2 instruction Drawing on morphology (including word matrix) and Etymology knowledge Modelling how to use context clues to work out the meaning of unfamiliar words</p> <p>When introducing new vocabulary:</p> <ul style="list-style-type: none"> • A child friendly definition is given • The word is contextualised in a sentence • Children are exposed to the word multiple times • Children actively use the word in speech or writing • It is accompanied by an image, video or object 		<p>Accuracy, automaticity and prosody Read three ways Group reading Reader’s theatre – allow children to take on character roles You continue Reading aloud Shadow – paired reading – echo (my turn, your turn), control the game Focus on expression and intonation Regular opportunities for performance (Performance encourages children to use prosody!) Regular reciting of songs and poems</p>		<p>Teaching the skills and strategies - Model</p> <p>Comprehension Vocabulary knowledge – identifying new, tricky or focused vocabulary – Focus on morphology and etymology Contextual knowledge Knowledge of text structures – Content domain / Cognitive demand Reading comprehension strategies Schemas Situational model</p> <p>Exploratory Reading and exploring longer section of the text Opportunity to apply reading skills and strategies. Stop and jot Pause for thought Drama/speaking and listening – envoy, role on the wall, freeze frame etc Schemas Situational model Syntax</p>		<p>Children apply the knowledge taught independently or in groups</p>

	Area of study	Ways of delivering
Fluency	<p>Repeated reading of the text Develop prosody, fluency and stamina Activate Background knowledge Explicit vocabulary instruction</p>	<p>Read 3 ways – I read, We Read, You Read Group reading You continue Reading aloud Shadow – paired reading – echo, control the game Focus on expression and intonation</p>
Comprehension Reading skill or Strategy	<p>Teaching the skills and strategies. Explicit instruction for each of the content domains AND comprehension strategies.</p>	<p>Vocabulary knowledge – identifying new, tricky or focused vocabulary – Focus on morphology and etymology Contextual knowledge Knowledge of text structures – Graphics organisers Content domain /Cognitive demand Reading comprehension strategies Schemas</p>
Exploratory Extended Reading	<p>Opportunity to explore longer sections of the text. Application or of taught reading skills or strategies.</p>	<p>Reading and exploring longer section of the text Opportunity to apply reading skills and strategies. Stop and jot Pause for thought Drama/speaking and listening – envoy, role on the wall, freeze frame etc Schemas Situational model Syntax Oracy</p>