



Mount Charles Reading Offer



Whole Class Reading lessons

As a school we have carefully mapped texts across all year groups which link to wider curriculum learning. These texts include high-quality vocabulary and a range of authors and genres and poetry. Our teaching of reading is informed by the EEF Literacy Guidance, insights from experts like Chris Such and Tim Rasinski and elements of the *Talk for Reading* principles. We are proud to follow a research-informed approach, combined with detailed analysis of pupils needs to inform our teaching of reading. We spend two to three weeks exploring a section of each text with a specific focus skill we are working to develop. However, across each two-to-three-week unit we ensure we are continuing to develop other wider reading skills as well. Every lesson will include different elements of our reading diet which will be selected based on the focus skill and assessment of the cohorts next steps in reading. This will always include the following six elements of reading instruction across a unit of work and there will be a different balance in different year groups based on their stage of reading development (see Reading Diets in different year groups).

Rationale: Our reading curriculum is based on evidence informed practice and combines a range of approaches in order to maximise impact. These are the research informed practises we follow and the reasons for these:

- Chris Such, a reading consultant and senior leader involved in writing the NPQ for Leading Literacy, in his book 'The Art and Science of Teaching Reading' recommends balancing opportunities for vocabulary instruction, fluency, close and extended reading with explicit comprehension strategy and we follow his guidance for these areas.
- Alex Quigley, content creator for the EEF and author of 'Closing the Reading Gap' and 'Closing the Vocabulary gap' recommends a well-rounded approach to vocabulary instruction which combines all the elements we detail in our approach (definitions, examples, sentence use, etymology and morphology) in order to raise standards for all included disadvantaged pupils. We follow the guidance of Such and Quigley in our approach to explicitly teaching new vocabulary and use Such's mapped common Greek and Latin Roots in order to improve pupils' ability to define language for themselves.
- Tim Rasinski and the HFL fluency project found that a focus on taught and explicit fluency after pupils have become secure decoders, improves comprehension rates dramatically. Their 8 week intervention caused an improvement in reading ages of 2 years and 3 months in KS2 pupils over a 13 month period. We use this approach within our fluency lessons.
- The EEF framework tells us to 'Teach reading comprehension strategies through modelling and supported practice' as research from the Teaching and Learning toolkit (2021, EEF) progress in reading comprehension, especially for disadvantaged learning. We balance this alongside the OFSTED subject review for English and the Reading Framework which suggest that over-focussing on teaching these skills, at the expense of other elements of reading teaching, can have detrimental effects.
- The OFSTED subject review promotes a focus on fluency after phonics teaching to ensure pupils are confident, fluent readers before focussing too discreetly on comprehension. We therefore ensure Fluency is a focus in years 2 -4 and for any child or cohort requiring more fluency support in UKS2.

Reading Diets in different year groups

Based on analysis of pupil data from Teacher Assessment, Rising Stars Assessment and YARC assessments, we have identified the cohort next steps in learning for each year group for 2024-2025 and have adapted which elements of our reading diet will be prioritised in each year group in response to their needs as follows:

Year 2: Once off the RWI programme, pupils will follow the following approach.

- The RWI comprehension approach alongside 5 minutes of daily story time and a weekly fluency session following the school's fluency approach.

Year 3 (2024-2025)

- Year 3 will have a minimum of three fluency lessons and 1 fluency session (Introductory lesson) per unit. (4 sessions)
- Every unit will begin with a vocabulary lesson and each session after that will begin with a vocabulary activity. Friday's vocabulary session will be on roots. (1 session)
- The second lesson in a unit will be an introduction lesson to the text including a fluency session.
- Comprehension strategy instruction should take place at least once in a unit. (1 session)
- All remaining sessions will follow the Investigate close or extended reading approach. In Year 3 the majority of investigate sessions will be Close reading until pupils have built up sufficient fluency.

Year 4 (2024-2025)

- Year 4 will have a minimum of three fluency lessons and 1 fluency session (Introductory lesson) per unit. (4 sessions)
- Every unit will begin with a vocabulary lesson and each session after that will begin with a vocabulary activity. Friday's vocabulary session will be on roots. (1 session)
- The second lesson will be an introduction lesson to the text including a fluency session.
- Comprehension strategy instruction should take place at least once in a unit. (1 session)
- All remaining sessions will follow the Investigate close or extended reading approach. In Year 3 the majority of investigate sessions will be Close reading until pupils have built up sufficient fluency.

Year 5 (2024-2025)

- Year 5 will have a minimum of three fluency lessons and 1 fluency session (Introductory lesson) per unit. (4 sessions)
- Every unit will begin with a vocabulary lesson and each session after that will begin with a vocabulary activity. Friday's vocabulary session will be on roots. (1 session)
- The second lesson will be an introduction lesson to the text including a fluency session.
- Comprehension strategy instruction should take place at least once in a unit. (1 session)
- All remaining sessions will follow the Investigate close or extended reading approach.

Year 6 (2024-2025)

- Year 6 will include fluency lessons as and when required using supplementary texts in addition to targeted intervention for those who require it.
- Every unit will begin with a vocabulary lesson and each session after that will begin with a vocabulary activity. Friday’s vocabulary session will be on roots. (1 session)
- The second lesson will be an introduction lesson to the text including a fluency session.
- Comprehension strategy instruction should take place every week as a minimum. (1 session)
- All remaining sessions will follow the Investigation closed or extended reading approach. In Year 6 more of these will be extended.

Provisional timetable to ensure coverage of all elements. See [Whole Class Reading Timetable.docx](#) for full details.

Year 5 Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
AR (15mins)	Paired Reading	Individual Reading	Individual Reading	Individual Reading	Paired Reading
Vocabulary	Vocabulary Lesson	Vocabulary task	Vocabulary Task	Vocabulary Task	Vocabulary – root words
Lesson (40mins)		Introduction lesson inc fluency	Investigate – close	Investigate – close	Fluency lesson
Reading For Pleasure (15mins)	PM session/Book Talk	AM session	AM session	AM session	PM session/ Book Talk

Year 5 Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
AR (15mins)	Paired Reading	Individual Reading	Individual Reading	Individual Reading	Paired Reading
Vocabulary	Vocabulary task	Vocabulary task	Vocabulary task	Vocabulary task	Vocabulary – root words
Lesson (40mins)	Investigate - close	Investigate – extended	Fluency lesson	Independent	Comprehension Strategy.
Reading For Pleasure (15mins)	PM session/Book Talk	AM session	AM session	AM session	PM session/ Book Talk

Year 5 Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
AR (15mins)	Paired Reading	Individual Reading			
Vocabulary	Vocabulary task	Vocabulary task			
Lesson (40mins)	Comprehension Strategy. (independent)	Fluency lesson – additional text.			
Reading For Pleasure (15mins)	PM session/Book Talk	AM session			

Reading Lesson Elements

1) Vocabulary

Vocabulary is taught at the beginning of every unit of reading instructions as a whole session. Following on from this, there is a short vocabulary retrieval and application element at the beginning of every reading lesson.

During the first lesson of a unit vocabulary is explored in the following ways:

Before the session: Teachers identify the Tier Two and Tier three vocabulary from the text to be introduced for this unit of work. There should select the words which will have the most impact on children's understanding of the text and their wider learning being selective and not trying to teach too many words. Tier 2 vocabulary will be explored during the first lesson. Tier 3 vocabulary will be provided as a glossary.

1. **Tier 2 exploration** - Definitions will be given alongside visuals (dual coding) and the word class.
2. **Tier 2 exploration** - Synonyms will be shared.
3. **Tier 2 exploration** - These words will be used within a sentence which has the same context as in the text.
4. **Tier 2 exploration** - Pupils will be given the opportunity to oral compose their own sentences using the words. During this time, the teacher will listen around the room and provide whole class feedback to any misconceptions about the accurate use of these words. Discussion may follow.
5. **Tier 3 Glossary** - Share the glossary and discuss the meaning of these words within the concept of the text.
6. **Initial Read** - If time initial reading of the text where pupils can underline key vocabulary as it emerges.

On every subsequent reading lesson, the lesson will begin revisiting the Tier 2 vocabulary and asking pupils to apply their understanding of this vocabulary in some form. See the Mount Charles 'Vocabulary guidance' document.

On a Friday, the vocabulary focus will be 'roots' using the Chris Such mapped progression of common Latin and Greek roots. This provides opportunities for pupils to explore the morphology and etymology of words.

Purpose: We are aware that our cohorts of children often start school with low SALT provision and as part of this can be disadvantaged by a low level of vocabulary. Our curriculum focusses on improving this to reduce the disadvantage gap. Our approach to vocabulary aims to both increase the number of words pupils know but also give them the skills to infer the meanings of a wider range of vocabulary now and in the future.

2) Introduction to the text (including fluency read of the text):

During the introductory lesson, the teacher does the following:

- **Introduce** the text. This may include exploring the cover, blurb, layout of the text, text features, genre, author, significance and why the text has been chosen and why now. This may be teacher led or may involve partner talk or student independent activities dependant on the length of the fluency session.
- **Initial** read of text (or re-read if read yesterday) in its entirety.
- **Fluency** read of the text (or the first section of the text) using the fluency lesson guide.

Purpose: To improve pupils' understanding of text types, text features and the impact of layout and author choices on the reading. To improve pupils' knowledge of authors so they can choose texts for themselves.

3) Fluency:

Fluency sessions may either be a part of a longer reading session or a full reading session. During a fluency session pupils will be given opportunities to develop explicit fluency skills. The fluency session will follow the following stages:

Before the sessions: The teacher identifies a specific fluency skill which needs developing and target this during the session (Expression, Pitch, Volume, Phrasing, Pace, Smoothness) and chooses a short text of maximum 300 words at an age appropriate level for pupils which will help to develop this skill. This text may be a short passage, an extract or a text produced by the teacher to match the focus skill and the curriculum focus of the wider text for this unit to supplement or extend knowledge. Teachers identify words they may need to pre-teach and any prior knowledge or concepts that may need to discuss with pupils before the session. They text mark any sections which may require it.

Text choice – focus text, supplementary texts link to topic to provide additional background knowledge or additional texts that are not linked to the focus text but contain key knowledge or text structures no covered elsewhere. Additional texts will be the focus of one fluency session per each unit of work and will be at the start or end of the unit.

1. The teacher introduces the text and pre-teaches any vocabulary or concepts the pupils may require.
2. The teacher identifies the fluency focus of the session and explains why this is important to be an expert reader.
3. The teacher and pupils echo read the passage focusing on modelling that fluency skill. The teacher uses minimal teacher talk during this session (i.e. 'again', 'choral', MTTT).
4. The children have a short time in mixed-ability pairs to practise rehearsing a sentence or two from the passage as read during echo reading.
5. Mixed ability pairs perform this sentence to the class.
6. The teacher provides positive feedback.
7. The class complete 'finding finger' activities to verbally answer (using thinking time, partner talk and cold calling) 5 Bums on the rugby post questions (Who, What, Where, When, Why & How).
8. Big Ding Question - the teacher selects a broader inference question to ask to which there will be multiple answers and which encourages the children to infer meaning from the text using the knowledge they've already gained from the 5 Bums questions. Pupils 'ding in' to answer the question when the teacher rereads the passage. A shared discussions follows which will provide opportunities to orally give evidence and explain reasons for their choices and answers.

The L.O for this session will be 'As readers we are learning to improve reading fluency through..... (whatever the focus skill is).

Purpose:

The purpose of fluency sessions is to help all children move from decoding to comprehension. The purpose of explicitly teaching these skills is so that novice readers, who may be from poor literary backgrounds, are explicitly aware of the skills of expert readers and how to develop these for themselves. Research (Rasinki) shows that an improvement in fluency leads to an improvement in comprehension.

4) Investigate with Close Reading:

Before the sessions teachers need to:

1. Select an appropriate section of the text
2. Identify new concepts and knowledge which pupils may require to access the text and prepare images or information to pre-teach within the session.
3. Identify the stopping points in the reading of the text where you will clarify, summarise, explore vocabulary or discuss ideas.
4. Plan the questions that will be asked at the stopping points and pupils' potential answers to these and how misconceptions will be addressed, and the discussion/learning will progress.
5. Plan which aspects of the text will be the focus for each read of the text (i.e. first read for meaning, second read for author's choices, third read for summarising etc). Plan these chunks carefully so too much is not done at once.
6. Plan for how pupils will respond and the pedagogy to be used in each part of the read i.e. when will I do, we do, you do, guided practise, thinking out loud, partner talk etc be used.

During the session the teacher will pre-teach any elements identified in the planning above that the children need to be successful in understand the text (i.e. concepts and vocab). The session will then progress with 1/3 of the session being focussed on teacher-led reading and 2/3 comprising discussion or student independent activities. This will follow the planned stopping points, questions, repeated reads of the text and pupil responses prior to the session. There may not always be a written outcome but there must a balance across a unit of written and oral answers.

Purpose: To provide pupils with the opportunity to receive direct input and modelling on the skills great readers possess and provide opportunities for pupils to apply this to understanding and exploring a text.

5) Investigate with Extended Reading:

Once children are confident, fluent readers happy to read aloud, close reading can move to extended reading in year 5 and 6 when pupils are reading fluently. The planning of extended reading is the same as close reading but the execution differs slightly. During extended reading, 2/3 of the session is spent reading and 1/3 is spent discussion and answering questions. The emphasis of extended reading is on the opportunity for children to read aloud or build up reading miles. The teacher selects whether the reading is done by the teacher, aloud be selected pupils, silently by all pupils (in either long or short bursts). The teacher may choose to hear pupils reading aloud to provide a different expert model to the class or to assess pupils growing confidence with reading fluency whereas they may choose silent reading to give the children practice of reading and understanding individually for themselves.

Reading aloud can follow the following formats:

1. The teacher reads and the children follow with their rulers. The teacher use engagement strategies such as 'Jump in' (where they pause and the children say the word) to ensure all pupils are following.
2. The teacher and children take it in turns to read aloud while everyone else follows with a ruler. 'Jump in' is used when the teacher reads. Children following on when the reader changes shows engagement.
3. The children read silently in short bursts (the length of which is managed by the teacher). This can be increased as children become better at this skill.
4. The children read silently for extended periods. There are questions available for those who read quickly. These include Summarising, Predicting, Vocabulary, Inference, Retrieval, Explanations questions.

6) Comprehension Strategy Instruction:

Comprehension strategy instruction is a valid part of reading comprehension once pupils are secure fluent readers. Following the EEF guidance, we ensure that pupils are taught the core skills of comprehension which include: clarifying, summarising, vocabulary, inference, prediction, retrieval, explanation and questioning. We use metacognitive strategies (see below) to model how a reading brain achieves these skills and use 'I do, we do, you do' to make the hidden reading skills and the strategies we use to complete them explicit. See Reading strategy posters for guidance on how we deliver the teaching of each strategy.

Discrete lessons are held on comprehension strategy instruction to manage cognitive load for pupils. During these sessions we choose a specific comprehension skill, which is relevant for the text and model how to apply the strategy for that skill. Following the I do, We do, You do approach we then apply this skill together to answers some questions before pupils independently do the same. This may be within one lesson or a series of lessons where pupils are given growing independence and scaffolds are gradually removed. Sometimes the same extract of text will be explored for I do, we do and you do and at times a alternative text or the next passage of text may be explored in relation to this skill.

In addition to discrete lessons on comprehension, across a unit of work, we may also introduce a separate section of text or an unseen text where pupils answers comprehension questions on a variety of skills they have previously covered to ensure they can apply and consolidate this learning in new contexts. In Year 5 and 6 this will happen every unit and will often use an unseen text whereas in Year 3 and 4 this will only be introduced when pupils are ready and have built up sufficient skills and may be with another section of the same text.

Purpose: To use metacognitive strategies to model what the reading brain does when it comprehends and to provide a specific strategy which pupils can use to explore a comprehension skill.

Pedagogy of the reading lesson

Within reading lessons our pedagogy will follow the following approaches:

- I do, we do, you do.
- Thinking out loud (to make the invisible processes of reading visible).
- Activating prior knowledge or pre-teaching new concepts before reading.
- Explicit strategy instructions.
- Modelling of learning strategies.
- Guided practice
- Independent practise
- Opportunities for reflection.
- Oracy strategies including the use of talk partners.
- Use of thinking time.
- Use of cold calling (alongside other strategies).
- Use of text marking to identify specific elements (e.g. fluency marking, highlighting, underlining, annotations).

Verbal feedback within the sessions.

Feedback should either thank children for participating i.e. 'Thank you' after they have read aloud or should focus on specific feedback which highlights effective skill, i.e. ' I like how you....'. This is especially relevant in fluency sessions where positive feedback linked to the skill should be provided.

A Love of Reading

We promote a love of reading in the following ways

- Reading Ambassadors
- St Austell Children's Literature Festival
- Author Visits
- Reading Café
- Book Fair
- World Book Day
- A well-resourced library
- Reading is visible around the school.
- Reading recommendations on the newsletter and through social media.
- Pupil recommendations in the library.
- Book Talk

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Reading for Pleasure morning sessions:

The teacher reads to the class using ruler and visualiser. Children follow in their books or on the visualiser as relevant. The focus is on pupils listening to, engaging in and enjoying the story. The teacher does not need to ask questions but may pause to clarify meaning which will improve enjoyment. During this time appropriate learning behaviours will be expected but these will vary dependant on the children's needs and what listening looks like for them.

Reading for Pleasure afternoon sessions:

During afternoon reading sessions, there is the possibility for a more relaxed reading session. It follows the same format as the morning and covers the same text however pupils may not have to follow along if this helps their enjoyment. Where teachers feel it is appropriate, children have the choice to follow or not.

Reading for Pleasure texts are mapped by the Reading Leader. Sometimes these texts are the texts explored in whole class reading lessons and sometimes they are from the Reading Spines. If staff or pupils have a passion for a particular book, they can discuss using this instead, with the reading leader.

One RFP session a week should include Book Talk and Pupil and Teacher recommendations. During this time, pupils will bring a book to recommend and should talk about why they recommend it. Use Book Recommendation Book Marks to record this and put in appropriate books. Staff may share what they're reading or any recommendations as well. See Book Talk Document.

Reading Miles

Twice a week during AR reading (Mondays & Fridays), we read aloud to a mixed-achieving partner to build pupils' confidence in reading aloud and to help them increase their reading miles. Every other day pupils read silently. During each morning the lowest 20% read to an adult individually on rotation.

	Monday	Tuesday	Wednesday	Thursday	Friday
AR (15mins)	Paired Reading	Individual Reading	Individual Reading	Individual Reading	Paired Reading
Reading For Pleasure (15mins)	PM session/Book Talk	AM session	AM session	AM session	PM session/Book Talk

The Reading Spine

The Reading Leader has mapped the reading spine based on nationally recognised reading spines including Pie Corbett, Doug Demov, Books for Topics and current and popular releases. These books are displayed in the classroom and multiple are available for the children to borrow.

All children will have access to a list of all the Reading Spine books from previous year groups.

In Key stage 1, pupils who are in the top 20% of regular readers are entered into a £50 book voucher draw.

In Key stage 2, pupils receive a bookmark of the reading spine and track their progress in completing it. At the end of the year any child who has read all the books (or six from the provided Reading Spine list) and who achieved 80%+ on AR quiz (where possible), is entered into a £50 book voucher draw.

The winning child from each draw will sit with the reading leader and Reading Ambassadors to select their prizes. This helps promote the children's perceptions as themselves as readers and allows them to expand their reading repertoire.