

Whole School Reading Comprehension and Fluency Strategy for Mullion Primary



Rationale:

We have taught comprehension in reading through VIPERS and using shorter texts. VIPERS are not an approach to teaching reading, rather the domains into which reading comprehension falls. We must shift our teaching and learning towards teaching the skills of a reader.

At present, despite phonics screening outcomes, reading assessment outcomes at key stage one and key stage two are not in line with national expectations or consistent. Children in key stage one can read, but can't seem to comprehend at the same level. Additionally, although they need to read at around 90 words per minute to progress off Read Write Inc, they do not have the stamina to complete longer reading texts. This has been evident in end of KS2 reading SATs where pupils have simply ran out of time to read all texts and questions.

As a result, we need to develop a coherent approach to reading fluency and comprehension. This needs to be a systematic approach to reading where modelled and repeated practice can enable pupils to access greater fluency and comprehension of a range of texts. This must include the teaching of reading skills and questioning targeted through the 6 reading domains.

The prime areas of focus will initially be vocabulary and retrieval. These are core areas that must be secure in order for pupils to be able to infer meaning which will only be woven through once children are secure in their vocabulary and retrieval.

The comprehension lessons will last for 30 minutes and take place 3 times per week. Book Talk and Library sessions will focus on Reading for Pleasure and also explore the reading domains through the children's journaling, book reviews and discussions with adults and peers.

Teaching the Skills of Reading

BEFORE TEACHING

Establishing a 'Reading Ready' environment

- All children will have the same text as the teacher
- All children should be facing forward in order to watch the teacher modelling the strategy under the visualiser and on the screen
- Teacher will have a green highlighter, pencil/pen and green bookmark
- Children will have a different coloured highlighter, pen/pencil and green bookmark
- The sequence of activities is the same each time. Children do not need to talk or discuss between readings of the text. Distractions should be minimal and promote pace and participation – just like RWI.
- Key vocabulary from the text should be displayed and referred back to across the week
- When children are working on their questions independently, the room should be quiet. In this time, teachers and Tas should be addressing misconceptions and assessing progress

Text Selection

- Teachers are to look at the NFER summative assessments (December, April, June) for the genres covered. These must be taught in the term before assessments.
- The immediate focus of each group is to read 90 words per minute at an appropriate level.

- Literacy Shed Micro Vipers will be used in the first instance. These range from approx. 90 words in Stage 1 to 170 words in Stage 6.
- You can copy and paste the text into word to find exact word counts to guide you.
- The reading emphasis must be on reading at a good pace but with accuracy.
- The more able groups will have longer texts to build stamina and the level of questioning and depth will increase accordingly. For these longer texts, a second lesson can be used to deepen learning with planned teaching points and varied questioning. This second lesson must follow the rigour of the teaching sequence and include modelled reading and independent reading.
- Teachers will identify vocabulary from each text that is to be taught. This will be 2 words each lesson and be taught and discussed for meaning. They will be displayed in class, recapped in the following lesson and referred to during the week.
- All learning points for teaching are prepared in advance.

Assessment

- On your first and final session of each half term, please carry out an assessment of how many words each child can read in 60 seconds. This can be through your first shared text. Children will be given 60 seconds and they should circle where they get to. Teachers should then highlight this with their green highlighter and record how many words were read.
- You need not highlight any mistakes – this is for fluency.
- Accelerated Reader will continue to be used half termly.
- Complete a running assessment record of % reading assessment scores from NFER/ SATs, AR standardised scores and ORF rates and words per minute from the start and end of reading each half term (template will be given)

THE LESSON:

- **Recap It** Vocabulary warm up (previous vocabulary)
- **Teach It** – *Teaching Comprehension Skills for Vocabulary* (green word on slide and cards for display)
Vocabulary warm up
Recall definitions, synonyms, antonyms, true or false, odd one out, missing words
- **Model It** *Leading reading for fluency:* (teacher models reading at pace and with intonation – the whole text)
Teacher models reading under the visualiser – reading at the pace expected. Teacher models using the green bookmark which masks the text underneath. Children watch the board to observe the technique to apply themselves.
- **Practice It** *Leading reading for fluency*
Partner practice: partner 1 on the left, partner 2 on the right. Partner 1 reads first as partner 2 follows the text. If they need support, Special Friends, Fred Talk, Read the Word is used as a prompt. Partners may be a TA if needed and possible.
or

My Turn Your Turn reading: teacher models reading again, one sentence at a time whilst children track with bookmarks and repeat.

Independent Read: children have their 60 second timed read with the timer on board (teacher to walk the room – monitor)

- **Model It** *Teaching Comprehension Skills for Vocabulary*

Teaching vocabulary questions will comprise of 20% of total questions asked at all levels of reading. Teacher models reading and answering one vocabulary question. This demonstrates skills such as skimming, recall, scanning, reading around the word. The teacher will highlight the word in the text as a part of the strategy being taught.

- **Practice It** *vocabulary*

Children will mirror strategies taught. The children will answer one similarly structured vocabulary question independently.

- **Model It** *Teaching Skills for Retrieval/Inference*

Teacher models answering the question under the visualiser like before. They children can see the modelled example of scanning, marking and sentence structuring on the board. The teacher will model how to skim, scan, re-read to identify the answer in the text. They will model how to answer this question: single word, sentence circle the word etc. Children copy the answer onto their sheet.

- **Practice It** *Retrieval/Inference*

Children will mirror strategies taught. The children will answer 2-3 similarly structured questions independently

- **Recap It** *Teaching Comprehension Skills for Vocabulary*

Revisit vocabulary from previous lessons and new vocabulary for today. My turn, your turn reading. True or false definition game or similar.

Potential* Domain Weighting for Comprehension and Fluency Lessons

*TBC after Question Level Analysis

Groups	Approximate Content Domain Weighting %s		
2	20% Vocabulary	80% Retrieval	
3	20% Vocabulary	80% Retrieval	
4	20% Vocabulary	70% Retrieval	10% Inference
5	20% Vocabulary	80% Retrieval	20% Inference
6	20% Vocabulary	50% Retrieval	30% Inference