

Thorn tree Phonics and Reading Comprehension Scheme of Work

Phonics and Reading Comprehension Scheme of Work



2016 - 2017

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Introduction

Teaching children to read is fundamental in order to provide an effective life skill, as well as access to the entire curriculum.

Children enter school with differing reading experiences. Our approach to reading takes into consideration the starting point of the individual child and the ongoing level of support that is being offered to them outside the classroom.

Aims

The aims of reading are intended to ensure that our children are able:

- to read fluently and with understanding;
- to read for pleasure and gain enjoyment from what they have read;
- to read for different purposes and audiences;
- to have experience of different types of books and a variety of good literature, including poetry, newspaper articles, magazines, plays, etc.;
- to use the classification systems in the fiction and non-fiction library;
- to encourage the children to read texts on screen and to value the use of technology in developing the love of reading;
- to appreciate the role of reading in a wider context, outside of the classroom.

Objectives and Implementation

All children in full-time school participate in a daily English lesson, which teaches the broad range of objectives across the curriculum. Reading is taught within these lessons and across the entire creative curriculum, in addition to regular guided reading sessions and shared reading. In the Foundation Stage and Key Stage 1, teachers primarily use a synthetic phonics approach through the implementation of the 'Read Write Inc.' programme to teach decoding and blending skills. Children also read and are read to regularly. Combined, this prepares children for the next stage in reading progression: comprehension. Once children have a secure understanding of the objectives of the RWI programme, their skills and knowledge are consistently practiced and consolidated so the focus can shift onto the comprehension of texts smoothly.

When children require further support there are numerous interventions and initiatives in place to ensure they make progress. This includes Reading Recovery, Fischer Family Trust Wave 3, BRP, ELS and also additional RWI 'boosters'. The implementation and tracking of these is monitored by both the literacy coordinator and the reading interventions manager. The 'Simple View of Reading' is used to efficiently identify effective support here.

In Lower Key Stage 2 some children may still require regular phonics teaching through the continued use of the 'Read Write Inc.' programme. This takes place during afternoon sessions so that such children still have daily access to English lessons with a holistic focus

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upon reading and writing (and the full range of skills this encompasses). In Upper Key Stage 2, the 'Fresh Start' component of 'Read Write Inc.' programme is implemented in place of a daily English lesson, due to the fact that it adopts a wider focus in the teaching of the full range of English skills.

Other interventions in KS2 for children requiring additional reading and comprehension support include Rainbow Readers, Reciprocal Reading, BRP and additional RWI 'boosters' where necessary. The implementation and tracking of these is monitored by both the literacy coordinator and the reading interventions manager. The 'Simple View of Reading' is used to efficiently identify effective support here, determining whether a word-focused or comprehension-focused intervention is required to ensure good progress is made.

'The Model English Curriculum' (produced by the MSTA Working Party) outlines an overview of the end of year objectives in reading for each year group (or paired year group) in line with the updated 2015 curriculum, in addition to an overview of how these objectives are to be achieved. This has been used as basis for the Thorntree Scheme of Work, where teachers begin each sequence of English lessons with a shared reading and comprehension focus of the text type under study for the given week. During shared reading time, classes use texts in a variety of styles and formats (including texts on screen).

Guided Reading takes place regularly, and children experience reading in various groupings (such as mixed ability groupings, peer tutoring or individual reading). Teachers keep up to date records of individuals, groups (names, questions asked and objectives assessed) and of progress using the Guided Reading planning and assessment sheets.

Teacher's Role

All teachers are responsible for the planning and teaching of reading, following the Medium Term plans provided by the Literacy Co-ordinator. Teachers need to have a clear understanding of the objectives being taught and to share them with the children. Teachers aim to:

- make clear what is expected of the children at the start of each lesson;
- encourage the children to use the skills learnt in the English lesson and apply them to other subjects.

In KS1, phonics is taught on a daily basis during the hour-long English lessons; built into this are regular shared reading opportunities. Guided reading also takes place on a daily basis within each class, with each group of children receiving at least one teacher session per week and four independent activity sessions. Additionally, the final 20 minutes of each day are spent as class reading, where a book is read to the children by the teacher. Altogether, this equates to at least nine hours purely focussed on reading each week.

In KS2, each week begins with a comprehension-based reading activity in the sequence of daily English lessons; further shared reading opportunities are built into subsequent sessions. Guided reading also takes place on a daily basis within each class, with each group of children receiving

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at least one teacher session per week and four independent activity sessions. Additionally, the final 20 minutes of each day are spent as class reading, where a book is read to the children by the teacher. Altogether, this equates to at least five hours purely focussed on reading each week.

In addition to these timings, teachers provide wide and varied opportunities for children to access and explore a range of texts within the creative curriculum, science lessons and maths activities, ensuring children are aware that reading is a vital skill that is applicable right across the curriculum and into their everyday lives - now and for the future.

Co-ordinator's Role

The co-ordinator is responsible for raising standards in English and for monitoring teaching and learning across the school. The co-ordinator is available to offer support and help as necessary and to raise staff awareness of new national initiatives.

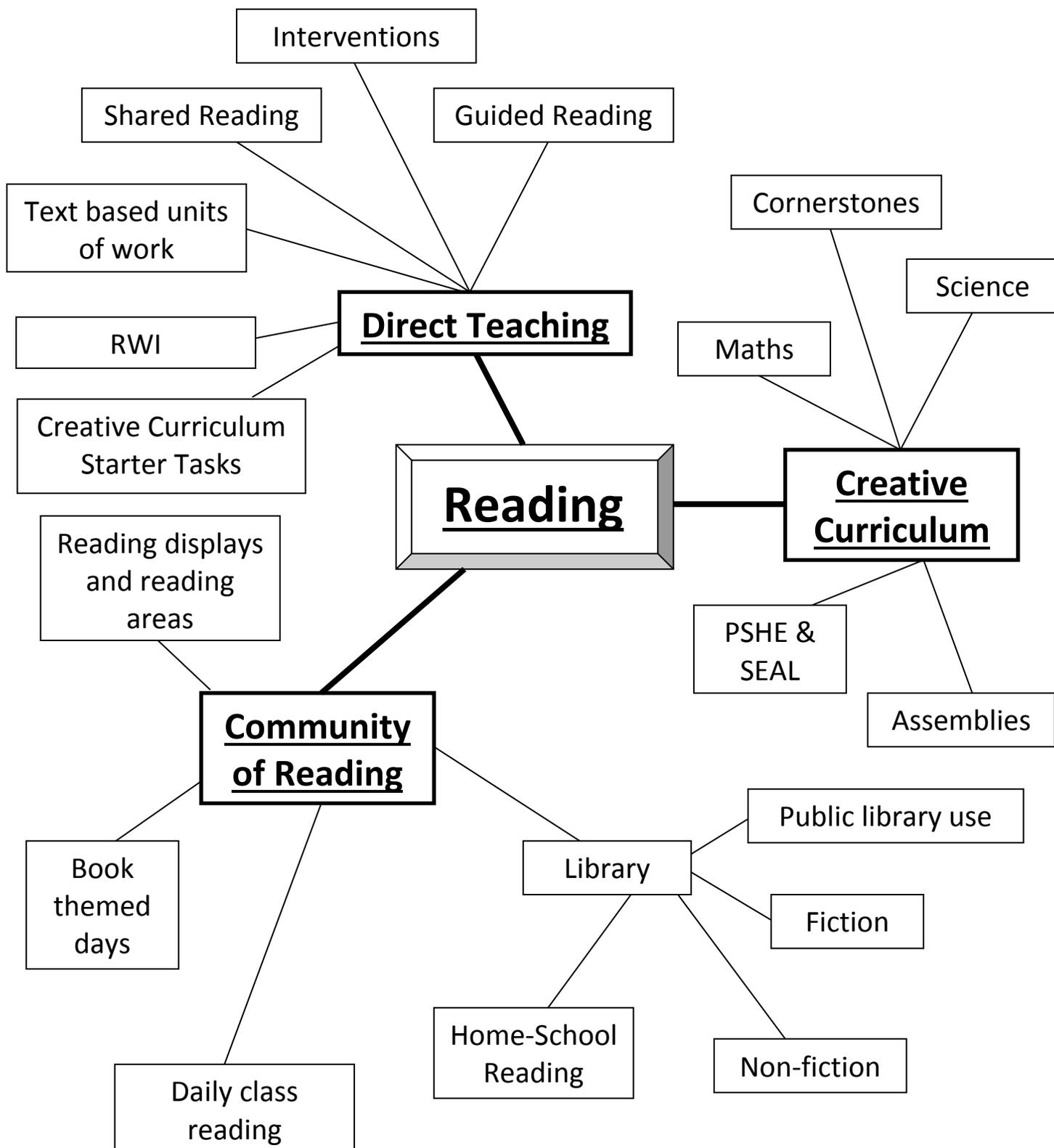
Assessment

Assessment is an ongoing process. Half-termly formal assessments are made using the school's approach to assessing, and children's reading ages are assessed using PiRA once each term throughout each academic year to further monitor and illustrate attainment, progress and areas for development. In the summer term, End of Key Stage testing and non-statutory testing take place. In addition to formal assessment, teachers are expected to make judgments about progress in reading through the use of guided reading records.

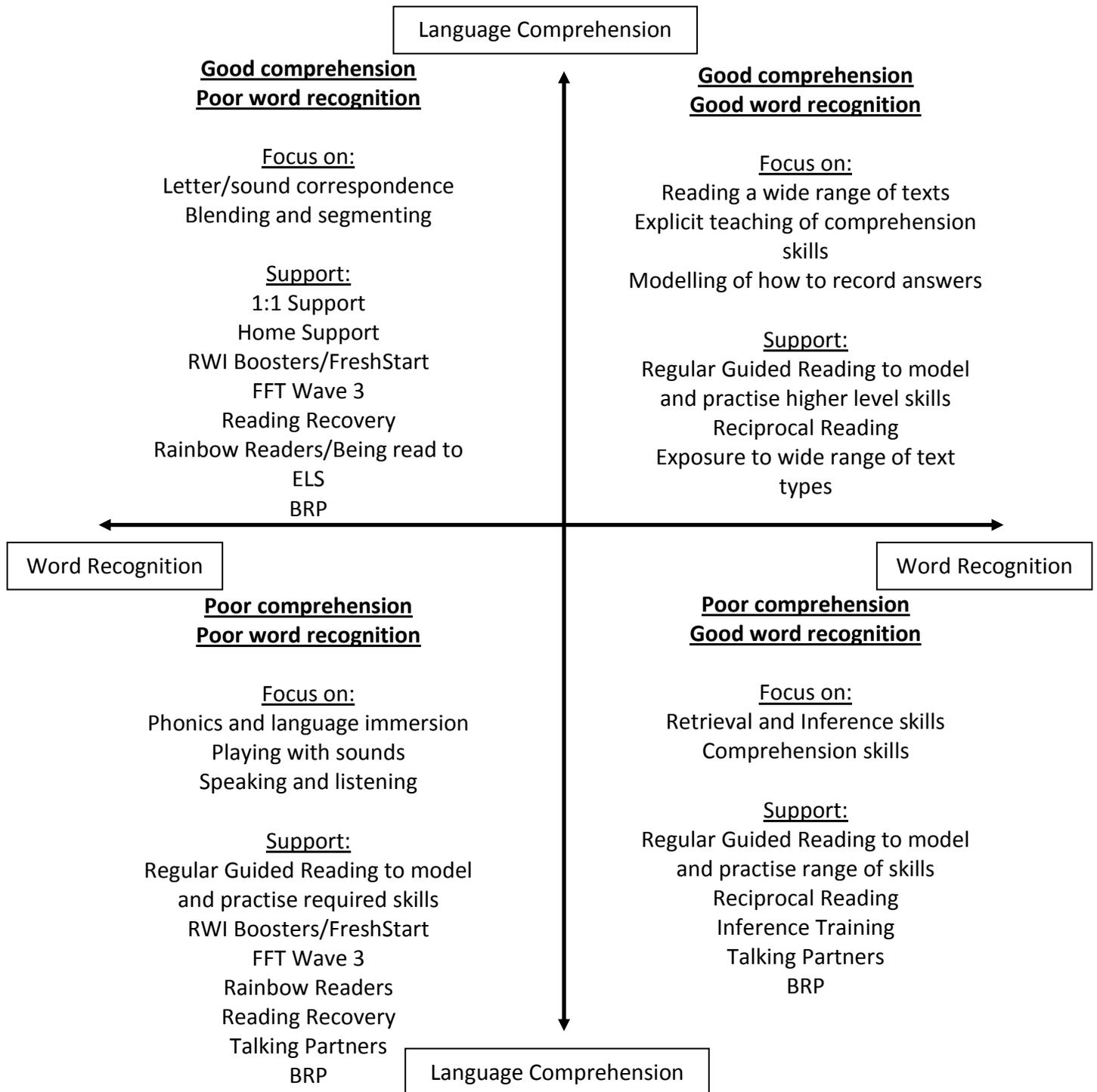
Daily formative assessment is a vital aspect of promoting progression. Both literacy and guided reading plans should be annotated on a daily basis so teachers can identify children's strengths and areas for development.

The Simple View of Reading is a further tool teachers should use to assess children's decoding and comprehension skills. This should inform groupings for guided reading sessions, and indicate where additional support and interventions are needed. Teachers should plot children on the Simple View of Reading on a termly basis to inform teaching and provision.

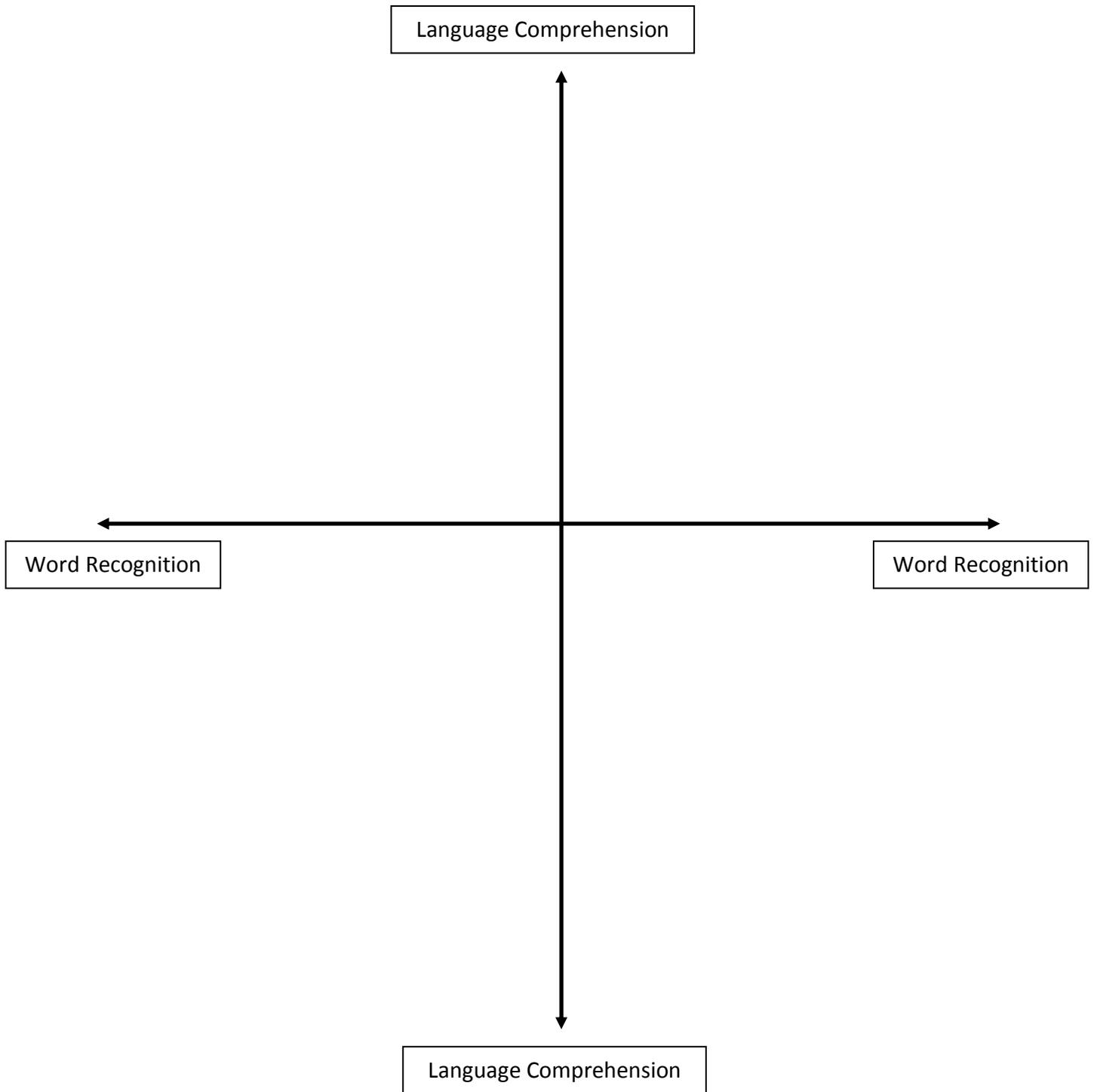
Reading Provision



The Simple View of Reading



The Simple View of Reading



Word Level Reading: Decoding

Foundation Stage

'Development Matters' is started when children enter the nursery and parents are invited to provide information, which will place their child's experience of books and reading in context. A "Home Loan" scheme is available and guidance is given to parents to help them encourage children during these early stages of reading.

Planning includes time for:

- sharing books, as much as is possible, every day;
- learning rhymes;
- pre-reading games and exercises that develop the variety of skills needed to learn the complex task of reading;
- synthetic phonics is used rigorously in Reception to support the development of early reading through the implementation of the 'Read Write Inc.' programme;
- the foundations for phonics teaching are therefore laid out in Nursery to provide our children with the best possible start to formal teaching;
- 45 high frequency words are introduced and practised regularly.

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Key Stage One

Our children in Key Stage One initially continue with the 'Read Write Inc.' programme to fully develop and secure their decoding skills through a synthetic approach to phonics. Additionally, we use a range of reading schemes in Key Stage 1 so our children are provided with a broad range of texts, catering for different learning styles, that call upon the consolidation and development of a wide range of skills (see page 31 for a full list).

Year 1

Children should be taught to:

<u>Word recognition</u>
<ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.
<ul style="list-style-type: none">• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including – where applicable – alternative sounds for graphemes.
<ul style="list-style-type: none">• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
<ul style="list-style-type: none">• read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.
<ul style="list-style-type: none">• read words containing taught GPCs and -s, -es, -ing, -ed, -er and –est suffixes.
<ul style="list-style-type: none">• read other words of more than one syllable that contain taught GPCs.
<ul style="list-style-type: none">• read words with contractions (eg. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
<ul style="list-style-type: none">• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
<ul style="list-style-type: none">• re-read these books to build up their fluency and confidence in word reading.

Year 2

Children should be taught to:

<u>Word recognition</u>
<ul style="list-style-type: none">• continue to apply phonic knowledge and skills as the route to decode words – until automatic decoding has become embedded and reading is fluent.
<ul style="list-style-type: none">• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
<ul style="list-style-type: none">• read accurately words of two or more syllables that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
<ul style="list-style-type: none">• read words containing common suffixes.
<ul style="list-style-type: none">• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
<ul style="list-style-type: none">• read most words quickly and accurately without overt sounding/blending (when they have been frequently encountered).
<ul style="list-style-type: none">• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
<ul style="list-style-type: none">• re-read these books to build up fluency and confidence in word reading.

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Key Stage Two

In Key Stage 2, children who require further support in developing and securing phonics awareness, knowledge and understanding continue on the 'Read Write Inc.' programme: in Lower Key Stage 2 this is during the afternoons, and in Upper Key Stage 2 in the form of the age-appropriate 'FreshStart' during the timetabled English lesson. Children across the year groups also use a variety of reading scheme books, which are colour banded, as well as books that match the creative curriculum topics under study and the needs of the specific year group (both in challenge, age relevance and comprehension skills).

For the less able reader we have books with interest levels that match their chronological age as well as their reading age.

All classrooms have their own reading area, which includes 'comfy furniture', attractive displays and working walls to further support learning and enjoyment, to further foster a love of reading. Our children also make regular use of our school library which contains a range of both fiction and non-fiction literature, with each class having a weekly timetabled session. Furthermore, all children participate in visits to the local public library throughout each academic year.

Sentence and Text Level Reading

Under the new programmes of study, some objectives are repeated within different year groups; here it is understood by all staff that the same skill is applied, extended and developed to texts of increasing difficulty/complexity.

Year 1

Children should be taught to:

Range of texts

- listen with concentration to books and discuss what they have heard.
- retell a very familiar story with characteristics of the original.
- discuss the sequence of events in books they are familiar with.

Making inferences

- make basic inferences (eg. explaining what is happening in a familiar story, or say who is speaking).
- predict what might happen next, based on what they have read before.
- draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.
- answer simple inference questions (eg. What do you think will happen next?)
- use words/phrases such as '*I think... because...*'

Comprehension

- take turns and listen to others during discussions about books.
- explain their understanding about what they have read or listened to.
- identify independently when what they have read is inaccurate or does not make sense.
- recognise and join in with predictable, familiar phrases in stories.
- recall some specific, simple information (eg. names of characters/places).
- find information in non-fiction books using features (eg. simple contents page or index).
- notice and comment on obvious features of language (eg. rhymes, refrains, significant words/phrases).
- make relevant comments about what is read to them, including the significance of titles and events.

Vocabulary

- understand the meanings of new words and phrases with adult support.

Poetry

- recognise and join in with predictable, familiar phrases in poetry.
- recite by heart a simple poem or rhyme.

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Year 2

Children should be taught to:

Range of texts

- listen to, discuss and express views about what is read aloud to them.
- discuss the sequence of events in books and how items of information are linked.
- retell a range of stories they have listened to, using story language.

Identifying themes and conventions

- identify familiar patterns of language (eg. *Once upon time, First, Next, Finally*).
- identify and name various organisational features of non-fiction texts (eg. captions, illustrations, headings, contents page and index).

Making inferences

- make simple/plausible attempts to explain meanings in the text based on characters' speech/actions.
- draw on their experiences - or background information provided by the teacher - to make comments on how a character is feeling, based on what is said and done.
- predict what might happen next using evidence from the text.

Comprehension

- explain and discuss their understanding of what they have read with growing confidence.
- identify and self-correct inaccurate reading without 'losing the flow' of what is being read.
- recognise what information they need to look for and be clear about the task in hand.
- read and join in with familiar phrases in stories using own independent reading skills.
- note effective language choices and show skill in discussing their favourite words/phrases.
- answer simple questions on what they have read, giving literal answers based on textual clues.
- contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.

Vocabulary

- use age appropriate dictionaries/thesauri to find the meaning of new words with adult/peer support.

Poetry

- read and join in with familiar phrases in poems using own independent reading skills.
- recite poems by heart with appropriate intonation so that the meaning is clear.

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Year 3

Children should be taught to:

Range of texts

- listen to, discuss and write comments on a wide range of fiction, poetry, plays and non-fiction – independently or with a response partner – across all curriculum areas.
- experience and retell a wide range of stories, including myths and legends and traditional tales.

Identifying themes and conventions

- identify themes and conventions in a wide range of texts (eg. tense, person, organisational features, language).

Making inferences

- make inferences about characters' feelings, thoughts and motives based on the language used in the text.
- comment on characters based on personal speculation rather than characters' feelings.
- predict what might happen next using details stated and those implied.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- identify the main ideas drawn from one paragraph, and summarise them.
- identify several basic features of language (eg. the use of adjectives/powerful words) and how these contribute to meaning.
- develop awareness of writer's viewpoint.
- find and record information independently from non-fiction using features such as contents, index, captions and text boxes.
- begin to recognise statements of fact and opinion.
- create simple literal questions based on a specific point in the text.
- participate in discussions about texts, taking turns and listening to what others say (valuing opinions).

Vocabulary

- discuss how authors use language, and how it makes the reader feel.
- use dictionaries/thesauri to find the meaning of new words and express interest in their meaning/origin.

Poetry

- prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding and assist in interpretation.
- recite longer poems or parts of narrative poems as part of a group, beginning to remember repeated sections by heart.
- identify different forms of poetry.

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Year 4

Children should be taught to:

Range of texts

- listen to, discuss and write detailed comments on a wide range of fiction (including whole books), poetry, plays and non-fiction – independently or with a response partner – across all curriculum areas.
- experience and retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence and checking that this makes sense.

Identifying themes and conventions

- explain basic features across a range of text types.

Making inferences

- make more accurate inferences about characters' feelings, thoughts and motives, justifying these with reference to the text.
- record ideas and answers in different ways with grammatical accuracy, justifying inferences with reference to the text.
- predict what might happen next using details stated and those implied, using their growing experience about different texts/genres.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- identify the main ideas drawn from more than one paragraph, and summarise them.
- discuss words and phrases that capture the reader's imagination, and talk about how these contribute to overall meaning.
- look for and recognise themes in what they have read (eg. the triumph of good over evil).
- find and record information independently from non-fiction using features such as contents, index, captions and text boxes.
- recognise statements of fact and opinion.
- create more detailed literal questions based on a whole text.
- develop, agree, apply and evaluate rules for discussion.

Vocabulary

- discuss how authors use language, and how it makes the reader feel (using evidence from the text).
- read from a wide range of sources to consolidate and extend vocabulary using dictionaries, thesauri and reference books more effectively.

Poetry

- prepare poems and play scripts to read aloud, using tone, volume and actions to make the meaning clear to an audience.
- recite lines from short plays by heart, using appropriate intonation, volume and expression.
- recognise different types of poetry (eg. narrative, free verse).

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Year 5

Children should be taught to:

Range of texts

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference and text books independently across all curriculum areas, discussing and justifying their own preferences.
- experience and retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature and literature from their own heritage/world-wide cultures, by ordering the main points in a logical sequence and checking that this makes sense.

Identifying themes and conventions

- reflect on similarities and differences between texts, or different versions of the same text.

Making inferences

- make inferences about characters' feelings, thoughts and motives, justifying these with reference to difference points within the text.
- make reference to different parts of the text (eg. answering questions about a character's motives from their actions).
- explain and discuss understanding of what has been read in a formal way (ie. use of REED method of recording answers), showing justification for viewpoint.
- predict what might happen from details both stated and implied, giving justified reasons.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- summarise the main ideas from more than one paragraph, identifying key details.
- comment on the writer's choice of words and phrases, and how this affects interpretation.
- identify the main purpose of a text, showing awareness of viewpoint.
- use the features of non-fiction effectively to find information and present key facts (across the entire curriculum).
- distinguish between statements of fact and opinion.
- ask questions to improve their own and others' understanding of words, phrases and parts of a text, discussing answers appropriately.
- participate in discussions about books, building upon their own and others' ideas (challenging others' views courteously).
- explain and discuss understanding of what they have read in a formal way (ie. use of REED method of recording answers), showing justification for viewpoint.

Vocabulary

- discuss how authors use language, including figurative language, and how it makes the reader feel (using evidence from the text).
- recommend books they have read to their peers, giving justified reasons for their choices.

Poetry

- vary intonation, tone, volume and actions to improve the performance of poems and plays, responding in a positive way to constructive feedback.
- learn and confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and aid interpretation.

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Year 6

Children should be taught to:

Range of texts

- listen thoughtfully to a wider range of genres, including more challenging whole books, fiction, poetry, plays, non-fiction, reference and text books independently across all curriculum areas, which they may not necessarily choose themselves.
- experience and retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature and literature from their own heritage/world-wide cultures, identifying the main events and presenting them in different forms (eg. transforming a story into a biography, a play into a recount).

Identifying themes and conventions

- compare themes and conventions within and across text types.

Making inferences

- make inferences about authorial intent, characters and aspects of the plot (using evidence from the text).
- provide reasoned justification for their views on what has been read.
- make inferences and deductions based on multiple points throughout a text, providing reasoned justifications using the REED method of recording answers.
- predict what might happen from details both stated and implied, using knowledge gained from a wide variety of texts with relevant and effective justification.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- summarise the main ideas from more than one paragraph, identifying key details that support main ideas.
- identify language features used to engage and guide a reader through a text (eg. rhetorical questions, build-up of tension).
- identify viewpoint in a text, with relevant explanation.
- retrieve, record and skilfully present relevant information from non-fiction texts (including leaflets, programmes and reviews).
- distinguish between statements of fact and opinion.
- create literal questions that require reference to more than one point within a text.
- clearly present own views about books that are read to them and those that are read independently, commenting constructively and building upon the contributions of others.
- explain and discuss understanding of what they have read in a formal way (ie. use of REED method of recording answers), as well as via presentations/debates using note where necessary, showing justification for viewpoints.

Vocabulary

- discuss and evaluate how authors use language, including figurative language, considering the impact upon the reader (using evidence from the text).
- be familiar with, write and use book reviews to guide their own reading and to recommend books to their peers.

Poetry

- use gesture and movement aptly to improve the quality of reading aloud in role to reflect a character.
- prepare poems to recite by heart and plays to read and to perform, showing understanding through intonation, tone and volume (making the meaning clear to an audience).

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Mastery Objectives

Children should be taught to:

Range of texts

- extend the range of texts listened to by using multimedia (eg. audio texts, news reports, visual literacy and items researched online).
- experience and retell the main points from more than one version of a text, showing the ability to identify and comment on similarities and differences.

Identifying themes and conventions

- identify and comment on several aspects of structural choice, showing awareness of the writer's craft.

Making inferences

- make inferences using evidence from across the entire text, referencing common threads that run throughout the writing.
- use feedback on presentations and debates to explain more succinctly what they have read, providing in-depth reasoning for their views.
- justify predictions about a text based on a secure knowledge of the text type and any explicit meanings.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- use information retrieval skills independently across all curriculum areas, using and understanding more detailed source materials.
- identify various features of writer's use of language (eg. effect of detailed, complex sentences in contrast to short sharp sentences in the same paragraph; irony; puns and figurative language).
- identify the main purpose of writing across the full range of text types and curriculum areas.
- formulate and answer questions across all curriculum areas, making links between subjects and themes.

Vocabulary

- identify features of an author's use of language with relevant explanation.

Guided Reading

Guided reading sessions should take place on a daily basis (for approximately 30 minutes), with alternating groups so all children have access to adult support. Teachers should organise groups so that children are of a similar level in terms of word recognition and reading comprehension (using a combination of the Simple View of Reading and the child's attainment level), and that they have a 'talk partner' for the session (with no more than six children per group). Clear 'guidelines' as to how the sessions should progress should be communicated to the children early in the school year (eg. how to take turns, how to courteously challenge others' views, etc.) to allow for maximum efficiency and progress. Teachers should ensure they complete the appropriate Guided Reading planning/assessment forms before, throughout and at the end of each session.

In Key Stage 1, the initial focus of Guided Reading will be on applying phonics and word reading skills. As they progress across the Simple View of Reading this focus should shift onto comprehension skills.

The following outlines the main model used throughout the school for planning and delivering Guided Reading.

Planning

Planning should be completed on the half termly planning format. As well as teacher-led Guided Reading sessions being planned for, teachers should also ensure each group has an independent task related to their prior and subsequent sessions when not working with an adult.

1. Objectives Selection

These objectives are chosen depending on children's ability, their current reading level and what skills, strategies and knowledge of texts they need to help them progress (cf. the Simple View of Reading). Up to three objectives should be focussed upon across the six weeks/half term to allow for full development and application of skills. Ongoing assessment also forms a significant part of this, therefore the outcomes of the previous Guided Reading sessions should also shape subsequent teaching.

2. Text Selection

The text should be one which the children can read at an instructional level: that is one that they can read with understanding and at between 90% and 95% accuracy. A guided reading text shouldn't be too difficult because the children may lose both meaning and motivation; however, if a text is too easy it simply won't be challenging enough. The text should enable the teaching of session's objectives and - where possible - should link to the creative curriculum topic for that group.

Teaching

1. Text Introduction and Strategy Check

A purpose for reading and the session's objectives are outlined by the teacher and the introduction of new skills completed (in addition to the revisiting of prior skills and links to previous reading experiences encouraged from the children). It is important that children understand that reading involves the cumulative application of a wide range of skills. Any unfamiliar vocabulary and concepts should also be discussed at this stage. Children should be encouraged to think about certain questions they may have about the text already, which they will find the answers to through reading, and how they are going to effectively practice their reading skills.

2. Independent Reading

Following the introduction, children should read the text. In most cases this should be done independently, providing children with the opportunity to develop and consolidate their skills. In the early stages of reading, the text should be read aloud so the teacher can intervene where necessary. For children with poor decoding but good comprehension, when the focus is on comprehension, it may be beneficial for the teacher to read aloud (if the focus is on decoding children need to read themselves). Throughout this part of the Guided Reading structure, the teacher may intervene to deepen a child's understanding, ask questions or focus on a teaching point, giving praise for use of specific strategies where appropriate.

3. Returning to the text

This is an opportunity to review the use of particular strategies and to revisit the questions discussed at the start of the session. The teacher should encourage the children to identify issues requiring clarification or discussion. This is also an opportunity to talk about personal preferences and to develop and justify opinions.

6. Responding to the text

For children, this may be further reading of the text or follow up work before the next session. For the teacher, assessment of the children's learning during guided reading will inform the next steps for planning. This will involve the selection of appropriate objectives for the next session in the context of the children's reading targets. Teachers should ensure they complete the appropriate Guided Reading planning/assessment forms before, throughout and at the end of the session. Ideas for use during this part of the Guided Reading process are outlined on page 21.

Shared Reading

Shared reading should take place regularly within daily whole-class English lessons and across the creative curriculum, and is a vital opportunity for teachers to model good reading practice to the children using a text that children may usually find challenging to read independently (ie. it is beyond their instructional level).

The following provides an overview of how to plan and conduct a shared reading session.

Planning

1. Objectives Selection

These objectives are chosen depending on children's ability, their current reading level and what skills, strategies and knowledge of texts they need to help them progress (cf. the Simple View of Reading). Unlike in Guided Reading groups, during Shared Reading there will be a much wider range of abilities within a class, so the focus - word recognition or comprehension - needs to be selected carefully to cater for all needs. Ongoing assessment also forms a significant part of this, therefore the outcomes of the previous Shared and Guided Reading sessions should also shape subsequent teaching.

2. Text Selection

The text should be one which is at the children's instructional level to provide an appropriate springboard to develop and apply the skills and strategies that are being modelled. If a text is selected that is beyond the children's instructional level the teacher should read it so the focus remains on developing the relevant skills/objectives. Where possible, the text should also link to the creative curriculum topic for the children.

Teaching

1. Text Introduction

A purpose for reading and the session's objectives are outlined by the teacher and the introduction of new skills completed (in addition to the revisiting of prior skills and links to previous reading experiences encouraged from the children). It is important that children understand that reading involves the cumulative application of a wide range of skills. Any unfamiliar vocabulary and concepts should also be discussed at this stage. Children should be encouraged to think about certain questions they may have about the text already, which they will find the answers to through reading, and how they are going to effectively practice their reading skills.

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2. Reading the Text

There are several ways in which the reading of the text may be conducted (depending on whether the focus is word-reading or comprehension-based), however the main focus should always be on the modelling of good reading practice: for example, modelling how to annotate a text, demonstrating how to investigate/interrogate a text, modelling the process of recording ideas or demonstrating the strategies to use to decode accurately. The teacher should ensure all children can see the text clearly, and they may read a section and ask the children to re-read it aloud. Children may be asked to read a section, whilst reference is made to the skill/strategy under focus; questions and discussion should continuously be facilitated by the teacher; and all ability levels should be included via the use of differentiated questioning. This part of the session should last between 10 and 20 minutes.

3. Follow-up Activity

This is an opportunity to review the use of particular strategies and to revisit the questions discussed at the start of the session. Activities should be differentiated so that all ability levels are catered for, requiring the ongoing assessment of children's reading skills and application of strategies. Follow-up activities must be meaningful, and they must be linked to the objectives outlined at the beginning of the session.

4. Next Steps

For children, this may be further reading of the text or follow up work before the next session. For the teacher, assessment of the children's learning during the session will inform the next steps for planning. This will involve the selection of appropriate objectives for the next session in the context of the children's reading targets.

Whole-School Approach to Text Marking

Identifying key information

Children will read the text carefully either independently or as part of a group/class. Key information includes any words/phrases that refer to 'the 5 Ws'.

Who?
What?
Why?
Where?
When?

Children will be provided with a highlighter to make key information stand out, allowing for efficient information retrieval at later stages of reading. Some children (ie. those with dyslexia who require specific coloured overlays) will need a specific coloured highlighter.

Children will establish a set of guidelines to aid with efficient text marking early each academic year, including how to be selective. Where a whole paragraph is deemed important, a vertical line will be drawn by the side of the paragraph and a brief summary written. This may also be used to summarise author's viewpoint.

Clarification

Children will draw a circle around any unfamiliar vocabulary which they will need to clarify to fully understand a text. Children will establish a set of guidelines to aid with efficient clarification early each academic year, including a step-by-step guide to success:

1. Use of sound fingers/phonetic strategies.
2. 'Backtracking' to the beginning of the sentence and re-reading.
3. Rewind/Fastforward to the prior/subsequent sentence.
4. Looking for words within words (ie. root words).
5. Contemplating the word type (noun, adjective, verb, adverb)

Feature identification

The names of text features (eg, title, subheading, bullet points, illustration, caption) will be written next to the appropriate part of the text.

Linking parts of a text

Arrows will be used to link parts of a text together, labelled to explain how they are linked (eg. same/different viewpoint expressed, flashback or shift in time/place).

Summarising

At the end of a paragraph, page, section or text (depending on the length of text and ability of the child), a summary will be written. Summaries are to convey the key ideas from the section in as few words as possible, therefore appropriate word restrictions may be placed upon this task. Children will establish a set of guidelines to aid with efficient summary writing early each academic year (which may include the use of symbols and emojis to convey characters' thoughts/feelings).

Follow-Up Activity Ideas

NB. This is not an exhaustive list of independent and follow-up activities, but a set of ideas that teachers may wish to use as a starting point.

Focussing on Attitudes Towards Reading

Discussing preferences

Children take it in turns to say something they enjoyed or something they would improve in regards to what has been read. An item linked to the text can be passed around the group to signify when it is each child's turn to speak.

This can be extended to written responses. At all times children should be encouraged to justify their ideas (ie. using 'because' to explain *why* they think this).

'Book Club'

Children to give an overview of the book they are currently reading at home or during leisure reading time, explaining what they like/dislike and who they would recommend it to (alongside reasons why).

Focussing on Understanding

Note-taking

Using summarisation skills across a series of paragraphs within a text. What is the main idea? What are the recurring themes? What is the author's viewpoint throughout the text?

Role on the Wall

One child lies down and another draws around their body. Children then write down everything they know about a certain character inside the outline. This could be based on retrieval or inference skills. Ideas could be written on post-it notes to be changed/removed throughout the text as a character changes/adapts to the storyline.

This can also be used for character comparisons, laying two characters side-by-side and focussing on similarities and differences between them.

Jigsaws (Structure and organisation)

Provide children with a copy of the text/paragraph cut up into separate sections/sentences. How does changing the order of the information change the meaning or the effect on the reader? This is particularly useful for discursive and persuasive writing - is it better to lead with

Thorn tree Phonics and Reading Comprehension Scheme of Work

the strongest argument, or build up to it? Is it better to alternate arguments, or group similar arguments together? Why?

Summarising

Can you summarise what we have read in 15 words or fewer? Ten words or fewer? Eight words or fewer? Encourage children to be succinct in their summaries, with a focus on the key events.

Comparing Texts/Characters

Children could complete a table highlighting similarities and differences between texts, with a focus on characters, settings, plot line and themes/conventions (as well as structure and organisation); or this could be completed in a writing task. This can also be completed for different characters in the same or different texts.

Character/Plotline Graphs

Using the x axis as a timeline, give the y axis a label such as 'happiness', 'excitement', 'danger' or another aspect of the text. Children to plot a line graph showing how this aspect changes throughout the text. At key points, children should annotate why the line is going up, down or remaining the same.

Matching/Ordering Activities

These can be either created by the teacher, or by the children themselves, in which the children must match characters to traits/qualities or order significant events from the story read (as either words or as pictures).

Synonyms

Focus upon a particular sentence within the text, allow children to explore how changing a single word to a synonym can change the impact of what is read.

Eg.

He fumbled in his pocket and finally pulled out the device.

Synonyms - searched, rummaged, scabbled, dug

Response - 'Fumbled' makes it sound clumsy, as if he doesn't quite know what he is doing or if it is really there.

The enormous dog furiously chased after them.

Synonyms - big, huge, large

Response - 'Enormous' makes you think that the dog is really really big, which makes it sound even scarier.

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Looking around at the other competitors, Jamie felt insignificant.

Synonyms - unimportant, trivial, not needed

Response - Saying he felt 'insignificant' lets the reader know how low his confidence is and that he feels like he shouldn't even be there. The author could have used 'invisible' instead, to show how much better everybody else is.

Map Drawing

Creating a map to represent a setting depicted within reading. This can be returned to throughout various sessions so that new settings can be added each time they are introduced.

True or False?

Children could be given statements to sort, or write their own for a partner to sort. This could be further extended by either the teacher or a group member to speak in role, with the rest of the group identifying what was said that was true and what was falsified. This could be extended into an inference-based task by thinking about which statements could be classified as 'maybe'.

Focussing on Deducing and Inferring

Thoughts and Feelings

Children to complete a speech or thought bubble for each character that has appeared or has been mentioned within the text, identifying their possible thoughts and feelings. Further discussion of responses is important so children can justify their ideas, and they should be encouraged to use evidence from the text.

What I know and what I think (making inferences)

Ask children to list everything they know for certain about a character from what they have read (retrieval). Taking each idea in turn, what does this make you think about the character (inference)? At all times encourage children to justify their ideas (ie. using 'because' to explain *why* they think this) and use evidence from the text.

Eg.

What I know → In the text it says 'Charlie said nothing'.

What I think → I think Charlie is upset because he didn't win, but he doesn't want to say anything in case he upsets his family.

What I know → In the text Alex stays hidden whilst the police tell the housekeeper his uncle has died.

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What I think → I think Alex doesn't want them to know he is there in case they stop talking about it or change the subject to try and protect his feelings. He wants to know the truth.

Role on the Wall

One child lies down and another draws around their body. Children then write down everything they know about a certain character inside the outline. This could be based on retrieval or inference skills. Ideas could be written on post-it notes to be changed/removed throughout the text as a character changes/adapts to the storyline.

This can also be used for character comparisons, laying two characters side-by-side and focussing on similarities and differences between them.

Summarising

Can you summarise what we have read in 15 words or fewer? Ten words or fewer? Eight words or fewer? Encourage children to be succinct in their summaries, with a focus on the key events.

Hot-Seating

One child to take on the role of a character from the text; the other children to ask questions to find out more about the character's thoughts, feelings and motives for their actions throughout what has been read. Children should be encouraged to think about their use of questioning - closed for straight forwarded answers; open-ended for more subjective answers; and follow-up questions to obtain specific information.

First Impressions

Children to read the opening paragraph to a text and think about four different aspects of it: what thoughts they have about what has been read; any questions raised; any predictions they may have; and anything they are reminded of from reading. This could be revisited periodically throughout reading, crossing off anything that is no longer relevant, answering any questions and adding further queries and eliminating/extending predictions.

Emotions Graph

Take an emotion a particular character may feel throughout reading - happiness, sadness, fear, anger, excitement, etc. Children are to plot, on a line graph, the level of this emotion throughout a text (on a scale from 0 to 10), labelling any particular changes and the reasons why this has occurred.

Thorn tree Phonics and Reading Comprehension Scheme of Work

Focussing on Intonation and Expression

Performance Poetry

Children to prepare performances for others, thinking about how their tone and expression conveys meaning alongside the actual words spoken. How does changing the way a line/verse is performed change the meaning?

Bulletins

Children to convey information to others, for example a newspaper report, explanation text or argument/discursive text. How does the way a sentence or word is spoken change the meaning of the information?

Director

Children to read a section in groups, with one member acting as 'director' and offering suggestions on how to read/perform certain parts of the text to portray characters accurately.

Focussing on Research

Jigsaws (Structure and organisation)

Provide children with a copy of the text/paragraph cut up into separate sections/sentences. How does changing the order of the information change the meaning or the effect on the reader? This is particularly useful for discursive and persuasive writing - is it better to lead with the strongest argument, or build up to it? Is it better to alternate arguments, or group similar arguments together? Why?

Note-taking

Using summarisation skills across a series of paragraphs within a text. What is the main idea? What are the recurring themes? What is the author's viewpoint throughout the text?

Antonyms

Focus upon a particular sentence within the text, allow children to explore how changing a single word to an antonym can change the impact of what is read.

Eg.

The poor woman was wrongly accused of the crime.

Antonyms - deceitful; deservedly

Thorn tree Phonics and Reading Comprehension Scheme of Work

Response - Deceitful makes it sound as though she deserved to be punished; deservedly means that you don't feel sorry for her.

Re-enactments

Children to re-enact the information provided within a non-fiction text, for example re-enacting instructions or an explanation text, re-enacting events provided within a recount/newspaper report, etc.

Matching/Ordering Activities

Can be created by either the teacher or the children, in which children must match paragraphs to their purpose or order key sections of information. Children could also be given the opportunity to experiment with changing the order and thinking about the effect this had on a reader.

In the Balance

Children to collect evidence for two differing sides of an argument/discussion: two opposing views. Is the evidence equal, or does one side outweigh the other?

Teaching Reading Checklist

Reading Aloud

- Do I read aloud to my class every day?
- Do I read a variety of texts?
- Do I focus on enjoyment whilst reading aloud?
- Do I choose texts that my class will understand? If not, do I fully prepare them for new concepts?
- Do I model positive reading behaviours?

Language

- Do I stimulate discussion to generate language?
- Do I ask open-ended questions?
- Do I extend students' vocabulary?
- Do I use texts for other reading purposes?

Shared Reading

- Does my class actively participate in reading?
- Can everybody see the text clearly?
- Do I keep the session focussed, lasting somewhere between 10 and 20 minutes long?
- Is the text appropriate for the lesson's aims and objectives?
- Do I involve my class in a meaningful follow-up activity?

Guided Reading

- Do I select a text appropriate to the students' instructional level?
- Do I select a text to teach a particular focus/objective?
- Do my questions help children practice the skill identified in the focus/objective?
- Do I allow the students to read the text independently?
- Do I allow time for students to reflect on their use of reading strategies?

Comprehension

- Do I teach as well as test?
- Do I model how to approach comprehension questions?
- Do I demonstrate key comprehension strategies, such as skimming and scanning?
- Do I model how to compose an answer, both orally and in writing?
- Do I demonstrate how to use evidence from the text to justify an answer?

Thorntree Phonics and Reading Comprehension Scheme of Work

Discussion

- ❑ Do I act as facilitator of the discussion, not the director?
- ❑ Do I introduce the essential processes so all children can be involved effectively?
- ❑ Do I allow the children to select the text under focus?
- ❑ Do I provide time for the children to reflect on their participation in the discussion?
- ❑ Do I allow the children sufficient time to complete the text?

Independent Reading

- ❑ Do I set aside a daily uninterrupted period of time for independent reading?
- ❑ Do I encourage all children to read independently?
- ❑ Do I allow children to choose their own reading materials?
- ❑ Do I read at the same time? If not, do I use the time to observe and gather information about my class?
- ❑ Do I introduce the essential processes needed for effective independent reading?



Reading and Phonics Schemes used in Key Stage 1

Read, Write, Inc.

OUP Oxford Reading Tree Series

OUP Oxford Reading Tree: Songbirds

OUP Oxford Reading Tree: Fireflies

OUP Oxford Reading Tree: Snapdragons

OUP Project X

Nelson Thorne Sound Start

Pearson Pelican

Pearson Bug Club