Reading lesson at Crags

At Crags, we will promote and teach these Reading Behaviours:

- Enjoyment
- Engagement
- Fluency
- Stamina
- Confidence

At Crags, we will:

- read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children of Crags and our local community as well as books that open windows into other worlds and cultures.
- choose books that introduce the children to new authors and have a high level of good vocabulary choices.
- make sure that we discuss books and make recommendations to each other
- Teach about the lives of important people and aspects of the wider curriculum through reading
- Ensure all children have a decodable book to take home to read independently as well as a reading for pleasure text to share with their family.
- Deliver well planned daily phonics and reading lessons that have been guided by assessment for learning.
- Only use resources from 'Little Wandle Phonics programme' to ensure a consistent approach throughout school and reduce our children's cognitive overload.
- Promote partner talk and individual thinking to show an understanding of what they have read.
- Teach all of the Comprehension skills through the Crag Characters.
- Children in Year 2 – 6 are taught specific skills in their reading lessons and will then practice and consolidate them through unseen tex

The Structure of a Reading lesson at Crags

Reading should be planned the same way as writing is.

It should be clear on your medium-term planning what the focus of the lessons will be – but remember this could change due to AFL as you start teaching.

Reading for Pleasure *Planet Omar* **Whole Class Reading lesson** COMPREHENSION CRUSHER **Fiction** Story of Lord Krishna and Sudama Islamic story (Modelled)	**Reading for Pleasure** *Planet Omar* **Whole Class Reading lesson** COMPREHENSION CRUSHER **Fiction** Story of Lord Krishna and Sudama Islamic story (Modelled)
The Perfect Banquet (Unseen) **Reading skills focus** - Vocabulary - Retrieval -Summarise	The Perfect Banquet (Unseen) **Reading skills focus** - Vocabulary - Retrieval -Summarise **Reading for Information** Based around focus for Earth Day

What are you reading as your class book?

Comprehension Crusher Unit

Specific Skills taught – taken from Comprehension Crusher unit

Year Group 2-6 will have an Overview of Reading so that it can be clearly seen what is taught and when it is taught in each year group.

Year 3 – Long Term Reading Overview

In all terms, children will be reading within their writing lessons at the analyse part of the unit and will be expected to have a Class story that will be read each day.

Assessment for Learning will inform planning and therefore units may move/be changed accordingly.

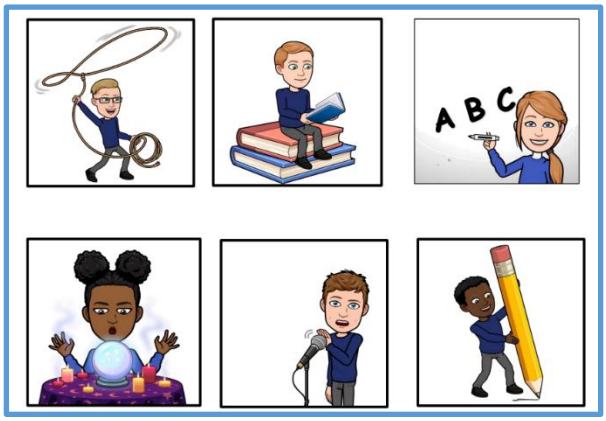
Autumn Term			
Autumn 1: Stone Age			
Class Story – The Wild Way Home			
Fluency Texts	COMPREHENSION CRUSHER **Whole Class Reading Texts**	**Focused Skills**	**Wider links to curriculum/events**
Little Wandle Fluency x 5 week 20 minutes per day	**Non-fiction** Hunter Gatherers	**Vocabulary** - ...is closest in meaning to... **Retrieve** – What...? **Infer** – Why...?	**History** – Stone Age
	Non-fiction Rocks and Deciduous Trees	**Vocabulary** – Find and copy one word **Retrieve** – Give two... **Summarise** – Why, where, how?	**Science** - Rocks
	Fiction Rumpelstiltskin/The Elves and the Shoemaker	**Retrieve** – Circle the correct option **Sequence** – Number these facts from 1 – 5 **Infer** – How can you tell that?	**Prior Teaching** – Traditional Tales

A Comprehension Crusher Unit

We will teach our Whole Class Reading lessons using the Comprehension Crushers and the approach that they use. Teachers will use a modelled text to teach specific skills and question types. The children will then re-enforce these skills using an unseen text. If teachers have made their own units, then they will follow the same structure.

Use of the Crags Characters – These will still need to be referred to in your reading lessons and should be added as a page on the PowerPoints to introduce the focus of the skill being taught.

(English/Reading/Reading Crags Characters) Characters are *not* expected to be put onto sheets.

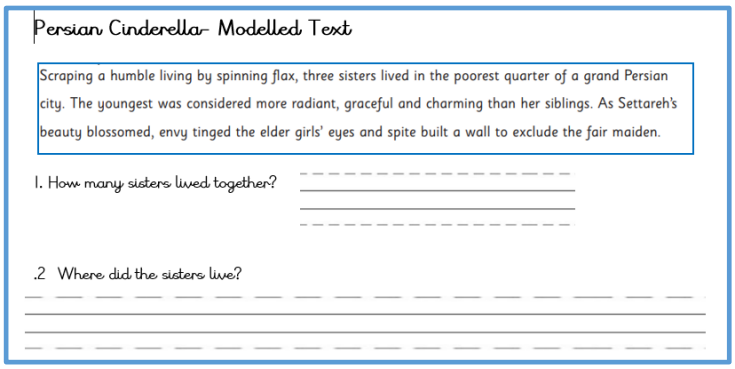


Adaptations of the Units

Comprehension Crusher units **will need to be adapted** to cater for the needs of all the children.

This could be by….

1. limiting the amount of text that the children have to read.



Persian Cinderella- Modelled Text

Scraping a humble living by spinning flax, three sisters lived in the poorest quarter of a grand Persian city. The youngest was considered more radiant, graceful and charming than her siblings. As Settareh's beauty blossomed, envy tinged the elder girls' eyes and spite built a wall to exclude the fair maiden.

1. How many sisters lived together?

.2 Where did the sisters live?

Sequence of Learning

Day 1	1.Introduce the Modelled Text and the Tier 2 and 3 Vocabulary. 2. Fluency Grid – teacher read a word- children repeat. Discuss the meanings of the words. 3. Teacher Model reading the text and children finger track Echo Read 4. 5 Finger Summary – to check for understanding.
Day 2	1. Shared Read the text – children to finger track 2. Fluency Grid – Revisit reading and meaning of words 3. Explain focus on the lesson including the question types – refer back to the Crags Characters to introduce the focus skill. 4. Modelled Question 5. Shared Question 6. Independent Practice
Day 3	1. **Assessment for learning from previous day** 2. Fluency Grid 3. Modelled Question 4. Shared Question 5 Independent Practice
Day 4	1. **Assessment for learning from previous day** 2. Fluency Grid 3. Modelled Question 4. Shared Question 5 Independent Practice
Day 5	1.Introduce the Unseen Text 2. Discuss any unusual names/unfamiliar vocabulary with the children. 3.Independent practice questions
Day 6	Assessment for learning from Unseen Text

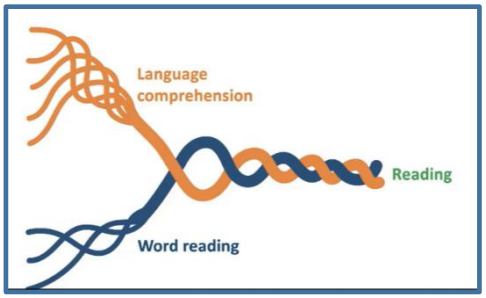
Teaching Fluency

Reading for Fluency – What do we mean by fluency?

Fluency is bringing word and comprehension skills together.

It means that we are able to make a mental model

of what we read when we read.



Fluency means reading with:

- Accuracy
- Automaticity
- Prosody

In fluency assessments we expect children to read with at least 90% accuracy – however we should aim for more accuracy.

> **Pupils do not pass through a magic barrier and suddenly become fluent. There is no point in pupils reading speedily if the words they read are wrong – for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension. Both accuracy and speed are essential.**
>
> Reading framework 2023

Ways to practice reading for fluency.

- **Echo reading** - Teacher model reading a short section (with prosody too) and then children repeat…. After practising a few times, some children could read aloud to show how they have improved.

- **Choral Reading –** Teacher and children read together.

- **Partner Reading** - Children read with their partners and take turns.

Reading aloud is vital for us as teachers to understanding a child's fluency.

How do we teach fluency at Crags?

Year 2 and beyond when needed.

Year 2 children should not start the Little Wandle Fluency programme until they have been reading the Phase 5 Set 5 books for at least five weeks. They should also have completed the Phase 5 Set 5 fluency assessment and achieved a reading speed of at least 60wpm and accuracy of at least 90%.

The children who have exited the programme will access fluency sessions (Level 1 to 5) 5 x a week for 20 minutes. They will use the Little Wandle fluency chapter books to practice their skills through a structured week of pre reading, reading the text and check their understanding.

Chapter 1: *Welcome to ancient Greece*

Pre-read (5–8 mins) Ensure the children can read every word.	**Read the book (10 mins)** Ensure the children can read accurately at a steady pace.	**After reading (10–15 mins)** Ensure the children can understand what they have read and develop fluency.
Word reading **GPCs** • Point to each GPC on the large Complete the code chart. Say the sound, then **say:** *It is written* [say the spelling]. • **Say:** *Point to the GPCs on your Complete the code mat as I say the sounds.* /ear/ er | /ee/ i | /or/ ar | /air/ ar | /ai/ ei **Read the words** Ask the children to read each word. Use the chunking method for longer words. /ear/ er — **ex/per/i/ence, ser/i/ous/ly** /ee/ i — **ex/per/i/ence, ser/i/ous/ly** /or/ ar — **warm, war, warned** /air/ ar — **scarce, par/ents, scar/y** /ai/ ei — **reign** **Read the tricky words** Ask the children to read the words that they need to practise. **although, people, women, anyone** **Vocabulary support** Read each word and tell the children what it means. **experience:** to have something happen to you **vote:** to have your say in helping to choose people to represent you, for example, in parliament **rushes:** tall plants, a bit like grasses, that often grow near water **reign:** to rule, for example, like a king **politician:** a person involved in the business of running a country **Quick summary/hook** **Say:** *'Ancient' means very old, or a very long time ago. In this book, we will find out what life was like for boys and girls a long time ago in ancient Greece.* **Bonus material:** Look at 'Map of Ancient Greece' on page 10. You could show the children this area on a modern map or globe, too.	**Reading aloud** • Ask the children to read Chapter 1. • Tap in to hear every child read aloud. **Assessment for Learning** Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.	**Prosody** **Focus:** Reading in an expressive and conversational tone. **Read:** From *First of all* to *LOT of fighting!* (page 3). • **Say:** *In this section, Jason is sharing some information with us. He is chatting to us, so he is using a friendly tone.* • Read the first two sentences in this section using a light and friendly tone, pausing at the commas. • Continue to read the last two sentences, emphasising the word *LOT*. • Invite the children to read the whole section using a similar tone. **Repeated reading** **Read:** From *Well, everyone* to *age of 30* (page 8). **Emotion reading:** • **Say:** *Lydia doesn't think Jason's right when he says that everyone has a say in how Athens is run.* • Read the passage, pausing after *Well* and at the end of each sentence, making each sentence a little louder than the one before. • **Say:** *Notice how the last three sentences start with 'And'. This tells us that Lydia is not very happy that all these people have no say.* • Invite the children to read the section in a similar way, emphasising Lydia's frustration. **Comprehension** Discuss these questions using a dialogic talk model to explore the book so far. **Ask:** • *People in Athens had a lot of freedom. What do you think that means?* • *Jason tells us that there are lots of rules in Sparta. Do you think rules are important?* • *People voted to send politicians away for ten years if they didn't agree with them. What do you do when you don't agree with someone?*

Year 3

Once the children have exited the Year 2 fluency programme, who have exited the programme will access Y3 fluency sessions (Level 6 to 10) 3 x a week for 20 minutes. They will use the Little Wandle fluency chapter books to practice their skills through a structured week of pre reading, reading the text and check their understanding

Chapter 1: *Lightning the Winged Horse*

Pre-read (5 mins) Ensure the children can read every word.	**Read the book (10 mins)** Ensure the children can read accurately at a steady pace.	**After reading (15 mins)** Ensure the children can understand what they have read and develop fluency.
Word reading **Read the words** Ask the children to read each word. Use the chunking method. **quizz/ic/all/y** **in/ter/rup/ted** **app/re/ci/a/ted** **mag/nif/ic/ent** **ex/ec/u/tion/er (suffix: execution-er)** **Vocabulary support** Read each word and tell the children what it means. **mangy:** a bit scruffy **quizzically:** in a questioning way **entice:** to try to persuade by offering something nice **lumbering:** moving in a slow and awkward way **lassoed:** caught with a loop of rope **Quick summary/hook** • **Say:** *Look at the book cover.* • **Ask:** *What kind of story do you think we might be starting today?* • **Ask:** *Do you know any other stories that have mythical creatures in them?* • **Bonus material (pages 2–3):** Explore 'Meet the three heroes!'. Give the children time to read and talk about the three characters.	**Reading aloud** • Ask the children to read Chapter 1. • Tap in to hear every child read aloud. **Assessment for Learning** Use your assessments from tapping in to teach any words that the children could not read, or read incorrectly, before starting the next part of the lesson.	**Prosody** **Focus:** Reading comedic dialogue aloud. **Read:** From *"I say ..."* to *"... all the time."* (page 6). • **Say:** *Gertrude, the chief ranger, and Pie have a strange conversation. Gertrude is impatient and Pie tries to tell a story.* • **Say:** *When we read this section aloud, we want to show their different moods with our voices. With Gertude, we will speak quickly and snappily. With Pie, we will speak slowly and in a relaxed way.* • Read from *"I say ..."*, switching your tone to match the character. • Invite the children to read this section aloud too. **Repeated reading** **Read:** From *"Actually ..."* to *interrupted Gertrude* (page 10). **Rehearsed reading:** • **Say:** *Gertude is constantly interrupting Pie. She is not a good listener. When we read this next bit aloud, we need to make it really clear that Gertude is interrupting, by making sure there is no gap after Pie's words and switching our voices quickly.* • **Say:** *I will read for you, and then you and your partner take turns to read this bit, acting as Pie and Gertrude.* • Read the dialogue, making sure Gertrude's words are an abrupt interruption. After the children have rehearsed, invite a few pairs to share. **Comprehension** Discuss these questions using a dialogic talk model to explore the book so far. **Ask:** • *How does it feel when we are interrupted?* • *Pie has had a lot of jobs. What jobs would you like to do?* • *What animals would you want to see in a safari park?* **Bonus material (pages 14–15)** • Share the 'Lightning the Wonder Horse!' flyer. • Check that the children notice the joke, with the two meanings of 'flyer'.

Years 4 - 6

Year 4 – 6 children will have separate fluency session 3 x week for 20 minutes.

They will use the 'Fluent in Five' resources from Fred's Teaching. The whole purpose of the resource is to develop the reading fluency of readers over an extended period of time. To maximise the effectiveness of this resource when using with your whole class, you should follow the same pattern…

Structure of a Fluency session

1) The teachers reads the extract aloud to the class whilst they follow (children should have a copy of the text in front of them) Your focus as the reader should be on modelling fluency, expression and correct pronunciation. (one minute)
2) Once you have finished reading, a one-minute timer should be placed on the IWB and the children can begin to read in pairs - one child reading whilst the other listens and feeds back based on reading accuracy and the demonstration you have just given. (one minute)
3) At the end of the minute, feedback can be given then the process from Step 2 is repeated. (one minute)
4) After a second read, the children switch roles (the reader becomes the listener and vice versa) and we repeat Steps 2 and 3. (two minutes)

Assessing Fluency

Using Fred's Fluency Assessments

Each assessment includes a pupil extract (which the pupil will have in front of them to read from) and an adult marksheet which the adult will have in front of them to annotate as the child reads.

Children should be timed reading for **one minute**, following the script provided with each resource, and adults follow and circle any words that the child reads incorrectly or is unable to read. At the end of the minute, the adult should mark on the marksheet the point that the child reached and use this to calculate the number of words read correctly per minute (total number of words read minus any errors).

Children's script

FREDs Fluency Assessment - Year 4.
Pupil Extract - Millions by Frank Cottrell-Boyce.

If our Antony was telling this story, he'd start with the money. It always comes down to money, he says, so you might as well start there. He'd probably put, 'Once upon a time there was 229, 370 little pounds sterling,' and go on till he got to, 'and they all lived happily ever after in a high-interest bank account.' But he's not telling this story. I am. Personally, I like to start with the patron saint of whatever it is. For instance, when we had to write about moving house for Literacy Hour, I put:

Moving House, by Damian Cunningham, Year Five

We have just moved house to 7 Cromarty Close. The patron saint of moving house is Saint Anne (first century). She was the Mother of Our Lady. Our Lady did not die but floated up into Heaven while still fairly young. St Anne was upset. To cheer her up, four angels picked up her house and took it to the seaside in Italy, where it can be seen to this day. You can pray to St Anne for help with moving house. She will watch over you, but not do actual removals. Anne is also the patron saint of miners, horse-riding, cabinet makers and the city of Norwich. While alive, she performed many wonders.

Teacher's mark sheet

Pupil Name: _____ **Date of Assessment:** _____

FREDs Fluency Assessment - Year 4.
Adult Marksheet - Millions by Frank Cottrell-Boyce. (Lexile Score - 650)

Adult Script	Reminders
Hand pupil the extract and say "I would like you to read this extract out loud to me." "If you get stuck at any point, I will wait for three seconds and then tell you the word you are stuck with so that you can continue to read." "Start here (point at first word of extract). Are you ready? You may begin."	Begin the one-minute timer when the pupil reads the first word. Mark the point the child has reached after one minute then allow them to continue to the end of the extract. Circle any words the pupil reads incorrectly. If the pupil hesitates, wait for three seconds before reading the word for the pupil. Mark this word as incorrect. Stop the test if the pupil does not read any words correctly on the first line.

If our Antony was telling this story, he'd start with the money. It always comes down to (17)
money, he says, so you might as well start there. He'd probably put, 'Once upon a time (34)
there was 229, 370 little pounds sterling,' and go on till he got to, 'and they all lived happily (52)
ever after in a high-interest bank account.' But he's not telling this story. I am. Personally, (68)
I like to start with the patron saint of whatever it is. For instance, when we had to write (87)
about moving house for Literacy Hour, I put: (94)

Moving House, by Damian Cunningham, Year Five (101)

We have just moved house to 7 Cromarty Close. The patron saint of moving house is (117)
Saint Anne (first century). She was the Mother of Our Lady. Our Lady did not die but (134)
floated up into Heaven while still fairly young. St Anne was upset. To cheer her up, four (151)
angels picked up her house and took it to the seaside in Italy, where it can be seen to this (171)
day. You can pray to St Anne for help with moving house. She will watch over you, but (189)
not do actual removals. Anne is also the patron saint of miners, horse-riding, cabinet (203)
makers and the city of Norwich. While alive, she performed many wonders. (215)

Mark the point the pupil reached after one minute and then complete the following:
Number of words read: _____ / Number of errors:_____ / Word Correct Per Minute: _____

Across school, there are different expectations for the number of words a child should be reading correctly each minute.

Year 2 – 90 wcpm

Year 3 – 95 wcpm

Year 4 – 100 wcpm

Year 5 – 110 wcpm

Year 6 – 120 wcpm

All of the fluency assessments we release have been given a Lexile Level which indicates the difficulty of the text, and across the year the challenge will increase for each year group.

In Year 2, texts will have a Lexile Level between 200 and 420.

In Year 3, texts will have a Lexile Level between 400 and 640.

In Year 4, texts will have a Lexile Level between 620 and 750.

In Year 5, texts will have a Lexile Level between 730 and 870.

In Year 6, texts will have a Lexile Level between 850 and 980.

A child should be aiming to reach the relevant number of wcpm whilst reading a text at the higher end of the Lexile range for their year group by the end of the year to be consider a fluent reader. They could also be considered fluent if reading a text at the lower end of the Lexile range for their year group at the beginning of the year at the correct speed.

So, for example, you can be confident that a child in Year 3 is reading with the correct level of fluency if you assess them in September and they read a text with a Lexile Level of 410 at a speed of 95wcpm.