Hillside Reading Cycle

	Week 1	Week 2
Monday (40 minutes)	Focus on a key reading skill (Vocabulary, retrieval, summary, author choice, prediction, inference, making comparisons etc.) Whole-class shared reading of the new text and discussion of the main plot/message. (Where possible make this text linked to the current classroom topic or link to other areas of the curriculum.)	Group comprehension task in ability Groups- use text from the previous week. (Encourage children to identify the skill needed to answer each question)
Tuesday (20 minutes)	Analysis of unknown vocabulary within the text.	Group comprehension task in ability Groups- use text from the previous week. (Encourage children to identify the skill needed to answer each question)
Wednesday (20 minutes)	Complete a vocabulary task linked to the text read	Marking discussion of text
Thursday (20 minutes)	Questions on the IWB/worksheet based on domain type taught on Monday. Teacher to create questions based on the text using question stems. (No more than five questions to ensure high quality discussion and analysis of skills)	Independent Assessed Task
Friday (20 minutes)	Discussion and marking of group comprehension task from previous day.	Mark Independent Assessed Task (Use results to support teaching during the next week)

Monday reading session is 40 minutes. This will take place during the usual slot of English. During Monday's usual reading slot, there will be 20 minutes of spellings (10.50 – 11.15). This will be followed by a 20 minute SPaG lesson (11.55-12.15).

Week 1:

Monday: Focus on a key reading skill. Remember: inference, vocabulary and retrieval feature in the majority of questions in the end of KS1 and KS2 assessments and should be covered more regularly than the other skills. Use the question stems or journal ideas to complete whole class mini tasks to practise the use of the chosen skill. A text will be displayed on the board. Where possible, this text will be linked to the children's English, science or topic unit. The text will also be printed out for the children to have in front of them.

Tuesday: Analysis of vocabulary from within the text. Children will pick out words that they are unfamiliar with in the text. They will work in groups to use dictionaries to find their definitions.

Wednesday: Children to complete a vocabulary activity to ensure they are secure with the vocabulary used in the text. (Whole school focus based on SATs analysis) Examples include:

- Complete a word, definition, synonym, sentence sheet for unfamiliar words.
- **Frayer model sheet –** Find a term, define it in your own words, write three facts about the term, write synonyms and then write antonyms. They work as a group but present their work to the rest of the class.
- **Graffiti Terms:** Vocabulary word is drawn using bubble letters; Description of term using own words; At least 3 images representing the term; All white space must be coloured in.
- Identify 4-5 vocabulary words from the text that students will need to understand in order to comprehend the text. Children brainstorm what they already know about the term. Could use think-pair-share if you perceive that they will have difficulty with the new terms. Read through the text together, and ask children to discuss what they think the meaning of the words are now they have heard them in context. Complete a third column with the true meaning of the word, how many did they get correct?
- **Vocabulary anchor –** Children identify a new word e.g. colony (ship). As a class or group, writer down three things that are unique about the word. Then identify a similar word but with a slightly different meaning e.g. state (anchor) and identify what is similar about the two words.
- A wordsplash is a collection of key words or concepts chosen from a passage or chapter that the children are about to read. Write the main word in big letters in the centre and some synonyms in smaller letters around it. Fill in the sheet and write sentences using the word underneath.

Thursday: Teacher focused questions based on the content domain taught on Monday. Teachers to create their own questions from the question stems linked to the domain chosen. **Children to complete and discuss in Kagan groups.**

Friday: Marking and discussion of the questions completed during the previous day with the teacher modelling accurate use of skills.

Week 2:

Monday: Children complete the differentiated reading task questions- these link to the text introduced on the Monday of the first week. The children will discuss and answer these texts as an ability group. Encourage children to identify the skill needed to answer each question-reinforcing the skill that was taught during the previous week. The teacher and TA will move around the room having impact on groups that need it. The texts that the children will be using will be differentiated.

Tuesday: Continue the task from the previous day.

Wednesday: Mark the texts from the previous two lessons. Those completing texts from other year groups will mark with the TA.

Thursday – Independent comprehension questions (these are noted as assessment tasks on the Cracking Comprehension programme) no support from teacher. This is to act as a purely assessed task.

Friday – Mark assessed task together as a class. Children to put in correct answers in green pen.

If children finish a task or activity earlier than anticipated encourage them to read independently. The children need to continue to develop this skill and to develop good reading habits. Train the children to do this independently rather than interrupting the class teacher and asking what to do next.