

## Townhill Junior School

### Reading Guidance



#### Fluency Practice

Fluency practice is effectively **repeated oral reading** with children reading in partners after modelling and discussion of vocabulary with a teacher (2-3 times).

During this lesson, you should aim to complete the cycle twice:

- Model the reading of a short text (approximately 1 minute in length) and discuss unfamiliar vocabulary briefly (show pictures to illustrate meaning if this would make meaning clear more quickly). If efficient, the children can text mark as you model. If not, a pre marked text could be provided.
- Read the text again to the children, with them echoing the text back to you using the terms Listen... Go...
- Children read the text to each other (one guides with the ruler whilst the other reads and roles are reversed). They ought to achieve 3 reads each within the time. If there is a word that children persistently cannot decode, encourage them to record it on a whiteboard for discussion at the end.
- Children 'perform' the text (all chorally or individuals)
- Repeat the cycle with a second extract (this can follow on from the first)

The lesson involves **some** discussion of meaning and questioning at the end of the session, but the focus is developing fluency. You can use any strategies from the developing fluency handout in this session including text marking.

#### Planning of fluency involves:

- 1) Selecting an appropriate text (Long enough to not allow for memorisation, general rule of thumb 10% of words children would not be able to decode with automaticity) Consider whether a marked copy should be made available.
- 2) Identify new concepts/vocabulary in the text which may need explanation
- 3) Prepare potential questions to ask at the end focusing on establishing meaning rather than analysing text.
- 4) Consider how to support children who may struggle to read the text at all; they may be supported by a stronger peer or another adult; they may benefit from pre-exposure.

#### Extended Reading

Extended reading involves prolonged engagement with a longer text/extract and thus focuses on the development of fluency, word, background and text knowledge through exposure to text. As children become increasingly fluent (towards UKS2), more of the reading can be done in silence ensuring the **reader is accountable** throughout. The caveat here is that silent reading is proven to have no value unless children are fluent. Discussion of the text and questioning happens as the text is progressing *\*not\** purely afterwards, but the **key thing is children engaging with lots of text**.

During the lesson, the timings should be two-thirds reading and one-third discussion approximately. Ensure that reading routines are established. Every child should track the text with their reading finger and if in pairs, they should take turns to track. When changing reader use: **thank you, pick up** ... Make sure the language you use is repetitive to avoid slow changes and pick ups. Use **'finger freeze, eyes on me'** to stop

and discuss text to enable a smooth pick up. From time to time ensure everyone is tracking by picking a word to say on cue. The reader changes their tone as if they are asking a question with the chosen word the target e.g. The boy saw the? Dog (choral response). Not every child has to read every lesson as long as they are all tracking. If children are unable to track consider an intervention during this time.

#### Planning of Extended reading involves:

- 1) Select an appropriate text.
- 2) Identify new concepts/vocabulary and prepare explanation where necessary.
- 3) Identify key stopping points where children will clarify, summarise or explore meaning.
- 4) Mark the text with who will be expected to read what section or simply identifying sections for higher, middle and lower readers.
- 5) Remember that children shouldn't read more than 4/5 sentences before you switch reader, taking a turn yourself regularly to model expected prosody.
- 6) Plan the reflection questions that will be asked at the end point, considering whether the children will respond to these independently, after partner discussion or in writing (there is no need for children to spend lots of time writing in a reading session). Consider 'what will I need to ask to find out if children know ...?' Mark on the medium term plan that an objective has been covered through this process.

#### Close Reading

Close reading is the traditional 'close' look at text, analysing meaning of a shorter paragraph, often around a theme (such as use of metaphor, punctuation, description, etc) encouraging children to be 'active readers', considering the effect of language and structure, and the intent of the author. These could be something you picked up from the previous day, which needs to be looked at closer with a focus on the learning objectives from the medium term plan. The time balance in this session should be one-third reading and two-thirds discussion guided by the teacher as the text is picked apart. In this session meaning should be established and analysis of text should happen. The goal of the session is rich and valuable discussion.

*Close reading is the methodical breaking down of the language and structure of complex passage to establish and analyse meaning. This requires layered reading (more than once) and asking text dependent questions and should end where possible with mastery expressed through written response. Lemov*

#### Planning a close reading session:

- 1) Select an appropriate text (about 5-10 minutes reading time). Teacher will read this aloud.
- 2) Identify new concepts/vocabulary and prepare explanation where necessary.
- 3) Identify key stopping points where children will clarify, summarise or explore meaning line by line.
- 4) Plan the questions that will be asked at these points; think about word, sentence and text level questions, considering how to further the discussion based on predicted answers also whether the children will respond to these independently, after partner discussion or in writing (there is no need for children to spend lots of time writing in a reading session – consider asking children to write a quick written response to a question before unpicking this in discussion and then coming back to edit their response). Children will and should use purple pen to reflect on discussion and change/edit their responses. Mark on the medium term plan that an objective has been covered through this process.

- 5) Consider what aspects of a text will be focussed upon during different reads of the text. (e.g. first read establishes meaning; second read focusses on the author's use of rhetorical questions; etc.)

### **Application**

Application is responding to text studied that week independently or in a guided group. Children will be given an opportunity to show the depth of their understanding and to respond to questions about the text (some of which reflect the style of question children will experience in testing).

### **Planning**

- 1) Select an appropriate extract of text (ideally one studied earlier in the week).
- 2) Consider whether modelling is needed of how to answer a specific question type based on an objective from the MTP (think back to discussion arising from text that week).
- 3) Plan questions/tasks which will enable the children to show an independent response to the text. Consider exposing the children to question types they may encounter in assessments but ensure that these responses are not always in a question/answer format.