Lowest attainers - need pre-read of text?

- **Activate prior knowledge** – what do we already know about this text and/or what context or background knowledge do we already have or might need to access this?
- **Pre-teach vocabulary** – which words are necessary for understanding and might be unknown or misinterpreted?
- **Consider text structure & organisation** – what would we typically expect to encounter in this genre of text? Who is the intended readership?

All children have a copy of the text and track whilst teacher is reading.
Make connections:
- text – self
- text – text
- text - world

Teacher reads to the class with expert prosody, pausing at key moments to think aloud, checking for meaning and providing responses to the text. Children follow the text and 'jump-in' for specific words, or echo read in short bursts

Teacher models expert reading and thinking aloud, demonstrating the integrated process of self-monitoring text comprehension:
- Monitoring and, when necessary, repairing meaning
- Visualising
- Drawing upon background knowledge
- Summarising and identifying key events
- Making links between words: sentences: text
- Application of 'word attack' strategies

Go through this cycle once during the lesson, or repeat process again so that responses develop and change owing to further reading of the text

Discuss to connect and respond to the text
I think….. I wonder….. I question….

Children, in mixed attainment pairs or individually, **re-read** a specific section of the text
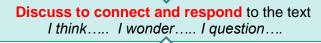
All children are participating in actively re-reading, self-monitoring their comprehension, constructing meaning and checking for understanding

Discuss to clarify/ establish meaning e.g. how might this section be written as one sentence (summarise)?/ what or whom do these pronouns refer to? (clarify)

Either in flexible grouping with teacher, in mixed attainment pairs or individually, **re-read** a specific section of the text **or read further**

Children work in groups, pairs or individually to re-read or read further for meaning, discuss and deepen their comprehension of the text

Discuss to deepen meaning e.g overarching inferential question (e.g. linking passage to text/ themes/ characters/ settings) discuss authorial intent / pupils create own discussion questions

Explicit teaching & **meaningful interactions with the text**

Teacher models, questions, probes and supports, working with individuals, small groups or whole class

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