



Reading Overview - Whole Class Reading Approach
Using Teach Hub Planning and Resources

Monday - Seeds	Tuesday - Roots	Wednesday - Branches	Thursday - Growing and Reviewing
<p>Introducing text, reading skills focus, new vocabulary and first read.</p> <p><i>Mixed Ability Reading Recommended.</i></p> <p>The first lesson will focus on building vocabulary (a school focus). Children are given around four new words. Hide the meanings and discuss using the pictures as a reference. Really unpick the new vocabulary and allow children opportunity to use them in their own sentences orally.</p> <p>First read follow planning with instructions on how to introduce the text. The class should have the opportunity to read once but still focus on recognising and finding the key vocabulary.</p> <p>With the text on the board - encourage children to identify any words they may be confused by, not know the meaning or finding interesting. Also encourage them through questioning identified on the planning and your own ideas. Evidence in books- children to use the vocabulary in their own sentences to show understanding.</p>	<p>Paired Work: Building fluency when word reading and comprehension.</p> <p>Recap on prior learning - reading skill focus and new vocabulary for the week. Can the children remember the meanings and use them in context?</p> <p>Pupils work in their mixed ability pairs to read the same text out loud. Use one copy and a ruler to guide them. Encourage fluency and word recognition.</p> <p>Pupils highlight the words from the vocabulary list and annotate with any questions or interesting words they have come across.</p>	<p>Introduce and Model Comprehension</p> <p>Prepare the pupils for the comprehension through teacher modelling and discussion. Come up with your own question separately from the sheet for you to discuss the key skills for this. For example, if it is an inference question, where in the text can they find evidence to back up their answer? What clues can they find in the text?</p> <p>Children to complete the first 3 questions. Depending on the age/ability of the class. You may need to add more questions to the document. This is an opportunity to also address gaps from assessment information.</p> <p>Discuss the answers as a class - share good explanations etc.</p>	<p>Complete Comprehension Sheet</p> <p>Children complete the comprehension sheet including extension tasks.</p> <p>Return to the text (review): comprehension Share some of their ideas for the extension task, even with children that have not completed it. Follow planning and end with a question to share their understanding of the text. E.g. What would happen if the Earth was not looked after?</p> <p>Re read some of the text with the whole class with fluency and expression.</p>



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<p>Low Prior Attainment Pupils / SEND pupils (if not on Little Wandle Books) Pre-read the text to the low prior attainment pupils to ensure they have heard this prior to the lesson.</p>	<p>Low Prior Attainment Pupils / SEND pupils (if not on Little Wandle Books) To have a larger A3 version of the text and they will follow Tas finger and join in with key words/phrases. They could have vocabulary picture cards to spot in the text.</p>	<p>Low Prior Attainment Pupils / SEND pupils (if not on Little Wandle Books) This will be teacher modelling and discussion/support.</p>	<p>Low Prior Attainment Pupils / SEND pupils (if not on Little Wandle Books) Differentiation of tasks and support from teacher and TA.</p>
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Expectations:

- Always have a focus group within a lesson based on previous assessments
- When children are reading in partners, ensure you are listening to key identified pupils and supporting their fluency.
- There will be no expectations for planning as the planning is already done. However, this means that there will be certain expectations on the flipchart.
Please add your own key questions at different points in green.
Add the L.O for the week as the second slide.
Before the children are expected to carry out the comprehension activities in their books, add a slide with your own questions to model exactly how to answer different types of questions.
These questions can be personalised to your class based on their current needs from assessments.
Ensure the writing is cursive.
Add the Seeds of Learning Symbols to the flipchart as identified above.
- You may need to edit the Extension Activities based on your classes needs.
- Y4 may need to add more questions to ensure the comprehension questions last over two days.
- Edit the worksheet provided ensuring it is in cursive writing and change Learning Goal to L.O.
- In books:
Date and L.O for the week on the Monday.
The Key Vocabulary for pupils to use and reference throughout the week.
The task sheet with pupil work below.



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