


Robert Miles Junior School - Reading

Subject Disciplinary Pedagogy

Knowledge Organiser

Reading Instruction

Word Reading			Language Comprehension		
Blending & Decoding	Full Word Recognition	Fluency (Accuracy, Automaticity, Expression & Prosody)	Inference Retrieval Predict Explain Summarise Sequence	Purpose Authorial Intent	Grammar & Syntax Vocabulary Text Structure

Stage	Requirement	Further Detail
1	Choosing the Text/Extract (Using extracts, Talk for Writing text or teacher choice).	Pitched at a broadly age-appropriate level that children can read with a degree of fluency.
2	Ensuring children have the knowledge they need to understand the text.	Provide background information and incorporate Tier 2 vocabulary work.
3	First Encounter – engaging in the text, opportunity to react, text immersion.	Teacher reading text to the children. Overarching questions to discuss at a general level.
4	Developing Fluency	Accuracy, Automaticity & Prosody ECHO Reading
5	Comprehension Strategies Modelled and Guided. I – We - You	Retrieval Explaining Summarising Inferring Predicting
		Lower Order  Higher Order

Questioning

Using Reading VIPERS with a specific theme each day along with the opportunity for random application.

Vocabulary Find and Explain the meaning of words in context

Infer Make and Justify inferences using evidence from the text

Predict Predict what might happen from the details given

Explain Explain how content is related, meaning, themes, patterns etc

Retrieve Retrieve and Record information and identify key details from text

Summarise Summarise the main ideas from more than one paragraph

Reading as a Reader Comparing Books / Reminding / Styles & Approaches / Likes and Dislikes > Developing Views & Perspectives

Fluency

Children are taught how to be fluent readers and how to support each other in sounding out and accurate pronunciation.

1. Accuracy – Correct decoding of words
2. Automaticity – Reading with speed and without pausing
3. Prosody – Reading with expression, intonation, rhythm and stress

Question Structures

Answer the Question	Fill in the missing gap	Multiple Choice	Find Matching Pairs	True / False
Complete the Sentence	Choose a Word	Point / Expand / Example	Prove It with evidence	Highlight in text

Adaptations – SEN / EAL

- All children access the same text.
- Where required: pre teaching of vocabulary, additional fluency practice, small group provision with dedicated adult, scaffolded sentence stems, additional retrieval questions to build confidence.
- New to English: use of translating device, text/key vocabulary shared in advance, use of dedicated EAL texts to build fluency, knowledge and passion for reading.