

## Dane Royd Whole Class Reading Strategy 2023 2024

	<p>Whole class reading lessons (Year 2 +)</p> <p>Fred's Teaching to be used as a planning tool to ensure correct level of texts/questioning for each year group.</p> <p>Three text extracts linked to a common theme are studied across the week. (Today we are reading sheets to be stuck in books as a running record of the texts studied)</p> <p>Retrieval skills to be developed in every lesson.</p>
<p>Tuesday</p> <p>Y2 (from the Spring term)</p> <p>LKS2 30 minutes</p> <p>UKS2 50 minutes</p>	<p>Vocabulary time (10 minutes - 2 words from the extract - words added to vocabulary wall in class)</p> <p>Teacher modelling reading the extract</p> <p>Echo/choral reading &amp; partner practice reading of the extract</p> <p>Rich discussion around the text</p> <p>Comprehension - skimming and scanning/modelled/shared answers</p>
<p>Wednesday</p> <p>Y2 (from the Spring term)</p> <p>LKS2 30 minutes</p> <p>UKS2 50 minutes</p>	<p>Vocabulary time (10 minutes - 2 words from the extract - words added to vocabulary wall in class)</p> <p>Teacher modelling reading the extract</p> <p>Echo/choral reading &amp; partner practice reading of the extract</p> <p>Rich discussion around the text</p> <p>Comprehension - less scaffolding (you model one, they do one/sentence stems/APE structure etc.)</p>
<p>Thursday</p> <p>Y2 (from the Spring term)</p> <p>LKS2 30 minutes</p> <p>UKS2 50 minutes</p>	<p>Vocabulary time (10 minutes - 2 words from the extract - words added to vocabulary wall in class)</p> <p>Teacher modelling reading the extract</p> <p>Echo/choral reading &amp; partner practice reading of the extract</p> <p>Rich discussion around the text</p> <p>Comprehension - no scaffolding (focus on a variety of skills)</p>