

WHOLE SCHOOL READING STRATEGY 2023-2026

INTENT	All pupils reading at or above an age-appropriate level.					
	Y2		Y3		Y4	
	Read to understand. Independent choice.		Read short novel with understanding. Independently identify evidence in a text.		Broad/deep independent reading with preferences. Confidently talk/tackle challenging text.	
IMPLEMENTATION			Curriculum Delivery		Language	Teacher/TA
	Reading to children	Phase 1 Teacher Instruction (I do) 	     	Introduction to alternative text related to context of Re-Think Reading text, giving background knowledge of the subject. Modelled prosodic reading with tracking of text. Performance reading. Narrated modelling to demonstrate proficiency of new knowledge and skills of reading. Comprehension instruction. Re-read and overlearn the text/extracts from the text. Questioning to deepen thinking of concept/new knowledge. Specify and define new Tier 2 vocabulary taken from the texts. High-quality collaborative learner talk around the text.	Wide reading Fluency Prosody Echo Reading Choral Reading Define Retrieval Vocabulary Tier 2 Stem sentences Oral rehearsal	Modelling, meta-reading: talk through strategies to extract meaning from a text. Vocabulary instruction Circle the room, listening to partner talk Question for understanding Whole class teaching, all children accessing and TA circling the room, supporting the identified readers.
		Phase 2 Guided Practice (We do) 	 	Looking at the Re-Think Reading text in a group setting. Exploring in small steps to allow learners to master the concept (reading) and connect the schema (context/subject matter). Scaffolding (dependent on group): -reading independently. -reading with fluency and prosody. -practise reading and performance. -repeated reading. -echo reading. -choral reading. High-quality talk around the Re-Think reading text to deepen the children's comprehension of the text. Notice fluency as a barrier to comprehension. (Re-read, echo read, choral, tracking to question)	Deep reading Scaffolded support Introduction to text Echo reading Choral reading Performance reading Meta-reading: choose strategy Responding to text Independent read	Teacher teaching reading in small group, encouraging partner talk and providing scaffolding for learners. Active listening/noticing of children's reading to assess. TA supporting the identified independent readers of AR books and ensuring others are on task.

		response (You do) 	 Show what you know' reading response to Re-Think Reading text.  Questioning to assess how well the new knowledge has been secured. Examples of tasks you could plan: -Practise prosodic, performance read. -Book review -Comparing texts from Phase 1 and Phase 2 (likes/dislikes, similarities/differences). -Sequencing events from the text. -Detailed character analysis (e.g. Wanted poster, factfile) -Comprehension questions (writing answers in full sentences) -Glossary of key vocabulary -Draw an image to respond to a particular scene/text. -Writing for a purpose related to the text and responding to characters e.g. a postcard, a diary entry, a letter, poster.	know	understanding through questioning and providing scaffolding where necessary.
IMPACT	Fluent, confident, independent readers who read for pleasure, enjoy and comprehend text. All children reading at the age-appropriate standard. All children making at least expected progress in reading.				