





## WHOLE SCHOOL READING STRATEGY 2025-2026

INTENT		All pupils reading at or above an age-appropriate level.				
		Y2	Y3	Y4	Y5	Y6
		Read to understand. Independent choice.	Read short novel with understanding. Independently identify evidence in a text.		Broad/deep independent reading with preferences. Confidently talk/tackle challenging text.	
IMPLEMENTATION	Reading to children	Curriculum Delivery			Language	Teacher/TA
		<b>Phase 1</b> Teacher Instruction (I do) 	Introduction to <b>alternative</b> text related to context of Re-Think Reading text, giving background knowledge of the subject.	Wide reading Fluency Prosody Echo Reading Choral Reading Define Retrieval Vocabulary Tier 2 Stem sentences Oral rehearsal	Modelling, meta-reading: talk through strategies to extract meaning from a text. Vocabulary instruction Circle the room, listening to partner talk Question for understanding <b>Whole class teaching, all children accessing and TA circling the room, supporting the identified readers.</b>	
			Modelled prosodic reading with tracking of text. Performance reading. 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.			
<b>Phase 2</b> Guided Practice (We do) 	Looking at the <b>Re-Think Reading text</b> in a <b>group</b> setting. Exploring in small steps to allow learners to master the concept (reading) and connect the schema (context/subject matter). Scaffolding (dependent on group): -reading independently. -reading with fluency and prosody. -practise reading and performance. -repeated reading. -echo reading. -choral reading. High-quality talk around the Re-Think reading text to deepen the children's comprehension of the text. Notice fluency as a barrier to comprehension. (Re-read, echo read, choral, tracking to question)	Deep reading Scaffolded support Introduction to text Echo reading Choral reading Performance reading Meta-reading: choose strategy Responding to text Independent read	<b>Teacher teaching reading in small group, encouraging partner talk and providing scaffolding for learners.</b> <b>Active listening/noticing of children's reading to assess.</b> <b>TA supporting the identified independent readers of AR books and ensuring others are on task.</b>			

		<p>Phase 3 Independent task responses (You do)</p> 	  	<p><b>Independent</b> 'overlearning' to secure concept to long-term memory through independent reading and application of knowledge. Tasks to be recorded in <b>yellow Reading books</b>.</p> <p>Show what you know' reading response to Re-Think Reading text.</p> <p>Questioning to assess how well the new knowledge has been secured.</p> <p>Examples of tasks you could plan:</p> <ul style="list-style-type: none"> <li>-Practise prosodic, performance read.</li> <li>-Book review</li> <li>-Comparing texts from Phase 1 and Phase 2 (likes/dislikes, similarities/differences).</li> <li>-Sequencing events from the text.</li> <li>-Detailed character analysis (e.g. Wanted poster, factfile)</li> <li>-Comprehension questions (writing answers in full sentences)</li> <li>-Glossary of key vocabulary</li> <li>-Draw an image to respond to a particular scene/text.</li> <li>-Writing for a purpose related to the text and responding to characters e.g. a postcard, a diary entry, a letter, poster.</li> </ul>	<p>Post-session reading activities</p> <p>Show what you know</p>	<p><b>Teacher and TA circling the room, checking children's understanding through questioning and providing scaffolding where necessary.</b></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPACT</p>	<p>Fluent, confident, independent readers who read for pleasure, enjoy and comprehend text. All children reading at the age-appropriate standard. All children making at least expected progress in reading.</p>					