

The teaching of Reading at Dursley Primary Academy

At Dursley Primary Academy, we explicitly teach reading comprehension strategies as a whole class, in Year 2 through to Year 6, for at least 30 minutes each day. We have carefully selected novels, which are age-appropriate, challenging, and rich in vocabulary. We understand that the teaching of reading comprehension strategies is about describing the actions that may help a reader to construct meaning, develop understanding and remember information from a text. We also recognise that reading fluently supports reading comprehension. When pupils read fluently, their cognitive load can be redirected from focusing on decoding and onto comprehending the text. To support this we have developed a clear weekly reading programme and lesson design, which promotes the modelling of metacognitive process to children to show them how to monitor their comprehension and overcome barriers to understanding.

We cultivate a love of reading in our pupils through daily opportunities to engage with a book. In Reading For Pleasure time (R4P), pupils may read a book of their choice, or listen to the teacher read a book. Class displays and book corners spark curiosity, and encourage pupils to connect with a book.

Weekly Programme

Monday	Tuesday	Wednesday	Thursday	Friday
Novel based reading	Alternative text type	Novel based reading	Novel based reading	Fluency

Lesson Design

Hook/Anchor task- a quick retrieval activity which promotes engagement and motivation. Questions are designed so that all pupils can answer. **Additional adults will actively support identified pupils with personalised provision.**

STAR It- This is an opportunity to explicitly teach new Tier 2 vocabulary using the STAR approach (select, teach, activate, review). The focus word will be selected from the text being focused on in that reading session. We typically focus on 2/3 words over the week to embed the word into pupils' long term memory.

Read It and Teach It Teachers will read an extract of the selected whole class text. As the text is read, reading comprehension strategies are modelled and practised (in real time) through the teacher verbalising their own inner monologue of what skilled readers do all the time. Sometimes the modelling is of a specific skill (VIPERS) other times it is guided discussion. Questioning is intentional, and pupil engagement is encouraged through use of peer talk, exploration, collaborative learning activities and resources. **Additional adults will actively support identified pupils with personalised provision- such as use of visual support, prompts, providing feedback.**

Practise It- pupils are given the opportunity to practise their new learning through carefully designed activities and/or answering questions which support the development of reading comprehension strategies.

Support It- some pupils require adaptations and scaffolds to enable them to work independently and enhance their understanding of the skills and writing process. This is not differentiation by task. Support is bespoke, based on the teachers understanding of pupil' needs.

Fluency Friday Lesson Design

1. Teacher reads the text aloud while pupils listen.
2. Teacher discusses tricky vocabulary and gives a summary of the text.
3. Teacher reads for a second time while children follow along.
4. Children in mixed-attainment pairs take turns to read 3-4 times each; partner follows with ruler; teacher 'floats' and supports.
5. Text is performed by whole class, volunteers or selected children.
6. Text is discussed and comprehension checked/deepened.