



How we plan Reading at The Palmer Academy

Organisation (differs for each year group, please see further guidance in supplementing documents)

- **DAY 1-5**
- Pre-teach vocabulary
- Fluency
- Retrieval
- Comprehension Monitoring
- Comprehension verbal questions

Curriculum mapping

All classes are assigned an age-appropriate class book suited to meet the needs of most of the students in the class. The text has rich vocabulary and covers a range of different authors.

Each reading comprehension lesson, students are taught a range of appropriate reading skills. At the beginning of each lesson, there is a focus on vocabulary in order to develop pupils' understanding of the text and specific pages they are reading. There are various ways in which this is taught with a big focus on applying their knowledge of the word. Each lesson consists of a vocabulary, fluency, retrieval, comprehension monitoring and comprehension questions section which is generally answered verbally.

In EYFS, word reading is taught through the Little Wandle phonics program as well as comprehension through fluency, book talk, key group and 1:1 reading sessions.

Questions to ask when planning

- What NC objective is being taught?
- What do the children already know? Do we need to revisit prior steps?
- What needs to be revisited/consolidated in the starters?
- How will I model comprehension to the children? Have I pre read the pages prior to the lesson?
- What fluency strategies are appropriate to use? What resources will I need?
- How will I challenge all children?
- How will children know if they are being successful?
- What feedback can I provide the children with? What will the opportunities for this look like? What feedback can be given in the moment?

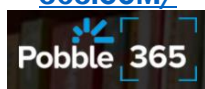
Working Walls

Working walls should be relevant and be a helpful resource for the pupils. Displayed on the working wall should be the following things:

- ❖ Book Title, Author and Picture
- ❖ Key vocabulary
- ❖ Reading Skills
- ❖ Well-presented flip charts on guided work.
- ❖ Where possible, examples of children's work.

Follow up

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Is further intervention needed? Have the children achieved the LO? Do they need any further practice of reading skills outside of the unit? Have they understood how to answer the comprehension questions?