**Reading Teaching Sequence**

**Read and respond to a text**

Choosing a good text is imperative so that pupils develop their reading fluency and ability to retrieve and infer at the right level. [www.lovereading4kids.co.uk](http://www.lovereading4kids.co.uk) is a good website to use as it organises books by age and provides extracts, which are long enough to build fluency but short enough to maintain interest.

Depending on the content, you may need to pre-teach before starting the cycle. For example, before reading The Balaclava Boys in Y6, we discussed what balaclavas were, looked at pictures and shared when or why they may be worn.

**Engaging with the text**

Here are some ideas for how you can engage pupils with the text. This may be done at the beginning of a unit or after one cycle of reciprocal reading. These can be evidenced in books through a pic collage or through an annotated text (trimmed).

- Drama: A range of drama activities, including conscience alley, freeze frame, role-play, hot-seating, etc

- From the front cover, ask pupils to predict what may happen using their inference skills. Pupils must provide evidence from the picture.

- Provide pupils with a short extract and ask them to text mark (highlight) phrases or sentences that provide the reader with information. What is the author trying to tell the reader? Why are certain words or phrases uses? How does each phrase help the reader understand the character, setting or plot?

- Quick fire true or false statements - pupils cross arms for true, thumbs up for false. Explain why they have made their decision using the text.

- Draw and label a character, using information in the text. Draw and annotate the setting, using information from the text.

- Emotions graph: Children plot the feelings of a character as they change through a story or extract, recording their evidence from the text

- At a turning point in the text ask the pupils if they would do one of two options the character has. Pupils will use the text to provide reasons why. I would ... because...

There are many more ways in which children can interact with texts. Examples of different ways can be found in CRL - subject leaders - English –

Throughout the reading of the text, children will be asked questions and encouraged to ask their own questions about the text, its themes, its characters and events. They will talk about likes/dislikes, thoughts and opinions related to the text and respond to the text through drama, drawing and role-play.

**Reciprocal reading**

**Predict** - Using the front cover / last section of text, ask the pupils to predict what may happen next, using the text to explain their predictions.

**Clarify**- Read a short extract, highlighting words or phrases that require clarification. It is important at this stage to model and ensure children use different strategies to do this - using a dictionary, reading around the word / phrase to infer meaning. In books this can be written or annotated on a copy of the extract.

**Question** - This will depend on the ability of your pupils. Initially, you will come up with questions based on the extract they have just read. At this point two retrieval questions and two inferential questions are a good guide to use. Pupils should use question stems when discussing the inference questions.

Questions could include – What impression do you get about…? Require detail and precision – what do you mean by…? What evidence is there that… Is there more than one answer?

Once pupils become more confident you can plan one inference and one retrieval question and ask them to think of questions they have bout what they have just read.

Finally, pupils can write their own retrieval and inference questions for their partner to answer.

In books pupils can write the answer to the questions. They should not copy questions into their books.

**Summarise** - In their books, pupils write a brief summary of the section they have just read. Share a few summaries with the class. Is all the important information included?

**REPEAT THIS CYCLE**

**Comprehension focused on content domains**

- Choose a content domain that pupils need to focus on. You will need to have a balance of all content domains throughout the year, with the majority of focus being on vocabulary (1a 2a), retrieval (1b 2b) and inference (1d 2d). 1c 2c (summarise), 1e 2e (predict) will be met through the RR process. 2f,g and h will need to be taught explicitly.

- You will need to plan 4 or 5 questions based on the content domain (examples in CRL - subject leaders - English). The first question will be modelled by an adult by reading the question, understanding what it is asking you to do, using the text to find the answer and using the text to evidence your answer. The second question can be completed in pairs and the rest independently, with discussion in between. After each question there is a good opportunity to use cups to ascertain which pupils need additional support.

- You could play a game by asking pupils to find all the acceptable points to an answer (eg – Y6 SATs paper which I will share during CPD in Autumn term). In teams how many can they come up with?

The importance here is for pupils to rehearse test technique with the support of modelling by an expert and their peers.

As previously, answers can be written directly into books.

**Test technique**

At this point, pupils should experience a range of content domains in order for them to apply prior learning. Examples of these have been provided in the form of the Head Start materials or you may use other published comprehensions or make your own.

Pupils who require support may complete this activity in a small group, using discussion and text marking to support. More modelling may be needed at this point.

There is no rigid guideline about how long a unit of reading should take. However, if clarifying is taking up a whole session, the text may be too difficult. Pupils may need an easier text in order to build their skill set.

**Differentiation**

Reading lessons can be made accessible to all pupils in different ways.

- Adult reading text with pupils whilst others are paired or independent reading.

- Text pre-marked so pupils are supported finding the answer.

- Separate activity if text is inaccessible - bug club, independent reading, phonics game / activity, adult session focused on decoding, fluency and understanding, follow up activity independently.

**Strategies to encourage and engage pupils in reading**

• Reading buddys – this will be set up in Autumn 1

• Pupils must be given the opportunity to change their books daily. It is upto individual teachers to set up a system for this to be done efficiently. You must keep a record who changes their books and speak to parents if pupils aren’t reading at home.

• Children must have the opportunity to practise reading in order to build their reading stamina – this must both be timed and untimed. The reading material should be age-appropriate texts for reading lessons or from [www.lovereading4kids.co.uk](http://www.lovereading4kids.co.uk) are appropriate. This is a good opportunity for the class teacher to hear pupils read and check whether they need to move up a level in the reading scheme.

• All classes must have a class read – this is a book which is read for pleasure. It is a great opportunity to model reading with expression and for pupils to enjoy a story.

**Content domains:**

1a – Vocabulary 2a – Vocabulary

1b – key aspects of the text (retrieve) 2b – Retrieve

1c – Sequence 2c – Summarise

1d – Inference 2d – Inference

1e – Predict 2e – predict

2f – identify / explain how information / narrative content is related and contributes to meaning as a whole

2g - identify / explain how meaning is enhanced through choice of words and phrases

2h – make comparisons within the text