Structure of a Birkwood Reading Lesson Year 3-4

The 3 Pillars of Reading

- Decode
- 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 = bridge from decoding to comprehension
- ✓ We explore our reader identity
- ✓ We discuss our reading and understanding
- ✓ We are curious
- ✓ We build a picture of what we are reading in our minds (setting / characters etc)

Fluency – Days 1/3/5 – practising reading

- Spines are Lexilled
- Short section identified to practice reading fluency
- Teacher modelling
- Children A/B pairs
- Can re-read a book which children have already listened to
- Non-fiction too
- Poetry for fluency
- FABULOUS FLUENCY FRIDAY!

1. Very brief recap prior learning / story so far
    - Teacher reminding story so far
    - Quickly give background / recap / vocab /context
    - Activate prior learning
    - Paired talk children to remember key events in story so far
    - Children remembering vocabulary from previous lessons
2. Vocabulary
    - Tier 2 Vocabulary
    - Support vocabulary instruction (6 words max planned & defined in advance)
    - Vocabulary Instruction & practice from section of text selected
    - Pronunciation / echo / a physical action to remind / definition
    - Find in text – fast finger / I nose you knows
    - Read sentence in text
    - Partner A goes first
    - Scanning to retrieve
    - Set up to be successful
    - Definitions short & simple & in context & used in lesson
    - Repeated reading / practice words / sentences

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3. Teacher reading/modelling

Zoom Out!

- Teacher modelling reading the passage (never a child modelling)
- Teacher reads SECTION with expression
- Children follow along with finger
- Teacher is explaining how they are using their voice
- Talking about how they're doing that
- Scaffold children to read fluently by …



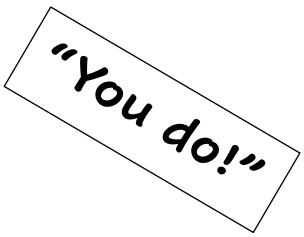
Zoom In!

4. Text marking
    - focus on one thing eg prosody
    - focus on one particular feature of prosody eg: accuracy, rhythm, tone, pitch, pauses, and stresses, emphasis, character voices, phrasing, dynamics
5. Partner A read
    - quiet voice for respect to others
    - Partner B gives feedback one thing they did well & one thing they can do even better (they really have to listen)
    - Partner B then has a go (they're well set up now to be successful)
    - Teacher listening in each time – checking on weaker As
6. Partner B read
    - quiet voice for respect to others
    - Partner A gives feedback (good and improve on)
    - Teacher listening in each time – checking on Bs



Teacher can then read on a bit if appropriate

7. Repeat
    - Repeat with a different section 2/3 times (including focus vocabulary each time)
    - NO point writing definitions in books
    - NO point sticking bits of texts in
    - Proof is – can they read the text!
    - NO evidence required
8. Move story on in between focussed sections where necessary
9. Review over chapters where needed
10. Fabulous fluency Friday – celebrate progress and assess for next steps



*Fluency = flowing / accurate / conversational speed

*Prosody = understanding

*Accuracy = decode correctly

*Automaticity = 90 wpm

*Prosody = understanding / dynamics / expression

Which children need what? Accuracy? Automaticity? Prosody? Use Assessment Rubric.

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Oral language and comprehension enhancement – Days 2 & 4

Comprehension is the active process of constructing and updating a situation model

- Class reread familiar part with teacher explicitly modelling reading the text
- Model thought process being used to unpick the text
- Builds background knowledge
- Builds a growing vocabulary
- Builds understanding of syntax, grammatical conventions
- Thinks out loud



- Retrieval with fast finger (all finding)
- Quick fire questions – choral (all answering)
- Questions for 'attending' all children focussed and all children answering all questions
- Look to 'flush out' wrong answers
- Look to build confidence from weaker children to correct answer
- Activities to promote understanding
- Generative – response to questions eg: character / plot
- Deep – inference including sequence, summarise and predict
- Sequencing – relies on inference to main parts of story
- How do we know they are with it? Questions / all answering – choral response / pair
- Can have same book for end of day or for pure pleasure



***Building a Picture in the Reader's Mind**

- **Situation Model**
  The image in your head that you are updating as you read and gather more information.
- **Comprehension Monitoring**
  The process of updating your situation model as new information emerges.

'*Comprehension is an outcome, not a skill to practise.*' DfE 2023

'*Reading lessons should focus on supporting pupils to construct a mental model of a specific text so that they understand its meaning*.' DfE 2023

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*__Suggested Tasks for Language and Comprehension Enhancement__

Before reading

- Semantic webs
- Yes and…
- Just a minute
- What's in a title?
- I'm thinking of…
- Ranking
- Split dictation

During reading



- Where do you stand?
- Double bubble
- Readers' theatre
- Content grouping
- Idioms matching
- Talking points
- Ranking
- Sequencing
- Thinking bubble
- Talking bubble

After reading

- True or False
- Talking points
- A great debate
- Further inference and evaluative thinking
- Vocabulary consolidation
- Metacognition and self-regulation
- What is going to happen next?
- Would you rather?

These activities are designed to make the reading process visible and develop comprehension alongside oracy. Deep questioning from teachers keeps children in the thrall of the text.

Scaffolding

- Images
- Sentences stems
- Story map
- Teacher capturing children's talk

*Additional suggestions can be found in the NLT pedagogical suggestions.

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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