

St Mary's and St Helen's Partnership KS2 Whole Class Reading Teaching Sequence	
<p><i>Non-negotiables for teachers:</i></p> <ul style="list-style-type: none"> <li>• <b>VIPERS</b> questions / P.E.E answers</li> <li>• Text marking on copies of extract</li> <li>• Questions about Character, plot, setting</li> <li>• Questions about organisation, grammar, vocabulary</li> </ul>	<p>Range (guiding principles)</p> <p>Week 1: Class Enquiry Narrative Text  Week 2: Class Enquiry Narrative Text  Week 3: Class Enquiry Narrative Text  Week 4: Non- Fiction  Week 5: Non-Fiction  Week 6: Poetry  Week 7: Poetry</p>
<p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>• Learning objectives and reading skills clear e.g. use skimming to retrieve information</li> <li>• Text marking and ideas recorded around the extract</li> <li>• Oracy will be used to develop inference, summarising and explanation</li> </ul> <p><b>ASSESSMENT:</b></p> <p>Formal comprehension is completed a of twice per term on a Friday on consecutive weeks. This will allow the teacher to administer the task and then review and feedback in a class conferencing session.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Reading Journeys</li> <li>• Cracking Comprehension</li> <li>• School-made</li> <li>• Past SATs papers</li> </ul>	

LESSON TYPE	NOTES
<p><b>DAY 1 – BACKGROUND AND VOCABULARY DAY (prediction)</b></p> <p><b>What the teacher will do:</b> Share the extract 1 through reading aloud or slow reveal.</p> <p><b>What the children will do:</b> Listen, ask questions, respond using text marking, create mind maps, develop lines of enquiry, magpie and discuss vocabulary, labels, captions, word explosion, synonyms, antonyms etc</p> <p><b>Sequence</b></p> <p><b>Engage:</b> Teacher models reading aloud and uses Think Alouds to ‘wonder’ about the background / <i>think...I predict... I wonder</i></p> <p><b>I Do</b> - model explaining the meaning of words (vocabulary instruction)</p> <p><b>We Do</b> - Reading activity – sharing, explaining the meaning of 2 more words.</p> <p>Build vocabulary list for the learning environment</p> <p><b>You Do</b> - Collaborative activity text marking focusing on vocabulary in Reading Journals</p> <p><b>PRECISION EXIT QUESTION:</b> ask chd what they think will happen next (plot, character, setting, message, theme..)</p> <p>Children respond in journal</p>	<p>Vocabulary Questions</p> <p>What do the words ..... and ..... suggest about the character, setting and mood? Which word tells you that....?</p> <ul style="list-style-type: none"> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>

**DAY 2 - RETRIEVE DAY (summarising and prediction)**

**Sequence**

**Engage:**

Teacher will re-read extract and reveal the next part of the extract to class to answer predictions  
Then **SUMMARISE** (give me 5, new headline, story map, role-on-the-wall etc.)

**I Do - reread extract and model answering a retrieval question**

**Teacher will model how to understand the question, locate the answer in the text and craft the answer (on lined paper)**

**We Do** – Share a further retrieval question for children to do together

**You Do** - Answer retrieval questions (approx. 5)

Children work collaboratively using text marking/highlighting and explanation of meaning.

**Flexible Group and targeted support:** CT or TA will pull together key pupils (bottom 20%) and scaffold the process of answering retrieval questions – adaptations can be made (cloze procedure, sentence stems)

**Sequence**

**Engage: Read aloud the same extract ( use reciprocal reading, tune in tune out etc.)**

**I Do** – Model an inference question and answer. **Teacher will model how to understand the question, locate the answer in the text and craft the answer using I think, because and also or PEE (on lined paper)**

**We Do** - children answer one more Inference question with **P.E.E.**

*Point – I think Evidence – because Explain – and ...*

**Teacher will monitor the learning and then discuss misconceptions and shares the answer.**

**You Do** - children each answer further 3 questions in Reading Journals.

**Flexible Group and targeted support:** CT or TA will pull together key pupils (bottom 20%) and scaffold the process of answering retrieval questions – adaptations can be made (cloze procedure, sentence stems)

**NOTE:** Do not share the answers for the 3 inference question until Day 4

**Retrieval Questions:**

**HIGHLIGHT/CHOOSE/ADD**

- How would you describe this story/text?
- What genre is it? How do you know?
- How did...? • How often...? • Who had...? Who is...? Who did...?
- What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

**Inference Questions:**

**HIGHLIGHT/CHOOSE/ADD**

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....?
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....?
- Who is telling the story?

#### DAY 4 - INFERENCE DAY

##### Sequence

**Engage:** Read aloud the same extract (use reciprocal reading, tune in tune out – encourage bottom 20% to read aloud) - can focus on fluency

**I Do** – Teacher models the answers to the questions from Day 3. Model how to get to correct answers.

**We Do** - Children use peer tutoring to editing of answers, where required.

Teacher to monitor and prioritise the bottom 20% and/or children who are fluent readers but need to discuss the complexities of their answer

**You Do** – Children have a Set of 5 further inference questions to complete or children can write a response to the text e.g. diary entry, letter between characters

**Flexible group:** target greater depth readers. Focus on a wider discussion of the extract e.g. how is the author...? What does this remind you of? Share related texts or extracts such as a section from a classic or a related poem

#### DAY 5 – READING FOR PLEASURE DAY (reading comprehension task maximum of twice per term)

##### Use this session to target

- Enjoying and talking about text
- One to one reading
- Book change
- Recommendations
- Oracy book reviews
- Library sessions
- Benchmarking checks
- Re-teaching
- Sharing class text
- Gap fill: explore more summarising or further explanation questions, prioritise greater depth readers book club.

##### Inference Questions:

##### HIGHLIGHT/CHOOSE/ADD

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....?
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....?
- Who is telling the story?

##### Summarise Questions: as appropriate to child's text

- Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of ..... effective?
- Does the mood of the character change throughout the text? How?
- What is the author's point of view?
- How does the author engage the reader here?
- Which section was the most interesting/exciting part?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- What will happen after? • What does this paragraph suggest will happen next?