East Park Primary School

Weekly Reading Journey (Year 2 and 3)

After children at East Park 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 and measuring their own success. 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. 1 minute fluency challenge – stick in the text and children edit on the text where they get to on Tuesday. (Day 1 – circle the word they get to and write the number in the margin). 2. **Explore** new vocabulary from the chosen text (identified by teacher) to clarify meanings. Reading longer words / tricky words from the text. 3. Initial independent read of pages/ chapter/extract from focus text with partners – teacher to identify focus children for the week. 4. Teacher read text to the children using high quality expression with high quality discussion throughout the extract chosen. 5. End with children having a second read of the extract of the text (partner practice).
Wed	**DEVELOP** 1. Complete 1 minute challenge (2nd read)- can they beat their place in the text from yesterday? Circle which word they get to and write the number of words in the margin. (Day 2 – word). 2. Teacher to model reading the 1 minute challenge using the correct expression and prosody. 3. 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 fluency and confidence. Teacher to listen to children read and focus on performance.
Thurs	**COMPREHEND** 1. Begin with 1 minute challenge. Discussion around Voice Choice and expression so the children read today with speed, accuracy and expression. Circle the word they get to and write the number of words read in the margin. Ask children to performance read to the group/class. 2. **Comprehension** questions recorded in books linked to the focus text using a range of VIPERS skills (simple retrieval like find and copy). Use the same language of Fastest Finger First (FFF) and Have a Think (HaT).
Fri	**UNDERSTAND** 1. 1 minute challenge. Circle the word they get to and write the number of words read in the margin. Ensure children's achievements are celebrated in class and allow children to 'perform' to their peers. 2. Focused VIPERS activity to show **understanding**. Children will need to use the focus 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.

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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 comprehension. Regular independent reading is essential for children to develop reading stamina, allowing them to read for longer periods without fatigue and acquire new vocabulary. We undertake this as often as we can throughout the school week. In reading lessons, pupils read the same text for three days in order to develop their skills. Through this repeated reading of text, children deepen understanding and comprehension as they become more familiar with the vocabulary, plot, and characters. Pupils then apply their fluency and comprehension skills to a new extract at the end of the week

An essential element of the teaching of reading at East Park Primary School 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 pupils towards becoming more active and engaged readers.

Year 4, 5 and 6

Mon

5 minutes Reading warm-up – **Teacher modelled read**

Alternate Genre Focus – Non-fiction (NF), Poetry, Adverts (VIPERS)

Use Literacy Shed Plus animations / video extracts and stand-alone comprehension texts
You tube – use documentaries such as David Attenborough
Song Lyrics
Performance
Poetry
Pages from high-quality NF text
Grammarsaurus - Comprehension Crusher

Tues

5 minutes Reading warm-up – **Echo read**

EXPLORE (Focus extract)

1. **Vocabulary instruction** – teach children the meaning of key words from the extract.
2. **Activate background knowledge** – share anything that will help the children understand the context. This may be through images/videos, etc.
3. **Expert modelled read** – choose a fluency focus for the week (intonation, stress, pace, punctuation, phrasing). Read aloud with this as a focus.
4. **Fluency Practice** – Children to read the extract through echo, choral, partner, repeated reading.
5. **Active Fluency Teaching** – teach children about the fluency focus and why it is important. Children to then
6. **Independent read** – children re-read the extract with the fluency focus.
7. **Performance and Feedback** – Hear a small number of pupils or pars read aloud and give feedback based on the fluency focus.

Wed

5 minutes Reading warm-up – **Choral read**

DEVELOP (Focus extract)

1. **Revisit previously taught vocabulary.** Complete oral/whiteboard activity developing understanding of vocab.
2. **Activate knowledge** – orally retrieve the key content from the extract.
3. **Re-read** – Children to re-read the extract using a variety of techniques (echo/choral/partner/independent/repeated)
4. **Fast Retrieval Check** – Fastest finger first. Emphasise the question word, require pupils to locate evidence and maintain a no-opt-out approach.
5. **Deeper Discussion** - Use prompts such as 'Prove it', 'How do you know?', 'Tell me more' and 'Do you agree?' to develop reasoning and oracy. Think about key content you want them to have a deeper understanding of.
6. **Explicit Strategy Instruction** – teach one of the VIPERS comprehension skills, modelling Think Aloud.
7. **Guided Practice** – Work through a task together using today's comprehension focus. Model how to use the skill, how to form written answers, how to look for the evidence, etc. Children to practise using the skill in partners/groups/as a class.

Thurs

5 minutes Reading warm-up – **Partner read**

COMPREHEND (Focus extract)

1. **Vocabulary Retrieval** – apply previously-taught vocabulary in context.
2. **Recap & re-read** – Revisit previous learning and reread the key section, increasingly independently.
3. **Comprehension Modelling** – recap how to use the skill in the context of the task the children will complete.
4. **Independent Task** – Children to independently apply the comprehension skill through an engaging activity.
5. **Feedback** – Share pupils' work with the class. Celebrate successes and look for ways to improve. Peer assessment where appropriate.

Fri

5 minutes Reading warm-up – **Independent read**

UNDERSTAND (New extract)

Same SATs Style Question Stem used in examples and independent questions, focusing on retrieval, inference or vocab.

1. **Worked example 1 – I Do** – Teacher models how to approach the question using the visualiser and thinks aloud through each step.
2. **Worked example 2 – We Do** – Teacher and pupils construct a response together, making the process explicit.
3. **Worked example 3 – You Do** – Responsibility shifts further to pupils through partner talk, prompts and reduced scaffolding.
4. **Read new extract** – children apply fluency skills taught earlier in the week to read new extract.
5. **Independent response** – Pupils apply the same process independently. Adaptations should maintain the reading objective while enabling all pupils to participate.
6. **Feedback** – Discuss answers. Clarify any misconceptions. Explain w the evidence led to the answer.