Cleeve Primary School

Weekly Reading Journey (Year 2 and 3)

After children at Cleeve Primary School complete the phonics scheme (RWI), the teaching of reading focuses on the development of fluency. Building on their foundational phonics skills, fluency allows children to read accurately, smoothly, and with expression, enhancing comprehension and fostering a lifelong love of reading. One-minute reads are used throughout the week as a valuable tool for increasing reading speed to 90 words per minute. These provide a focused and timed practice opportunity, encouraging pupils to read with fluency and accuracy whilst building confidence and stamina.

Many of the teaching techniques children have experienced from the RWI lessons are replicated within these sessions, such as 'jump in, mirror me, voice choice…' which helps to build consistency and confidence during this important stage of reading development.

Year 2 and 3	
Mon	**FLUENCY FOCUS - Mega Book of Fluency activities** Fluency and use of expression focus. Choose a session from the book each week taken from EARS (Expression, Automatic Word Recognition, Rhythm and Phrasing, Smoothness).
Tues	**EXPLORE** 1. Explore new vocabulary from the chosen text (identified by teacher) to clarify meanings. Reading longer words / tricky words from the text. 2. Initial independent read of pages/ chapter/extract with partners – teacher to identify focus children for the week. 3. 1 minute fluency challenge – stick in the text and children edit on the text where they get to on Tuesday. (Day 1 – write the word they get to). 4. End with teacher reading text to the children using high quality expression with high quality discussion throughout the extract chosen.
Wed	**DEVELOP** 1. Second read of the focus extract/chapter with partners – use RWI inspired activities (jump in, mirror me, voice choice) to model and further develop children's reading. Teacher to listen to children read. 2. Complete 1 minute challenge (2nd read)- can they beat their place in the text from yesterday… record which word they get to (Day 2 – word). 3. Teacher to model reading the 1 minute challenge using the correct expression and prosody.
Thurs	**COMPREHEND** 1. Begin with 1 minute challenge. Discussion around Voice Choice and expression so the children read today with speed, accuracy and expression. Record the word they get to. Ask children to read to the class. 2. Comprehension questions (range of VIPERS skills, simple retrieval like find and copy – template could be used similar to RWI. Use the same language of Fastest Finger First (FFT) and Have a Think (HaT)
Fri	**UNDERSTAND** 1. Focused VIPERS activity. Children may need to use the text to answer a question or gather evidence from the text. The focus needs to be around inference, explaining, summarising or predicting based on what has happened so far. 2. Finish with the 1 minute challenge. Ensure children's achievements are celebrating in class and allow children to 'perform' to their peers.

Cleeve Primary School

Weekly Reading Journey (Year 4, 5 and 6)

In Years 4, 5 and 6 the teaching of reading focuses on the development of fluency and stamina. Each day begins with a 15-minute reading stamina exercise. Regular independent reading is essential for children to develop reading stamina, allowing them to read for longer periods without fatigue. Through this repeated reading of text, children deepen understanding and comprehension as they more familiar with the vocabulary, plot, and characters.

An essential element of the teaching of reading at Cleeve involves teachers 'thinking out loud.' Thinking aloud while reading is a powerful modelling technique that helps pupils understand the cognitive processes involved in skilled reading. By explicitly demonstrating strategies such as making predictions, visualising, and questioning, teachers can guide students towards becoming more active and engaged readers.

Year 4, 5 and 6		
Mon	**15 minutes reading stamina**	**ALTERNATIVE GENRE VIPERS comprehension – Non-fiction, Poetry, Adverts** · Use Literacy Shed Plus animations / video extracts and stand-alone comprehension texts · You tube – use documentaries such as David Attenborough · Songs Lyrics · Performance Poetry · Pages from high quality NF texts Evidence to be recorded in books at least twice over a half term.
Tues	**15 minutes reading stamina**	**EXPLORE - Section 1** 1. After 15 minutes read, clarify vocabulary – children should be given the opportunity to record vocabulary they don't know. 2. Teacher choose a section of the chapter to model Fluency/prosody – Use the techniques of: Echo read, Phrased Reading & Partner practice to perfect how they read the section. What should the text sound like so they can comprehend? 3. Think out loud - Teacher reading the section back to the children but model what a skilled reader does when they are reading **Verbal discussions** • Quick retrieval questions for children to find and answer – Big 5.
Wed	**15 minutes reading stamina**	**DEVELOP - Section 2** 1. Clarify vocabulary after the 15 minute read – children should be given the opportunity to record vocabulary they don't know. 2. Teacher choose a section of the chapter to model Fluency/prosody - Use the techniques of: Echo read, Phrased Reading & Partner practice to perfect how they read the section. What should the text sound like so they can comprehend? 3. Think out loud - Teacher reading the section back to the children but model what a skilled reader does when they are reading. **Verbal discussions** • Share one VIPERS question with the children • Allow children time to talk with each other on how they would answer the question – ORACY focus. • As you read through the text model how you would answer the question and your thought process – think aloud.
Thurs	**15 minutes reading stamina**	**COMPREHEND Focus back on section 1/2** Reading Response book work 1 1. Ask questions using a range of VIPERS Comprehension skills - focus on specific pages that the children have read and rehearsed. Use the model of 'we do' where the teacher models and 'you do' where children answer questions independently.
Fri	**15 minutes reading stamina**	**UNDERSTAND Section 3 – New section or answering a question using one or more sections from the chapter they have read this week** Reading Response book work 2 1. Ask questions using a range of VIPERS Comprehension skills – focus on a small section to read independently and answer questions. Children can read in pairs and think aloud, discuss the paragraph, annotate their thoughts 2. Answer a range of VIPERS questions linked to the section of the text. 3. Teach children how to read the questions one at a time and then use the text to answer.