





"Read Aloud. Think Aloud" Teaching Sequence

Session 1 - Read aloud

The teacher reads aloud the chapter / paragraph of the chosen text. The written discourse should always be available to the child. The teacher will clarify phrases/vocabulary during the session to ensure no misconceptions. The purpose of this session is for children to be immersed in the book, listening and enjoying the passage being read to them; it is a session focused on engagement. The chosen book will usually be the class text which has been chosen from the Whole-School Reading List document. However, scattered throughout the year will be opportunities for children to access quality, age-appropriate non-fiction texts.



Session 2 - Reading Skill / Technique

The teacher and children will read a passage from the text used yesterday, or the entire text. The session is based around teaching children how to infer meaning from the text (referring to the content domains) using a range of strategies, skills and techniques e.g. word level, prediction, visualisation. The teacher (as the master) guides the children in their understanding of the text and why an author has made specific choices. The objective that is being taught will link to the National Curriculum English 'Programme of Study'. When reading the text, teachers may use techniques such as Choral Reading to aid fluency and engagement.



Session 3 - Think Aloud

The majority of the children spend the session reading the same part of the text they are focusing on; more able (and more independent) pupils may read on to focus on another part of the text while continuing to consider the same skill. The teacher may adapt the reading to aid rehearsal and fluency e.g. by using Vanishing Cloze. They will work in a variety of ways: alone, paired, reciprocally, more able/less able, sections of different length/challenge, with an adult. It is in this session when children will work independently, analysing the passage and working together to deduce meaning! Teachers may use this time to 'drop-in' on less able readers to check their fluency and understanding.



Session 4 - VIPERS

A broadly independent activity normally based on the VIPERS used at Newfield Park. The VIPERS chosen link back to the focus of sessions 2 and 3 (e.g. inference) and make explicit reference to the content domains. These sessions are focused on the following areas: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising and Sequencing. The teacher will support as necessary, always focusing their advice on the comprehension/skill being worked on (e.g. authorial intent) while also checking the fluency of reading. The task will be scaffolded appropriately to ensure all children can achieve.

VIPERS

Individual Reading

During assembly sessions, teachers will use this time to hear children from the 'Bottom 20%' read. Every child should be heard reading weekly by the class teacher.

Session 5 - Independent Text Reading

Children are encouraged to behave like readers, using and applying techniques and strategies they have used during the week. The teacher will support and hear children read as necessary. Less-able and less-confident children may be part of a guided/shared session with the other children and the teacher. The class book will be used to aid engagement. Children will have additional time to read their own book during D.E.A.R sessions. Teachers will have the opportunity to hear children not in the 'bottom 20%' read in Session 5 and the two D.E.A.R sessions.



Individual Reading



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