

## Reading Model – 30 mins reading every day

Choose a text that links to the writing taking place in the week. The section of text chosen must include challenging vocabulary – descriptive language for fiction or poetry, subject specific vocab when looking at non-fiction which links to the topic for example a text about the Romans when teaching Roman Britain. The text should not be too long – it should be short enough that it can be echo read in no more than 5 minutes. Use the Reading Slide Deck to ensure quick progression through each element of the lesson.

Evidence: one sheet to be created with the questions for Tuesday to Friday's comprehension questions.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Fluency</b>	<p><b>Fluency First Read (15 mins)</b> Teachers reads to children – text displayed under visualiser large enough for all children to see. Teacher readers the full text aloud, text tracking with a pointer as they go. Discuss the text and make sense of it. Q What is it telling us? Q What kind of text of this? Q What are the key points in the text? Q What is the context?</p>	<p><b>Echo Reading (5 mins)</b> Repeat the same part of the text read on Monday. Echo read 2/3 sentences at a time. Ensure children emulate your intonation, tone, speed, volume, expression, movement and use of punctuation. <b>Paired Reading (5 mins)</b> Read the same section of text. One partner read, one to be the teacher and then swap. Mixed ability pairs.</p>	<p><b>Echo Reading (5 mins)</b> Repeat the same part of the text read on Monday. Echo read 2/3 sentences at a time. Ensure children emulate your intonation, tone, speed, volume, expression, movement and use of punctuation.</p>	<p><b>Paired Reading (5mins)</b> Read the same section of text. One partner read, one to be the teacher and then swap. Mixed ability pairs.</p>	<p><b>Independent Reading (5mins)</b> Children independently read the selected text in their heads.</p>
<b>Vocabulary</b>	<p><b>Vocabulary (10 mins)</b> Prior to lesson, teacher to have selected 3 Tier 3 words to teach children. Share the word with children. Use my turn your turn to model the word, read the text around the word to define meaning. Give the definition to children in a variety of contexts. Discuss the word root, prefixes, suffixes, word families and links to other words. Brief activity linked to a word e.g. children write a sentence using the words on a white board.</p>	<p><b>Vocabulary (10 mins)</b> Same three words as Monday but blank out either the word or meaning and ask children to retrieve the missing information. Brief activity linked to a word e.g. children write a sentence using the words on a white board.</p>	<p><b>Vocabulary (10 mins)</b> In fiction texts, children to explore Synonyms and antonyms of words. In non-fiction texts children are to demonstrate they can use key vocabulary in context.</p>	<p><b>Vocabulary (5 mins)</b> In fiction texts, children are to use their synonyms and explore shades of meaning. In non-fiction texts children are to demonstrate they can use key vocabulary in context.</p>	
<b>Comprehension</b>	<p><b>Retrieval (5 mins)</b> 3 quick retrieval questions that are displayed on the board for children consider. Responses could be oral or on a whiteboard with sentence stems provided. <i>Question types must include a range of Who</i></p> <ul style="list-style-type: none"> <li>• What</li> <li>• Where</li> <li>• True of false</li> <li>• Multiple choice</li> </ul>	<p><b>Retrieval (10 mins)</b> Teacher to model using I do, we do, you do answering one questions as the teacher metacognitively model. Do one together as a class. Children to independently have a go at 5 retrieval questions. <i>Question types must include:</i></p> <ul style="list-style-type: none"> <li>• Ranking/ordering</li> <li>• Matching</li> <li>• Labelling</li> <li>• Find and copy</li> </ul>	<p><b>Inference (15 minutes)</b> Teacher to model using I do, We do, You do answering one questions as the teacher metacognitively models. Do one together as a class and then children work independently through questions. <i>Question stems to include:</i></p> <ul style="list-style-type: none"> <li>• Why do you think....?</li> <li>• Why did X do/think....?</li> <li>• What is the problem?</li> <li>• What can you conclude about?</li> </ul>	<p><b>Words in Context (20 mins)</b> Teacher to model using I do, We do, You do answering one questions as the teacher metacognitively model. Do one together as a class and then children work independently through questions. <i>Question stems to include:</i></p> <ul style="list-style-type: none"> <li>• Find one word that means the same as....?</li> <li>• Which word tells us that X feels....?</li> <li>• What mood does the word X create?</li> <li>• What effect was the author trying to create by using the word X?</li> </ul>	<p><b>Extended answer questions requiring evidence (25 mins)</b> Teacher to model using I do, We do, You do answering one questions as the teacher metacognitively models. Do one together as a class. Children to then have a go at one or two questions on their own. <i>Each week focus on a different domain:</i></p> <ul style="list-style-type: none"> <li>• Summarising</li> <li>• Prediction</li> <li>• Word choice</li> <li>• Comparison</li> <li>• Links between texts</li> </ul>