

Severne Primary School

Reading Offer

2024

Respect • Succeed • Celebrate

1.



**Vocabulary
Retrieval**

2.



**New
Vocabulary**

3.



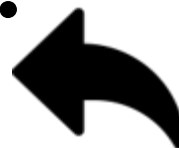
**Read
together**

4.



Discuss

5.



Respond

6.



**Text
Retrieval**

EYFS

- Early Reading is the focus of EYFS and daily Phonics lessons are taught.
- High-quality texts are key to the teaching of English and all Literacy sessions are based not only on the Phonics skills currently being taught, but also based on a high-quality story from the Literature Spine.
- 1:1 reading takes places with adults throughout the week, providing opportunities for all children to apply and practise their phonic knowledge.
- A story is shared with the children each day, encouraging a love for reading.
- Reading areas are accessible for all children, filled with texts chosen to inspire a love for reading.

KS1

- Reading in KS1 is taught through a Guided Reading carousel format; it is a separate lesson to Phonics. Children are grouped according to their reading ability and they read books which are within their book band.
- The high-quality text which is read on a Monday is either the Core Text from the Literature Spine, or chosen from a bank of high-quality texts in the classroom. This should also include a breadth of texts which link to the Core Text, such as poetry, non-fiction, fairy tales, traditional tales, etc.
- Planning needs to detail:
 - the reading skill which is the focus of the lesson
 - the key questions which are to be asked
 - the key vocabulary which is being explicitly taught
- When reading with either the Teacher or the Teaching Assistant, a recording sheet is completed for the group and the reading diary is stamped by the adult.
- Separately to Reading lessons, all children are listened to read at least once a week by an adult, and this is recording in the 1:1 Reading Fluency Folder.

KS1

KS1 - 30mins

Monday	Tuesday	Wednesday	Thursday	Friday
Reciprocal Read of a high-quality text, modelling being the expert reader and employing the full range of reading strategies appropriate to understand the text.	Teacher Guided Reading of a banded book Planned questions and discussion points	TA Guided Reading – Banded Book Planned questions and discussion points	Pick up on an aspect of being an expert reader which was modelled in Monday's lesson - children have the opportunity to build on this in an independent response.	Independent free reading – children choose a book to read for enjoyment from a selection which is appropriate to their reading ability
High-quality reading texts are used to support teaching and learning across the curriculum, as a means of reading for information to enhance understanding.				
1:1 Reading takes place throughout the week. All children are listened to read aloud from their chosen book at least once a week. This is recorded in their Reading Diary and the 1:1 Reading Fluency Log.				

Year 2 – Spring/Summer

Year 2 Reading		Spring/Summer			
	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 (LA)	WALT: <i>this should be focused on the strategy which is most pertinent to the chapter you are reading. Refer to the NC.</i>	Teacher Reading WALT:	Response Activity WALT: Scaffolding:	TA Reading / Free Choice WALT: to read apply phonic knowledge to read fluently.	Guided Choice:
Group 2 (LA)		Guided Choice:	Teacher Reading WALT:	Response Activity WALT: Scaffolding:	TA Reading / Free Choice WALT: to read apply phonic knowledge to read fluently.
Group 3 (HA)		TA Reading / Free Choice WALT: to read apply phonic knowledge to read fluently.	Ind. Read & Response WALT: Scaffolding:	Teacher Reading WALT:	Guided Choice:
Group 4 (HA)	Guided Choice:	TA Reading / Free Choice WALT: to read apply phonic knowledge to read fluently.	Ind. Read & Response WALT: Scaffolding:	Teacher Reading WALT:	
1:1 Reading to be completed throughout the day for target children					
Class Read to be read together, as timetabled, daily.					

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KS2

2-3 lessons a week		
Read the Text		
	Vocabulary Retrieval	Revisit previously taught vocabulary - Principles of Direct Vocabulary Teaching - Written opportunities - Oral opportunities - Range of resources to build on (RESOURCES)
	New Vocabulary	Explicitly teach new vocabulary - Definitions (Oxford Learners Dictionary) - Widgits - Photos - Example sentences - Videos
	Read	Teacher reads as the expert reader - Model fluent reading - Model what you are thinking as you read - Pick points for discussion - Refer back to new vocabulary - Children follow in their own copy of the text (finger, ruler, pointer, etc)
	Discuss	Planned questions - Opportunities for a range of questions - Open questions to instigate discussion - Sentence stems to support 'Talk Like A Reader' cards (RESOURCES) - Refer back to the text
	Respond	Response activities Either within the lesson (smaller activities) or as another separate Reading lesson
	Text Retrieval	Retrieval questions - Based on the text which has been read - Range of question types - Scaffolded for LA (multiple choice) - Quick-fire activity to mark together - Aim is to be able to retrieve answer without referring back to the text, but can use text to support

1-2 lessons a week		
Respond to the Text		
	Respond	What reading strategies do I need to be able to understand this extract of the text better? How can I practise these? How can I understand them better? - Test-style questions based on the text (a range of questions, modelling how to answer) - Response activities: - Creative opportunities - Emotional responses - Reading Recharged (RESOURCES)

Distribution of these lessons will be very much dependent upon the length of the text and the length of the term, as well as the level of the text.

It would be expected that there would be more 'Read the Text' lessons in UKS2 as the texts are more dense.

KS2

1 lesson a week

Random Reading



Read and
Respond

Breadth of reading, linked to the Class Text or the curriculum:

- Poetry
- Non-fiction
- Comic Strip
- Fairy tale
- Myth, legend, fairy tale
- Another fiction text

To:

- Expose children to a wide breath of texts
- Teach how to read unfamiliar texts
- Increase reading stamina

Test-technique:

- Not all texts need to have a linked test
- Complete test together
- Talk through the text, answering questions in discussion, give children the test
- I do / We do / You do
- Focus in on one type of question
- Grammarsaurus (**RESOURCES**)

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Fluency

- EYFS / KS1: daily focus
- LKS2: 15mins daily fluency activities
- UKS2: Weekly fluency activities

This incrementally decreases across school...we all have a part to play in allowing children to access and engage with higher-level texts in UKS2 – they should not still be focusing on fluency.