|  |  |
| --- | --- |
|  | Lesson 1 and 2 each weekFluency focused lesson |
| Reading *to / with*  | **Familiar book reading****The adult re- reads the familiar text (text 1) *with* the group, together** * This will be a book or text read the previous week or previous lesson so it is known to the group. (It is likely to be a section rather than a complete text.)
* *With the group* means that the children join in with the reading as much as they can, applying the skills that they learnt in the previous lesson
* It is important that the children can see the text, so they need their own copy or the text must be enlarged
* You could read it together more than once
 |
| Reading *to*  | **New book reading****The adult introduces and reads a section of a text (text 2) *to* the group*** Read the text aloud, modelling fluent reading
* *To the group* means that the children aren’t asked to join in. (They may do this without direction which would be lovely!)
 |
| Return to the text | **Survey the text** * Ask children to comment on the way that you read the text
* Point out any obvious clues (punctuation, words in bold) which led you to read the text in that way
* Highlight other clues which help the reader read the text well
	+ You may need to be more detailed and specific as the programme develops
* Link and make a strong connection between your oral reading and the clues in the text,
	+ E.g. point out how the punctuation, requires you to pause (at full stops and commas), or change your voice (at speech marks)
 |
| Reading *to* then reading *with*  | **The adult re- reads the text (text 2) *to* the group again*** Ask them to listen carefully to how you are reading it, e.g. can they hear the pause at the full stop…?

**Leading into …****The adult and the group read the new text together*** The group read the text *with* the adult
	+ Reading *with* – e.g. choral reading. The children read the text at the same time as the adult, with the same intonation and phrasing
* Reading *after* (Copy reading or echo reading). The children read after the adult
	+ The adult stops reading at appropriate points (e.g. at the end of each sentence)
	+ The children read the same sentence copying the adult’s phrasing, pace, intonation and expression
 |
| Practising reading | **Children practise reading the text *to* each other or together as a group*** Create opportunities for more re-reading and repetition, for example
	+ In pairs, children echo read
	+ The group read collectively and chorally to the adult
	+ One child reads to the group
	+ 3 children develop a reading, while the adult reads *with* 1 child
	+ The reading could be in character, or adopting a particular tone of voice, or even delivered as a song
 |

Date: Partner: Group:

|  |
| --- |
| Lesson 1 and 2 planning – focusing on fluency |
| Familiar book Reading *to / with*  | **The adult re- reads the familiar text (text 1) *with* the group, together** **Text: Section/ pages:***(Notes, information or reminders to guide this re-reading)*  |
| New text Reading *to*  | **The adult introduces and reads a section of a text (text 2) *to* the group****Text: Section/ pages:***(Notes, information or reminders to guide this reading)* |
| Return to the text | **Survey the text** *(Identify the text clues that guide your reading and that you will point out to the children. It might be easier to annotate the text itself.)* |
| Reading *to* then reading *with* | **The adult re- reads the text (text 2) *to* the group again then the adult and the group read the new text *together*** *(Identify the approaches or techniques you plan to use, e.g. echo reading)* |
| Practising reading | **Children practise reading the text *to* each other or together as a group** *(Identify the way you plan to organise this independent/ group reading)*  |