


Being a Reader Lessons – Procedural Document

EYFS and KS1

In EYFS, KS1 and at the start of Year 3, we teach reading skills through a guided reading, carousel structure. These lessons are separate from learners' daily phonics lessons. The lessons use phonetically decodable texts aligned with the current phase the class is learning in their phonics lessons. These lessons are delivered in the following way:

- Classes are split into four attainment groups.
- The four groups complete four different activities across the week. The four activities are:
 - Teacher led guided reading.
 - LSA led group focussing on fluency using the same book as the teacher led group.
 - Listening to carefully selected stories on the iPad.
 - Rainbow writing of key words in that week's text.
- Teacher led guided reading planning follows Unlocking Letters and Sounds planning. Example:

 Is It Hot? Lesson Plan for Guided Reading Phase 3	
Book talk A short introduction to the book, which might include: <ul style="list-style-type: none"> • Read the title • What or who can you see on the cover of the book? • What do you think the book might be about? 	What do you think the book is about? What is hot on the front cover? Can you think of other things that can be hot?
Phonics focus <ul style="list-style-type: none"> • Revisit and review some of the phonemes that the children will encounter in the text 	j, w, x y, qu
Blending focus <ul style="list-style-type: none"> • Ask the children to blend and read some of the words that they will encounter in the book • Practise blending polysyllabic words, first 'chunking' them and then reading them quickly 	yes jet max wet metal jack/et li/quid Yas/min
Vocabulary <ul style="list-style-type: none"> • Discuss the meanings of any words in the text that the children might be unfamiliar with 	max – in this book, 'max' is short for maximum, which means the most you can have of something liquid – something that is runny, flows easily and can be poured. It is not a solid or a gas
Common exception words <ul style="list-style-type: none"> • Quick recall of common exception words 	he, she, be
Independent reading The children are to turn their chairs back-to-back and read aloud to themselves. The teacher is to go around and listen to each child, providing them with support and feedback as appropriate.	
Reading fluency Modelling expression and fluency: on pages 8 and 12, the teacher should model and the children practise saying these sentences with expression in response to the question and exclamation mark.	
Comprehension <ul style="list-style-type: none"> • How did Yasmin's metal pan get hot? • Why did Jen's water not get hot, even when she put the tap on max? • Why were the socks hot? 	

- The weekly carousel timetable can be seen below:

Evergreen Guided Reading Plan:

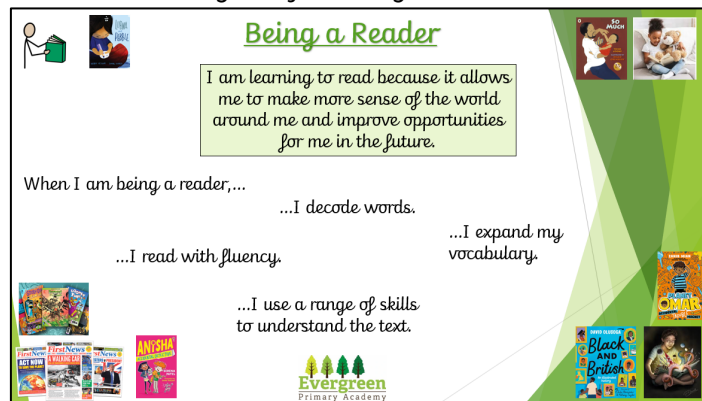
Group	Monday	Tuesday	Wednesday	Thursday	Friday
Teacher led Guided reading (See UL&S plans) No written output from pupils. See adult notes.					<ul style="list-style-type: none"> • Spelling test of 5 decodable words • CEW slides
LSA led story telling / retelling with drama No written output from pupils. See adult notes.					<ul style="list-style-type: none"> • Spelling test of 5 decodable words • CEW slides
Ipod story Picture / story map afterwards Maps and pictures on paper. These can be sent home daily. Please keep 1 map / picture per child per term for evidence. These can be dated and kept in Guided Reading folders.					<ul style="list-style-type: none"> • Spelling test of 5 decodable words • CEW slides
Rainbow writing in vocab books (Keywords from current book) Rainbow writing to be completed in Vocabulary books.					<ul style="list-style-type: none"> • Spelling test of 5 decodable words • CEW slides

- Teachers record the progress of learners' reading skills in their guided group using a 'Guided Reading Record' sheet.

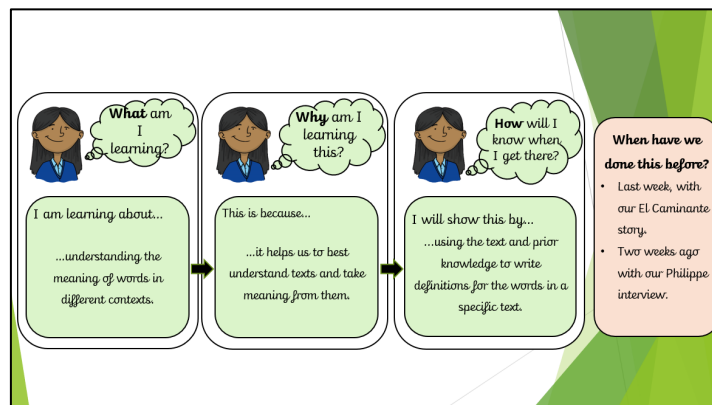
KS2

In KS2, we teach reading skills through Whole Class Reading (WCR). We use the Cabot Learning Federation I am a Reader Curriculum to support our planning. Reading lessons in KS2 are delivered in the following way:

- Each WCR session begins with a DERIC.
- A DERIC is a set of questions on to a short text which is linked the current stimulus for writing. This supports the developing and embedding of key vocabulary across the curriculum. Each question relates to a different reading skill:
 - Decode
 - Explain
 - Retrieve
 - Interpret
 - Choice (Author, Illustrator, Poet, Artist...)
- At the end of the DERIC session, the teacher discusses the answers and the children self-mark their work using purple pen. If a child has an incorrect answer or did not give an answer to that question, they record an answer in a full sentence using a purple pen.
- Following the DERIC, teachers briefly explain why reading is a fundamental skill and identify different skills we use as readers using the following slide:



- Teachers then contextualise the learning by explaining the what, why and how of the lesson and when learners may have carried out similar learning. A slide with a structure like below will be used:



- Following the contextualising of learning, a high-quality, age-appropriate text is read by the teacher and pupils. This gives teachers the opportunity to model good reading practices and to hear children read aloud. Teachers will focus on choosing lowest 20% readers, PP learners and any other learners who are not reading regularly at home or with an adult in school.
- When read the text, teachers will follow one of the following four whole class reading strategies to improve fluency:
 - Ping Reading – learners take it in turns to read with the rest of the class following.

- Echo Reading – learners reread aloud a sentence or two that the teacher the teacher has read, mimicking the teacher's intonation and reading speed.
- Peer Reading – one learner reading, the other tracing the read text; learners swap roles.
- Pre-Reading – learners silently read the text and select unfamiliar and challenging vocab.
- A specific reading skill is then taught to support the pupils' ever-growing reading development. Lesson objectives based on PiXL areas?? FVA tell teachers to teach one of PiXL areas – very prescriptive (these don't include fluency or other areas in CLF curriculum)
- Teachers follow the I Do, We Do, You Do pedagogy.
- Learners then complete differentiated learning.
- Teachers plan using the EPA Responsive Planning format for being a reader:

EPA Responsive Planning Term XX - READING

Text / Unit: XXXXX

SEND Learners: XXXXXX.

KM Learners: XXXXXXXXXX

[CLF Reading Grid – Skills Progression](#)

W b XXXXX

The Many Strands that are Woven into Skilled Reading
(Scarborough 2001)

Lesson	Learning	Description of Learning	SEND	KM
Mon				
Tues				
Wed				
Thurs				
Fri				