‘We Are Readers’ at Ormskirk Church of England Primary School

Planning	Before Reading	During Read	After Reading
What is your learning INTENT? *Know your lowest 20% - how are they being supported?*	*Why are we reading?* *Activate prior knowledge.* *Encourage prediction.* *Walkthrough text.* *Introduce new vocabulary.* *Articulate learning intention.* *Discuss success criteria.*	*Listen in to individual children.* *Observe strategies used.* *Assist with problem solving.* *Give specific feedback to support achievement of lesson focus.*	*Discuss text with children.* *Invite personal responses.* *Return to the text.* *Check understanding.* *Develop understanding of author’s intent.* *Ask questions.* *Develop insights into characters, settings and themes.* *Revisit learning focus.*
Have a clear objective – refer to National Curriculum (KLIPS may be useful too.) Whole class guided or groups – there should be a mixture of both over the year. If guided, what are other groups accessing? - Phonics - Spelling - Free reading - Grammar - A written response to a previous guided read. Plan questions, linked to Content Domains, to build understanding depending on your learning intent.	Do the children already know anything about the subject? Read the title, look at the front cover & read the blurb – what do we think the text is about? Encourage reasoning to support responses. Opportunities to think creatively about texts and generate excitement before reading the text **Walkthrough** the key/pivotal pages of the text. **Discuss** any challenging vocabulary. **Share** the learning intention and the success criteria.	Encourage individual and choral reading – you know your children best so for those that may not be keen to read aloud in front of others, listen in to them as they read as a group. For more able readers, some silent reading may be appropriate. Are the children using appropriate strategies to **decode**? *(segmenting & blending, knowledge of sight words, identifying spelling patterns, word families, root words, prefixes.)* Do the children **understand** what they are reading? Are children able to give **evidence** to support their responses? Reading **modelled** with children following (tracking the text) – focus on **fluency**, **tone** and **engagement** to boost a love of reading alongside modelling reading	Glean the children’s understanding of the text. Encourage children to support their responses with evidence –teaching how to do this effectively and succinctly. **Explicitly teach how to develop inferential skills and discover author intent?** Have the children met the learning objective? What are the **next steps**?
Planning Tools & Resources • KS1 - Lighthouse Reading Scheme • Supersonic Phonic Friends	**Showing understanding** VIPERS (Vocabulary, Infer, Predict, Explain, Reason, Summarise) questioning	**Celebration and further application** Reading for pleasure: ‘book talk’, BIG READ, daily class stories and home reading all celebrated.	**Assessment and impact** Assessment: Children in KS1 will be assessed using the phonics screening tests.

• KS2 – Literacy World • Oxford Reading Tree • Quality Novels & texts linked to Lancashire Planning Units.	Answering questions as whole class, in groups and independently. Self and peer marking before further discussion and improvement of mistakes (purple pen)	Reading for purpose: opportunities for wider reading will be provided through the broader curriculum, such as non-chronological reports in history. Modelling: all staff are 'lead readers' in classrooms and read to and alongside with children daily.	Years 2 – 6 will complete NFER tests in assessment windows. Each year group, from 1-6, will have access to reading intervention or phonetically decodable books via Bug Club & the Libraries. Impact: progress will be tracked through data and pupil progress meetings. Children will read at home with their parents / carers and siblings and this will be tracked in reading records.

Cornerstones of Reading
Phoneme awareness
Phonics
Fluency
Vocabulary
Comprehension