



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.

East Park 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 lesson should include at least 15 minutes of independent reading. Regular independent reading is essential for children to develop reading stamina, allowing them to read for longer periods without fatigue and acquire new vocabulary. Through this repeated reading of text, children deepen understanding and comprehension as they become more familiar with the vocabulary, plot, and characters.

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 -
Teach Hub

10 minutes
reading
stamina
(focus text)

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 -
Teach Hub

10 minutes
reading
stamina
(focus text)

EXPLORE (Section 1 – Could be a paragraph / chapter)

1. Read and clarify unknown vocabulary – teach children the meaning and find the words in context. Explore how to work out unknown words using: Synonyms and antonyms, read around the word, find words within words, break into prefix, suffix etc
2. Teacher choose a section of the chapter to model fluency & accurate prosody – Use the techniques from teaching fluency (echo read, phrased reading, text marking etc). What should the text sound like so they can comprehend what is happening?
3. Think out loud – Teacher reading the section back to the children but model what a skilled reader does when they are reading – use think aloud to demonstrate how you are comprehending the text and making inferences.

Verbal discussions

- Quick retrieval questions for children to find and answer – Big 5.
- True/False
- Order key events from the section 1-5

Wed

5 minutes
Reading
warm-up -
Teach Hub

10 minutes
reading
stamina
(focus text)

DEVELOP (Section 2 – Paragraphs or chapter)

1. Clarify vocabulary after the 10 minute read – children should be given the opportunity to record vocabulary they don't know and use strategies previously explored.
2. Teacher choose a section of the chapter to model fluency & accurate prosody – Use the techniques from teaching fluency (echo read, phrased reading, text marking etc). What should the text sound like so they can comprehend what is happening?
3. Think out loud – Teacher reading the section back to the children but model what a skilled reader does when they are reading – use think aloud to demonstrate how you are comprehending the text and making inferences.

Book Work

- Share one VIPERS question with the children – Focus on 1 type of domain (reading skill)
- 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.
- Set them a similar question from the same domain (skill) to complete in books independently from the pages or paragraph you have been focussing on today.

Thurs

5 minutes
Reading
warm-up -
Teach Hub

10 minutes
reading
stamina
(focus text)

COMPREHEND (Focus back on section 1/2 from Tuesday and Wednesday that you have already read)

1. During the 10 minute read, ask children to re-read a section from previous lesson, listen for accurate, automatic, fluent reading – how well are they comprehending the text and how can you tell from their reading?

Book Work

- Ask questions using a range of VIPERS Comprehension skills – focus on specific pages that the children have read and rehearsed this week. Indicate the page number or paragraph opener linked to your question to ensure children know where to find the information.
- SEND/ Bottom 20% – Use the model of 'we do' where the teacher models and 'you do' where children answer questions independently.

Fri

5 minutes
Reading
warm-up -
Teach Hub

10 minutes
reading
stamina
(focus text)

UNDERSTAND (Section 3 – New section or answering a question using one or more sections from the chapter they have read this week)

1. Allow children 10 minutes to read a new section that they haven't read this week. Are they applying their work on fluency and reading with clear comprehension?

Book Work

1. Ask questions from VIPERS with the main focus being Retrieval and Inference.
2. Children work independently using the text to support their answers.
3. SEND/Bottom 20% – Allow pre-teach of this extract before the session.