

How we teach Reading Reading Excellence from the Heart of Leeds

Central to our curriculum is our vision for all children to be **excellent readers**. Books that are **high quality** in content, cover **relevant themes and issues**, and feature **diverse** and **relevant** characters will be used to drive and inspire our children's **love of reading**. Their reading skills will be prioritised as the key that enables them to be successful learners across **all aspects** of the curriculum.

At Shakespeare Primary School we follow our model for teaching reading to ensure that there is high quality and consistent teaching of reading skills throughout school. Skilled reading is complex but can be split broadly into the two categories of word recognition and language comprehension. To learn more about how we teach phonics please click [here](#). Our teaching of comprehension skills in Early Years to Year Six, starts with a carefully chosen canon of quality fiction and non-narrative core texts. More information on the books that create our reading curriculum can be found [here](#). In each daily reading lesson there is one specific skill based learning objective for the whole class based around the same text. Every child has their own copy of the book. The questions, tasks, activities or level of support are scaffolded for different abilities so that all children can access new learning and be challenged. Whole class reading supports rapid progress of lower ability readers. Research suggests this is due to exposure to higher-level questions and answers.

On **Mondays** we have our Big Read where we read the relevant chapters or pages and explore the context for the book and provide any relevant background information to help children deepen their understanding of the characters and plot. There is a combination of teacher, paired and individual reading with a focus on fluency. We also teach new vocabulary and word attack skills equipping children to tackle new words with increasing independence.

The DERIC Approach

What is DERIC?

Reading skills must be explicitly taught. To help simplify them for children they can be explained as reading with DERIC:

- Decode: Word Reading
- Explain: Discussing vocabulary in context and discussing understanding of whole texts
- Retrieve: Finding Information in the text
- Interpret: Inference skills with an emphasis on using evidence
- Choice: Focus on author's choice of words and layout

On **Tuesdays** children share the 'gist' of focus chapters or pages by thinking aloud and sharing their inferences. Teachers select one content domain and specific comprehension skill as the basis for the DERIC skills session. This is the focus for all questions which are taught using the 'Me, Us, You' scaffolding strategy leading to all children answering questions independently by the end of the lesson.

On a **Wednesdays** children answer a mixture of DERIC questions independently then use the model answers to improve theirs. The DERIC questions are carefully crafted to revisit previously taught skills.

Thursdays and **Fridays** focus and build upon the daily Fluency Five reading aloud task which is the 'do now' starter in all reading lessons in Y2-6. Within these sessions guided oral reading instruction and repeated reading is used. Fluent reading of a text may be modelled by an adult then children read the same text aloud with appropriate feedback; or children re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Words that are read inaccurately are added to flash cards and the working wall by support staff who will revisit these words with children each day through intervention.

SHAKESPEARE PRIMARY SCHOOL

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from the heart of Leeds

www.shakespeareleeds.org.uk

