

Types of Reading at Townville Infant School

Talk Through Stories

Children in Reception complete a 'Talk Through Stories' session three times a week, for twenty minutes.

Talk through stories is a programme by Ruth Miskin, designed to extend and deepen children's vocabulary so that they can understand the books they will be able to read for themselves. It is especially for those who were not read stories daily from a young age.

Talk through stories looks at the same text for 2 weeks.

Week 1 – Story Focus - children to get to know the story really well: the plot, the characters, and their actions and motives

The stories are a variety of old favourites that many teachers are likely to know, such as *Dogger* by Shirley Hughes, *Burglar Bill* by Janet and Allan Ahlberg, *Can't You Sleep, Little Bear?* by Martin Waddell and *Where the Wild Things Are* by Maurice Sendak. More recent literature, such as *Hugless Douglas* by David Melling, *Perfectly Norman* by Tom Percival and *I'm in Charge* by Jeanne Willis. Texts with minority ethnic backgrounds were the main protagonists in everyday situations, such as celebrating a birthday, going shopping, being ill, having a 2 tantrum, having their hair cut or worrying about the arrival of a new sibling.

Week 2 – Vocabulary focus – children explore eight words from the story, specifically selected to develop children's understanding of each word in the context of their everyday lives.

The eight words selected for focus in each of the stories are what Isabel Beck, in *Bringing words to life*, has called 'Tier 2' words. These are words that children are unlikely to hear in everyday conversation but are likely to come across in stories.

Shared Reading

Children in KS1 complete a whole class 'Shared Reading' session weekly.

Shared reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. This takes place in reception and Year 1. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.

Through shared reading we aim to bring books to life. We support children to really consider what they have heard or read and relate this to their own prior knowledge or experiences. Through discussion around their shared understanding and different perspectives, children are supported to develop their skills of comprehension and reasoning.

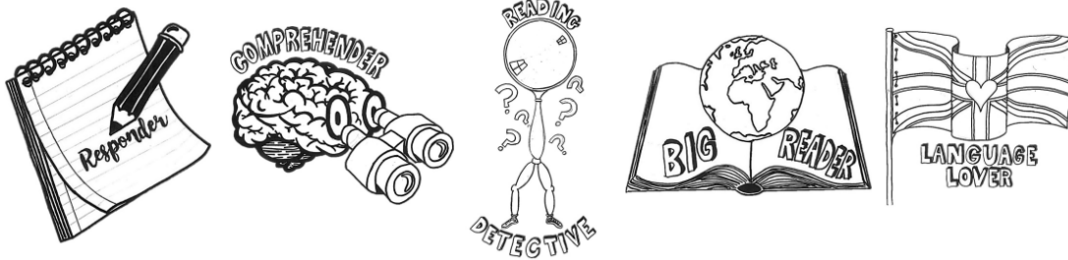
Shared reading provides struggling readers with the opportunity to access high interest texts and develop their wider reading skills of comprehension, reasoning and inference without their developing word reading skills providing a barrier. Shared reading, particularly of a predictable text can also support a child's developing sight word knowledge and reading fluency. All children can achieve success within a shared reading session.

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Guided Reading

Guided reading takes place in Year 2. For 3 weeks every half term. It focuses on the development of the same skills as shared reading but takes part in small groups and the texts used are differentiated by the skills and ability level of the children within the group. During guided reading we focus upon developing reading proficiency alongside the broader reading skills.

Our reading symbols help to show the children the reading skills they are developing in class:



As a responder, children learn to talk to others about what they have read or heard and relate it to their own prior knowledge or experience. They will begin to reflect on the choices the author made as they wrote, and why.

As a comprehender of texts, children will learn to; identify key elements of a text or retell a story including key events and characters. They will also begin to use non-fiction texts for a particular purpose.

As a reading detective children will begin to make simple predictions or inferences. They learn to identify key themes / within a story and comment upon them.

Being a big reader is all about how we learn to link what we have read or heard elsewhere. Children learn to link books based on their theme or content, commenting upon their similarities or differences.

As language lovers children seek to build their bank of known words and vocabulary, they explore the meaning of new words and phrases and begin to develop their understanding of why authors make particular choices and how this affects the text.