



Branton St. Wilfrid's CE Primary School
The Reading Cycle Y2-6

Consider length of the text to ensure it isn't too long for the session.
Consider support for bottom 20% and challenge for more able.

Session 1:

1 – Vocabulary (pre-teach)		<p>1. Discuss purpose and layout 2. Quick exploration of a limited number of challenging vocabulary that pupils will encounter in the text 3. Teacher explicitly gives these definitions rather than asking the children what they think that these words mean, showing pictures to aid understanding.</p> <p>When selecting words, make sure they are tier 2 or tier 3 words or words where modelling the root/prefix/suffix/decoding will aid the pupils' understanding and teach them how to approach unfamiliar words</p>
Year 3 and 4	2 - 4 words per lesson	
Year 5 and 6	4 – 6 words per lesson	
5 minutes		
2 – Text Marking 5 minutes		<p>1. Teacher models active reading. Children to;</p> <ul style="list-style-type: none"> -circle the words that the teacher emphasises -forward slash (/) where the teacher pauses -two forward slash (//) where the teacher stops <p>Discuss the above.</p>
3 – Word Reading (Decoding, full word recognition and fluency) 10 minutes		<p>1. Teacher to read the text. 2. Jump In - teachers read the whole text, children follow with finger and "jump in" when teacher pauses children say the following word (not sentence). <u>This should be pacey.</u></p>

<p>4 – Comprehension monitoring Quick retrieval</p> <p>15 minutes</p>	<p><u>Quick retrieval</u></p> <ol style="list-style-type: none"> 1. Show the children 4 quick retrieval questions using: Who, where, what, when, how, why question stems. 2. Model finding the answer to the first question and highlight/underline the answer in the text, then answer in a full sentence. 3. Pupils follow the same procedure to find the answer to the remaining questions (adults support as needed, particularly bottom 20%) 4. Come back together and unpick answers.

Session 2:

<p>1 – Vocabulary (pre-teach)</p>		<ol style="list-style-type: none"> 1. Quick exploration of a select number of other of challenging vocabulary that pupils will encounter in the text 2. Teacher explicitly gives these definitions rather than asking the children what they think that these words mean, showing pictures to aid understanding. <p>When selecting words, make sure they are tier 2 or tier 3 words or words where modelling the root/prefix/suffix/decoding will aid the pupils' understanding and teach</p>
<p>Year 3 and 4</p>	<p>2 - 4 words per lesson</p>	
<p>Year 5 and 6</p>	<p>4 – 6 words per lesson</p>	
<p>5 minutes</p>		

	them how to approach unfamiliar words
<p>2 – Word Reading (Decoding, full word recognition and fluency)</p> <p>10 minutes</p>	<p><u>Fluency practice/Active reading</u></p> <p>1. Discuss with class why particular words are stressed/said in particular way.</p> <p>2. Emphasise that the way you read something helps with how much you understand it.</p> <p>3. Then pupils will be given time and opportunity to practice reading through a variety of:</p> <ul style="list-style-type: none"> -echo reading (MTYT) -repeated reading (reading same text again until fluency improves) -choral reading (group or class reading together) -paired reading (children supporting each other to read)
<p>3- Language comprehension (VIPERS)</p> <p>15 minutes</p>	<p><u>Paired talk/paired write:</u></p> <ol style="list-style-type: none"> 1. This lesson will take the format of I do, we do, you do approach. Teachers will select a reading skill/reading skills (different to vocabulary and retrieval) based upon gaps in learning/misconceptions. 2. During the “I do” section, teachers will verbally model constructing their answers as well as referring the text. This may involve teachers highlighting/making notes on the text to support them with their construction of answers. Teachers will also model reading techniques e.g. scanning.

	<ol style="list-style-type: none"> 3. During the “we do” section, pupils will verbally consider the answer in pairs, giving them a modelled sentence opener for how to answer the question. Encourage them to find evidence in the text to support their answers. 4. During the “you do” section, children will independently construct their answers. 5. Come back together and discuss children’s responses as a class – children self-mark.
--	---

Session 3:

<p style="text-align: center;">1– Word Reading (Decoding, full word recognition and fluency)</p> <p style="text-align: center;">10 minutes</p>	<p>1. Children practice reading the text quietly or aloud independently.</p>
<p style="text-align: center;">2 – Vocabulary Language comprehension</p> <p style="text-align: center;">5 minutes</p>	<p>1. Children to explore vocabulary strategies for a given word:</p> <ul style="list-style-type: none"> - Contextual clues - Word Class - Root word- Prefixes/Suffixes - Prior knowledge - Synonyms and antonyms - Word families <p>This can be presented as a ‘word shed’, as seen in other curricular lessons.</p>
<p style="text-align: center;">3- Language comprehension (VIPERS)</p>	<p><u>Paired talk/paired write:</u></p>

15 minutes

1. This lesson will take the format of I do, we do, you do approach. Teachers will select a reading skill/reading skills (different to vocabulary and retrieval) based upon gaps in learning/misconceptions.
2. During the “I do” section, teachers will verbally model constructing their answers as well as referring the text. This may involve teachers highlighting/making notes on the text to support them with their construction of answers. Teachers will also model reading techniques e.g. scanning.
3. During the “we do” section, pupils will verbally consider the answer in pairs, giving them a modelled sentence opener for how to answer the question. Encourage them to find evidence in the text to support their answers.
4. During the “you do” section, children will independently construct their answers.
5. Come back together and discuss children’s responses as a class – children self-mark.

Session 4:

**1 – Word Reading
(Decoding, full word
recognition and fluency)**

1. Children practice reading the text quietly or aloud independently.

<p style="text-align: center;">5 minutes</p>	
<p>2 – Language comprehension (VIPERS)</p> <p style="text-align: center;">Going Deeper</p> <p style="text-align: center;">15 minutes</p>	<p>1. Independent completion of comprehension questions covering a range of VIPERS.</p>
<p>3 – Self-marking</p> <p style="text-align: center;">10 minutes</p>	<p>1. Come back together and show the class modelled answers. Unpick and discuss allowing pupils to edit theirs in light of the modelled answers and discussions.</p>