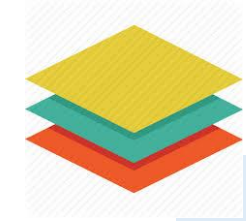


Layered Reading at Darlingtonhurst

Catherine Richards

Darlingtonhurst
ACADEMY

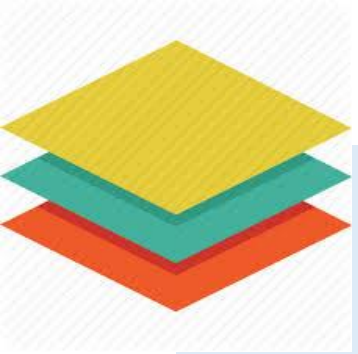




Background

- *Good practice in primary has moved from guided reading to whole class reading*
- *The teaching of reading is given equal percentage of time to writing and maths*
- *A layered reading structure supports development and practice of fluency and understanding*
- *Early reading and end of KS2 outcomes reflect our high standards*





Layered Structure

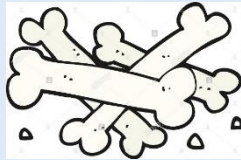
- *Whole class reading begins as early as Year 2 when children are ready (100 wpm)*
- *Bridging groups in KS2 support the later transition between phonics and whole class reading*
 - *All lessons follow the layered structure*

Known consistency





Hook or Recap



Bare bones



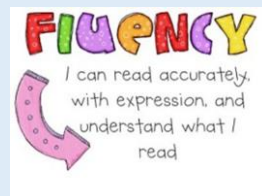
Partner reading



Review including 'Think out Loud'

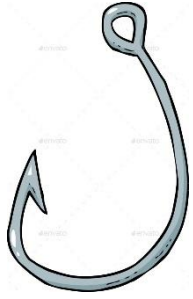


Questions



Fluency read





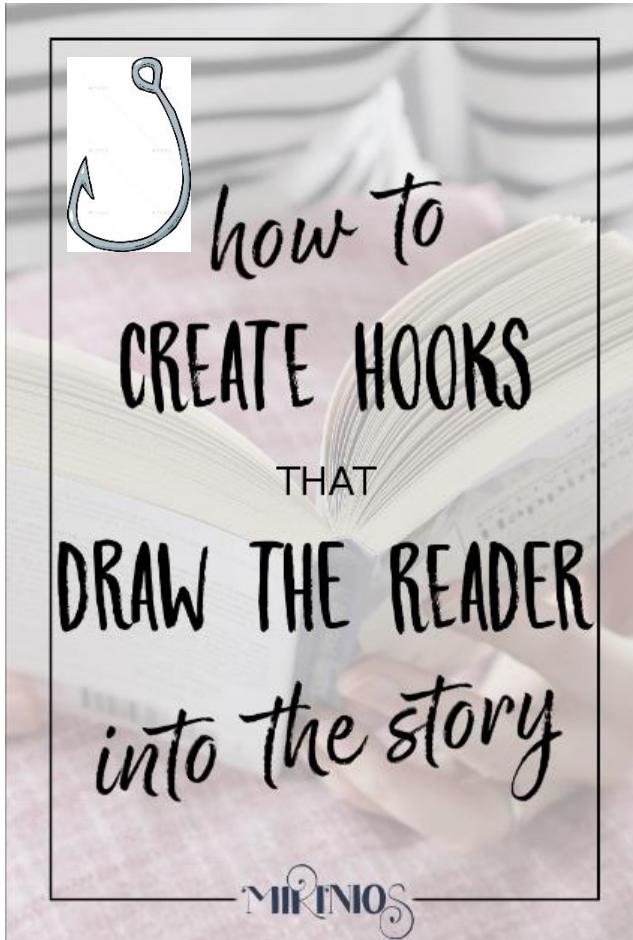
Hook – first 5 minutes of lesson with new book

or

Recap – first 5 minutes of subsequent lessons

How are they different?





Hook – draws you in

Grabs the interest of the children

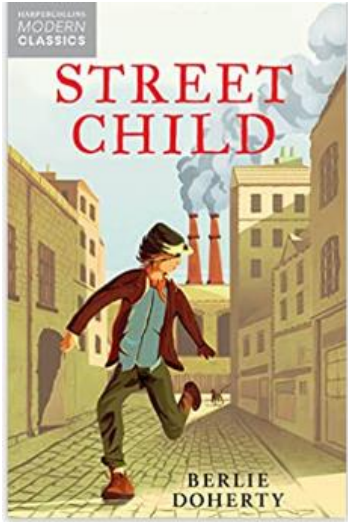
Builds curiosity and a want to find out more

Provides a taster of the text – an idea of what is to come

This is delivered with enthusiasm with the aim to motivate and show a love of reading



Recap



Summarise

First
Next
Finally



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Recap

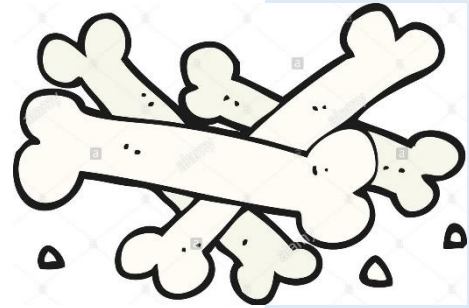


- Revisits what has previously been read
- Allows for depth and consolidation
- Supports understanding – stickability
- Models summarising (3 sentence summary technique: first, then, next)
- Reinforces vocabulary
- Visuals (pictures / video)

Would a hook or a recap work in one of your lessons?

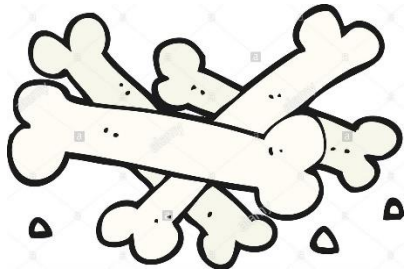
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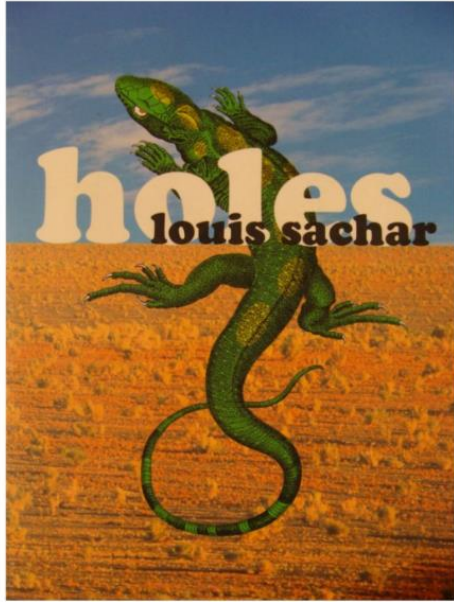


Bare bones – everyday after recap

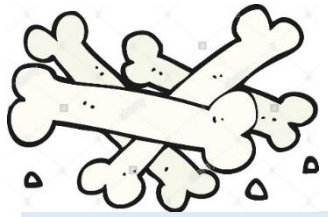




Bare bones – Year 5



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an outline of the text ahead

- Exposes children to the text they are about to read, providing scaffold
- New vocabulary and definitions are given in context of the story
- Motivates and engages children in the text
- Builds suspense
- Actions, expression and visuals are used to make it memorable





Partner reading – everyday after bare bones

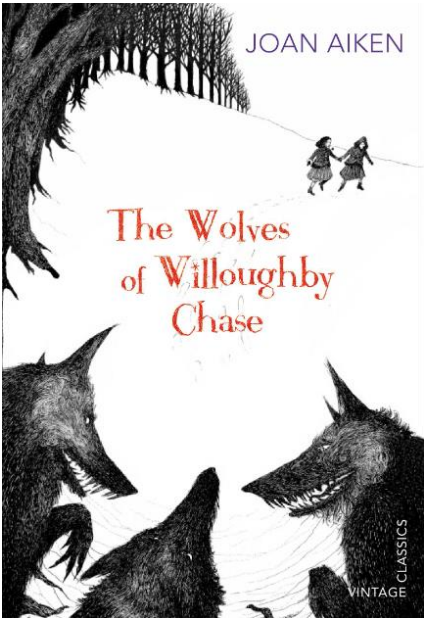




Partner reading – Year 6

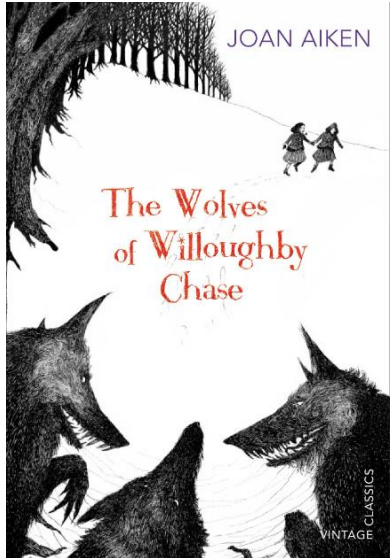


Listen in



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Partner reading – Year 6



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Partner reading – read specified section of text

- Develops fluency, decoding skills, intonation and expression
- Both partners active – either tracking or reading
- Builds stamina for reading
- **Opportunity to listen to every child read every day**





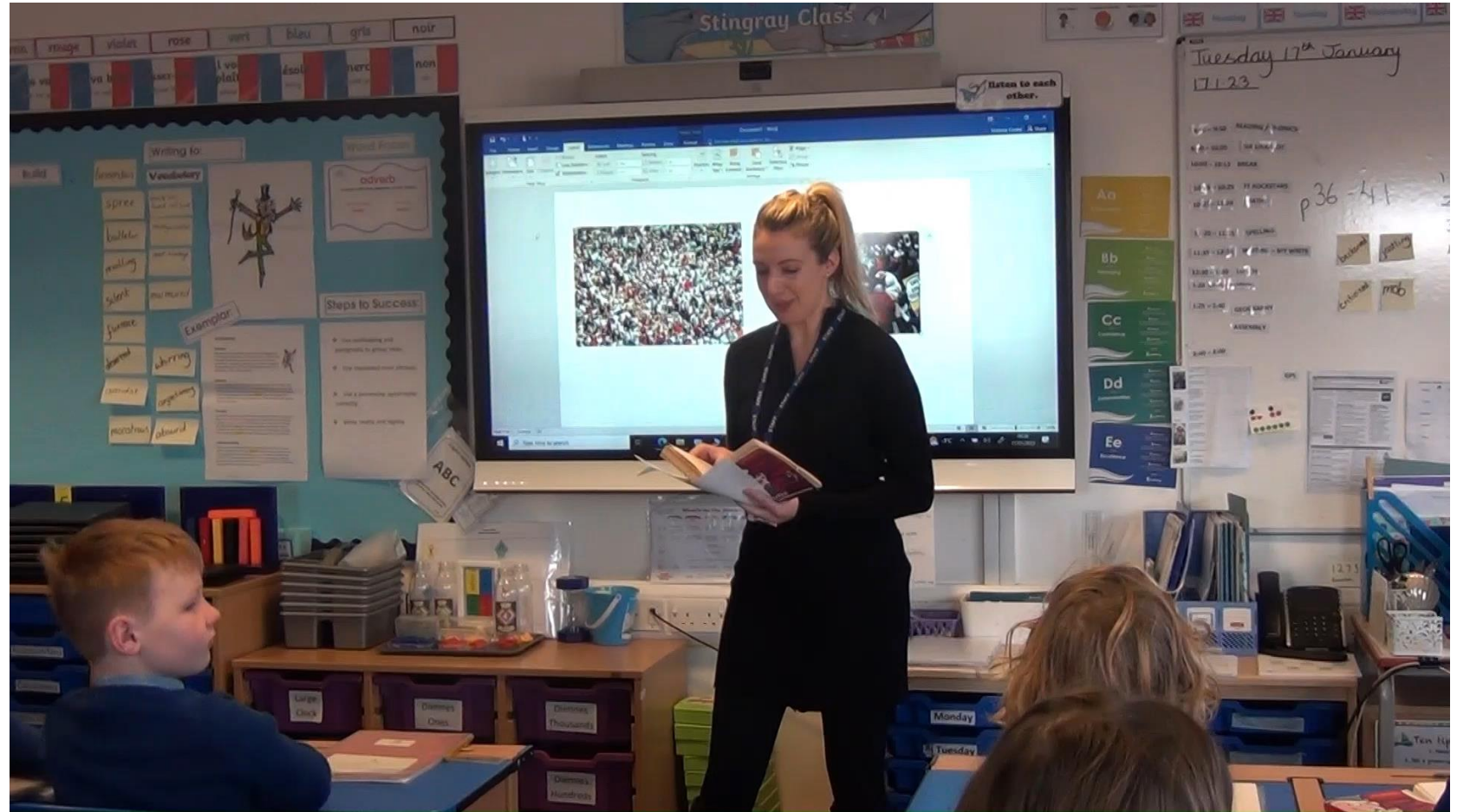
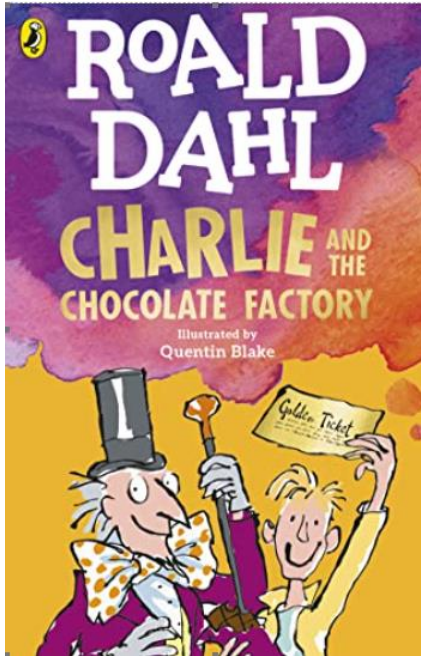
'Think out Loud' – everyday after partner reading



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think
out loud

Revisit including 'Think out loud' – Year 4



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think
out loud

Revisit including 'Think out loud'

What are you connecting/ questioning/ predicting/ inferring/ concluding?

- Explores text at a deeper level
- Paraphrases text using simplified language
- Teaches inference
- Connects ideas, characters and predictions





*Questions – everyday after ‘think
out loud’*



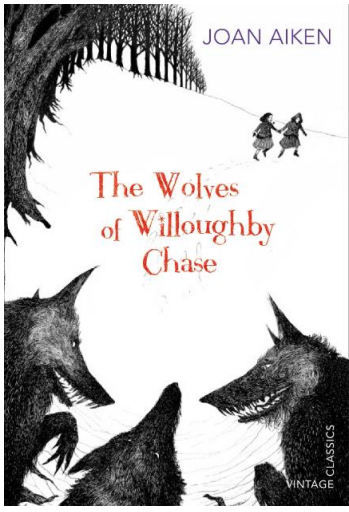
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Questions – do they understand?

- Teaches key comprehension skills
 - retrieval
 - inference
 - vocabulary (word choice)
- Opportunity for formative assessment





Questions 1-10 are about The Wolves of Willoughby Chase (Chapter 3)

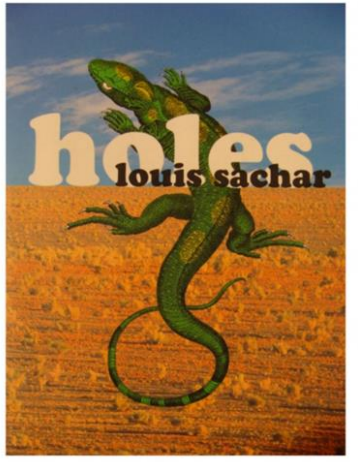
1 Look at page 29
Find and copy one word meaning 'homes'
_____ 1 mark

2 Look at paragraph 2 on page 29 'the dreadful perils her niece was to encounter...'
Which word most closely matches the meaning of the word **perils**?

- Tick one.
- situations
 - dangers
 - threats
 - fears
- 1 mark

3 Look at page 29.
Describe why Sylvia is hesitant to eat.

_____ 2 marks



Holes Chapter 1-6 Story Test

- 1) Pg3. Camp Green Lake and the town are not how they used to be. How have they changed? **Indicate one.**
 - a) They both were destroyed by an earthquake 100 years ago.
 - b) They both shriveled and dried up 100 years ago.
 - c) They both were wiped out by an explosion 100 years ago
- 2) Pg4. What rule should campers remember about the rattlesnakes and the scorpions?

- 3) Pg6. Why was Stanley so uncomfortable on the bus?
Stanley was uncomfortable on the bus because...

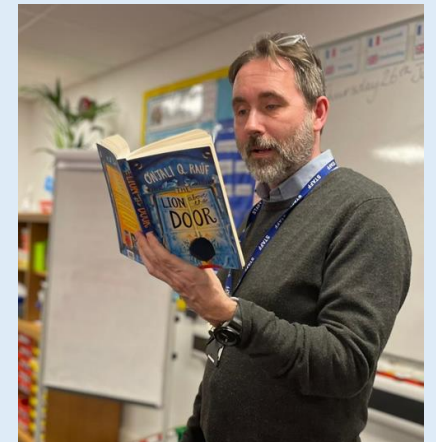
- 4) Pg8. Find and underline a phrase from the text that means the same



FLUENCY

I can read accurately,
with expression, and
understand what I
read

Fluency read – everyday at the end of the lesson

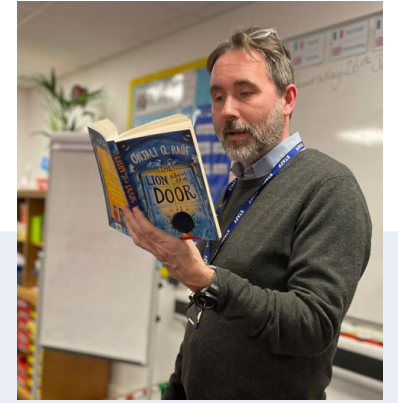


Achievement ★ **Belonging** ★ **Confidence** ★ **Determination** ★ **Excellence**

FLUENCY

I can read accurately,
with expression, and
understand what I
read

Fluency read



Can I respond to punctuation?

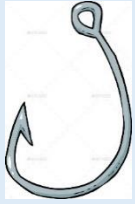
Can I capture the mood?

Can I use 'special emphasis' on key words?

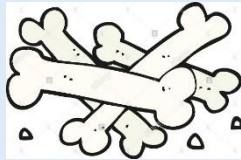
- Rehearses fluency, expression and intonation
- Focuses on punctuation
- Enables children to understand mood



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Hook or Recap



Bare bones



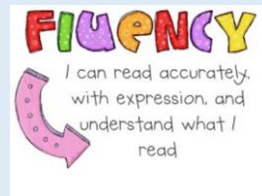
Partner reading

**think
out loud**

Review including 'Think out Loud'



Questions



Fluency read



Thank you

Miss Lynch

Mrs Richards

Darlinghurst

ACADEMY