

Agreed Reading Lesson Structure: September 2019

LESSON SEQUENCE		Examples
<p>RIC (One question each for Retrieve Interpret Choice)</p>	<p>Short focussed activity for engagement at the start of each lesson (Poem, video clip, picture, book cover, blurb or other stimulus) Does not have to link to the main text</p>	
<p>Decoding Strategy focus Focus on 1 or 2 per lesson – teach or recap Use USE CLASS TEXT: Focus on a sentence / section that pupils will read today</p>	<p>Phonics Early (first) decoding strategy. Should be the last strategy that proficient readers try for decoding</p> <p>Picture clues Use shaped boxes to determine the words from letter shapes</p> <p>Patterned language Repeated and patterned phrases</p> <p>Rhyme Draw specific attention to known spelling patterns that rhyme</p>	<p>Phonics for older readers Names, places, 'never seen before' words, words in other languages</p> <p>Picture clues</p> <p>Patterned language And they all lived... There's no such thing... The snake saw the mouse and We can't go over it, we can't.... After that he... and after that he.... I can't stand it, I just can't stand it</p>

Analogy

Using words you already know to read words that you don't e.g. using knowledge of 'make' to read 'lake'
Pull large words out of texts and look for ways to use existing word knowledge

Chunks (common letter strings/analogy/syllables)

Teaching children to look for words within words
Look for the biggest 'chunk' they already know

First letter, last letter

Give words either on their own or within sentences with just the first and last letters

Word Shape (similar to picture clues)

Looking specifically at the shape of words
Good spelling strategy
Good for pupils with dyslexia
Taking a 'photo' of the word

Contextual clues

Strategy used most frequently by proficient readers who are simultaneously decoding and understanding the text

Does it make sense? What is likely to be? He was riding on a? What can it NOT be?

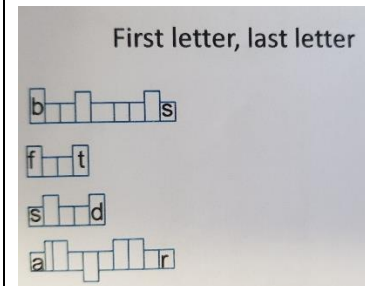
Analogy



Chunks

-ing / -tion / compound words

First letter, last letter



"They were carrying between them a case of a _ _ _ _ _ e wood with l _ _ _ _ _ r handles"

<p>Record / recap the decoding work</p>	<p>Scan to see if the word is on the page again Take a 'photo' Add word to the working wall / word book – add definition if it is new language Can you use it in another sentence</p>	
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<p>Whole class reading <i>All pupils to read over the course of the week on a rota</i> <i>Read part of text</i></p>	<p>Teacher models throughout the reading – check strategies, ask questions, encourage inference, relate to known situations, discuss subject knowledge, relate back to earlier parts of the text, encourage prediction</p>	
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Returning and responding to text
Written outcome in reading journals
Focus on quality, not quantity
Focus on one or two skills for each lesson (colour coded to skills)

Independent:

What do the words snapping this way and that (pg 56) tell us about how Ma Costa is feeling?

What does the word their feud abandoned in the face of her grief (pg 56) tell us about Lyra and Roger's reaction to Ma Costa's distress?

What does the word shivering in spite of the warm sun (pg 57) tell us about how they feel?

Which words on Pg 58 shows that the search was urgent?

The writer has used the words "....." to show...

<p style="text-align: center;">Retrieve</p> <p>Understand, summarise, retrieve and record information from texts including non-fiction.</p> <p>Where and when did the story take place? What did s/he/it look like? Who was s/he/it? Can you name the....?</p>	<p style="text-align: center;">Interpret</p> <p>Deduce, infer or predict information, events or ideas justifying with evidence from the text.</p> <p>How did ___ feel? Why did ___ feel / think...? Why is ___ important?</p>	<p style="text-align: center;">Choice</p> <p>Explain and comment on writers' use of writing devices, language, structure and presentation and the overall impact on the reader.</p> <p>Why do you think the writer has chosen to use the words? What words, phrases or features make you think that....? What does the word...tell you about?</p>
<p style="text-align: center;">Viewpoint</p> <p>Identify and comment on writers' purposes and viewpoints. Identify and comment on the overall effect that writers' devices have on the reader.</p> <p>Does the writer think...? How do you know? How can you tell that the writer thinks....?</p>	<p style="text-align: center;">Perform</p> <p>Show understanding through intonation, tone, volume and action when reading aloud, performing play scripts and reading poetry.</p> <p>How might the author/poet want us to read these words...? How do the speech words help us when reading aloud? (e.g. Whispered, shouted etc...)</p>	<p style="text-align: center;">Respond</p> <p>Discuss books read independently and as a group justifying their own viewpoints. Make choices about authors and texts based on prior experiences. Understand reading preferences.</p> <p>Have you ever been in that situation? What happened? How would you have felt in the same situation? What might you have done instead?</p>

