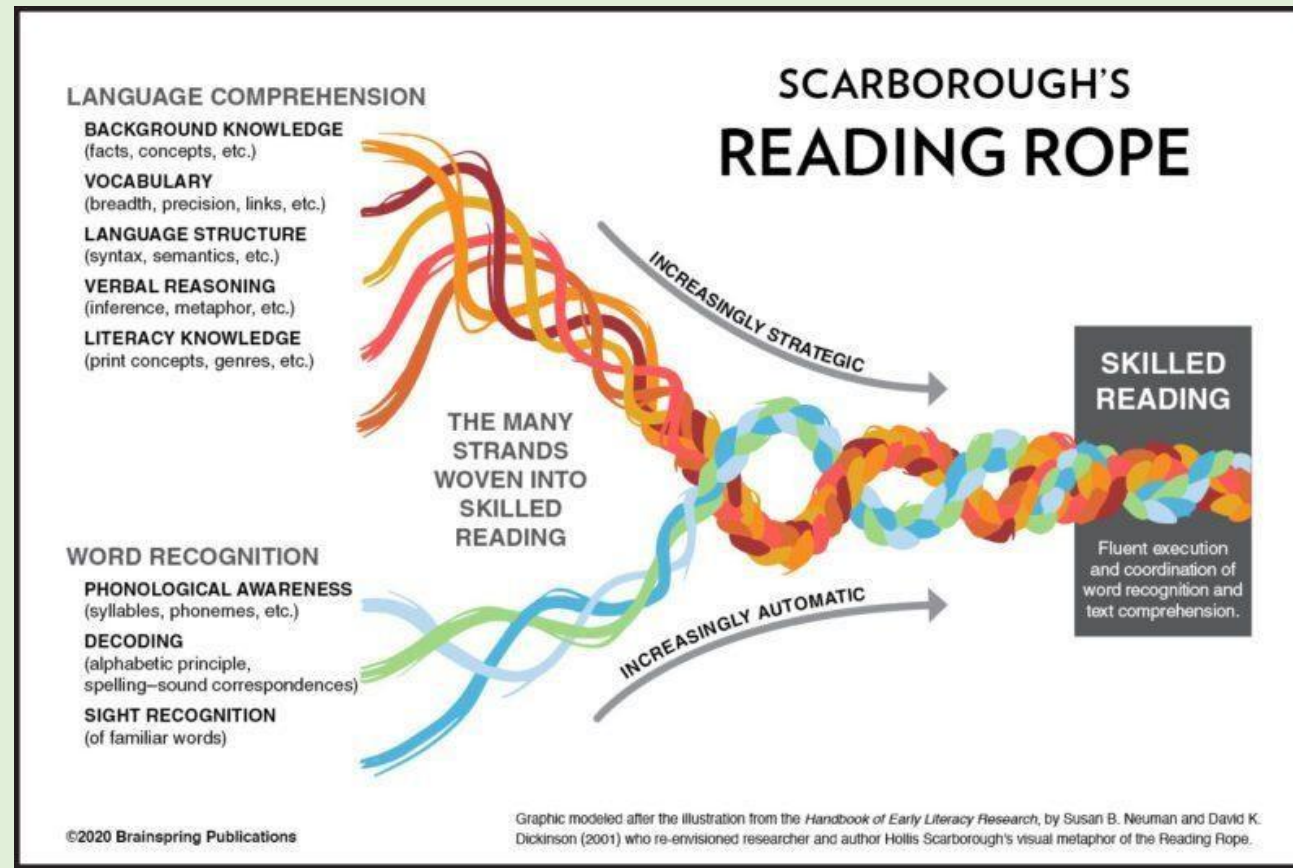


Reading

Pre-reading: Recap of types of reading teaching



- 40% of questions in the Year 6 reading test are about making inferences.

Unseen Observations Autumn 2025

Scaffolding inference skills for all children

How we help pupils:

- Summarise
- draw conclusions, including making meaning beyond the text
- justify their thinking using evidence

Oracy



Cognitive

EYFS (3-5 YEARS)	RECEPTION (4-5 YEARS)	YEAR 1 (5-6 YEARS)	YEAR 2 (6-7 YEARS)
To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next.	To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.	To consider the merits of different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely. To explain ideas and events in chronological order.	To ask questions to find out more about a subject. To build on others' ideas in discussions. To make connections between what has been said and their own and others' experiences.
YEAR 3 (7-8 YEARS)	YEAR 4 (8-9 YEARS)	YEAR 5 (9-10 YEARS)	YEAR 6 (10-11 YEARS)
To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track.	To construct a detailed argument or complex narrative. To assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To acknowledge and explain changes of position.

Routines from RWI

- MTYT
- Stop signal
- TTYP (Think, pair, share)
- Have a think
- Fastest finger (skimming and scanning)
- Jump-in

Types of reading teaching

- Systematic Phonics
- Shared Reading (15-20 mins daily) 'what is your class reading?'
- Independent Reading- making choices, browsing
- Weekly Book Chat/Club- being inspired
- Fluency Reading
- Extended Reading
- Close Reading

Shared Reading

Engage with longer texts

Children listen carefully and try to derive meaning from what they hear

Prior knowledge activation- reminder about what has gone before

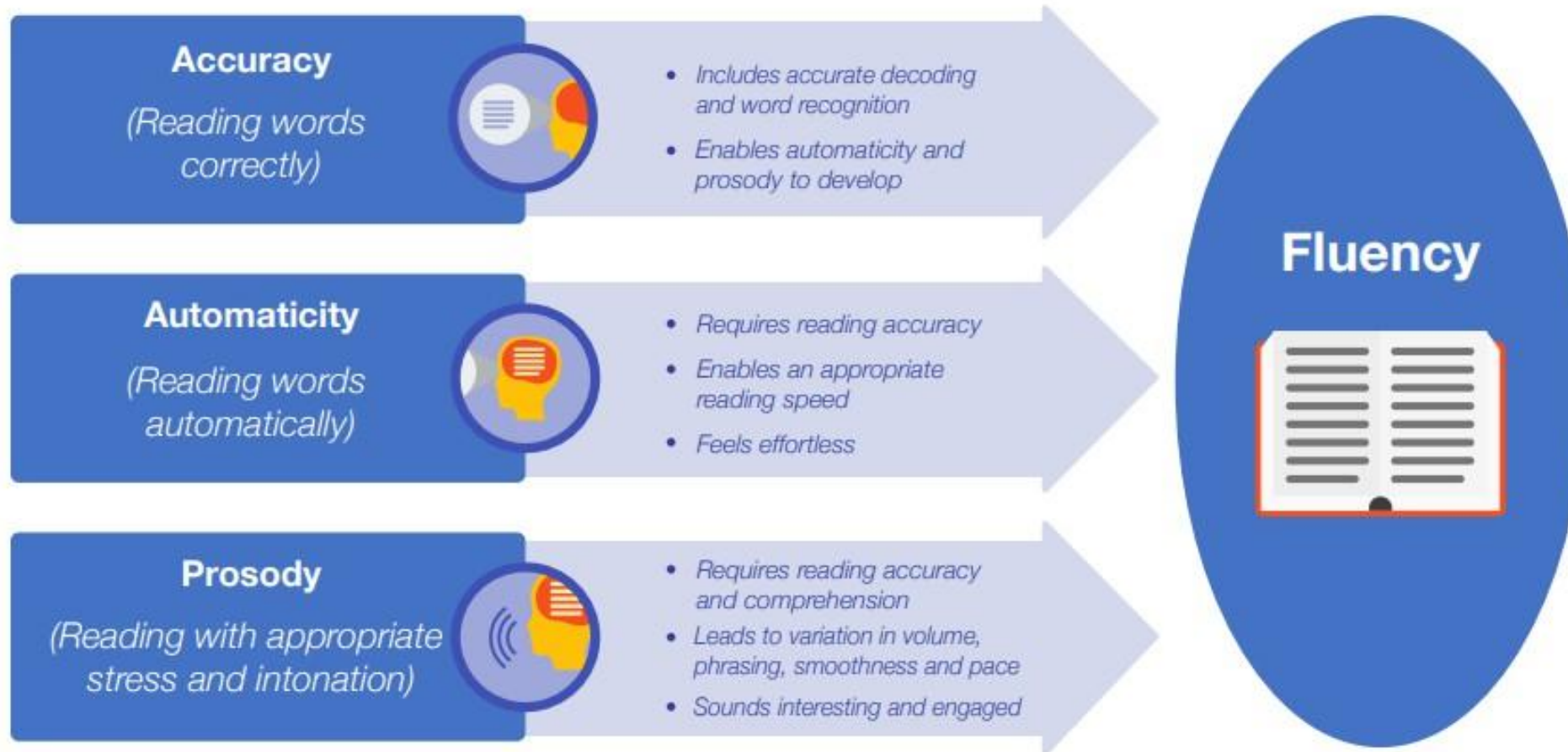
Try not to break the flow of the text

Some occasional implicit vocabulary instruction

Audit: Story times	
Story times	
The daily time for stories is a priority.	
Teachers prepare the story reading so they can capture children's attention.	
Extra small-group story times are timetabled for children with speech, language and communication needs.	
Staff have a wide knowledge of traditional and contemporary children's literature.	
High-quality stories to read aloud to children, including traditional and modern stories, are organised, listed and shared.	
In stories and other books, children encounter others whose experiences and perspectives are both similar to and different from their own.	
Teachers re-read stories and talk with children about them to build familiarity and understanding.	
Some stories are dramatised with children when they know the story well.	
'Second tier' vocabulary is explored in wider contexts, once children know a story well.	
Books are made available for parents to share with their children at home.	
Teachers explain to parents the benefits of reading aloud at home.	

Fluency Reading

Figure 5: Reading fluency



Fluency Reading

Repeated oral reading of a short text or extract

60 –90 seconds of reading aloud

No child in the class should be able to read it fluently on first reading

Teacher models fluent reading

Discuss vocabulary

Mixed-ability pairs

Read through three times, switching readers between paragraphs

Weaker decoders need to be in these reading lessons, even if the majority of their time is spent listening to others model.

Avoid the 'Matthew effect'.

Include echo reading and choral reading as part of this session.



Audit: Reading across the curriculum

Reading across the curriculum	Current practice
Whole-class interactive strategies with choral work and partner discussion help pupils understand and remember what they are learning.	
Subject leaders work with deans to agree on which texts pupils will read in science and the humanities.	
Pupils have the chance to read texts to explore ideas from lessons in more depth, learning at their own pace	
All pupils, including those who are not yet reading fluently, have access to the key knowledge in a lesson	
Reading across the curriculum contributes to the reading culture; pupils are motivated to read related fiction and non-fiction in their own time	
Actions to be taken (by term)	

Extended Reading



- Prolonged engagement with a longer text or extract, focusing on fluency, word knowledge, background knowledge and text knowledge through exposure to text.
- Teacher reads to the class, children follow with a ruler, keeping up.
- Some children read a few sentences each, swapping often with teacher taking a turn.
- Children read silently in short bursts.
- Children read for extended periods in silence from a shared text.

Link these texts to areas of the wider curriculum for the 'crescendo of knowledge absorption'.

Plan in lots of questions at meaningful points.



Close Reading

- Sustained, detailed analysis of a short text or extract
- Repeated reading of a text
- First read –teacher
- Subsequent reads –focus on authorial technique
- 1/3 of lesson reading
- 2/3 of lesson discussion

Link to English writing lessons where appropriate.

Lots of discussion around what an author has done and why they have done it.



Example of progression of the different ‘types’ of reading:

Reception / Year 1				
Monday	Tuesday	Wednesday	Thursday	Friday
phonics (30 – 45 mins daily)				
shared reading (20 mins daily)				

Year 2				
Monday	Tuesday	Wednesday	Thursday	Friday
phonics (30 – 45 mins daily)				
shared reading (20 mins daily)				
fluency practice (30 mins)	extended reading (30 mins)	fluency practice (30 mins)	extended reading (30 mins)	fluency practice (30 mins)

Year 3 and Year 4				
Monday	Tuesday	Wednesday	Thursday	Friday
phonics / spelling (30 mins daily)				
vocabulary instruction (10 mins daily)				
shared reading (20 mins daily)				
fluency practice (30 mins)	extended reading (30 mins)	fluency practice (30 mins)	extended reading (30 mins)	close reading (30 mins)

Year 5				
Monday	Tuesday	Wednesday	Thursday	Friday
phonics / spelling (30 mins daily)				
vocabulary instruction (10 mins daily)				
shared reading (20 mins daily)				
extended reading (30 mins)	close reading (30 mins)	fluency practice (30 mins)	extended reading (30 mins)	close reading (30 mins)

Year 6				
Monday	Tuesday	Wednesday	Thursday	Friday
phonics / spelling (30 mins daily)				
vocabulary instruction (10 mins daily)				
shared reading (20 mins daily)				
extended reading (30 mins)	close reading (30 mins)	extended reading (30 mins)	close reading (30 mins)	extended reading (30 mins)

Strategies to coach whole class reading

- **Paired** reading
- **Echo** reading (adult reads a sentence with perfect prosody, children echo back)
- **Choral** reading (all read aloud chorally)

Modelling reading



For example:

- **Check** for understanding at the end of a paragraph
- **Stop and rewind:** Re-reading sentences that are difficult to unpick
- Thinking about the **author**:
 - Working out what they think an author meant by a given word or phrase.
 - What is the author trying to say?
 - What does the author want us to know?

Use VIPERS to refer to