|  |  |
| --- | --- |
|  | Lesson 1 and 2 each week  Fluency 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)* |