

## Randwick Church of England Primary Reading Sequence

### Universal Approach

- 20 -30 mins
- Priority strategy: book talk
- Explicit teaching of fluency for accuracy, automaticity and prosody
- Decoding using phonics-first approach to target greater accuracy
- Mixed ability paying regularly attention to when changes are required
- All children to have copy of the extract (stuck in to books)
- SATS preparation taught separately from Term 4 onwards, and to focus on organisational skills such as handling the paper, timings, point structure

### Targeted Approach

- Pre-teaching of vocabulary
- Daily one to one reading
- Scaffolds (verbal, written and oral) to support decoding
- Enlarged texts or use of technology to enhance access
- One to one SATS support targeting: social and emotional learning

### High Quality Texts

All selected texts and extracts need to link to learning across the curriculum

### Weekly diet

- Three days of fiction (one extract)
- Two days of non-fiction (one extract)
- Poetry taught at least once either instead of fiction or non-fiction in each term

### Age-appropriate

Ensure all extracts are age-appropriate. Select text towards the top end of ability range in your class.

### Wider Reading

Children will also be reading other texts

1. Linked to the curriculum
2. Home reading book – levelled
3. Reading for pleasure choices – See reading passport
4. Library Books
5. Class recommendations

## Randwick Church of England Primary Teaching Sequence

### LESSON DESIGN

### VIPERS TAGS

#### MONDAY – Fiction Extract

#### Engage – Discussion about the author of the book

#### I DO

Explicit fluency instruction: teacher reads aloud to the children, then with the children. Children use own copies to track words and text mark.

Teacher reads aloud three times. Teacher to model text marking to support the reading with each attempt.

1. To get a sense of the meaning and vocabulary – then teach up to three words
2. For accuracy – focus on decoding skills and pronunciation
3. For Prosody (expression)

#### WE DO

Children choral read: children reading aloud together focusing on accuracy and prosody

Children echo read: class split into two groups. They take it in turns to read to each other, then review accuracy, automaticity and prosody

Paired reading – children to read text in partners (Paragraph per child)

Retrieval – ask up to 3 retrieval questions with oral responses or through the use of plickers

#### WE DO/YOU DO

Children orally summarise content and key learning

Vocabulary  
Retrieval  
Summarising

**TUESDAY – Same Fiction Extract**

**ENGAGE**

Retrieval quiz: target summary of the text and/or vocabulary

**I DO**

Teacher to model reading aloud for fluency using think alouds and text marking to remind children of decoding and prosody

Or children to choral read depending on familiarity with the extract

**WE DO**

Share an inference question related to the text. Model a discussion around the question. Paired reading and text marking: to answer the given question.

**Inference:**

I DO: model an inference question using text marking to gather evidence

WE DO: children complete an inference question together

YOU DO: paired inference questions/summarising/ explaining/vocabulary or responding to the text through writing e.g. mind-maps, lists, descriptions, letters

Retrieval  
Vocabulary  
Inference

**WEDNESDAY - Close read**

**ENGAGE**

Retrieval quiz: target knowledge 'gleaned' from inference questions and discussion. If doing a revisited extract, use engage to skim over text and 'remember' the gist and any key moments.

**I DO**

Set an explanation question. Read the text aloud and model collecting information for the question.

**WE DO**

Children to read in pairs to answer the question.

Encourage discussion, text marking and further responses.

**YOU DO**

- Written presentation – character analysis/mind-map/explanation question

Retrieval  
Explaining

**Thursday - Non Fiction Extract**

**Engage – Discussion about the title of the book and where is the link to our study?**

**I DO**

Explicit fluency instruction: teacher reads aloud to the children, then with the children. Children use own copies to track words and text mark.

Teacher reads aloud three times. Teacher to model text marking to support the reading with each attempt.

1. To get a sense of the meaning and vocabulary – then teach up to three words
2. For accuracy – focus on decoding skills and pronunciation
3. For Prosody (expression)

**WE DO**

Children choral read: children reading aloud together focusing on accuracy and prosody

Children echo read: class split into two groups. They take it in turns to read to each other, then review accuracy, automaticity and prosody

Paired reading – children to read text in partners (Paragraph per child)

Retrieval – ask up to 3 retrieval questions with oral responses or through the use of pickers

**WE DO/YOU DO**

Children orally summarise content and key learning

Vocabulary  
Summarising

**Friday – Same Non Fiction Extract**

**ENGAGE**

Retrieval quiz: target summary of the text and/or vocabulary

**I DO**

Teacher to model reading aloud for fluency using think aloud and text marking to remind children of decoding and prosody

Or children to choral read depending on familiarity with the extract

**WE DO**

Share an inference question related to the text (author motives). Model a discussion around the question. Paired reading and text marking: to answer the given question.

**Inference:**

I DO: model a relevant inference/explanation/ retrieval question using text marking to gather evidence

WE DO: children complete an inference question together

YOU DO: paired inference/summarising/ explaining question

Respond using a variety of strategies e.g. mind-maps, lists, descriptions, letters (select the most appropriate question for the text type).

Retrieval  
Vocabulary  
Summarising  
Inference  
Explaining  
Prediction