Structure of a Birkwood Reading Lesson Year 2

The 3 Pillars of Reading

- Decoding
- Fluency = accuracy + automaticity + prosody
- Language comprehension

How do we grow every child as a reader?

- ✓ We read for pleasure
- ✓ We build reading strategies
- ✓ We use repeated reading strategies
- ✓ We build language comprehension
- ✓ We build background knowledge and understanding
- ✓ We learn prosody = understanding / punctuation / phrasing / dynamics / expression / voices



Fluency 25mins daily

Fluency Lesson Structure:

1. Very brief recap prior learning / story so far
   - Teacher reminding story so far
   - Paired talk children to remember key events in story so far
   - Children remembering vocabulary from previous lessons
2. Introduce at 2-3 x new **vocabulary** *per passage chosen*
   - Tier 2 vocabulary
   - Bring vocabulary to life through definitions/drama/action/mime/photographs/drawings/context
   - Lots of repeated practice with new vocabulary words
   - Set scene / give context
   - Give background information
   - Games to spot / retrieve / remember vocabulary / fastest finger etc
3. Fluency Practice
   1. Teacher reads (focus on one aspect of fluency e.g.; full stops, commas, questions etc)
      - Passion and enthusiasm for reading shining through
      - Teacher modelling fluency & prosody - expression, character voices, use of punctuation etc
      - Specific element of fluency / prosody focus e.g.; the element of surprise or gloom
      - Children following along
   2. Fastest finger spot vocab
   3. Repeated read sentence by sentence or choral read depending on text
   4. Partner A reads (could be a sentence each or the whole passage as appropriate)
   5. Partner B reads (either repeat sentence or whole passage as appropriate)
   6. Keep swapping and reading to practice the aspect of fluency which you are building
   7. Children continue to read and re-read until teacher stops them
   8. Teacher listening in to weakest readers as they all practice
   9. Repeat with new vocabulary & new sections (1-2 sections per day)
   10. **Re-read** parts or whole book to build familiarity, automaticity and fluency

   Note; for longer texts / chapters the teacher can read longer sections of the text aloud to move the story on

Language and Comprehension Enhancement Tasks 10-15mins daily

- Retrieval
- Drawn response
- Deep questioning – keep children in the thrall of the text
- Stems
- Rank
- Sequence
- True or False
- Thinking bubble
- Talking bubble
- What is going to happen next?
- Would you rather?
- Teacher capturing children's talk

Theory!

Fluency frees up working memory to comprehend; bridge to comprehension
Accuracy FIRST
Automaticity NEXT
Prosody AFTER
Moving incrementally on

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Vocabulary

Vocabulary	Image / Definition

Consider opportunities to teach morphology (structure of words)

- roots
- prefixes
- suffixes

Consider opportunities to teach etymology (origin of words)

- Latin root?
- Greek root?

Learn about word families

- root words
- affixes
- synonyms
- antonyms
- hyponyms