

## 5 Steps to Reading - Literacy Skills 2020

Literacy Skills Planning Process		
<b>Step 1</b>	First Read 'Read aloud, think aloud'	<p>Children are presented with the text for the first time. Discuss the <b>purpose</b> of the text, the genre and the <b>target audience</b>. Children should be encouraged to identify unknown vocabulary and ask questions to <b>gain a deeper understanding of the text</b>. <b>Identify the meaning of unknown words</b> using a variety of strategies.</p> <p>Children should be encouraged to listen to the text as well as reading it aloud to and with their peers. <b>At this stage children should begin making annotations on the text as well as highlighting where appropriate.</b></p>
<b>Step 2</b>	Second Read	<p>Discuss the writer's choice of language and how specific word choices contribute to the <b>wider meaning of the text</b>. Evaluate the <b>language choices</b> that are used throughout the text discussing the <b>effect the text has on the audience</b>.</p> <p>Children should be constantly encouraged to <b>identify alternate vocabulary</b> as well as <b>critiquing and discussing the identified language</b> and its <b>meaning with their peers</b>. Children should independently and with support make <b>links to other texts</b>.</p>
<b>Step 3</b>	Targeted skills/ objectives	<p>Children are taught specific reading objectives based around the text from the appropriate year curriculum. Activities and tasks continue to be based around the initial text. If the text is fiction it may be appropriate to focus on the skill <b>inference or prediction</b>. Whereas it may be more appropriate to focus on the skill of <b>summarising or identifying fact vs opinion</b> from a non-fiction text.</p>
<b>Step 4</b>	Targeted skills/ objectives	<p>Children are taught specific reading objectives based around the text from the appropriate year curriculum. Activities and tasks continue to be based around the initial text. If the text is fiction it may be appropriate to focus on the skill <b>inference or prediction</b>. Whereas it may be more appropriate to focus on the skill of <b>summarising or identifying fact vs opinion</b> from a non-fiction text. It is essential that step 3/4 cover a wide breadth of reading objectives throughout the year.</p>
<b>Step 5</b>	Reading comprehension	<p>Children are presented with a range of reading comprehension questions about the text (<b>Retrieval, Inference, Deductive, Authorial Intent</b>) Children are encouraged to draw on their reading development from the week to answer the questions and <b>justify their answers using evidence from the text</b>.</p>

Day	Session	Possible Activities
1	First Read	Children read aloud, think aloud – using highlighters to highlight key words and make brief notations
2	Second Read	Summarise paragraphs and sections using different strategies
3	Objective Focus	Choose one objective: E.g. to infer details about a character. 'What does the word... show about...'
4	Objective Focus	Allow children opportunity to answer more questions/ work on the same objectives as the previous day - gradually introduce other question types
5	Review Qs collaboratively	Review the answers in groups/pairs. With older children, give them to mark scheme to review their own answers with a partner  Allows the teacher to focus on target groups.

Example Weekly Activities (30minute sessions)