

**Holy Trinity Roman Catholic Academy Boundary Road
Newark NG24 4AU**



READING POLICY

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Holy Trinity Catholic Voluntary Academy

Mission Statement

“In every child there is a space only God can fill”

St Thomas Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

Holy Trinity Catholic Academy

Phonics, Reading and Writing Policy

At Holy Trinity Catholic Academy, we follow the Read, Write Inc programme for Phonics, Reading and Writing in the Early Years Foundation Stage, KS1 and as intervention support for those who still need it in KS2.

The first part of this policy, is the Phonics, Reading and Writing Policy as per the Ruth Miskin programme. The second part of the policy details how Reading and Writing is taught at the end of the Read, Write Inc programme in KS1 and into KS2.

Read, Write Inc:

Our pupils learn to read and write effectively and quickly using the *Read Write Inc.* Phonics programme. They progress onto *Read Write Inc.* Literacy and Language and *Read Write Inc.* Spelling once they can read with accuracy and speed.

Read Write Inc. Phonics

The programme is for:

- Pupils in Foundation 1 (Summer Term), Foundation 2 to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow *Read Write Inc.* FreshStart.

In *Read Write Inc.* Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Foundation 1, there is an emphasis on developing a love of reading and literature through sharing books, nursery rhymes, songs and poems as soon as they enter school. In the Spring Term (for those N2 children), they are introduced to 'Fred Talk' and playing 'Fred Games' within a RWI session. The children are taught to name the pictures of the Set 1 Speed Sound cards. In the Summer Term, the children are then taught the Set 1 Speed Sounds and they begin to learn to write the individual sounds. Within this term, the children are assessed and grouped accordingly where they will then progress onto learning to blend those sounds for reading.

In Foundation 2, we consolidate the children's knowledge of the single-letter Set 1 Speed Sounds and their ability to blend sounds into words orally. The children then progress onto blending sounds to read words and begin to read short Ditty stories. By the end of Foundation 2, the expectation is that the children will have been introduced to some of the Set 2 Speed Sounds and that they will have progressed onto reading Green or Purple Storybooks.

In Year 1, we consolidate the children's knowledge of their Set 2 sounds before moving on to Set 3 sounds. The expectation is that by the end of Year 1, the children will have progressed onto reading Blue Storybooks.

In Year 2, we continue to consolidate all Set 2 and 3 sounds and we develop the children's ability to read with increasing fluency and comprehension. The expectation is that by the end of Spring Term, the children will have completed the programme and they have then moved onto the Spelling Programme.

All pupils on the RWI programme, read books that are matched to their phonics knowledge and the red and green words introduced through each story book. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the single-sounds early on means that pupils quickly learn to write simple words (using Fred Fingers) and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the RWI phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Spelling

At Holy Trinity, when the children have completed the Read, Write Inc programme in Y2, we teach spelling using Read, Write Inc:

Read Write Inc. Spelling is for:

- Pupils in Year 2 to Year 6 who can read with accuracy (they recognise the alternative graphemes for sounds).

Read, Write Inc Spelling Assessment

- For those children in Y2 – Y6 following the *Read Write Inc.* Spelling programme, pupil progress is assessed through six practice tests and an end of year test. These tests inform planning and any additional support needed. A tracker is used to collate individual pupil progress.

Read, Write Inc Phonics, Reading and Writing Outcomes for children - Assessing and tracking progress in EYFS and KS1

We assess all pupils following Read Write Inc. *Phonics* using the Entry Assessment. We use this data to assign them to either *Read Write Inc. Phonics* or *Read Write Inc. Literacy and Language*, along with

Read Write Inc. Spelling. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium.

For those on the *Read Write Inc. Phonics* programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

In addition, we use a standardised reading test so that we can ensure that the gains our pupils are making are age-appropriate.

A small minority of our pupils may complete the phonics programme by the end of Year 1. We aim for the majority of the pupils to complete the programme by the end of the autumn term of Year 2. We also aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

Pupils who are making slower progress usually complete the programme by the end of Year 2, however some children may still require the programme into Y3 and others into Y4 and Upper KS2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 10 minutes every day, using the *Read Write Inc.* One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught *Read Write Inc. Phonics* until they too catch up with their peers.

It is our intention that by the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Impact across the curriculum

Our teachers are enthusiastic about using the *Read Write Inc.* programme because they can see how well pupils learn from it and the progress they make, not just in English, but across the curriculum.

Quality of teaching, learning and assessment

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

In *Read Write Inc. Phonics*, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly.

Staff teaching *Read Write Inc. Phonics* record the results from the Assessments 1 and 2, which take place every half term. This data allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up.

All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The *Read Write Inc.* programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Additional support for lower-attaining pupils learning to read

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

Feedback and marking

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful.

We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. Extended pieces are marked afterwards. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

Homework

In Foundation 2, KSI and those children on the programme in LKS2, take home three kinds of books.

- 'Last and past' Storybooks: these contain sounds and words the children know. This is the Storybook they have just read at school and maybe some they have read before, for extra practice. This means that they are confident to read at home, even if their parents cannot read with them.
- Book Bag Books: matched to the Storybooks children read in school and used for extra practice. They include many of the same reading activities that we use in class and include parent guidance.
- A 'Reading for Pleasure' book or a Picture book to share with their adults at home. They are not expected to read the story themselves.

Other home work may include; a daily link to a video taught in school that day via the Virtual Classroom on the Ruth Miskin website and Speed Sounds cards: for children to practice reading speedily.

In *Read Write Inc.* Literacy and Language, teachers read stories and non-fiction linked to the unit. Afterwards, pupils can take these books home to read. We encourage children to read widely and

often.

Quality of teaching and pupils' progress

The headteacher and reading leader monitor pupils' progress together until every child can read. No child is left behind to struggle.

We record lesson observations and any subsequent coaching alongside the 'teacher tracker' so that we can see if there is a correlation between the quality of the teaching and the progress pupils make.

1. The *Read Write Inc.* 'cycle of instruction' is embedded across the curriculum. Pupils do not raise their hands to answer questions.
2. Close grouping in Phonics is maintained – pupils are moved on quickly.
3. The purpose of each activity is clear to both teachers and pupils.
4. Planning and marking is thorough.
5. In Phonics, pupils read books at home that closely match their word reading ability.
6. In Literacy and Language, pupils read widely and often at home.
7. Teaching is monitored thoroughly (see Leadership and Management).

Effectiveness of leadership and management

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The headteacher works with all the staff to ensure that this happens. In particular, she/he works closely with the reading leader/ Literacy and Language leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants).

The role of the reading leader is critical. Alongside the headteacher, the reading leader drives the teaching of *Read Write Inc.* Phonics.

The reading leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- keeping the groups homogeneous, i.e. at the same reading level
- providing further training (through masterclasses, coaching/ observation and face-to-face feedback)

Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group.

The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level.

Professional development

A key element of *Read Write Inc.* is consistent whole-school practice, underpinned by appropriate professional development. The headteacher, all the teachers and teaching assistants are trained to

teach reading. All staff have attended two-day Phonics training and the trainer has returned to support us on subsequent development days. We hold at least two development days every year to ensure we are aware of up-to-date practice.

Parents and carers

We provide information for parents via letters, film clips or meetings to help support their child's learning at home. We would like them to help their children, but we also recognise that some are not well-placed to do this. If they don't, their children won't suffer; it is our job to teach their children to read.

We organise repeat meetings for those who do not or cannot attend. We ensure that pupils whose parents do not attend keep up with their peers. We check that they make good progress in lessons, we give them extra one-to-one lessons, and we encourage them to read to themselves and to siblings at home.

1. All staff are trained and the school books regular development days.
2. The reading leader does not have a reading group.
3. The reading leader spends every *Read Write Inc.* lesson coaching and observing reading teachers - and keeps records.
4. The Literacy and Language leader is released for fortnightly observations/ coaching and face-to-face feedback.
5. The headteacher observes lessons with the reading leader/Literacy and Language leader. They discuss pupil progress and the teacher tracker every week.
6. The reading leader meets with the reading team every week for a 30-minute masterclass – focusing on one activity.
7. The Literacy and Language leader meets with teachers fortnightly for a 30-minute masterclass – focusing on one activity.
8. The reading leader organises regular workshops with parents.

We use the resources on the **parent page** on the Ruth Miskin Training website:

<http://www.ruthmiskin.com/en/parents/>

Progression from the Read, Write Inc Programme mid Y2 and into KS2

From the Lent Term in Year 2, or following that, as soon as the child is ready, they progress to Modelled Reading and a two-week unit for grammar and writing.

The two-week unit in Year 2 develops further into a three week unit during Year 3 and 4 and into Years 5 and 6. The National Curriculum English Writing and Grammar objectives are taught in these sessions, alongside Active English sessions for specific grammar sessions. National Curriculum Reading Objectives are taught in a separate Modelled Reading session which takes place daily.

The Teaching of Reading at Key Stage 2:

Whole Class Reading:

- In Key Stage 2 the pupils are taught reading through Whole Class Modelled Reading & Vocabulary sessions. Each unit of teaching should take place over a two-week period with 8 sessions (4 per week) (see Appendix 4 for outline planner).
- The vocabulary aspects (4 sessions) are driven by 10 key words which are made up of specific Tier 2 words. 5 topic specific Tier 3 words are focused on within afternoon Topic sessions.

These words are introduced in the first session and are present on the Topic Knowledge Organisers too.

- The chosen words are displayed prominently within the classroom and referenced regularly throughout the week, not just in Modelled reading & Vocabulary sessions. Tier 2 words should be displayed in blue and Tier 3 words in yellow to distinguish between their function.

Reading in other areas of the curriculum:

Texts used in both modelled reading and in English Lessons are selected where appropriate to make links with the wider curriculum. This may be linked directly to the current topic, or may be linked to the topic due to be covered in a few weeks' time to act as preparation in terms of knowledge and vocabulary ready for that topic.

Individual Reading:

- Silent reading is timetabled daily
- Children change their individual reading books in UKS2 when they have finished their current title. Pupils in LKS2 change their books weekly with either teacher/TA supervision

Reading Interventions:

- Read, Write Inc programme in LKS2 until the children are ready to move on
- Fresh Start Programme in Y5 and Y6 for those who require it
- Individual Readers/Reading Buddies for those who require it or who are unable to read more regularly at home

Assessment:

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Teachers use individual reading records for each child in the class to track their reading.

Teachers and TAs record relevant comments/observations during individual reading, guided reading, shared reading or class story time.

Formal assessment is completed four times per year. This includes the use of standardised tests resulting in an age-related Standardised Score for each pupil. These scores are tracked on pupil cohort trackers to monitor progress throughout the year.

Pupils' book bands are updated each term on the assessment tracker in order to ensure all staff have a sound grasp of each child's current reading status at any given point in the year. Book bands are amended after formal assessments as necessary and during the academic year, if appropriate.

Pupils also complete a short 'Words Per Minute' reading assessment in KS2 to establish age appropriate reading speed and identify any pupils who are potentially below the average range for suitable intervention.

Parental Involvement:

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Children take a 'reading book' home every day. Parents are asked to comment/sign their children's reading record book every time their child reads at home.

In upper Key Stage 2, pupils take more responsibility for logging when they have read and write a comment about what they have read. Parents are asked to sign children's reading diaries 3 x per week.

Home reading is valued and rewarded. The school operates a clear and progressive reward system that rewards pupils for consistent home reading. If a child demonstrates this is happening rewards are presented at the end of each term.

Promoting Reading for Pleasure:

At Holy Trinity we believe that our pupils should develop a life-long love of literature. We actively promote Reading for Pleasure through a range of different strategies, such as:

- Working in partnership with Newark Book Festival
- Author visits to promote literature
- Scholastic Book Fair
- World Book Day celebrations and activities
- Book Club lead by a teacher at lunchtimes and after school
- Head Teacher Book Bingo challenge
- Family Friday sessions in EYFS and KS1
- Half termly Reading Rewards for those children who have read regularly every week

Monitoring and Evaluation:

Monitoring of the teaching and learning of reading takes place as part of the school's ongoing monitoring and evaluation cycle. It is completed each term through various means, including:

- Observations of modelled reading and phonics teaching
- Monitoring of planning and record keeping
- Book scrutiny to establish appropriateness of content and quantity of evidence presented
- 1:1 reading where the English Subject Leaders listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage
- Learning walks to establish whether reading has been given a high profile within each classroom (displays, classroom libraries, forward-facing books)
- Pupil voice interview and/or questionnaires
- All evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing and is related back to the current school SDP and appraisal targets, where necessary

This policy is reviewed annually or as necessary by the English Leader, the Reading Leader and the SLT

Holy Trinity Catholic Academy
Reading Policy Appendices:

Appendix I: The strategies taught to be a successful reader:

At Holy Trinity, we recognise that reading is a personal and highly complicated process. We aim to give our children every chance of being successful readers, through actively teaching the following skills:

- Concepts about print: Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)
- Decoding and blending & knowledge of the alphabetic code: Sound talk words - Identify known graphemes - Break words into chunks
- Self-monitoring and self-correction: Stop if it doesn't make sense / sound right / look right - The adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.
- Re-reading: Re-read a phrase or sentence to check, confirm, problem solve or self-correct. - Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.
- Phrasing and fluency: When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.
- Retrieval: Locating information in text to answer a question.
- Inference and deduction: Children should be encouraged to ask their own questions about their reading. Taught using inference training texts and activities.
- Authorial awareness: Point of view, linguistic choices, structural choices, context of text etc.

Appendix 2: Classroom organisation and procedures:

Individual / Independent reading:

- Children should take a reading book home every day. Teachers need to monitor this, to ensure that children are choosing appropriate books for their ability and age. Children should be supported in changing their books regularly.
- Children should bring their book-bag, reading book and reading record book to school every day. This is important for continuity and progression when they read to adults in school or participate in independent reading (silent reading). Reading books and reading record books should not be kept in book-bags during the day, as they need to be easily accessible. In KS1, the children should place them in a separate basket when they arrive in the morning. In KS2, children should keep their reading books and reading records in the classroom.
- Children who persistently forget to bring their reading books to school should have a reading book which is kept at school, as well as sending a book home. These children should be monitored as target children for 1:1 reading in school.
- Parents are encouraged to read with their children every day and to write in their reading record books, therefore it is important that these are checked regularly (daily if possible, especially in KS1) so that teachers can respond – a signature and a comment shows parents that we really value their contribution! Communication needs to be two-way. Teachers should write a comment or RAG rate at least weekly.
- Older children in KS2 can take more responsibility for recording their own comments when they read at home. Parents can sign to say that their child has read.
- Home reading should be monitored weekly, so that appropriate termly rewards can be awarded. This should be actively promoted by the staff continually as this raises the profile of home reading, encouraging more children to read at home.
- Many of our children do not read regularly with an adult at home; therefore it is important that they have opportunities for 1:1 reading to an adult (including their teacher) in school. This has emotional benefits, as well as allowing teachers to monitor reading and comprehension. Teachers and TAs ensure that this is regularly monitored.

Guided/Modelled Reading:

Guided/Modelled reading takes place daily in all classes in line with the agreed whole school approach.

Classroom Libraries:

All classrooms should have a well-stocked class library with a diverse range of texts that reflects the children, local and wider communities, and their backgrounds. These classroom libraries are consistently monitored and refreshed and teachers/staff are clearly aware what is on their classroom shelves.

Story time:

Story time is timetabled daily, every day in all classes, so that children can hear the teacher/TA as an expert reader. Children are expected to be attentive and demonstrate active, quality listening and participation in the sessions. The books chosen are challenging texts that allow all children to experience this quality and style of literature. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills.

Appendix 3: Modelled Reading & Vocabulary Overview (see below):



Holy Trinity Catholic Academy

KS2 Whole Class Modelled Reading & Vocabulary Model (updated July 2020)

At Holy Trinity Catholic Academy we recognise that language and vocabulary is a key indicator of literate success (Biemiller, 2003), with a large and rich vocabulary being 'the hallmark of an educated individual' (Beck et al, 2013). Reading and vocabulary are intrinsically linked and as a result, this model reflects a combined approach to the teaching of both aspects. Without a rich vocabulary, reading for children and particularly comprehension of text, is much more difficult to achieve. Research shows that vocabulary is largely determined by parental practices, but also through the effective, direct instructional teaching of vocabulary. Effective teaching of vocabulary involves directly explaining the meaning of words, along with 'thought provoking, playful and interactive follow up' (Beck et al.) At Holy Trinity we are committed to developing effective, robust strategies for the teaching of reading and vocabulary in order to ensure the literate success of our children.

This model demonstrates a general approach and outline of sessions, however it is accepted that all pupils and classes have different needs. As a result, this model is open to variation and amendment by teachers dependent on the specific needs of their own individual cohorts and pupils.

Rationale:

Each unit of teaching should take place over a two week period with 8 sessions (4 per week) (outline planner attached).

The vocabulary aspects (2 sessions + Topic lesson starters) are driven by 15 key words which are made up of 10 Tier 2 words used during the morning sessions. These Tier 2 words are normally taken from the Modelled Reading text due to be studied the following week. *(5 accompanying Tier 3 words are also introduced during Topic sessions in the afternoons. These are taken from the current Knowledge Organisers. These Tier 3 words are referred to and activities linked to them are completed as starter activities during Topic sessions.*

NB: Tier 1 words are those used in everyday talk, Tier 2 words which appear across the curriculum but not usually in everyday talk, and Tier 3 words are subject-specific vocabulary: Tier 2 words can be identified as vocabulary for skills, for example, the words *grotesque* and *warbled*. Tier 3 words are normally referred to as vocabulary for knowledge, for example, the words *hieroglyphics* and *osmosis*. They are the technical vocabulary that form glossaries that children might come across in History, Geography or Science units of work.

The chosen words should be displayed prominently within the classroom and referenced regularly throughout the week, not just in Modelled reading & Vocabulary sessions. Tier 2 words should be displayed in **blue** and Tier 3 words in **yellow** to distinguish between their function. Previous words may remain on display or in a word bank/vocabulary bag once a unit is over for further reference/use.

Unit Outline and Recommended Activities:

Each unit of teaching should take place over a two-week period with 8 sessions (4 per week). Each session is approx. 25-30 minutes long. See planner below for a suggested overview of the structure for the teaching of Modelled Reading & Vocabulary at Holy Trinity.

KS2 MODELLED READING & VOCABULARY TEACHING SEQUENCE

	SESSION	ACTIVITY
Week 1	1. Vocabulary	Introduce 10 Tier 2 words for the unit (5 Tier 3 words to be introduced during Topic sessions) – use PowerPoint including pictures. <u>Share with the children the definition for each new word.</u> As a group decide upon a given action for each new word, if appropriate. All children to be involved in creating actions and performing as a class. Follow with activities to contextualise the vocabulary, including ‘Have You Ever...?’ Children can also be active with the introduction of new vocabulary e.g. walk around and share ‘have you ever...’ answers with various members of the class etc.
	2. Vocabulary	Review focus vocabulary and definitions. Match the meaning to the word to consolidate learning. Move towards using the vocabulary in context e.g. add Tier 2 words to appropriate sentence etc. Self-assessment at end of session if appropriate for instant feedback.
	3. Vocabulary	Review focus vocabulary and definitions. Use focus vocabulary correctly in the sentence.
	4. M. Reading	Introduction to the text. Gist of text and structure. Teacher led initial reading of the text as the expert reader. Children will also find the key vocabulary in the text as it is read. The view is that if the children don’t have a good understanding of the gist and structure of the text as a whole they will struggle to delve deeper the following week.
Week 2	5. M. Reading	Re-read the text using echo reading/choral reading/individual pupil & group led reading etc. to build pupils’ fluency. Children to answer key questions e.g. retrieval/inference/sequencing etc.
	6. M. Reading	Re-read the text using echo reading/choral reading/individual pupil & group led reading etc. to build pupils’ fluency. Children to answer key questions e.g. retrieval/inference/sequencing etc.
	7. M. Reading	Re-read the text using echo reading/choral reading/individual pupil & group led reading etc. to build pupils’ fluency. Children to answer key questions e.g. retrieval/inference/sequencing etc.
	8. M. Reading	Re-read the text using echo reading/choral reading/individual pupil & group led reading etc. to build pupils’ fluency. Children to answer key questions e.g. retrieval/inference/sequencing etc.