

## Herrick Reading Session

### Read Aloud

Teacher to model the Read Aloud approach by selecting the appropriate text size and using a range of strategies suitable for the text.

#### Possible Strategies

- Read a sentence, look away and repeat in own words what has been read.
- Focus on nouns and draw picture while reading aloud.
- Focus on pronouns only,
- Questions and predictions after each sentence
- Draw as you read and make connections

**After Read Aloud, guided oral reading instruction** – text modelled by teacher and then followed by **repeated reading** – pupils re-read text a number of times in pairs/ groups or with teacher (this is to be done aloud). Children to summarise text with support from the teacher.

Learning	Skills
<p>Teachers to teach the following sequence in any order. Learning can be repeated at different stages in the session. With the exception of prediction, each objective must be taught during a reading unit.</p> <p><b>1.Questioning</b> – pupils generate their own question</p> <p><b>2.Activating prior knowledge</b> – what do they already know (WDIKA), make links, use existing mental structures to support recall –link to title, genre, picture and author.</p> <p><b>3.Prediction</b> – pupils predict what might happen as a text is read</p> <p><b>4.Clarifying</b> – pupils identify areas of uncertainty, this could be words or phrases etc.</p> <p><b>5.Inference</b> – pupils infer the meaning of sentences from their context</p> <p><b>6.Summarising</b> – this can be done through graphic organisers, this supports pupils to succinctly describe meaning</p>	<p>Teachers to identify any of the skills from below: (although all of the skills represent an important component of reading this does not mean that they require equal curriculum time)</p> <p><b>Language Comprehension</b></p> <ul style="list-style-type: none"><li>-background knowledge (facts, concepts etc.)</li><li>-vocabulary (breadth, precision, links etc.)</li><li>-language structures (syntax, semantics, etc.)</li><li>-verbal reasoning (inference.)</li><li>-literacy knowledge (print concepts, genres, etc.)</li></ul> <p><b>Word Recognition</b></p> <ul style="list-style-type: none"><li>-sight recognition(of familiar words)</li><li>-decoding(alphabetical principle, spelling-sound correspondences)</li><li>-phonological awareness (syllables, phonemes, etc.)</li></ul>

## Key Stage Two Overview

Term 1 <b>15 weeks</b>	Term 2.1 <b>6 weeks</b>	Term 3 <b>4 weeks</b>						
<p>Read Aloud  <b>Look at age appropriate or easily accessible texts.</b>                      Provide simple version of the text to help children access content                      Model Summary statements                      Tick summary statements</p> <p>Recording more structured for LA</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <b>Activating Prior Knowledge</b>                       Record what they found out                 </td> <td style="width: 33%; vertical-align: top;"> <b>Summarise</b>                       Child to select and tick one of the teacher's statements  <div style="font-size: small;">                         Summarise the text <span style="float: right;">Tick one</span>                          The text is about Anna's house burning and her feeling empty and hungry and losing her money.                          The text is about a girl coming to a crowded town during Easter time in the heat with some and a dog. It seems that a man deliberately jumps onto her and takes her money. At the end, she is hungry for food.                          The text is about a girl who wants to have some for some possessions after a fire burns her home. A man bumps into her and is kind to her. She doesn't have any money to buy food.                     </div> </td> <td style="width: 33%; vertical-align: top;"> <b>Vocabulary <i>Clarifying</i></b>                       Use new vocabulary in a sentence                 </td> </tr> <tr> <td style="vertical-align: top;"> <b>Draw and Label the text <i>Language Comprehension</i></b> </td> <td colspan="2" style="vertical-align: top;"> <b>Literal</b>                       Bullet Point answers or brainstorm                 </td> </tr> </table>	<b>Activating Prior Knowledge</b>  Record what they found out	<b>Summarise</b>  Child to select and tick one of the teacher's statements <div style="font-size: small;">                         Summarise the text <span style="float: right;">Tick one</span>                          The text is about Anna's house burning and her feeling empty and hungry and losing her money.                          The text is about a girl coming to a crowded town during Easter time in the heat with some and a dog. It seems that a man deliberately jumps onto her and takes her money. At the end, she is hungry for food.                          The text is about a girl who wants to have some for some possessions after a fire burns her home. A man bumps into her and is kind to her. She doesn't have any money to buy food.                     </div>	<b>Vocabulary <i>Clarifying</i></b>  Use new vocabulary in a sentence	<b>Draw and Label the text <i>Language Comprehension</i></b>	<b>Literal</b>  Bullet Point answers or brainstorm		<p><b>Introduce higher level texts</b></p> <p>Read Aloud</p> <p>Literal Questions-answer orally</p> <p>Focus on Inference</p> <p>Introduce Mindmapping</p>	<p style="text-align: center;"><b>Reading Revision &amp; Self Assessment</b></p> <p>Chdn practise a range of test style questions and timing. Chdn learn how to mark inferential questions.</p>
<b>Activating Prior Knowledge</b>  Record what they found out	<b>Summarise</b>  Child to select and tick one of the teacher's statements <div style="font-size: small;">                         Summarise the text <span style="float: right;">Tick one</span>                          The text is about Anna's house burning and her feeling empty and hungry and losing her money.                          The text is about a girl coming to a crowded town during Easter time in the heat with some and a dog. It seems that a man deliberately jumps onto her and takes her money. At the end, she is hungry for food.                          The text is about a girl who wants to have some for some possessions after a fire burns her home. A man bumps into her and is kind to her. She doesn't have any money to buy food.                     </div>	<b>Vocabulary <i>Clarifying</i></b>  Use new vocabulary in a sentence						
<b>Draw and Label the text <i>Language Comprehension</i></b>	<b>Literal</b>  Bullet Point answers or brainstorm							
<p>Recording more structured for HA</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;">                     Opinion or Key Questions from teacher for Activating Prior Knowledge                 </td> <td style="width: 33%; vertical-align: top;"> <b>Succinct Summary of text</b> </td> <td style="width: 33%; vertical-align: top;"> <b>Vocabulary <i>Clarifying</i></b>                      Ask a question about the meaning of a word and write the answer.                 </td> </tr> <tr> <td style="vertical-align: top;"> <b>Words/Phrases <i>Clarifying</i></b>                       Copy out key phrases and explain /draw meaning                 </td> <td style="vertical-align: top;"> <b>Inference</b>                       Record what they have inferred                       Make a prediction (forward inference)                 </td> <td style="vertical-align: top;"> <i>Example: What is something that might twang when you touch it?                      Rubber Band might twang when you touch it.</i> </td> </tr> </table>	Opinion or Key Questions from teacher for Activating Prior Knowledge	<b>Succinct Summary of text</b>	<b>Vocabulary <i>Clarifying</i></b> Ask a question about the meaning of a word and write the answer.	<b>Words/Phrases <i>Clarifying</i></b>  Copy out key phrases and explain /draw meaning	<b>Inference</b>  Record what they have inferred  Make a prediction (forward inference)	<i>Example: What is something that might twang when you touch it?                      Rubber Band might twang when you touch it.</i>	<p style="text-align: center;"><b>Term 2.2 <b>7 weeks</b></b></p>	<p style="text-align: center;"><b>Term 3.2 <b>6 weeks</b></b></p>
Opinion or Key Questions from teacher for Activating Prior Knowledge	<b>Succinct Summary of text</b>	<b>Vocabulary <i>Clarifying</i></b> Ask a question about the meaning of a word and write the answer.						
<b>Words/Phrases <i>Clarifying</i></b>  Copy out key phrases and explain /draw meaning	<b>Inference</b>  Record what they have inferred  Make a prediction (forward inference)	<i>Example: What is something that might twang when you touch it?                      Rubber Band might twang when you touch it.</i>						
<p>Recording more structured for HA</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;">                     Opinion or Key Questions from teacher for Activating Prior Knowledge                 </td> <td style="width: 33%; vertical-align: top;"> <b>Succinct Summary of text</b> </td> <td style="width: 33%; vertical-align: top;"> <b>Vocabulary <i>Clarifying</i></b>                      Ask a question about the meaning of a word and write the answer.                 </td> </tr> <tr> <td style="vertical-align: top;"> <b>Words/Phrases <i>Clarifying</i></b>                       Copy out key phrases and explain /draw meaning                 </td> <td style="vertical-align: top;"> <b>Inference</b>                       Record what they have inferred                       Make a prediction (forward inference)                 </td> <td style="vertical-align: top;"> <i>Example: What is something that might twang when you touch it?                      Rubber Band might twang when you touch it.</i> </td> </tr> </table>	Opinion or Key Questions from teacher for Activating Prior Knowledge	<b>Succinct Summary of text</b>	<b>Vocabulary <i>Clarifying</i></b> Ask a question about the meaning of a word and write the answer.	<b>Words/Phrases <i>Clarifying</i></b>  Copy out key phrases and explain /draw meaning	<b>Inference</b>  Record what they have inferred  Make a prediction (forward inference)	<i>Example: What is something that might twang when you touch it?                      Rubber Band might twang when you touch it.</i>	<p>Read Aloud</p> <p>Literal Questions-answer orally</p> <p>Focus on Inference</p> <p>Introduce Mindmapping</p>	<p style="text-align: center;">Years 3-6-Focus on one novel from recommended list.</p>
Opinion or Key Questions from teacher for Activating Prior Knowledge	<b>Succinct Summary of text</b>	<b>Vocabulary <i>Clarifying</i></b> Ask a question about the meaning of a word and write the answer.						
<b>Words/Phrases <i>Clarifying</i></b>  Copy out key phrases and explain /draw meaning	<b>Inference</b>  Record what they have inferred  Make a prediction (forward inference)	<i>Example: What is something that might twang when you touch it?                      Rubber Band might twang when you touch it.</i>						

Term 1-Steps to support children to record their learning and understanding.

Low Attainers

<p><b>Activating Prior Knowledge</b></p> <p>Record what they found out</p>	<p><b>Summarise</b></p> <p>Child to select and tick one of the teacher's statements</p> <table border="1" data-bbox="584 584 1031 768"> <thead> <tr> <th>Summarise the text</th> <th>Tick one</th> </tr> </thead> <tbody> <tr> <td>The text is about Anne's house burning and her feeling sweaty and hungry and losing her money.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>The text is about a girl coming to a crowded town during Tudor town in the heat with coins and a sheep. It seems that a man deliberately bumps into her and takes her money. At the end, she is hungry but has no money.</td> <td><input type="checkbox"/></td> </tr> <tr> <td>The text is about a girl who comes to town with her only possessions after a fire burns her home. A man bumps into her and is kind to her. She doesn't have any money to buy food.</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Summarise the text	Tick one	The text is about Anne's house burning and her feeling sweaty and hungry and losing her money.	<input type="checkbox"/>	The text is about a girl coming to a crowded town during Tudor town in the heat with coins and a sheep. It seems that a man deliberately bumps into her and takes her money. At the end, she is hungry but has no money.	<input type="checkbox"/>	The text is about a girl who comes to town with her only possessions after a fire burns her home. A man bumps into her and is kind to her. She doesn't have any money to buy food.	<input type="checkbox"/>	<p><b>Vocabulary (Clarifying)</b></p> <p>Use new vocabulary in a sentence</p>
Summarise the text	Tick one									
The text is about Anne's house burning and her feeling sweaty and hungry and losing her money.	<input type="checkbox"/>									
The text is about a girl coming to a crowded town during Tudor town in the heat with coins and a sheep. It seems that a man deliberately bumps into her and takes her money. At the end, she is hungry but has no money.	<input type="checkbox"/>									
The text is about a girl who comes to town with her only possessions after a fire burns her home. A man bumps into her and is kind to her. She doesn't have any money to buy food.	<input type="checkbox"/>									
<p><b>Draw and Label the text (Language Comprehension)</b></p>	<p><b>Literal</b></p> <p><b>Bullet Point answers or brainstorm</b></p>									

Children who are targeted to achieve Greater depth

<p>Opinion or Key Questions from teacher for Activating Prior Knowledge</p>	<p><b>Succinct Summary of text</b></p>	<p><b>Vocabulary (Clarifying)</b></p> <p>Ask a question about the meaning of a word and write the answer.</p> <p><i>Example: What is something that might twang when you touch it? Rubber Band might twang when you touch it.</i></p>
<p><b>Words/Phrases (Clarifying)</b></p> <p>Copy out key phrases and explain /draw meaning</p>	<p><b>Inference</b></p> <p>Record what they have inferred</p> <p>Make a prediction (forward inference)</p>	

Term 2 & 3

Children are moved on to mind mapping independently.