

# Shared Reading Approach

## Aims

- To ensure children are reading quality texts everyday
- To ensure children get teaching input for reading each day
- To ensure that children are exposed to high level vocabulary and a range of text types
- To ensure that children have the opportunity to learn from each other in a whole-class setting

# Vocabulary rich curriculum

- Shared Reading - frequent exposure to high level vocabulary
- Home reading journals
- A focus on reading for pleasure and ensuring that a range of texts are available for these sessions: newspapers, author sets, comics, magazines etc.
- Class book read daily – 1 per half term

# Structure

- Book orientation – context, author, purpose
- Introducing/recapping new vocabulary
- Modelled, shared and independent reading of a text
- Focus on a particular reading domain and related question types (teach model, partner work, and independent on whiteboards).
- Independent work with adults working with a guided group
- Review and respond

# Reading Domains

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

**Year 3 SECURE reading objectives including reading domains  
(Book Band: White/Lime/Copper)**

<p><b>WORD READING</b> <b>A. Application of phonics</b></p>	<p>a) I can apply phonic knowledge to consistently decode unknown age appropriate texts. b) I can use a range of strategies to decode unfamiliar words effectively, including decoding polysyllabic words.</p>
<p><b>B. Word recognition</b></p>	<p>a) I can read Year 1, Year 2 and Year 3 Common Exception Words (CEWs). b) I can recognise common suffixes and root words and use this to read new words. -s -es -ing -er -est -ly -ness -ful -ment. c) I can use the text to work out what an unfamiliar word means and if not I can look it up in a dictionary.</p>
<p><b>C. Other strategies/Spelling links</b></p>	<p>a) I can recognise and decode words of two or more syllables and words with common suffixes and root words. b) I can read contractions / singular possessive apostrophe.</p>
<p><b>D. Fluency and reading aloud</b></p>	<p>a) I can accurately sound out unfamiliar words when reading aloud. b) I can read age related texts with confidence and fluency. a) I can read with an expressive reading voice, taking into account a wide range of punctuation. (. ! ? , ... " ' ' )</p>
<p><b>COMPREHENSION</b> <b>E. Retrieve and record</b> Information/ identify key details from fiction and non- fiction <b>2b</b></p>	<p>a) I can identify key aspects of age appropriate, challenging fiction and non-fiction books. b) I can explain how and why texts are structures according to their purpose. c) I can use the structure of a non-fiction book to navigate a simple information text confidently. d) I can sequence events and explain how one event relates to another.</p>
<p><b>F. Make inferences and predictions</b> • Makes inferences from the text/ explain and justify inferences with evidence from the text <b>2d</b> • Predict what might happen from details stated and implied <b>2e</b></p>	<p>a) I can make inferences and predictions and explain them by locating words/phrases in the text. b) I can offer some predictions about what might happen next based on what has been read. c) I am beginning to make connections between texts about the same characters and those with similar plots/themes d) I am beginning to read ahead to look for clues to determine meaning. e) I can use my prior knowledge and given information/new vocabulary to make predictions.</p>
<p><b>G. Language</b> • Give/ explain the meaning of a word in context <b>2a</b> • Identify/ explain how meaning is enhanced through choice of words and phrases <b>2g</b></p>	<p>a) I understand new words by making links to known vocabulary. b) I notice and comment on writers' use of language independently (e.g. there are lots of adjectives). c) I can, through discussion, recognise when the author has used a word for impact.</p>
<p><b>H. Reading for Pleasure</b></p>	<p>a) I have a positive attitude towards a variety of different reading materials. b) I can read and share a wide range of reading material of my own choosing for pleasure.</p>
<p><b>I. Links</b> • Identify/ explain how narrative content is related and contributes to reading as a whole <b>2f</b> • Make comparisons within the text <b>2h</b></p>	<p>a) I am familiar with a wide range of fiction and non-fiction. b) I can name some organisational features of texts and comment on why these are used, including punctuation. c) I can recite a poem by heart (1 every half term) using intonation to express meaning.</p>
<p><b>J. Summarise</b> Summarise main ideas from more than one paragraph <b>2c</b></p>	<p>a) I can recall specific information about the text/stories and tell you about the main points. b) I can identify the main purpose of the text (e.g. to inform, give instruction)</p>

# Differentiation

ALL children will be given the **same LO**, however the work is scaffolded for those who need extra support and extensions will be given for those children who need to be extended and challenged.

Monday 18<sup>th</sup> March 2019

LQ: Can I distinguish between statements of fact and opinion?

1. What is a fact?

- a. Something that can be proven
- b. something that cannot be proven
- c. a letter

2. What is an opinion?

- a. Something that can be proven
- b. Something that cannot be proven
- c. a vegetable

3. Match the following statements into the correct box

St Lucia has volcanoes	Facts
St Lucia is beautiful	
The island is 27 miles long and 14 miles across at its widest point.	Opinions
Holidays to St Lucia are all about intrepid adventures, storybook scenery and downtime on the beach	

Monday 18<sup>th</sup> March 2019

LQ: Can I distinguish between statements of fact and opinion?

1. What is a fact?

2. What is an opinion?

3. Read the text below and underline facts with a red pencil and opinions with a blue pencil

### Off-the-beaten Caribbean

This tropical treasure is much more than a beach retreat. Soaring volcanic peaks, lush rainforests and multi-coloured waterfalls are just some of the highlights. Resort-wise, luxury is St Lucia's middle name. Pick from boutique hideaways set in secluded hills, or sprawling hotels with panoramic private beaches. Saint Lucia is the world's only country named after a woman.

### Extension

Describe this picture of St Lucia using



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3. Read the text below and underline facts with a red pencil and opinions with a blue pencil

### A cultural melting hotpot

About 165,000 people live in St. Lucia, most around the coastal perimeter of the mountainous island. About 60,000 people live in or near Castries, the capital city on the northern part of the island. North and south of the island are two distinct cultural hubs. Rodney Bay in the north boasts a pristine, modern marina full of seafront bars and upmarket restaurants. Soufriere in the south is infused with retro Caribbean vibes - you'll find candy-coloured villages, barbeque stalls by the roadside and fish fry-ups on the beach.

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... newspaper article. Would it be more likely to be facts or opinions? Why?

### Extension

Think about a diary entry. Would it be more likely to be filled with facts or opinions? Why?

# How can you help?

## Questions to ask your child when reading - Key Stage 1

### Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What might happen in the story? **How can you tell?**

### In an information book or leaflet- what can I find out from this?

### During the reading of the book:

- What has happened so far? Is it what you expected to happen?
- What does this word mean? Do you know another word that means the same thing?
- What sort of character is....? Is he/she friendly/ mean/ nice and **how can you tell?**

### In an information book or leaflet- where do I look if I want to find out about...?

### At the end of the book:

- Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book? Can you find it?
- What sort of character was....?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?



## Questions to ask your child when reading - Early Years

### Before reading the book:

- Can you point to the title? or What is this? (pointing to the title)
- What do you think this story will be about? What might happen in the story?
- Who is in the story?

### During the reading of the book:

- What is happening here?
- What is \_\_\_\_\_ doing?
- What might happen next?
- How do you think the story might end?
- Is \_\_\_\_\_ friendly/ mean/ nice...?
- What does \_\_\_\_\_ mean? (To check understanding of a word)

### At the end of the book:

- Did you like this book? Why?
- What was your favourite part? Why?
- Which character did you like the best? Why?
- Why did that character do ... (give a situation/ event from the story)?
- What happened in the story?

## Questions to ask your child when reading - Key Stage 2

### Before reading the book:

- Explain what you think might happen.
- What might happen in the story?
- What genre will this story be? E.g. fantasy, comedy, horror.
- Do you think that ...?

### During the reading of the book:

- Find a word which means ... or tells you that ...
- Give two reasons why ...
- What evidence is there in the text that makes you think ...?
- How do you know ...? How can you tell ...?
- Explain what you think will be the consequence of ...
- What impression do you get from ...?
- What is the effect of the word/sentence ...? Why do you think the author used you as a reader?
- Why has the author put this part here? How does the way the text is laid out help you as a reader?
- Compare these paragraphs. What are they both about?
- Does it remind you of anything? Is the character familiar?

### At the end of the book:

- Which parts were the funniest? Most frightening? Find some evidence in the text to support your opinion.
- What did the story teach you?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How? Would you change any of the characters? How?
- Have you read any books like this before? Is this book similar to any others that you have read?
- Have you read any books by this author before? Have you read the other books in the series?
- Does your opinion of this character change during the story? How? Why?
- If you met one of the characters from the story, what would you say to him / her?

