

# Shield Row approach to the teaching of Reading

## Guided reading in years 1-6

### Pre read

Pre-reading can be pupil-to-pupil, a teacher-led group or independent reading. The activity must have a clear focus to prepare the children for the teacher-led task. The children are given a focus and a response is recorded in their Reading Journal.

### Teacher-led session

The teacher-led session must be focused around a particular skill linked to the assessment focuses. This needs to be modelled and opportunities for questioning and discussions must be given. Children can be provided with a recording grid or planning grid to record their thoughts and ideas, ready to be used in the follow up task. Questions should be pre-planned and recorded on the school's planning template and notes made on any strengths/ areas for development that become clear for certain children.

### Follow up task

The follow up task is completed by the children after their teacher-led session. This task must be linked to the activity discussed and planned in the teacher-led session and is a written response in the children's Reading Journal. This response can be presented in different ways but needs to show what the children have learnt and be a reflection of the skills that are being developed. This can be scaffolded to support the needs of the children.

### Big Three Friday

In years 2-6, each reading lesson on a Friday is structured around 'The Big Three' reading skills: RETRIEVAL, LANGUAGE and INFERENCE. They are organised into 2 week cycles. In the first week, lessons are structured to model how to answer the 3 types of questions, TALK through answers and support the children in their independent sections when answering different types of questions. Here, work will be differentiated, either by text level or by the depth of skill the children are working on. Children will access a range of different text types, presented in different ways. In the second week, the children will focus on one of these skills, investigating a picture or piece of text, getting 'underneath' the text/image.

### Reading in Early Years

Reading is a high priority within Early Years and underpins everything we do. This includes making sure topics taught are built around a wide selection of books linked to children's interests. In Nursery, the importance of reading starts as links are established through the weekly 'Lending Library' where children can choose a book, with their adult, to take home for the week. In Reception children are taught the technical skills of reading but are also taught how to talk about books through whole class taught sessions and small group work. Reception children have a balance of ORT books and real books to develop the wide range of reading skills. Reading homework is sent home each week. Children are given an image to discuss with their families, focusing on retrieval, inference and language development.

### A Love of reading!

Every week the children will have an opportunity to have a 'free reading' session. This allows the children to read and engage with texts of their own choice, either from home or from the class reading areas. Let's get children excited about reading books!

### Building vocabulary

Use the book read during guided reading sessions to help build up the children's vocabulary. Encourage and model the use of 'Magpie' books to 'steal' interesting and unusual words and phrases.

### ERIC time

At 3pm every day, the bell signals the start of 'E.R.I.C' time-Everyone Reading in Class. This is a time for children to listen to stories read by adults as well as allowing the children the opportunity to enjoy books from the class reading area. Non-home readers are also picked up at this time to ensure all children are heard read each week.

### SCHOOL LIBRARY

Every children has the opportunity to visit the school library. Each class has a timetabled slot each week where children can go, read books, share stories and check out a book. Our amazing junior librarians keep our library looking clean, tidy and organised.

### Don't forget...

High quality answers take time and planning. Use prompts, word banks, planning sheets and scaffolds to help the children achieve the highest possible quality!

### Independent reading

At the end of the cycle, after the follow up task, the children will have a free reading session. The children can read a book of their choice in the class reading area.

### 6D 'Book talk'

During their independent session, our targeted, greater depth children, will participate in a 'Book talk' session. Each week the children will meet to discuss the book with a particular focus. Children will also have a reading journal that they can use at home to capture exciting and interesting words, phrases, structures and openers. The purpose of the group is to get the children to TALK-SHARE-DISCUSS-DEBATE.

### Reading Intervention

RWI intervention takes place in Year 1 and 2. From Year 2-6, identified children take part in the 'Cracking Comprehension' intervention. Intervention is carefully tracked and groups are changed depending on need. Teacher's monitor children who are not reading at home and these children are targeted for additional reading sessions with the teacher in school.