



The Friars Primary School

Whole Class Guided Reading Plan of Implementation

Whole class guided read

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rumpelstiltskin (Fiction) Anansi (Fiction) Over the Hills and Far Away (Poetry) Edwardo the Horriblest Boy in the World (Fiction) Burglar Bill (Fiction)	The Day the Crayons Quit (Fiction) Greatest Animal Stories (Fiction) Flat Stanley (Fiction) A Light in the Attic (Poetry) The Owl Who Was Afraid of the Dark (Fiction) George's Marvellous Medicine (Fiction)	Alice in Wonderland (Fiction) The Iron Man (Fiction) The Puffin Keeper (Fiction) Greek Myths (Fiction) Fairytale Princess Tales (Fiction) I am Poetato (Poetry)	Antigone (Fiction) Legend of Podkin One Ear (Fiction) Pinocchio (Fiction) The Little Prince (Fiction) The Lion, the Witch and the Wardrobe (Fiction) Fairy Tales (Fiction) Quick Let's Get Out of Here (Poetry)	Book of Mythical Creatures and Monsters (Non Fiction) Odd and the Frost Giants (Fiction) Beowulf (Fiction) The Nowhere Emporium (Fiction) The Lady of Shalott (Poetry)	Classic Poetry (Poetry) Tom's Midnight Garden (Fiction) The Highwayman (Poetry) The Silver Sword (Fiction) A Monster Calls (Fiction) War Horse (Fiction)

Weekly reading structure:

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 3/4</u>	<u>Day 4/5</u>
Class Novel Day -Solely on reading (no written questions) -Focus questioning on retrieval, inference and vocabulary -Verbal Inference Question of the Day	<ul style="list-style-type: none"> • Focus on one extract over the two/three days. <ul style="list-style-type: none"> • Multiple extracts may be used if smaller. • Can read extract over a number of days. <ul style="list-style-type: none"> • Use vocab check at the start. <ul style="list-style-type: none"> • Quick Quiz • Partner Talk • Solo Work – Own choice of VIPER to focus on. 			Class Novel Day -Only a smaller section of reading to be done. -Inference Question of the Day -Quick Quiz -Partner Talk -Solo Work – Own choice of VIPER to focus on

Class novel

It is imperative that children ideally having one copy each or 1:2 pupils. This The texts are arranged so that they are challenging, and pupils would not be able to read them cover to cover independently. During these reading times There is a variety of reading strategies used to encourage fluency and reading confidence. These include; **echo reading, choral reading and drop-in reading. It is expected that the class teacher may read out sections of the text solely to ensure pace.** It is important that it is fluent, so children get the best understanding out of it. It is encouraged that the poetry books (particularly the verse and rhyme books at KS1) are spoken aloud and performed by pupils daily rather than simply reading them.

Class novel for teaching

The current class novel will used for whole class reading lessons twice a week.

Whole class Reading

The daily whole class reading will last for around 45 minutes daily from Year 2 to Year 6. Year 1 will engage with a range of stories and non-fiction texts daily through story time; however, their focus is primarily on phonological decoding and will follow a guided read approach every day using the Read Write Inc. ditty and story books. Year 2 will start work on whole class reading using class novels and a range of extracts. There will be groups of pupils that will not be ready for this and still be working on a phonological level with RWI ditty and storybooks.

SEN or working below reading at KS1

Typically, those at Year 2 who did not pass the phonics screener will continue within this process and not be part of the whole class read, whereby they learn to read through the Read Write Inc phonetic books; this is continued in Year 3 and beyond where needed. These pupils may also be targeted by our school's chosen phonics intervention scheme Read Write Inc 1:1 tuition.

SEN or working below reading at KS2 (Y4 – Y6)

Pupils who need additional help within reading at KS2 could use a number of additional or supplementary interventions or scheme to support them. Again they may be targeted by the school's chosen intervention schemes for reading (RWI 1:1 phonics, RWI Fresh Start, 60 Second Reads and Project Code X)

VIPERS (Vocabulary, Inference Prediction, Explanation, Retrieval and Summarising with Sequencing)

The use of the acronym VIPERS will be used across school to develop and ensure there is shared language for consistency of approach by pupil and

staff. It is also memorable for pupils. These 6 skills will be the backbone of teaching comprehensive reading ability to pupils.

Guidance for Hearing Children Read Aloud:

Echo Reading:

Teacher read exactly how text should sound and asks a child to 'echo it' and the teacher gives constructive feedback for how to improve.

Choral Reading:

Pairs, groups or the whole class read aloud at the same time. Used sparingly – more appropriate for poetry.

Drop in:

If the teacher did not hear the pupil read aloud in class due to proficiency, the teacher should drop in with them during the activity and hear the reread parts of the text. These children can also be targeted on Monday and Friday to reread short segments of the class novel to the teacher.

Basic Reading Aloud:

Children take sentences or paragraphs depending on the text length/sentence proficiency.

It is expected that the teacher models good read aloud skills. Ensure pupils fill the room with their voices – loud and clear. Teacher revisits phonic strategies when words are said wrong. Model self-correction to pupils and word substitution with pupils. Did the word you said make sense?

Y2 to Y6 Session Guide and Structure

Day 1 – Class Novel – Solely Reading Day

The following elements need to happen on a class novel reading day:

- Focused questioning on retrieval, inference and vocabulary
- Focus on a verbal inference question of the day. (Model how you would answer it and then present a question to the pupils.)
- Questions should be planned in advance.

Day 2 to Day 3/4 – Extracts and Non-Fiction

The following elements need to happen on an extract day:

- Focus on one extract over the two/three days.
- Multiple extracts may be used if smaller.
- Can read extract over a number of days.

Use the following in each session:

- Use vocab check at the start of each session
- Quick Quiz
- Partner Talk
- Solo Work – Own choice of VIPER to focus on.

These days will have two to three sessions worth of text, which can be linked to a theme. It is an opportunity to use more non-fiction and poetry. These texts will likely be as extracts prepared on paper or shown digitally on screen via the board or on iPad. The extracts are chosen as a key way to enrich the lives, knowledge, and cultural capital of the children.

- 1) The lessons should begin with reading, with texts taking no more than 15 minutes to read. Teachers will use some of school's chosen reading out loud strategies.

Sometimes it will be possible to leave a small section of text behind for pupils to read aloud in the solo work section of the lesson.

- 2) Children start with a short retrieval quiz, which doesn't require much looking back over the text.
- 3) Next, unfamiliar, or limiting vocabulary will be explored with pupils and discussed for a few minutes. Accompanied by visuals for EAL learners.
This could be explored prior to reading the extract if wanted.
- 4) A VIPER focus will then be introduced in the form of individual thinking or partnered talk and solo work.

Guidance

Guidance for short retrieval quiz:

All questions presented to children at once with 3 – 8 questions. Ideal amount of time to answer is 5 minutes but teacher discretion. Self-marked at the end

very quickly, teacher to circulate and assess during, clearing up misconceptions.

Guidance for individual thinking questions in the lesson:

One- or two-part questions presented to the children one question at a time. Questions are answered in silence here to encourage individual thinking. There should be allowed a couple of minutes answering time per question. The teacher's role within this will be to expand on what the question is asking, model with a similar question, direct to the specific part of the text, modelling scanning techniques and asking for proof. It's up to teachers whether they think there is a need to record answers here or just have it as a discussion task.

Guidance for partnered talk questions in the lesson:

This should mostly be done between two children and the TA can act as a partner also. Both children should be given the opportunity to speak. Here questions don't necessarily have a correct answer but will encourage discussion. The expectation is that children should be able to give their answer and recall any different thoughts their partner had. Children don't need to write anything down but can jot notes in their books if it helps. Partnerships should be thought out prior to the session. The teacher should remind children of answer stems and non-negotiable vocabulary they should use in their answer.

Guidance for the solo work part of the lesson:

This is the end of the lesson and is a longer task focused on one of the school's chose reading for comprehension VIPERS; it could be a longer explanation task or a series of questions to answer. The task should be done independently with the teacher circulating the room and live marking. The TA may work with a group to work with them based on what they had seen in the session. Lots of discussion is needed at the end based on their answers.

Marking and feedback:

It is expected that marking and feedback mostly takes the form of feedback given by teacher during the session. Where possible self-marking may be used or peer marking.

Day 4/5 – Class Novel – Written Comprehension

The following elements need to happen on a written comprehension class novel day:

-Only a smaller section of reading to be done.

-Inference question of the day.

-Quick Quiz.

-Teacher modelled and individual work

This session will **not use much new reading** and children will be encouraged to refer to the text themselves. The session will start with a quick quiz to encourage literal recall.

The class teacher will model how to answer a specific inference-based question of the day and the pupil will complete one inference of the day question in their work.

The class teacher will then model how to answer a specific VIPER based question (teacher choice) and the pupil will complete work based on this.

It is teacher choice whether to allow children to answer a range of VIPER questions or to focus on the one skill.

Marking and feedback:

It is expected that marking and feedback mostly takes the form of feedback given by teacher during the session. Where possible self-marking may be used or peer marking.

The pupil's independent 'Inference of the Day' must be closely marked here and pupil given time to respond to comments given.