**Reading**

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**5-Day Plan**

**Vision**

At OAHA, our reading lessons are structured to give our children the skills to read fluently, the ability to fully comprehend what they read and a life-long love of reading.

We want our children to be able to access and enjoy all areas of the curriculum, without reading being a barrier. Our reading lesson sequence explicitly teaches the strategies and skills children need in order to be able to fully engage with text, to both learn from and enjoy books.

**The OAHA 5-Day Reading Plan**

Day 1 – Background knowledge and Vocabulary

Day 2 – Read aloud, think aloud

Day 3 – Retrieval

Day 4 – Inference

Day 5 – Application

**The Basics**

* One purpose, one content domain for the week, which is shared with the children.
* One text, the same text, for 5 days
* All children in the lesson, accessing the same text
* Differentiation by support or application of skills
* Explicit teacher modelling of discrete skills

**Reading Content Domains**

The skills children need in order to read for meaning and understand text, at any age, are organised into National Curriculum Content Domains.

At OAHA, our reading weeks have a PURPOSE, which we share with the children. This purpose comes from the Reading Content Domains.

Each week, reading planning should have a purpose, a focus. This purpose should be one (or part of one) of the content domains. All lessons throughout the week will contribute to a deep understanding of the text, with the Friday lesson focussing on using what we have learned in the previous lessons to master the focus skills in an application task.

For example:

**Purpose: To be able to summarise events from a text.**

Day 1 – background knowledge to the key events, and investigating vocabulary of the events we will read about.

Day 2 – Read aloud, think aloud, text marking the key events in the text.

Day 3 – retrieve specific information to create a timeline of events in books.

Day 4 – infer from character’s actions/speech to add detail to events.

Day 5 – write a postcard home from the character, listing the events in order, using reference to background knowledge, vocabulary from the text, retrieved information and inferred details.

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| **2a** | Give / explain the meaning of words in context |
| **2b** | Retrieve and record information / identify key details from fiction and non-fiction |
| **2c** | Summarise main ideas from more than one paragraph |
| **2d** | Make inferences from the text / explain and justify inferences with evidence from the text |
| **2e** | Predict what might happen from details stated and implied |
| **2f** | Identify / explain how information / narrative content is related and contributes to meaning as a whole |
| **2g** | Identify / explain how meaning is enhanced through choice of words and phrases |
| **2h** | Make comparisons within the text |

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| **DAY 1** | **BACKGROUND KNOWLEDGE & VOCABULARY** |
| **INTENT** |
| **Content Domains**2a - Give / explain the meaning of words in context | **The intention of the lesson is to:**1. *To know that background knowledge supports the understanding of a text.*
2. Introduce children to the unfamiliar words they are going to meet in the shared text, and their meanings.
3. Build and grow the known vocabulary bank of our children, including Tier 3 vocabulary.
4. *To use inference to understand unknown vocabulary.*
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| **IMPLEMENTATION** |
| **Differentiation****SEND** – fewer words and TA support**MAC** – more or more complex vocabulary + application task (e.g. Cluedo) | **During this lesson:****Part 1*** Share photos, videos, audio etc which ground the children in the context of the week’s text.
* Children investigate what they can see/hear etc
* Children share what they know already
* Give children information needed to access text
* DISCUSSION

**Part 2*** Decoding the words from tomorrow’s text – limit the number of words to 6-8 which will help children’s understanding of the text or the context
* Identifying root words and connected word families
* Defining words in the given context (give just the sentence from the text if the context is needed)
* Defining Tier 3 words – technical language, definitions of which can be given to the children without their ‘working them out’.
* Investigating connected words – synonyms, antonyms
* Making predictions based on the given vocabulary
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| **IMPACT** |
| **Outcome of this lesson (a background knowledge activity and a vocabulary activity, in books):** |
| * Labelled picture
* Paragraph explaining the background knowledge
* Mind map of sorted information related to the background knowledge
 | * Children’s own glossary, Tier 2 and Tier 3 vocabulary
* Vocabulary 4-square
* Crossword
* Prediction of the context of the text using the learned vocabulary (‘Cluedo’ e.g. ‘porch’ = something to do with a house; ‘shillings’ = the story is set in the past

See the PiXL vocabulary activities for further vocabulary activity suggestions. |

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| **DAY 2** | **READ ALOUD, THINK ALOUD** |
| **INTENT** |
| **Content Domains**2c - Summarise main ideas 2d - Make inferences from the text2e - Predict what might happen 2f - Identify how narrative content is related and contributes to meaning as a whole2h - Make comparisons within the text | **The intention of the lesson is to:**1. Demonstrate, model and verbalise the thought process involved in understanding what we’re reading.
2. Give children time to discuss the text, what it means to us, what words mean to the reader and authorial intent.
3. Encourage children to verbalise their thoughts, justify their assumptions, predict with evidence and talk about the story.
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| **IMPLEMENTATION** |
| **Differentiation****SEND** – text mark one copy together with TA support. (They could have read the text prior to the lesson with an adult to ensure words can be decoded.)**MAC** – stay in classroom for the first paragraph, then out in a group text marking in pairs; give the next/previous/last chapter – how does this change your predictions? | **During this lesson:*** Teacher reads the whole text with fluency, bringing children in at appropriate points.
* Teacher model ‘Read Aloud, Think Aloud’ the first paragraph (not line-by-line), text marking the relevant points –summary.
* Children read aloud think aloud the next paragraph with their partner. Feedback in small groups.
* Continue through the text, teacher modelling the key paragraphs, but children working in pairs (not independently) through other paragraphs or sections.
* Always come back together for the children to raise their own questions about what they have read.

Whilst learning to ‘Read Aloud, Think Aloud’ children may need teachers to model questions, but this should move to children asking their own questions about characters, setting, related points, predictions, language choice, what words make us think, etc)**Allow sufficient time for all pupils to complete a written response.** |
| **IMPACT** |
| **Outcome of this lesson:*** Summarise the story (not the events – more like a blurb)
* Draw the story (like a front cover, giving clues to the story without giving it away
* Write a prediction for the next chapter/section
* Write 3 questions the text raised for you
* Link the story to another (e.g. This character is like…because…/This story reminds me of another story ‘…’ because…)
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| **DAY 3** | **RETRIEVAL** |
| **INTENT** |
| **Content Domains**2a - Give / explain the meaning of words in context2b - Retrieve and record information / identify key details from fiction and non-fiction | **The intention of the lesson is to:**1. Explicitly teach the skills of direct retrieval.
2. Explicitly teach the skills of synonym retrieval.
3. Give children opportunity to practise the taught retrieval skills.
4. Model and allow children to practise responding to retrieval questions in full verbal and written sentences.
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| **IMPLEMENTATION** |
| **Differentiation****SEND -** given sentence starters which they complete with support. **MAC -** can skip the basic retrieval questions, if appropriate. Expectation of independent work. Synonym word work as a starter/paired activity to ensure children can access retrieval questions where the word in the question is not in the text, but a synonym is.  | **During this lesson:****Starter*** Recap prior learning and clarify understanding
* Shared reading for fluency practice (whole text). E.g. partner read etc

**Input*** Teacher model reading the retrieval question, circling the key word.
* What information is it looking for? Teacher model re-reading the text to find the relevant information, being explicit about which information directly supports the question.
* Teacher model turning the question into a sentence stem to form the answer in a full sentence.
* If the task is to complete retrieval questions, teacher should model this process once or twice more, with less and less support.
* If the task is a single, written response, children should be given a similar (SEND & ARE) question or additional (MAC) question to apply the same skill.

There is no expectation that the task for a retrieval lesson should always be a set of questions to answer, although there is a time and a place for this, as children need to practise test craft.  |
| **IMPACT** |
| **Outcome of this lesson:*** A character description (written or drawn), using words and descriptions directly from the text.
* A setting description (written or drawn), using words and descriptions directly from the text.
* A timeline of events from the extract.
* Create a front cover for the text, using information from the extract.
* Non-fiction fact file using facts from the text
* Find 4 words which mean…
* Order these events from the story
* True or false questions
* Multiple choice questions
* Matching questions to answers
* ‘Mark my answers’ – children write the mark scheme and mark their teachers’ answers.
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| **DAY 4** | **INFERENCE** |
| **INTENT** |
| **Content Domains**2d – Make/explain inferences and justify with evidence 2h - Make comparisons within the text | **The intention of the lesson is to:**1. Explicitly teach the skills of direct inference.
2. Explicitly teach the skills of evidence collection inference (more than one piece of evidence for one point).
3. Give children opportunity to practise the taught inference skills.
4. Model and allow children to practise responding to inference questions in full verbal sentences and with a range of written responses.
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| **IMPLEMENTATION** |
| **Differentiation****SEND -** given sentence starters which they complete with support. **MAC -** extend to giving more than one point of evidence to support an inference (leading to 3 mark questions); this can be with the use of an additional piece of text (if given in the RATA lesson). Comparison within and between texts.  | **During this lesson:****Starter*** Shared reading for fluency practice (whole text). E.g. partner read etc

**Input*** Teacher model reading the inference question, circling the key word(s).
* Model using the text marking to find the relevant paragraph/section in the text – TTYP suggestions which could answer the question.
* Model re-reading the question to find words which link to clues in the text which are hidden throughout the text.
* Teacher model using the inference clues to answer the question in a full aural sentence, including a ‘justifier’ (because it says in the text ‘…’ and that tells me ‘…’).
* Children practise this verbally (or written) in pairs.
* If the task is to complete inference questions, teacher should model this process once or twice more, with less and less support.
* If the task is a single, written response, children should be given a similar question (SEND & ARE) or additional question (MAC) to apply the same skill.

There is no expectation that the task for an inference lesson should always be a set of questions to answer, although there is a time and a place for this, as children need to practise test craft.  |
| **IMPACT** |
| **Outcome of this lesson:*** Character description using inference (adding to previous lesson using retrieval?)
* Thought bubble/speech bubble of the character using inferential details
* Emotions timeline, charting how a character feels through the extract.
* Write the next chapter/section of the text. Write the previous chapter/section of the text.
* Write the last chapter of the book.
* Write a letter/diary in role as the main character.
* Comparing characters.
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| **DAY 5** | **APPLICATION** |
| **INTENT** |
| **Content Domains**This lesson should fulfil the intended PURPOSE for the week and chosen Content Domain should reflect this.  | **The intention of the lesson is to:**1. Model application of understanding.
2. Give children opportunity to combine their background knowledge, vocabulary, retrieval and inference understanding.
3. Allow children to apply their understanding and create something new.
4. Give children opportunity to demonstrate their understanding and progress towards the focus Content Domain, and teachers opportunity to apply AfL.
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| **IMPLEMENTATION** |
| **Differentiation****SEND -** can produce one application as pair/group or take this opportunity to complete a Read Aloud, Think Aloud with TA and an ability level accessible text. **MAC -** Application activity which leads to greater depth of response. Use BAD thinking verbs combined with focus content domain | **During this lesson:****Starter*** Shared reading for fluency practice (whole text). E.g. partner read etc

**Input*** Recap everything we know about the text – encourage ‘because in the text it says…’, including answering questions we thought of or more questions the week’s learning has raised.
* Allow children to add or disagree with one-another, as long as they support themselves with details or clues from the text.
* Teach the specific skills for the focus of the lesson (predicting, summarising, ordering, justifying, explaining etc), allowing children time to practise/gather ideas/find evidence in pairs first.

**Practise*** Children complete one task.

**This lesson should fulfil the intended PURPOSE for the week and the activity/outcome should enable this.** |
| **IMPACT** |
| **By the end of this lesson:*** Summary of a part/extract of the story
* Character biography
* Letter/diary entry in character
* Emotions tracker (how a character’s feelings change through an extract)
* Word bank – These words all work together to make the reader think… because…
* True/False question, giving evidence
* Ordering activity, using summaries or synonyms etc
* Character comparison (comparing two characters or comparing one character from start to end of extract

Activities this lesson should give children an opportunity to apply all the skills they have used this week to the purpose of the sequence (summarising, predicting, inference, ordering, authorial intent of language etc) |