Reading Cycle – Planning Guide

Lesson 1:	Open the Lesson 1 Master – change the title for the correct week and save to the corresponding folder
1 minute	Look at the HeadStart spelling for this week (a digital copy is provided) What are the main graphemes / digraphs / trigraphs? Review on the Growing the Sounds chart (displayed on classroom wall rather than digital one – emphasise the spelling pattern and review other sounds)
30 seconds	Read spellings from last week (this does not apply to first Lesson 1 but after that, copy from the previous week)
2-3 minutes	Read common exception words at speed. These are the two year groups below. Copy these from the previous Lesson 4 as it should reduce the lowest year group and add current year group words from HeadStart
2 minutes	Select the first 2/3 words from this week's spelling list, identify the spelling pattern, give the meaning ideally in a sentence. Spot the graphemes (digraphs/trigraphs), say all the sounds and blend to read.
30 seconds	Introduce the two new common exception words from this week's spelling list, read and put into a sentence
2 minutes	Select an extract from a text -this could be class read, stand alone, play, poem, past SATs paper etc. Identify words / phrases that the children will not know. Identify any background knowledge they should already have Identify any background knowledge they need to have Share these with the class Refer to the National Curriculum objectives PowerPoint for text selection to ensure a range of texts.
1 minute	Teacher read the extract with exaggerated prosody. Ask the children to follow on their copy (ideally one each) with a reading ruler. Get them to spot the words or phrases that you identified.
5 minutes	Identify punctuation or key aspects that signal prosody. Teacher read it again, asking the children to listen and look for clues to expression. Read again either all together or teacher read a section and then children copy. Already teach the children partner a and b routines Partner a read to partner b (try to make sure that this might be the stronger reader of the pair) Partner b then reads to partner a Teacher circulates Then children read out loud to themselves Listen to good examples
5 minutes	Choose one of the 4 areas of reciprocal reading. Introduce and get children to work in partners and share ideas as a class. Rotate these so next week, choose a different one so that all four are covered in a cycle of 4 weeks.
10 minutes	Read the whole extract or continue to read the text without questions – reading for pleasure.

Lesson 2:	Open the Lesson 2 Master – change the title for the correct week and save to the corresponding folder
1 minute	Look at the HeadStart spelling for this week (a digital copy is provided) What are the main graphemes / digraphs / trigraphs? Review on the Growing the Sounds chart (displayed on classroom wall rather than digital one – emphasise the spelling pattern and review other sounds)
30 seconds	Read spellings from session yesterday – review any meanings if needed
2-3 minutes	Delete two of the common exception words from the start of the word slides. Add the two new common exception words learnt yesterday to the list (master document provided) Read common exception words at speed.
2 minutes	Select the next 2/3 words from this week's spelling list, identify the spelling pattern, give the meaning ideally in a sentence. Spot the graphemes (digraphs/trigraphs), say all the sounds and blend to read.
2 minutes	Select an extract from a text -this could be class read, stand alone, play, poem, past SATs paper etc. Identify words / phrases that the children will not know. Identify any background knowledge they should already have Identify any background knowledge they need to have Share these with the class Refer to the National Curriculum objectives power point for text selection to ensure a range of texts.
1 minute	Teacher read the extract with exaggerated prosody. Ask the children to follow on their copy (ideally one each) with a reading ruler. Get them to spot the words or phrases that you identified.
5 minutes	Identify punctuation or key aspects that signal prosody. Teacher read it again, asking the children to listen and look for clues to expression. Read again either all together or teacher read a section and then children copy. Already teach the children partner a and b routines Partner a read to partner b (try to make sure that this might be the stronger reader of the pair) Partner b then reads to partner a Teacher circulate Then children read out loud to themselves Listen to good examples
5 minutes	Use the same area of Reciprocal reading foci from yesterday.
10 minutes	Read the whole extract or continue to read the text without questions – reading for pleasure.

Lesson 3:	Open the Lesson 3 Master – change the title for the correct week and save to the corresponding folder
1 minute	Look at the HeadStart spelling for this week (a digital copy is provided) What are the main graphemes / digraphs / trigraphs? Review on the Growing the Sounds chart (displayed on classroom wall rather than digital one – emphasise the spelling pattern and review other sounds)
30 seconds	Read spellings from sessions this week– review any meanings if needed
2-3 minutes	Copy and paste the exception words from yesterday so that they have the reduced lower year group words and the two new exception words from this week.
2 minutes	Select the next 2/3 words from this week's spelling list, identify the spelling pattern, give the meaning ideally in a sentence. Spot the graphemes (digraphs/trigraphs), say all the sounds and blend to read.
2 minutes	Select an extract from a text -this could be class read, stand alone, play, poem, past SATs paper etc. Identify words / phrases that the children will not know. Identify any background knowledge they should already have Identify any background knowledge they need to have Share these with the class Refer to the National Curriculum objectives power point for text selection to ensure a range of texts.
1 minute	Teacher read the extract with exaggerated prosody. Ask the children to follow on their copy (ideally one each) with a reading ruler. Get them to spot the words or phrases that you identified.
5 minutes	Identify punctuation or key aspects that signal prosody. Teacher read it again, asking the children to listen and look for clues to expression. Read again either all together or teacher read a section and then children copy. Already teach the children partner a and b routines Partner a read to partner b (try to make sure that this might be the stronger reader of the pair) Partner b then reads to partner a Teacher circulate Then children read out loud to themselves Listen to good examples
5 minutes	Select 2/3 grammar questions using the grammar power point masters as a guide. Try to ensure that all questions are covered across the year. In Autumn 1, select these from the previous year group In Autumn 2, select these from the current year group
10 minutes	Read the whole extract or continue to read the text without questions – reading for pleasure.

Lesson 4:	Open the Lesson 4 Master – change the title for the correct week and save to the corresponding folder
1 minute	Look at the HeadStart spelling for this week (a digital copy is provided) What are the main graphemes / digraphs / trigraphs? Review on the Growing the Sounds chart (displayed on classroom wall rather than digital one – emphasise the spelling pattern and review other sounds)
30 seconds	Read spellings from this week's full list
2-3 minutes	Copy and paste the exception words from yesterday so that they have the reduced lower year group words and the two new exception words from this week.
2 minutes	Select an extract from a text -ideally one with prepared comprehension questions. Twinkl have 1 minute reads. This does not need to be from the same text already covered but should be related either by subject matter, style or author. This is a good place to have an alternative genre. This could be from Picture News Identify words / phrases that the children will not know. Identify any background knowledge they should already have Identify any background knowledge they need to have Share these with the class Refer to the National Curriculum objectives power point for text selection to ensure a range of texts.
1 minute	Teacher read **some** of the text with exaggerated prosody. Ask the children to follow on their copy (ideally one each) with a reading ruler. Get them to spot the words or phrases that you identified.
5 minutes	Identify punctuation or key aspects that signal prosody. Teacher read it again, asking the children to listen and look for clues to expression. Read again either all together or teacher read a section and then children copy. Already teach the children partner a and b routines Partner a read to partner b (try to make sure that this might be the stronger reader of the pair) Partner b then reads to partner a Teacher circulate Then children read out loud to themselves Listen to good examples
10 minutes approx..	Children work in pairs or alone depending on age to answer comprehension questions from the whole text. These can be recorded in their reading books. Teacher to work with a group – most likely a group requiring intervention. This may be on the same text, a differentiated text or specific skills for that group
5 minutes	Provide children with answers, clarify points If there is time, read from the class book or read the whole text
At times remove this lesson to do a book review, a debate or drama	