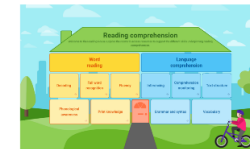


Granby Junior School - Reading on a Page

Word Reading • Fluency • Vocabulary • Language Comprehension • Reading Comprehension • Reading for Pleasure



This document should be read alongside the Granby Junior School Reading and Early Reading Policy and summarises the school's agreed approach to the teaching of reading.



Whole-class reading follows a sequenced eight-step model that develops pupils' fluency, vocabulary, comprehension, disciplinary knowledge and reading for pleasure.

1. EITHER A: **Experience session – Introduction session:** Teachers will introduce the text and draw attention to any features that are particular to that text or genre; activities will be chosen to support understanding of the content/theme of the text and develop interest in order to engage all pupils. This session is provided when starting a new book.
OR B: **Modelling Session - Teacher Reading:** Teachers will model reading the text interspersed with discussions and explanations. The teacher will often be explaining new words, language patterns and ideas, pausing to: think out loud about which character the pronoun 'he' refers to in a sentence OR think out loud about the content of the text for example commenting on an unexpected plot twist' OR introduce new vocabulary by briefly explaining a keyword OR share a key piece of knowledge for example briefly explain the historical context to an event OR connect the story to pupil's own experience OR show how to decode the unfamiliar word and then explain its meaning OR comment on and consider the impact of specific words or phrases OR model how skilled reader fills in the gaps as they read OR ask pupils to discuss things. Pupils will be cued into listening and responding to the text and/or discussion questions.
2. **Summary session – Teacher reading:** Pupils are encouraged to listen and visualise as the teacher models reading the text. Pupils will be given opportunities for repeated reading through choral, echo, whisper and partner reading. Pupils are encouraged to collaborate and discuss the text that they have heard in order to summarise the main content, theme and mood of the text. A whole class summary is created collaboratively.
3. **Investigation session – Teacher reading:** Teachers identify the golden thread within the text which may be the character or setting and then challenge pupils to make links between this and what else is known as well as delving deeper to identify what is not yet known or what the reader might like to find out. Opportunities for further repeated reading will be included. A class mind map and question web are created as ideas are recorded.
4. **Fluency and Comprehension session – Teacher/Pupil reading:** Teachers will model fluency with pupils engaging in opportunities to read the text with accuracy, automaticity and prosody. This will lead to the teacher modelling making sense of a text, working out the meaning of an unfamiliar word or incorporating a new idea into existing background knowledge. Building on all the knowledge from the previous sessions, pupils develop the strategy taught to respond to text specific questions that promote elaboration and flexible thinking. Individual responses are recorded in pupil's English books.
5. **Fluency - Teacher/Pupil reading:** The class teacher will model reading the text fluently before engaging pupils in doing the same through whole class echo, choral, closed and/or paired partner reading. Emphasis is given to reading with accuracy (reading words correctly), automaticity (reading words at an appropriate speed without great effort) and prosody (appropriate stress and intonation).
6. **Book Talk 1 – Pupil Reading:** An oral session which is sharply focused on reading for meaning, listening to friends read and talking about books. Teachers will support pupils to decode fluently, to ensure they can read the majority of words at a glance. During these sessions pupils could be reading in pairs or reading to themselves and the teacher will direct them in these different organisational ways. Focussing on a reading lens, pupil respond to the ideas raised by expressing their own thoughts which are backed up by examples from the text that they have read.
7. **Fluency - Teacher/Pupil reading:** As above
8. **Book Talk 2 – Pupil Reading:** As above.

Vocabulary will be taught throughout reading sessions to highlight both word meaning and word fluency with the focus to understand and use vocabulary accurately and in context. New, interesting, topic-related and developmental vocabulary that is essential to understanding will be identified, explained, defined and discussed in relation to its appearance in the studied text. Teachers will demonstrate how to decode words and may draw on word morphology and etymology where possible to support explaining its meaning in the context of the passage, in pupil friendly language rather than from a dictionary, without asking pupils to guess.

Teachers use ongoing formative assessment throughout every reading lesson to identify strengths and barriers, inform adaptive teaching and determine appropriate next steps.

Teacher Modelling and Explanations

When Teachers are reading this will show what skilled readers do to create a mental model.

The focus is on building understanding and enjoyment, so the teacher will read the text aloud, without pupils following the text. This allows pupils to listen, concentrate and think, as well as to hear a model of fluent reading.

Reading lessons provide an opportunity to make explicit to pupils how a skilled reader makes sense of a text, works out the meaning of an unfamiliar word or incorporates a new idea into existing background knowledge. The teacher should occasionally stop to think out loud, commenting as they read to:

- Model how ideas in the text and ideas from pupils' background knowledge are combined to make meaning
- Show how to decode the unfamiliar word and then explain its meaning
- Comment on and consider the impact of specific words or phrases
- Model how skilled reader fills in the gaps as they read

Teachers should take care not to spoil the flow by stopping too often and should make comments depending on the focus of what they want to draw pupils' attention to.

Pupil Reading

Teachers should plan for pupils to read individually or in pairs

- Partner or paired reading can be effective as everyone is involved with pupils taking turns reading aloud a sentence, paragraph, page or whole text to one another
- For pupils to read at the same level they might share a text or more fluent readers might read to those who are less fluent
- The pupil who is listening should offer feedback on their partners reading OR concentrate on the meaning of the text

Additional Reading Opportunities

- Lexia – Individualised reading intervention for both low and high level readers
- Reading Plus – individualised reading intervention to support fluency and speed of reading whilst maintaining accuracy of comprehension.
- Accelerated Reader – Pupils access appropriate level texts and complete comprehension quizzes to maintain levels of understanding.
- Free Reading Choice – pupils are encouraged to choose a reading for pleasure text which they can read alongside their learning text.
- Class Reader – Teachers read to pupils daily from a reading for pleasure text which has been chosen through discussion with the pupils.
- Book Club assemblies – Pupils are introduced to a wide variety of texts covering a plethora of topics.

Adaptive Teaching

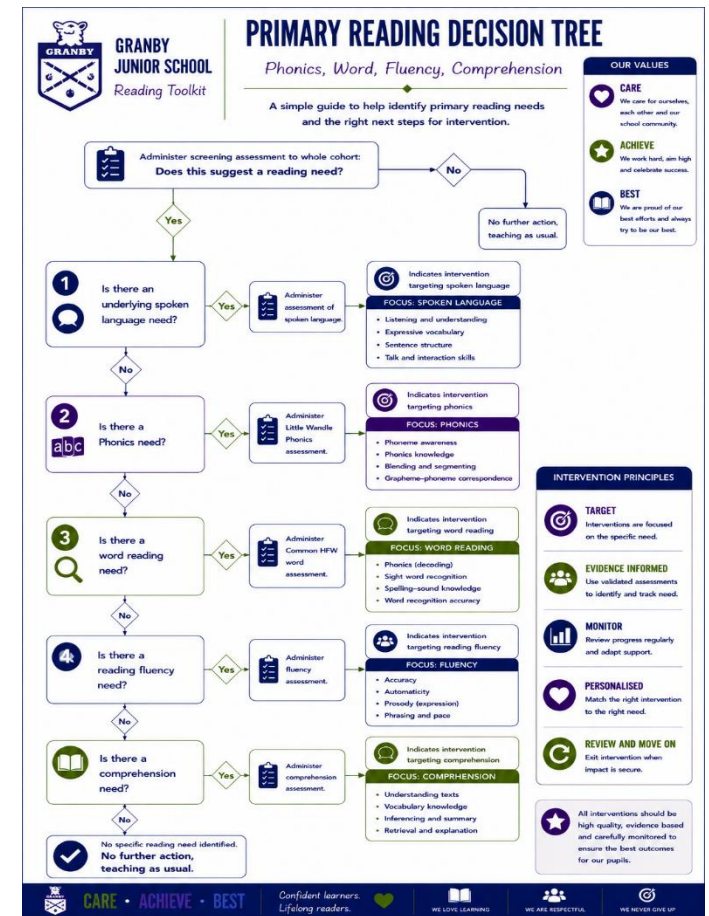
Scaffold without lowering expectations.
Pre-teach vocabulary where appropriate.
Use explicit modelling.
Provide visual supports.
Ensure all pupils access ambitious texts.
Use reasonable adjustments where required.

Reading Across the Curriculum

Teachers explicitly teach disciplinary reading in all subjects.
Pupils learn to read maps, diagrams, scientific explanations, historical sources and subject-specific texts.

Reading for Pleasure

Daily teacher read aloud
Book recommendations
Library use
Reading celebrations



Every teacher is a teacher of reading. Through high-quality first teaching, adaptive practice, evidence-informed assessment and carefully matched intervention, every pupil is supported to become a fluent, confident and enthusiastic reader.