

How we teach fluency and comprehension at Normanton-on-Soar

Curriculum Intent

Aims and Purposes – Taken from the National Curriculum

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

It is understood that in Key Stage 1, pupils will:

- By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge.
- During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.
- By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.

Key Stage 2 from Sep 2023:

Each week the class teacher will choose a suitably challenging and engaging text to study for the week. Texts will generally, but not exclusively, be chosen to support the objectives being taught across the curriculum, therefore delivering a knowledge rich curriculum.

The texts will cover a range of genres including fiction, non-fiction, poetry, song lyrics and pictures thus promoting a rich reading diet. The children will read the text every day to develop reading fluency and a deep understanding of the text. A different reading skill will be taught in each lesson. Drama activities are to be embedded into these sessions to deepen the understanding of the text for the pupils.

The suggested daily focus for each reading comprehension lesson is detailed below, although it can be varied at the discretion of the teacher to suit the text and to meet the needs of the class. This will particularly be the case when, following formative assessment and gap analysis, class teachers may place more emphasis on a particular reading skill to fill the gaps.

The [EEF KS2 Literacy Guidance](#) document states that "reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension". It goes on to say, "strategies should be modelled and practised to ensure they become embedded and fluent". It concludes that "The potential impact of these approaches is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning. This requires them to learn three things: what the strategy is, how the strategy is used, and why and when to use the strategy. Developing each of the strategies requires explicit instruction and extensive practice".

In order for children to make inferences independently, the EEF's gradual release of responsibility model is useful. It describes how greater responsibility for using these strategies can be transferred to the pupil:

Questions follow this format -

1. an explicit description of the strategy and when and how it should be used;
2. modelling of the strategy in action by teachers and/or pupils;
3. collaborative use of the strategy in action;
4. guided practice using the strategy with gradual release of responsibility; and
5. independent use of the strategy.

This model should be followed in every lesson.

Session	Timings	Session Details	Behaviors and routines.
Preparation:	Before teaching.	<ul style="list-style-type: none"> -Choose a short text at ARE for your class. This could be linked to a topic you are doing in another curriculum subject or be the same genre you are teaching in writing. -Texts no longer than one side of A4 but must be suitably challenging in terms of vocabulary and context. You can adapt them to make them appropriate. -Ensure a range of texts over the half term (Fiction, non-fiction, poetry). -Identify any tier 2 vocab you are going to directly teach. -Photocopy enough texts for 1 each. -Plan comprehension questions from most recent AFL. <p>Be prepared – be clear about learning objective and the answers you are expecting. How can you support the children to achieve this? Have PPT on board, print out the text, no need to print q's unless a table is required – children write number in margin of book.</p>	Drop in pedagogy here
Session 1 (Monday)	(10 mins) 5-7mins 2-4mins	<p>If doing a prediction activity, prepare questions to be used before showing the children the text.</p> <ul style="list-style-type: none"> -Teacher reads once - children to read alongside following the text with their finger – children not read aloud at this point. (T careful to over stress punctuation / fluency / intonation). -Children echo back chunks of text (keep this to units of meaning within the sentence - either using punctuation or keep the chunks so they make sense). Sometimes a few words; sometimes a whole sentence. Practice pauses, mark on text with strokes, model on board, children mark own text. Repeat read. 	<p>See EEF model above.</p> <ul style="list-style-type: none"> -All children always follow with a finger as teacher reads. Eyes on text. -All children follow and text mark as teacher reads. Eyes on text.

	2mins	Children reread text with partner. Taking turns to read each paragraph.	-As partner A reads, partner B follows with finger and vice versa.
	2mins	Fluency recap – all read section practised on Monday together.	-Children follow with finger as they read.
	25 mins	Complete vocabulary and comprehension questions as per EEF model.	-Children use agree, build, challenge signs when discussing.
Session 5 (Friday)	A less-structured book-talk activity designed to expose children to a range of texts and increase book knowledge/love of reading. Timings will vary.	<p>LKS2 Friday: Unlocking the text – give your thoughts and feelings on the text and listen to others. Make comparisons with other books you have read. Teacher may introduce other similar texts to make comparisons: poems on the same topic, texts by same author, other texts in same genre/ style, etc.</p> <p>UKS2 Friday: Unlocking the text –Summarising the text, identifying themes and distinguishing between fact and opinion. Discuss the text building on your own and others' ideas and challenging views courteously. Teacher may introduce other similar texts to make comparisons: poems on the same topic, texts by same author, other texts in same genre/ style, etc.</p>	

Monday <i>Familiarise all with the text</i>	Tuesday <i>Infer the meaning of new vocabulary from the text</i>	Wednesday <i>Retrieve information from the text</i>	Thursday <i>Infer information from the text</i>	Friday <i>Unlocking the text</i>
Picture and white board to focus thinking about the theme of the text	Reread text with a partner	Reread text with a partner	Reread text with a partner	LKS2 give your thoughts and feelings on the text and listen to others. Make comparisons with other books you have read. Teacher may introduce other similar texts to make comparisons: poems on the same topic, texts by same author, other texts in same genre/ style, etc.
What and why	Fluency recap – all read section practised on Monday together.	Fluency recap – all read section practised on Monday together.	Fluency recap – all read section practised on Monday together.	
Teacher read text Children listen whilst following the text with a finger	Complete vocabulary and comprehension questions as per EEF model.	Complete vocabulary and comprehension questions as per EEF model.	Complete vocabulary and comprehension questions as per EEF model.	
Echo read chunks of the text				
Read again and marking / for pauses and underlining stressed words	LKS2	LKS2	LKS2	UKS2 Summarising the text, identifying themes and distinguishing between fact and opinion. Discuss the text building on your own and others' ideas and challenging views courteously. Teacher may introduce other similar texts to make comparisons: poems on the same topic, texts by same author, other texts in same genre/ style, etc.
Practise with a partner	read around the word, think about the word class, use any pictures as clues.	identify key words, skim and scan the text to find the information and copy it from the text.	find clues in the text, imagine you are the character (how would you feel/act), use drama, your own knowledge and experiences to help answer the questions.	
Reread together				
OR	UKS2	UKS2	UKS2	
Prediction activity	find antonyms and synonyms. Consider the word class and root words as means of inferring the definition. Use a dictionary.	skim, scan and use text organisational features to locate key information. Use words from the text in the answer.	find clues in the text and use evidence from the text in your answer. Use empathy, visualisation and punctuation as a means of making inferences. Use your own experiences and knowledge of the world around you.	
Read as above				
Answer questions				

Sections are colour coded for ease of reference

1



Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
 - collaborative learning activities where pupils can share their thought processes;
 - reading books aloud and discussing them, including use of structured questioning; and
 - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2



Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
 - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
 - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3



Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
 - prediction (based on text content and context);
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4



Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
 - planning;
 - drafting;
 - revising;
 - editing; and
 - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5



Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

6



Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7



Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.

