

Langford and Wilberforce Primary School

Reading Learning Journey

The Reading learning journey at Langford and Wilberforce Primary is underpinned by our principles of effective learning.

Start of Learning Journey Checklist

- *What background knowledge do the pupils need to know in order to access the text?*
- *What key Tier 3 and Tier 2 vocabulary do the pupils need to know to access the text?*
- *What links can be made with previous learning?*
- *Have I pre-planned enough questions and covered a range of question types to challenge all children?*



Background Knowledge

- *Relevant background knowledge is carefully selected and shared with the children ensuring it is not too overloading.*
- *Tier 3 vocabulary is taught explicitly. Photos or visual cues are used to express the meaning of new vocab.*



Vocabulary

- *Teachers carefully select a handful of Tier 2 vocabulary that they want the children to know.*
- *Children will learn the meaning of words out of context of the text.*
- *They will be given opportunities to apply and use these words in their own writing or activities before reading them in the text.*
- *Children will be given opportunities to re-visit this vocabulary later on.*



Whole class text

- *The teacher and pupils read the text together.*
- *The teacher listens carefully to the pupils and makes notes of any common or specific decoding errors.*
- *SEN/EAL children may pre-read the text if needed.*



Independent Comprehension

- *The pupils re-read the text independently.*
- *The pupils answer a range of comprehension questions.*
- *Teacher may model answering specific questions together first and generating a WMG with the children.*
- *Target children may be given some additional adult support at this stage.*
- *Teachers look at answers and spot any misconceptions.*

Assessment & Feedback

- *The teacher checks written responses and identifies any key misconceptions.*
- *The comprehension answers are shared with the class and model answers are created together.*
- *The class refer back to the 'what makes good' and assess their own progress against the learning intention.*
- *Pupils have a chance to reflect on their answers and edit and improve based on feedback .*
- *The teachers uses their assessment to plan the next learning journey.*

Re-visiting a text

- *Children are given a chance to re-visit the text and vocabulary taught for home learning.*