



Woodford Primary School

WHOLE SCHOOL READING STRATEGY

Grow the **potential** in every child to be a confident, fluent reader.

Achieve high **performance** from every child so that no child leaves KS2 without meeting the expected standard in reading (unless they have significant cognitive impairment).

INTENT

IMPLEMENTATION

Reading to children

Phase 1

Teacher Instruction (I do)



Children to quiz on AR books prior to Phase 1 session from 08.50-09.10. All children can be independently reading until 09.10.



Curriculum Delivery

Introduction to **alternative** text related to context of Re-Think Reading text, giving background knowledge of the subject.

Narrated modelling to demonstrate proficiency of new knowledge and skills of reading.

Comprehension instruction.

Re-read and overlearn the text/extracts from the text.

Questioning to deepen thinking of concept/new knowledge.

Specify and define new Tier 2 vocabulary taken from the texts.

High-quality collaborative learner talk around the text.

Language

Echo Read

Choral Read

Fluency

Define

Retrieval

Vocabulary

Tier 2

Stem sentences

Oral rehearsal

Teacher/TA

Modelling, meta-reading; talk through strategies to extract meaning from a text.

Vocabulary instruction

Circle the room, listening to partner talk

Question for understanding

Whole class teaching, all children accessing and TA circling the room, supporting the lowest 20%.

Phase 2
Guided Practice (We do)



Children are grouped. Quizzes can be completed if not in the day's reading group.



Looking at the **Re-Think Reading text** in a **group** setting. Exploring in small steps to allow learners to master the concept (reading) and connect the schema (context/subject matter).

Scaffolding within the small steps to support learning the reading knowledge to move forward for all.

High-quality talk around the Re-Think reading text to deepen the children's comprehension of the text.

Scaffolded support

Introduction to text

Meta-reading; choose strategy

Responding to text

Independent read

Teacher teaching reading in small group, encouraging partner talk and providing scaffolding for learners.

TA supporting the lowest 20% independent reading of AR books and ensuring others are on task.

Phase 3

Independent task responses (You do)



Independent 'overlearning' to secure concept to long-term memory through independent reading and application of knowledge. Tasks to be recorded in **yellow Reading books.**

Post-session reading activities

(book review, retrieval comprehension questions,

Teacher and TA circling the room, checking children's understanding through questioning



Woodford Primary School



No more than 5 sessions needed.

Children to quiz on AR books prior to Phase 3 session from 08.50-09.10. All children can be independently reading until 09.10.



Show 'what you know' reading response to Re-Think Reading text.

Questioning to assess how well the new knowledge has been secured.

Examples of tasks you could plan:

Book review

Comparing texts from Phase 1 and Phase 2 (likes/dislikes, similarities/differences)

Sequencing events from the text

Detailed character analysis (e.g. Wanted poster, factfile)

Comprehension questions (writing answers in full sentences)

Glossary of key vocabulary

Draw an image to respond to a particular scene/text.

Writing for a purpose related to the text and responding to characters e.g. a postcard, a diary entry, a letter, poster

author choices, closer analysis of features/themes, vocabulary retrieval)

Show what you know

and providing scaffolding where necessary.

High performing reading school with a love of reading.

High reading achievement for every child.

Fluent, confident, independent readers who read for pleasure, enjoy and comprehend text.

IMPACT