



LANGFORD PRIMARY SCHOOL

READING LEARNING JOURNEY

The Reading learning journey at Langford Primary is underpinned by our principles of effective learning.

Start of Unit Checklist

- Which of the reading domains will be a focus?
- What wider curriculum knowledge do the pupils need?
- What links will be made with previous learning?
- What text will I use for the coming weeks?
- What key vocabulary do the pupils need?
- Have I used the question stems to plan questions?

Conceptual Session: 'Setting the Scene'

- **Background knowledge** which is needed to understand the text is explored. This may take more than one lesson and can include a range of activities. Knowledge is crucial for comprehension.
- New vocabulary is **taught explicitly**. Photos or visual cues are used to express the meaning of new vocab. Teachers tell **pupils Tier 3 words** which they know the children already don't know. Writing journals are updated. New vocabulary must be classified and left on display using the school's agreed model.
- **Text is shared** with pupils and pupils are told the learning intention for the reading journey.

Decoding & Fluency

- The teacher and the pupils read the text together. The teacher may choose to read to the class, clicking their fingers when the pupils should join in with a particular word, or they may choose individual children to read a sentence or two each.
- The teacher listens carefully to the pupils and notes of any common or specific decoding errors **offering immediate corrective feedback**. Discuss **background knowledge** and **vocabulary in context**.
- **SEN/EAL** children may **pre-red the text** if needed.

Creating the 'What Makes Good'

- If a **reading skill** is being taught. The **success criteria is generated** with the pupils as the comprehension questions are being answered.
- These are kept on display in the classroom.

Responding to the Text

- The **teacher models** how to answer comprehension questions.
- These answers are used as **a model of excellence**.

The teacher assesses the needs of the pupils based on their responses.
The teacher decides whether to continue with the same text or give the pupils something new.

Independent Comprehension (of the same text)

- The pupils re-read the same text.
- The pupils apply the skills they have been taught in sessions 1-3 (if relevant), to answer a new set of comprehension questions.
- Written responses are recorded in English books.

Independent Comprehension (of a new text)

- The pupils read a new text.
- The pupils apply the skills they have been taught in sessions 1-3 (if relevant), to answer a new set of comprehension questions.
- Written responses are recorded in English books.

Assessment & Feedback

- The teacher checks the written responses and summarises the key mistakes on a flipchart which is presented to the class in lesson 5. The **teacher does not need to write in the children's books**.
- The comprehension answers are shared with the class and **model answers are created together**.
- The class refer back to the 'what makes good' and assess their own progress against the learning intention.
- The teachers uses their assessment to plan the next learning journey.
- The children **will encounter the same texts again in the future to support mastery and deliberate practice**.

Sessions 1-3

Session 4

Session 5