


Reading lesson structure using the same text every day and a different text each week.				
Day	Focus	Reading	Teaching	Example
Monday	Fluency/ text marking (30 minutes)	Teacher model/ paired reading/ perform together. See Reading Strategy for detailed guidance on echo and paired reading here.	<ol style="list-style-type: none"> 1. Think – today’s text is about going to the beach. Can you think of a time that you went to the beach? 2. Model – model expressive reading with echo reading – see Reading Strategy for detailed guidance. Using the visualiser text mark, the text. Outside thinking during this time – why have I placed this mark //? Which word did I stress? If I stress this word, how does that change the meaning? <ol style="list-style-type: none"> a. // = long pause (end of sentence, full stops, exclamation marks, question marks) b. / = short pause (commas, phrase gap) c. _____ = underline words for emphasis d.  = scoop a phrase – noun phrase/ adverbial phrase 3. Paired reading (see Reading Strategy for detailed guidance) – mixed ability pupils take turns to read the text aloud, 3 times to a partner. 4. Check in and provide feedback – teacher circulates, checks for common misunderstandings/ supports with reading. 5. Teach – any words that chn struggled with. <p>Perform Together – read aloud the text as a class.</p>	<p>Texts should support the children to secure the reading skills and stamina required to independently read age-related texts by the end of the year.</p> <p>Ensure there a good sprinkling of tier 2 words</p> <p>Avoid extracts with too much dialogue</p> <p>300-500 words for KS1 500-700 words for KS2</p> <p>Texts must be engaging: complete short narratives work well. If the text isn’t good enough, the children won’t be enticed to re-read it</p>
Tuesday	Vocabulary(15 minutes)	Echo reading / Paired reading. See Reading Strategy for detailed guidance on echo and paired reading.	<ol style="list-style-type: none"> 1. Teacher to pick words/ phrases that chn might struggle with. These might be words that they know how to read but there might be some confusion around the meaning, or they have more than one meaning which needs clarifying. 2. Skim and scan to find these in the text one a time. 3. Give the chn time to read around the word – read the sentence(s) before and after the word to see if there are any clues to help them work out the meaning. <p>Teach/ discuss these words coming up with synonyms if needed. Add the synonym into the text and ask them if that makes sense.</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1) ... not because we’re scared, but because we’re courageous. 2) ... was full of some of the world’s most fearsome felons.. 3) ... corrupt politicians, ghastly gangsters, and vile villains. 4) ... creeping around the door. 5) ... an assassin called The Black Widow chipped in... 6) I have a selection of light nibbles and some squash... 7) ‘What . . .?’ Mr X said peering into the box. <p>Write each word written in bold in your book and explain what it means.</p>

Wednesday	Retrieval	Choral Reading / Paired reading See Reading Strategy for detailed guidance on choral and paired reading.	<ol style="list-style-type: none"> Answers that can be picked out from the text without needing to use inference. Read the question and identify what they key word in that question. Skim and scan to find that word within the text. Read the sentence (s) before and after and pull out the answer.	<u>Retrieval</u> <ol style="list-style-type: none"> What day is it today? Why do the group steal? What colour button does he need to press? What flavour pizza did The Black Widow ask for? What was The Black Widow's real name? What did Ivan The Even Worse think was insane? What were the group planning on throwing the world into? EXT: Write your own retrieval question.
Thursday	Inference	Choral reading/ read parts out as pairs/ individuals. See Reading Strategy for detailed guidance on choral reading	<ol style="list-style-type: none"> Link this to the vocabulary that you picked on Tuesday. Allow them to read between the lines i.e. the sun is shining so I put on my shorts shows that the weather is hot even though it doesn't directly say this. Through discussion and looking at the vocabulary ask the chn to infer. The idea might be supported further along on in the text.	<u>Infer</u> <p style="text-align: center;">Knowing not stilled around the room, which was full of some of the world's most famous films.</p> <p style="text-align: center;">★</p> <p style="text-align: center;">corrupt politicians, greedy gangsters, and vile villains. We are finally ready," said Mr X, sitting at the end of the very long table, "all I need to do is press this red button and . . ."</p> <ol style="list-style-type: none"> Was the room filled with 'good guys' or 'bad guys'? How do you know? Do you think the author has used alliteration effectively? Can you think of a word beginning with 'p' that would complete the alliterative description set? Read on from this extract <ol style="list-style-type: none"> What actions from Mr X show that he is confused? What does Ivan The Even Worse think of The Black Widows pizza topping? Do you think his reaction is over the top?
Friday	Explain - APE	Independent reading/ give time to read certain parts	<ol style="list-style-type: none"> Answer it, Prove it, Explain it. Teacher to model the answer using a sentence start. The author has written this because, this shows me, this tells me. Encourage them to use a piece of the text to support their answer. Questions will not necessarily need all three (answer, prove, explain) every time.	<u>Explain and Summarise</u> Read the page starting 'I like it,' the Black Widow said. <ol style="list-style-type: none"> Why do you think Mr X is so angry? What is strange about the snacks that Mr X has prepared? What is one first clue that the pizza delivery boy might be more than just a pizza delivery boy? What do you think is about to happen in this story? Explain your answer using what we have read. Summarise what you have read in 10 words or less.