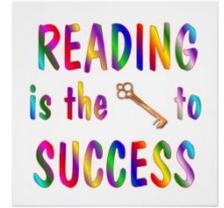


The Teaching of Reading at VIAT Kings Hill



Each week on Monday, one 60 minute English lesson is to be a designated to the teaching of reading. This lesson will focus solely on improving the skills of reading. The lesson will be used for reading and reading comprehension - focussing on answering challenging questions, unpicking high quality vocabulary and including quotes from the text as evidence.

We will be using the following reading skills when teaching reading to the children:

- Retrieve
- Interpret (inference)
- Choice: Language and Structure
- Perform
- Viewpoint
- Review

The skills and questions types created will be taught in the following ways:

Retrieval

1. Summarising the main ideas from more than one paragraph and identifying key details which support the main ideas.
2. Retrieving, recording and presenting information from fiction and non-fiction texts.
3. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of high quality words in context.
4. Distinguish between statements of fact and opinion.
5. Find and copy questions
6. Can you find a synonym or antonym for the following words

Interpret / Inference

1. Asking questions to improve their understanding and analysing skills.
2. Drawing inferences such as characters' feelings, thoughts and motives from their actions.
3. Justifying inferences with evidence and quotes from the text.
4. Predicting what might happen from details stated and implied.
5. Making comparisons within and across books.

Choice

1. Identifying how language, structure, and presentation contribute to meaning.
2. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
3. Reading books that are structured in different ways and reading for a range of purposes.
4. Identifying conventions in a wide range of books.

The next three skills will also come through Humanities, drama, oracy, English and poetry lessons.

Perform

1. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
2. Learning a wider range of poetry by heart.

Viewpoint

1. Identifying themes in a wide range of books.
2. Providing reasoned justifications for their views.

Review

1. Discussing books read independently and in a group.
2. Recommending books that they have read to their peers, giving reasons for their choices.
3. Participating in discussions about books, building on their own and others' ideas and challenging views courteously.

How?

Each lesson should usually focus on **two or more** strands (usually either retrieve, interpret and choice).



Resources

Each lesson will focus on **one text to read and answer a range / variety of questions**. You need to ensure that you cover a variety of fiction and non-fiction texts throughout the year please. Ensure you use the class novel or core text/book you are currently studying.

Timescale of first steps (September 2018) :

What is a highlighter? Why are they used? What should you highlight? Children to practice highlighting a text. Explain to the children that they need to try and predict the questions that may come up . They will need to highlight the names, dates and important information.

Introduce the first Retrieval skill in a whole class lesson.

Introduce the Inference skill/continue with retrieval.

