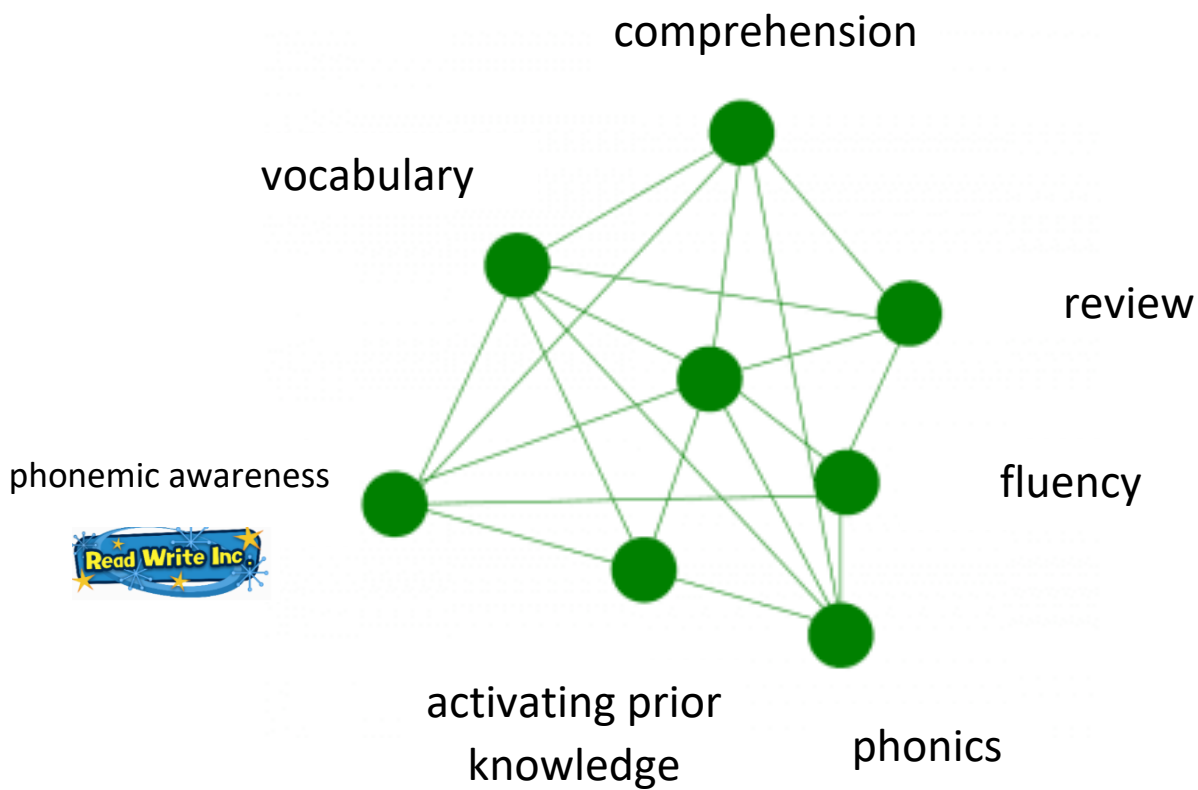


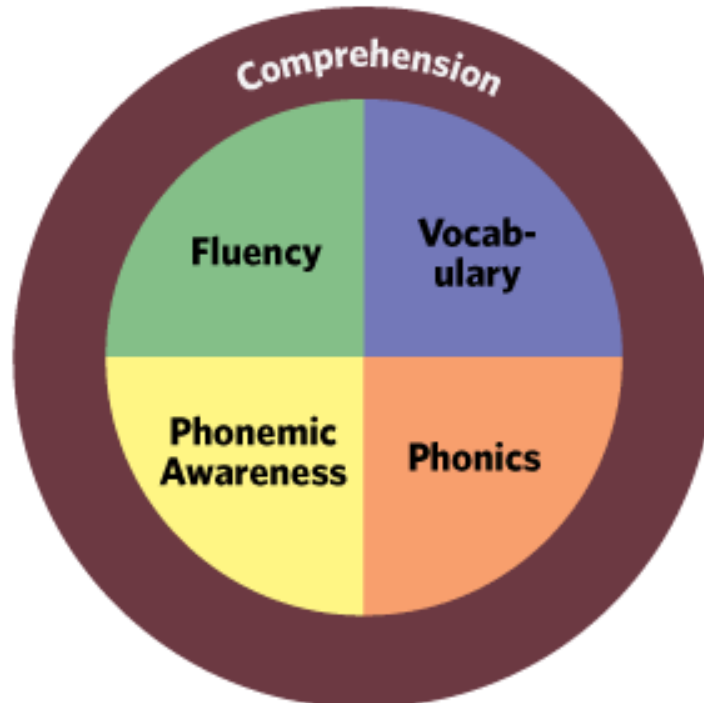
# How we teach reading



**Hawthorn**  
Primary School

The reading learning journey encompasses all parts of the five components of reading:

## Essential Components of Reading



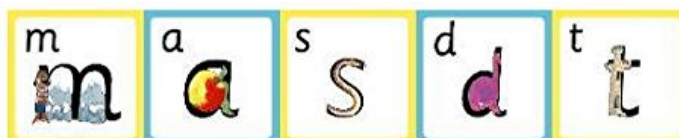
### Phonics

### Implementation

### Nursery

Our Nursery children are taught Phase One of Letters and Sounds which concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts when children are ready for RWI Phonics.

In the Spring and Summer Term, our Nursery children explore the Read Write Inc Picture Freezes which gives them the opportunity to talk about 'the shape of letters' and link these letters to their name and print in the environment. Those children who have a secure knowledge of Letters and Sounds Phase One are introduced to Read Write Inc. Set One Sounds (RWI).



## RWI in Nursery, Reception and Key Stage One

We start by teaching children to read the first thirty sounds (Set 1 Sounds) and to be able to blend these sounds to read words (i.e. to know that the sounds d/o/g can blend to read the word dog). Once they have conquered this skill, they start reading stories and texts that have words made up of the sounds they know. This means that they can embed and apply their phonic knowledge and start to build their reading fluency. At the same time, we teach them how to write the sounds and use this knowledge to spell words, leading to writing short sentences.



mad	at
dad	sad
mat	sat



As their confidence and fluency grows, we start to introduce more sounds (Set 2 and then 3) and the children read texts with increasingly more complex sounds and graphemes (different ways of spelling the sounds, e.g. /igh/, /ie/ or /ay/, /ai/). They learn that a sound can be written using 2 or 3 or even 4 letters. We call this a grapheme (e.g. igh represent the /i/ sound in the word night). Equally they learn to use these graphemes to spell words.

Children are taught in small groups which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a RWI group which matches their phonic knowledge. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so, they experience early reading success and gain confidence that they are readers.

To ensure consistency, all phonics lessons follow either a 4 or 5-day plan:

<b><u>Session (4-day week) Green – Orange Books</u></b>	<b><u>Phonics Focus</u></b>
1	New sound/review sounds input, Story Green and Red words, Vocabulary check, illustration book look discussion (Note: Book Bag book to go home)
2	Spelling 'Fred Fingers' (new sounds/review sounds), Partner Practice (Story Green and Red Words) Story Introduction, First Read children, Teacher Read
3	New sound/review sounds input, Speedy Green and Red Words, Second Read children, echo reading
4	Spelling 'Fred Fingers' (new sounds/review sounds), Third Read children, 'Questions to talk about', Teacher Read (expression/fluency). (Note: Story Book to go home)
<b><u>Session (5-day week) Yellow – Grey Books</u></b>	<b><u>Phonics Focus</u></b>
1	New sound/review sounds input, Story Green and Red words, Vocabulary check, illustration book look discussion (Note: Book Bag book to go home)


2	Spelling 'Fred Fingers' (new sounds/review sounds), Partner Practice (Story Green and Red Words) Story Introduction, First Read children, Teacher Read
3	New sound/review sounds input, Speedy Green and Red Words, Second Read children, echo reading
4	Spelling 'Fred Fingers' (new sounds/review sounds), echo reading (fluency and expressions) Third Read children
5	New sound/review sounds input, Fourth Read children, 'Questions to talk about', Teacher Read (expression/fluency). (Note: Story Book to go home)

## Reading Fluency

At Hawthorn, we know that children cannot access comprehension of a text until they are fluent readers. "Fluency" embodies a range of different skills: word automaticity, reading pace, expression and intonation and reading to punctuation. Therefore, once children have completed grey books, they move onto a fluency curriculum to prepare them to be able to comprehend texts and access content domains successfully.

<u>Session</u>	<u>Fluency Focus</u>
1	Speed sounds, focus sound words, phrases work, read text and identify vocab.
2	Speed sounds, fluency exercise, echo read, vocab understanding, simple retrieval q's in books.
3	Speed sounds, phrases work, read text in pairs, model new questions.
4	Speed sounds, phrases work, practise q's linked to yesterday, vocab challenge.
5	Speed sounds, phrases work, unseen text.

<u>Session</u>	<u>Overview</u>	<u>Example</u>
<b>1</b> <b>Speed sounds (2 mins)</b>	Go through speed sounds with children and a select number of red/green words. Teacher to identify any sounds that children are struggling with (this can be used to direct the focus sound words next week too!).	Phrase game ideas: - Phrase bingo (children pick 10-12 phrases read and write them in the boxes) or grids already made up.
<b>Focus sound words (4 mins)</b>	Teach any sound which children have found difficult. Teacher to go through other words which contain the sound and practise reading them with the children.	- Phrase dictation – say a phrase three times write it down. - Missing words – missing words in phrases must find them from the list.
<b>Phrases (10 mins)</b>	Play some games with the children based on the phrase list which they are going to be using. This helps to embed the phrases with the children. Children are then to have a two-minute timer and read each phrase using a ruler or pencil to point at the words. Teacher circulates to hear the children reading the phrases. After two minutes, the children stop and write the short date by where they have got to.	- Phrase on your head – work in pairs children put phrase on their head, partner reads it to them three times, they write it down. - Phrase carousel – reading the phrases round in a circle (one person says the first one, then the next person and so on).
<b>Teacher read (3 mins)</b>	Teacher reads the chosen text aloud to the children. Children follow by using a pencil, ruler or finger. Teacher must read with expression and great fluency!	
<b>Clarify vocabulary (6 mins)</b>	Children identify any vocabulary which they are unsure on. Teacher can then discuss meanings	

	through images, drawings, actions, discussing homonyms (blue/blue) and homophones (blue/blew).	
<p><b>2</b> <b>Speed sounds (2-3 mins)</b></p> <p><b>Phrases (2 mins)</b></p> <p><b>Fluency activity (5-10 mins)</b></p> <p><b>Echo read (5 mins)</b></p> <p><b>Practise questions (10 mins)</b></p>	<p>Quickly go through speed sounds and red/green words.</p> <p>Children are then to have a two-minute timer and read each phrase using a ruler or pencil to point at the words. Teacher circulates to hear the children reading the phrases. After two minutes, the children stop and write the short date by where they have got to.</p> <p>Children to take part in a fluency activity: focus on a specific area and complete one of the activities from the fluency guide (fluency booklet is on Staff Shared – Curriculum- English – Reading 2023-2024).</p> <p>Teacher to lead an echo read (more ideas in fluency guide) with focuses on the fluency activity which has just been taught. E.g.) If focussing on pausing at punctuation, the echo read will focus on this.</p> <p>Children to be given very simple retrieval questions to be answered in their books. Children can write the short date and answer questions from a sheet.</p>	
<p><b>3</b> <b>Speed sounds (2-3 mins)</b></p> <p><b>Read text (10 mins)</b></p> <p><b>Modelling retrieval question (15 mins)</b></p>	<p>Quickly go through speed sounds and red/green words.</p> <p>Children read the text in pairs (one partner reads – then the next). This will require training with the children although this does not differ from RWI. Ideally, most able child will read aloud first and then second partner will read after hearing it again from the first partner. Teacher to circulate and make notes about hearing children read on reading log.</p> <p>Choose a retrieval question type. Teacher to model how to answer this question style in 'I do', 'we do', 'you do' style. I do – teacher models without input from children. What strategies were used? Write strategies down on learning wall. We do – teacher guides children through the steps on working wall to answer the next question. You do – children work with partner to have a go at answering question using the steps on the board.</p>	
<p><b>4</b> <b>Speed sounds (2-3 mins)</b></p> <p><b>Phrases (2 mins)</b></p>	<p>Quickly go through speed sounds and red/green words.</p> <p>Children are then to have a two-minute timer and read each phrase using a ruler or pencil to point at the words. Teacher circulates to hear the children reading the phrases. After two minutes, the children</p>	

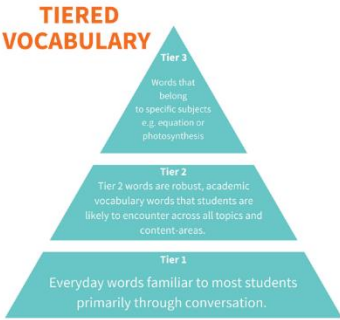




<b>Practise questions (rest of lesson)</b>	stop and write the short date by where they have got to.  Children get given a range of questions linked to the question they were taught yesterday. This can be as a sheet in book, or it could be questions which they write into their book.	
<b>Vocab challenge</b>	Have a challenge prepared for the children who may be able to apply that knowledge straight away. This could be linked to the vocabulary in the text.	
<b>5 Speed sounds (2-3 mins)</b>	Quickly go through speed sounds and red/green words.	
<b>Phrases (2 mins)</b>	Children are then to have a two-minute timer and read each phrase using a ruler or pencil to point at the words. Teacher circulates to hear the children reading the phrases. After two minutes, the children stop and write the short date by where they have got to.	
<b>Unseen text</b>	Children to be given snippets of text (a paragraph) and the question type that they have practised through the week on an unseen text. This text can have some sort of link to what they have been looking at in the week to reduce cognitive load.	

### Whole Class Reading Lessons

Once children have demonstrated reading with fluency, they move into whole class reading lessons which is driven by high-quality focus texts and application of the content domains. Our reading lessons follow a rigid plan which encompasses skills from the phonics and fluency curriculum which we implement:

<u>Session</u>	<u>Whole Class Reading Focus</u>
<b>1</b>	Initial discussion questions (prediction etc), background information (inc Tier 3 vocab), teacher read fluently to children, fastest finger first.
<b>2</b>	Teach vocabulary (Tier 2), fluency focus activity, echo read, timed read.
<b>3</b>	Reading text, do it now vocab, content domain question modelling.
<b>4</b>	Reading text, do it now vocab, independent questions.
<b>5</b>	Do it now vocab, unseen text, timed read, questions.

\*This timetable may be extended slightly when two content domain or question types are taught within a unit. In this case, there may be an additional two days where children are exposed to a new question type and have this modelled to them, and then a day to practise this skill. Children can apply both taught skills to one unseen text.

Session	Overview	Example
<p><b><u>Teacher preparation</u></b></p>	<p>Read the text and identify the tier 2 vocabulary (the words you will teach) and the tier 3 vocabulary (words you will show). Ensure Tier 2 words are words which can be transferred into their writing.</p> <p>Prepare vocabulary flashcards for Tier 2 words and find a child-friendly definition using KidsWordsmyth. (Some of these words will be taught as vocabulary with actions and some will be used to explore in the 3Rs session).</p> <p>Prepare images of the Tier 3 vocabulary so you can easily share and explain what it is without spending too much time on it.</p> <p>After reading the text yourself, prepare background information slides on any relevant information to help contextualise the text. This may be looking at the period it is set in or the location it is set in. Sometimes, further background information must be explained for the text to make sense. This could include explaining characters, relationships between people and existing problems which affect the plot of the text.</p> <p>When does the text take place?</p> <p>What happened before the text?</p> <p>What did people think about the subject of the text?</p> <p>Did everyone think this?</p> <p>How was life different? (If it relates)</p> <p>Don't ask this – just tell the children.</p>	<p><b>TIERED VOCABULARY</b></p>  <p>Draperies is T3.</p> <p>Vowed is T2.</p> <p>Baudelaire child," they had said, kindly but firmly. "And as the eldest, it will always be your responsibility to look after your younger siblings. Promise us that you will always watch out for them and make sure they don't get into trouble." Violet remembered her promise, and thought of Klaus, whose bruised face still looked sore, and Sunny, dangling from the top of the tower like a flag, and began working faster. Even though Count Olaf was of course the cause of all this misery, Violet felt as if she had broken her promise to her parents, and <b>vowed</b> to make it right.</p> <div data-bbox="855 1084 1536 1234" style="border: 1px solid black; padding: 5px;"> <p><b>amiss</b> - out of place; wrong</p>  </div>  <p>Tier 3 pictures:</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="986 1552 1182 1861" style="text-align: center;"> <p>e.g.</p>  <p><b>Iceni</b></p> <p>share maps and pictures of the setting to aid contextualisation</p> </div> <div data-bbox="1193 1525 1406 1854" style="text-align: center;">  <p><b>King Prasutagus and Queen Boudicca</b></p> <p>share characters and give their backstories if <u>it is relevant.</u></p> </div> </div>

**Session 1**

*Discussion*

Children predict what text they think it is, genre, what it may be about.

*Background information*

Use pictures and videos to share background information which clears the context of the extract to the children; thus, reducing cognitive load. Also share any Tier 3 vocabulary and keep images on the board for the children to look at whilst the extract is being read.

*Contiguous Read*

Teacher reads the extract all the way through to the children. The children follow the text using finger, ruler or pencil to track what the teacher is reading. This helps the children to see how words are decoded and demonstrates fluent reading.

*Fastest finger first*

To help encourage children to summarise what they read, visualise where they read information and to skim read (overlooking the words rather than reading each word – this skill should only be done once children have read the text already), give a word and ask the children to skim read the text and point to the word when they find it.

**Session 2**

*Tier 2 vocab teaching*

Children to read the Tier 2 vocabulary on fluency grid – my turn, your turn.

Teach Tier 2 words using actions, intonation, and games etc. Show children some words in context and encourage them to use 3R's to calculate the meaning of unfamiliar words.

*Fluency focus activity*

Using the Fluency Booklet (on Staff Shared) choose an activity to teach an element of reading fluency: pace, reading to punctuation, expression/intonation and word automaticity. Guide children through an exercise to practise this fluency skill (where appropriate the fluency activity could use the reading extract. This is not always possible).

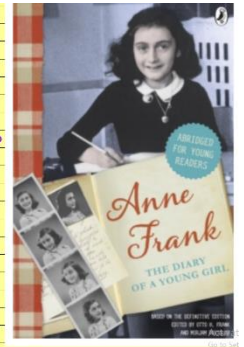
**TTYP:**

Have you heard this girl's name before?

Do you think the text will be fiction or non-fiction?

Do you have any evidence?

What might the diary be about?



**Contiguous read**



SS = Secret Service



cells



cattle cars



Gestapo



branded

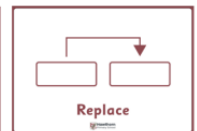


wood shavings

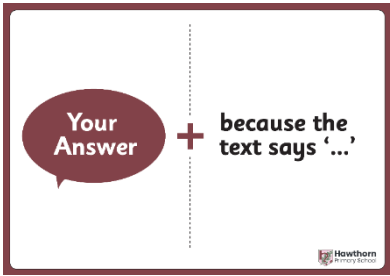
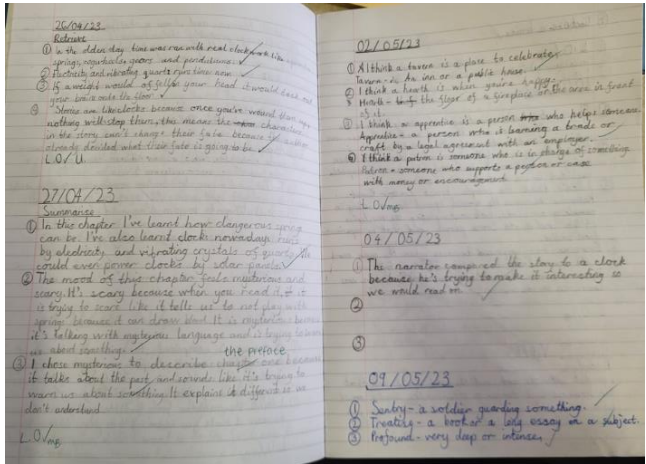
Fluency grid:

random	selection
erode	splendid
identical	merciless

3R's in order:



<p><i>Echo read.</i></p> <p><i>Timed read</i></p>	<p>Using a paragraph from the extract, teacher to model using the specified fluency just practised. <b>This does not have the be the whole text echoed back!</b> Continue with a paragraph/sentence until children are also reading to punctuation/expression etc in their echo back.</p> <p>Children to read the text aloud (UKS2 independently) given a specific amount of time. Teacher to circulate and listen to children demonstrating example of the fluency.</p>																															
<p><b>Session 3</b> <i>Reading</i></p> <p><i>Modelling questions</i></p>	<p>Children to read the text aloud. Teacher can choose/children can volunteer. As children are reading aloud, adult to write comments on reading log. This does not have to be lowest 20% children – instead choose children who may not be heard read at home.</p> <p>Introduce the content domain focus of the week.</p> <p>Teacher to demonstrate how to answer specific content domain and strategy to answer retrieval (identify key words in text), inference (using access lenses, prior knowledge and synonyms), vocabulary (using 3R's, synonyms, prior knowledge), summarise (choosing key details, characters etc) by modelling on the board. This is to be done in an 'I do', 'you do', 'we do' strategy.</p> <p>I do – The teacher models to the children exactly the steps required to answer the specific question. Children are to listen and try to remember the steps. They can recall to the teacher for the steps to be written on the working wall.</p> <p>'We do' – The children are exposed to another question. This time the teacher asks key questions to guide children to answer and addresses any misconceptions, encouraging them to use the working wall.</p> <p>'You do' – children are given another question. This time, they work through the steps from the working wall without guidance from the teacher. They discuss it with the person next to them. Bring it back to the front and ask children to give step by step instructions on how to get the answer.</p>	<p>Teacher to use class reading logs to document hearing children read:</p> <ul style="list-style-type: none"> <li>- Any words they struggled with?</li> <li>- Any words well decoded?</li> <li>- Did they achieve this week's fluency skill?</li> </ul> <p>KS2:</p> <table border="1" data-bbox="963 1211 1449 1559"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table> <p>KS1:</p> <table border="1" data-bbox="963 1630 1441 1805"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>draw on knowledge of vocabulary to understand texts</td> </tr> <tr> <td>1b</td> <td>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td> </tr> <tr> <td>1c</td> <td>identify and explain the sequence of events in texts</td> </tr> <tr> <td>1d</td> <td>make inferences from the text</td> </tr> <tr> <td>1e</td> <td>predict what might happen on the basis of what has been read so far</td> </tr> </tbody> </table>	Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text	Content domain reference		1a	draw on knowledge of vocabulary to understand texts	1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c	identify and explain the sequence of events in texts	1d	make inferences from the text	1e	predict what might happen on the basis of what has been read so far
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	<p>Children to use the processing chart to PROVE answers wherever this is appropriate – generally retrieval and inference questions. e.g.) The date the children moved was 1995 because the text says they arrived in Germany in 1995.</p>	<p>Prove it processing chart (used for retrieval, inference)</p> 
<p><b>Session 4</b></p> <p><i>Reading text</i></p> <p><i>Do it now</i></p> <p><i>Independent practise</i></p>	<p>Children to read the text aloud. Teacher can choose/children can volunteer. As children are reading aloud, adult to write comments on reading log. This does not have to be lowest 20% children – instead choose children who may not be heard read at home.</p> <p>Quick activity linked to Tier 2 vocabulary for children to complete before questions. See staff shared for ideas.</p> <p>Children to be given a range of questions to answer independently in their book. Children to write date and simply the content domain. Children should be given questions on the board which they then answer into their books. Most question types allow for this practice, but some questions may need to be printed out to be answered in books. Encourage children to PROVE their answers using the processing chart where possible.</p> <p>Ensure that there is an extension task: this could be to summarise the extract in 50 words. Could be some questions from a previously taught skill etc.</p>	<p>Teacher to use class reading logs to document hearing children read:</p> <ul style="list-style-type: none"> <li>- Any words they struggled with?</li> <li>- Any words well decoded?</li> <li>- Did they achieve this week's fluency skill?</li> </ul> 

<p><b>Session 5</b></p> <p><i>Finding a linked text</i></p> <p><i>Do it now</i></p> <p><i>Independent practise...</i></p>	<p>Children will practise applying their knowledge of content domains to unseen texts. These can be extracts from books or can be extracts taken from Grammarsaurus (many have pre-formulated questions).</p> <p>Where possible, try to choose a non-fiction or fiction text which links to the character, context or background information of the extract or part of the text you have read from sessions 1-4.</p> <p>Quick activity linked to Tier 2 vocabulary for children to complete before questions. See staff shared for ideas.</p> <p>Children are to be given time to read the text to themselves. Some children (LA) may benefit from reading this with an adult/in a smaller group. Children given questions on the unseen text which focusses on the content domain skill practised from this week. Extension: give children questions from previous weeks to continue to practise.</p>	
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