

READING AT ST PATRICK'S

Non-fiction, Fiction, Poetry



Reading Theatre

Fluency and prosody are exemplified by the class teacher, providing a foundation for pupils to refine these skills through choral, echo, and paired reading. To foster metacognitive development, students engage in self and peer assessment of their reading, enabling deeper reflection on their progress.

Vocab Attack

Pupils are introduced to Tier 2 vocabulary, where they are guided to identify meanings in context, analyze root words, connect to prior knowledge, and articulate definitions within the given context. This structured approach equips them with strategies to decipher unfamiliar words encountered in their reading.

Reading Comprehension

Through the "I do, we do, you do" instructional framework, pupils are systematically taught effective reading strategies. These include comprehending and responding to a variety of question types, such as inference, prediction, explanation, retrieval, and summarise, ensuring a thorough understanding of the text.

Reading Theatre

Teacher Models Reading

The teacher reads the text aloud, demonstrating proper pronunciation, fluency, intonation and expression. This provides a clear example for students to emulate.

Children Echo Read

The teacher reads small sections of the text aloud and children repeat each section in unison. This allows students to mimic the teacher's reading style and build confidence with the text.

Partner Read

Pupils work in pairs, taking turns to read the text. Partners provide support by listening attentively and helping correct errors. This encourages collaborative practice and fluency development.

Peer and Self-Assessment

Pupils assess their own and their partner's reading using the reading rubric. This is modelled by the teacher to ensure that consistent grading and understanding.

Annotate the Text

Using feedback given, pupils will annotate the text to show tone, mood and structure including punctuation pauses. Pupils then read the text aloud again.

Perform Again and Self-Assess

Pupils read the text again and using the same rubric self-assess their improvement. This aims to reinforce skills and demonstrate progress within the lesson.

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Vocab Attack



Find in Context and Read on

Using the same text as used in reading theatre, chosen tier 2 vocabulary is introduced. The pupils read aloud the words to ensure they hear the vocabulary in context. This exposes pupils to vocabulary in a natural setting and provides clues about the meaning through contextual usage.



Analyse

The chosen words are broken down with the pupils. Together they examine the word's parts (root, prefix, suffix). The word's function and class (noun, verb, adjective) and its role within the sentence. This deepens understanding of the word's structure and its meaning.



Make Connections to Prior Knowledge

The pupils are guided to connect the word to their existing knowledge or experiences.

Pupils are asked if they have seen words which are similar or contain part of the word. Pupils are asked to think of situations where the word could apply to or relate to familiar concepts. Pupils explore synonyms, antonyms or other word forms. This creates meaningful associations that enhance retention and understanding.



Define it

Teachers support pupils to combine the contextual clues, analysis and prior knowledge to define the word and use it within context. This is used as an assessment tool and helps to solidify understanding of the word's meaning and usage.

READING AT ST PATRICK'S

Following reading theatre and vocab attack pupils will work with the teacher to deepen their understanding of the text through the explicit teaching of reading comprehension strategies and domains. Each of the five reading domains is strategically emphasised on a weekly basis throughout the half term. This structured approach ensures comprehensive coverage of all domains while equipping students with the specific skills required to effectively tackle each question type. These skills are regularly reinforced through retrieval practice and applied to new contexts. Using the "I do, We do, You do" model, pupils receive explicit instruction, guided practice, and opportunities for independent skill development. Extension tasks challenge pupils to apply the focus domain to different text genres, promoting deeper understanding and mastery. Specific strategies for each domain are outlined below.

READING COMP

5 STEPS TO IMPROVE RETRIEVAL

1



READ THE QUESTION
READ THE QUESTION CAREFULLY
AND KNOW WHAT IS BEING ASKED.
E.G. WHO, WHAT, WHERE, WHEN OR
HOW?

2



UNDERLINE
UNDERLINE THE KEY WORDS IN THE
QUESTION THAT YOU WILL BE
LOOKING FOR IN THE TEXT.

3



SKIM & SCAN
SKIM AND SCAN THE TEXT FOR THE
KEY WORDS.
UNDERLINE THESE IN THE TEXT.

4



FIND THE ANSWER
READ THE SENTENCE OR PARAGRAPH
AND LOCATE THE ANSWER.

5



ANSWER
WRITE DOWN YOUR ANSWER.
THIS SHOULD BE ONE WORD OR
PHRASE.

READING COMP

PREDICTION
INFERENCE
EXPLANATION

3 STEPS TO IMPROVE



THE PEE TECHNIQUE (POINT, EVIDENCE, EXPLAIN)

The PEE technique will help you to organise your ideas and make them clear when responding to a text you have read.

P

POINT

WHAT IS YOUR POINT?
Answer the question.

I think...

I believe that...

In my opinion...

The writer...

Give evidence from the text
to support your answer.

EVIDENCE

I know this because...

The character says...

The writer states that...

The text includes...

E

EXPLAIN

Explain how the evidence helped
you answer the question.

This means that...

The evidence creates this effect by...

This suggests that...

This can be interpreted as...

What do you think of Mrs Dodds
From the author's description?

Point: I think Mrs Dodds is mean.
Evidence: I know this because she gave Percy 'the evil-eye' and the text says 'she looked mean enough to ride a Harley.'
Explaining: The evidence creates this effect by making direct comparisons to things that are unkind and cruel.

EXAMPLE

READING COMP

SUMMARISING

MAIN IDEA

A main idea is the main point a writer wants the reader to come away with.

To find the main idea, a reader should ask, 'What is the writing mostly about?'



SUPPORTING DETAILS

Supporting details are the information, facts, or point of discussion the writer gives to tell us more about this main idea.

To find the details you should look for how the writer proves or expands on the main idea.



WRITE

Write a sentence or two shortening a piece of text identifying the important points.



EXAMPLE

MAIN IDEA

The Tudor period.

SUPPORTING DETAILS

ruled England and Wales
1485 - 1603



SUPPORTING DETAILS

more religion, exploration
and colonisation



SUPPORTING DETAILS

six different monarchs



The Tudors ruled England and Wales from 1485-1603 with six different monarchs. During this time, they encouraged religious ideas, exploration and colonisation.

WRITE

