



Reading at Nevill Road Juniors

The Nevill Road Way...

All Year Groups

For each unit of work teachers will need to:

Refer to previous assessment data / gap analysis from NFER. Choose focus KPIs for the unit of work. Record focus KPI(s) on planning / flipchart.

Choose appropriate extract or class text - link to units of writing and topic when appropriate.

Use a range of text types to ensure a balance of fiction, non-fiction and poetry.

Plan units with Reading Progression Document in mind with a focus on the reading skills/gems.,

Choose focus children for the unit - read with these children during individual reading sessions and focus on them during input. Complete SRT / Running Records if needed.

Prepare questions linked to that chosen KPI including example questions to model.

Year 3,4,5,6

| Weeks 1 & 2 | Activity |
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| Day 1: Pre-read Introduce text/ Vocab work | Pre-read focusing on the Vocabulary and background knowledge needed to understand the focus text. The vocabulary identified is chosen carefully, with a focus placed on Tier 1 and 2 words, with Tier 3 being discussed as appropriate. Children are introduced to the text in this session. |
| Day 2: Guided read (Teach skill/gem) | Guided read (Teach skill/gem): focused on teaching a reading skill in context. Children read the text again and discuss it together. The focus skill is taught and modelled. Then the class works together to discuss questions based on that skill, with the teacher guiding discussion. |

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| <p>Day 3: Reciprocal Read/group work</p> | <p>Children work in groups of 4 to apply the focus skill taught yesterday to the text. Using the roles of reciprocal reading (The Questioner, The summariser, The Predictor, and The Clarifier). All discussion based. Children can write notes to capture learning on their reciprocal Read sheet. Use Reading Gem Question stems to challenge all children. Staff support identified children. Year 6 - use skills to explore comprehension questions in groups.</p> |
| <p>Day 4: Multi skill focus</p> | <p>Children work more independently to apply a range of focus skills to the text by answering comprehension questions taken from the Reading Gem question stems for Key Stage 2. Staff support identified children. Discuss answers as a class with time for editing and direct feedback.</p> |
| <p>Benchmarking week</p> | <p>Activity</p> |
| | <p>Main focus - teacher to hear readers on book band and target children/ benchmarking Reading journal activities</p> |