



Reading Lessons at Spring Lane Primary School



Intent

Our teaching will focus on developing pupils' competence in both decoding and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Good comprehension draws from linguistic knowledge (particularly of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

We are clear that comprehension of written or spoken words can come from the following key knowledge.

Text to Text

(How is this similar to something I have previously read)



Text to World

Text to Language

(How my knowledge of the world helps understanding)

(How the words on the page support my understanding)

Implementation

At Spring Lane, we teach reading in a whole class setting. This is to ensure that all children are challenged, read more regularly and are exposed to high quality texts and teacher led discussions. Through this, children have access to a wider range of vocabulary and grammar. Reading skills are modelled, discussed and made explicit to ensure children know that there is more to reading than just decoding words. Reading sessions are focused on particular skills as listed below.

Reading skills are taught as a progression of key skills as listed in the 'Understanding and Interpreting Texts' Core Reading skills.

All reading lessons are differentiated and resources/teaching are planned to ensure all children (support, core and enrich) make progress.

Children will have a one-hour reading session (in place of a writing session) and three additional short reading sessions weekly (a minimum of 2 in Key Stage One).

The skills covered will be based on the National Curriculum expectations and the content domains and children will be told in each lesson what skill is being taught/learned. See stem question banks for further details.

KS1	KS2
1a – Define (translator)	2a – Vocabulary (translator)
1b – Retrieval (reporter)	2b – Retrieval (reporter)
1c – Sequencing (organiser)	2c – Summarising (researcher)
1d – Inferring (detective)	2d – Inferring (detective)
1e – Predicting (weather forecaster)	2e – Predicting (weather forecaster)
Enjoy – reading for pleasure	2f – Explaining language and structural choices (author)
Decode	2g – Authorial content (interpreter)
	2h – Comparing (librarian)

