Laughton All Saints C of E Primary School
The Discreet Teaching of Reading

Week 1: Creative Comprehension

	Date each process: Date the sheet when reading, date the explore, date the respond, date the fluency. (Can't date relate as speaking and listening)
	Coverage with focus on 1 content domain for the week:
Mon	Prepare, read, react
Tues	Read and relate
Wed	Revisit and explore
Thurs	Respond
Fri	Fluency

PREPARE 5 minutes

What will prepare the ground for pupils? What will help scaffold their encounter with the text? What will provide them with the necessary hand-holds when they are reading?

- Explore vocabulary
- Make a prediction
- Background knowledge – video/picture

READ 15 minutes

What could make pupils' reading of the text as engaged as possible? What could help pupils keep track of reading?

1. Teacher drama read (without stopping) to model expression, intonation and volume
2. Choral / echo read
3. Paired / independent read

- Pictures from text projected on to board (if any)
- KS1 / Lower KS2 use lollipop sticks, Upper KS2 annotate text

REACT 5 minutes

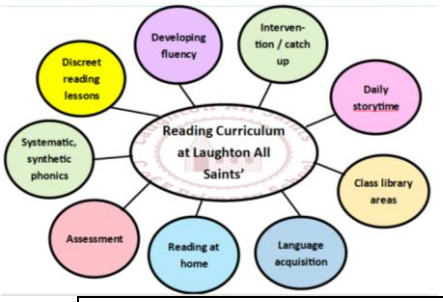
How might the children be able to react to the text immediately after reading?

- Pause to discuss impressions and reactions
- Dramatic writing: suddenly stop and write in role
- Thought-tap characters
- Write down immediate thoughts and reactions
- Write down 'I wonders'
- Annotate the text with questions, feelings, thoughts
- Pick out favourite/most effective/most interesting word/phrase/line; explain
- Discuss agree/disagree statements

RELATE

How might pupils be able to process and record their responses and understandings through speaking and listening activities?

- Hot-seat / Interview characters
- Create still pictures (tableaux) or slow-motion moments–small groups, or whole class
- Act out a sequence



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- Perform poems
- 'Blind guide' around the scene
- Inquests, trials and inquiries
- Ghost characters return to reflect on events
- 'Sculpt' characters at key moments
- Positioning: arrange characters in a space, to show their relationships, status or feelings about each other.
- Mime a sequence from a story
- Eye-witness: describe what you see and hear happening in a story

REVISIT 5 minutes

How might pupils' recall and remember key aspects from previous reading through discussion or other creative activities?

- Summarise through discussion
- Recall characters' feeling and moods
- Predict next events
- Order pictures/key sentences

EXPLORE 25 minutes

How might pupils be able to process and record their responses and understandings after discussion –in writing or another creative mode?

- See attached sheet for ideas for each content domain.

RESPOND

How might pupils practise reading closely or analytically –making inferences, picking out words, phrases or details, making connections and finding evidence for ideas?

- Questions related to content domain from week
- Based on teaching text or new text
- SATs style questions
- Headstart

FLUENCY

How can we ensure our children are reading accurately with good pace and expression? Can they read words without consciously decoding them?

- Teacher reads whole text modelling pace, expression, volume
- Teacher reads piece again, with class choral / echo reading one phrase / sentence at a time
- Teacher choose part of the text to text-mark (8 lines) Teacher reads text and children text mark (e.g. change in volume, words to emphasise, change in pace, punctuation)
- Give children time in pairs to practise their performance
- Choose children to perform their reading

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Week 2 – Cracking Comprehension

	Date each process – date the sheet when reading, date the vocabulary work, date the modelled answers, date the questions, date the editing
Monday	**READ, READ, READ** 1. Introduce the text / title. Identify genre. Make predictions about the text from the title. 2. Give background knowledge. 3. Listen to the text using CC. 4. Teacher read the text (could include choral / jump in / echo) and children to follow using the lollipop sticks (age appropriate) 5. Partner read 6. Partner summarise
Tuesday	**VOCABULARY** 1. Teacher re-read text 2. Listening questions from CC 3. Pull out unfamiliar / unknown vocabulary 4. Teach vocabulary strategies 5. Put in to context
Wednesday	**MODEL** 1. Read the text (partner / individual) 2. Quick revisit to displayed vocabulary 3. Thoroughly model 2 questions similar to CC questions (same content domain), referring to strategies and content domains 4. Children practise answering 2 teacher generated questions 5. Self-check
Thursday	**LET IT GO** 1. Children read text 2. Answer the questions independently
Friday	**ANSWER AND EDIT** 1. Discuss answers with the children – children to mark 2. Provide opportunity to edit learning 3. Headstart activity (if time)

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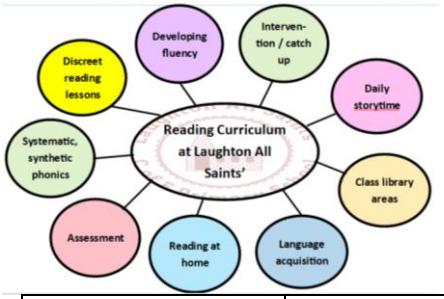
2a Give/ explain meaning of words in context (VOCAB)	2b Retrieve and record information/ identify key details from fiction and non-fiction (RETRIEVE)	2c Summarise main ideas from more than one paragraph (SUMMARISE)	2d Make inferences from the text/ explain and justify inferences with evidence from the text (INFER)	2e Predict what might happen from the details stated and implied (PREDICT)	2f Identify/explain how information in narratives is related and contributes to meaning as a whole (SUMMARISE & AUTHORIAL INTENT)	2g Identify/explain how meaning is enhanced through choice of words and phrases (VOCAB & AUTHORIAL INTENT)	2h Make comparisons with the text (COMPARE)
Dictionary skills/games	Skim/scan – how quickly can you find	Story board/comic book strip	Act out a scene	Story board/comic strip – what could happen next	Sequencing a text	Which word works best and why?	Venn diagram of comparing and contrasting characters/ settings/chapters
Cloze procedure	Written character description	A chapter in a paragraph	Conscience alley	Debates	Following mixed up instructions	How does using a synonym alter the meaning?	Changes in mood throughout story/chapter
Words out of meaning from context	Annotated picture of setting/character/ object (non-fiction)	Design front cover and blurb	Hot seating – emotion, desire, inspiration, interests	What would happen if…?	Jigsaw, create story together	How many times has the author used/mentioned…?	Written paragraph
Match the synonyms	Wanted poster	Piece to camera	Freeze frame	Write the next paragraph	Compare book to film	Perform poetry	Emotion graph – how emotions change
Vocab word search/ crosswords with clues	Ask the expert (could be author, a key character, wildlife expert, etc)	vlogging/blogging info	Thought bubbles in comic book strip/ Match to character	Write a missing paragraph	Labelling the layout of a text – why is it set out in this way?	Reading fluency – how would the author want it to be read/sound?	
I spy (with younger children)	Writing a set of rules	Summarising/gist handprint	Same story from a different perspective	What should the character do next			
	Get visual!	Retell, reorder extracts of text	mood line graph of character				
	Fact file	Book review	Read the picture				
	Guess Who/Who am I?		Updated Facebook status or tweet				
	Match the speech bubbles to the character		Guess Who/Who am I?				
	Write a diary of events		Letter explaining thoughts and feelings				
	Write a news or formal report of an incident		Screen play with stage directions				



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	Creating a floor plan of a setting, based on information from the text.		Decision tree				
			Create a table plan for a dinner party that includes the characters. Who will you sit next to each other? Why?				