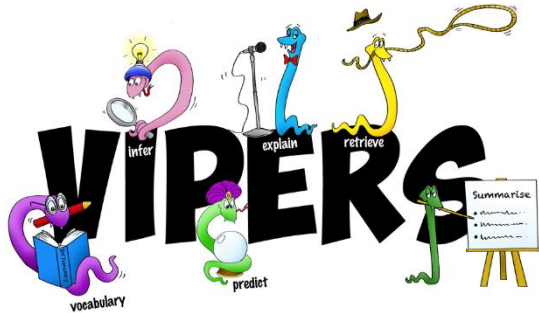




Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Monday- Thursday Structure	
REVISIT VIPERS (1 Minute)	Quick fire recap of VIPERS
RECAP YESTERDAY (2 minutes)	Paired talk: key events & characters from the previous part of book.
KEY VOCABULARY (1 minute)	Introduce 4–5 new words. Call & Response: “When I say dangling, you say... (hanging loosely)”
EXPECTATIONS BEFORE READING (1 minute)	Remind children: listen, track the text, visualise.
TEACHER READ-ALOUD (2-3 minutes)	Teacher reads text aloud. Pause for clarification & questioning.
PAIRED READING SETUP (1 minute)	Assign pages & roles (Partner A / Partner B)- mixed ability, consistent pairs. Remind: book in the middle, read together, active listening. Adjust pairs if partner not in.
PAIRED READING (5 minutes)	Children read in mixed-ability pairs. Teacher & LATAs monitor and support.
SKIMMING AND SCANNING (1 minute)	Remind children to use skimming and scanning to answer questions
MODELLING (5 minutes)	Select the types of questions you will model answering— focusing particularly on those written in a new style or those that children may need more support with.
COMPREHENSION QUESTIONS (10 minutes)	Answer questions. Inference and explanations require full sentences. Discuss answers in pairs, record independently. Teacher circulates, checks understanding.
CLASS MARKING (5 minutes)	Review some answers as a class. Correct errors in blue pen. Teacher models answers on board.
INDEPENDENT READING (10 minutes)	Phonics group returns. Silent, level-appropriate reading. Teacher listens to individuals & logs progress.

Friday Structure	
REVISIT VIPERS (1 Minute)	Quick fire recap of VIPERS
RECAP YESTERDAY (3 minutes)	Paired talk: key events & characters from the previous part of book.
COMPREHENSION QUESTIONS (15 minutes)	Answer questions. Discuss answers in pairs, record independently. Teacher circulates, checks understanding
CLASS MARKING (5 minutes)	Review some answers as a class. Correct errors in blue pen. Teacher models answers on board.
INDEPENDENT READING (15 minutes)	Phonics group returns at 9:30am. Silent, level-appropriate reading. Teacher listens to individuals & logs progress.



The **more** that
you read, the
more things
you will know.
The **more** that
you learn, the
more places
you'll go.
Dr. Seuss

Monday	Tuesday	Wednesday	Thursday	Friday
Revisit VIPERS (1 Minute) - Quick-fire recap of the VIPERS skills (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising). Recap Previous Chapter/ Previous days learning (2 minutes) - Paired talk: children discuss what happened yesterday and key events/characters. Key Vocabulary (1 minute) - Teacher introduces 4–5 key words from today's reading. - Call-and-response strategy: <i>Teacher says: "When I say dangling, you say..."</i> - Children respond with the meaning (e.g. <i>"hanging or swinging loosely"</i>). Expectations Before Reading (1 minute) - Remind children: <i>"As I'm reading, what should you be doing?"</i> (listening, tracking the text, visualising, etc.). Teacher Read-Aloud (2-3 minutes) - Teacher reads today's chapter (or part of it). - Pause for clarification and questioning to check understanding. Paired Reading Setup (1 minute) - Tell children which pages they will be reading. - Remind them of Partner A and Partner B roles. - Go over key learning behaviours (book in the middle, reading together, active listening). - Adjust pairs if needed (if someone is absent). Paired Reading (5 minutes) - Children read aloud in pairs (mixed ability, consistent partners). - Teacher and LATAs monitor learning behaviours and support pupils as needed. Skimming and Scanning (1 minute) - Remind children to use skimming and scanning skills to answer questions. This should have been modelled in the teacher read aloud. Modelling (5 minutes) - Identify the question types you will model for pupils. Prioritise modelling those that are presented in a new format or those that pupils are likely to find more challenging and require additional support with. Comprehension Questions (10 minutes) - Children answer questions. Inference and explanations require full sentences. All other questions require short sentences. - Work collaboratively but record answers independently in books. - During this time, the teacher will support children as needed, circulating around the classroom to monitor learning. This will allow the teacher to assess how well the children have understood the task and identify areas to focus on during class marking. Class Marking (5 minutes) - The teacher review some of the answers with the class, addressing any misconceptions they have picked up on during the lesson. If a child has answered a question incorrectly, they must make corrections using a blue pen. - Teachers will have model answers on the board for children to refer to. Each stem should be on a spate page. Independent Reading (10 minutes) - Children who attend phonics group arrive back in class. - Children read their own level-appropriate books. - Classroom remains silent. - Teacher listens to individual children and writes comments in their reading logs.				Revisit VIPERS (1 minute) - Quick-fire recap of the VIPERS skills RECAP previous learning (3 minutes) - Recap previous learning- teacher to focus on any areas that needed support throughout the week Comprehension Questions (15 minutes) - Children answer questions. Inference and explanations require full sentences. All other questions require short sentences. - Children answer independently. - During this time, the teacher will support children as needed, circulating around the classroom to monitor learning. This will allow the teacher to assess how well the children have understood the task and identify areas to focus on during class marking. Class Marking (5 minutes) - The teacher reviews the answers with the class, addressing any misconceptions. If a child has answered a question incorrectly, they must make corrections using a blue pen. - Teachers will have model answers on the board for children to refer to. Independent Reading (15 minutes) - Children who attend phonics group arrive back in class at 9:30am. Children read their own level-appropriate books. - Classroom remains silent. - Teacher listens to individual children and writes comments in their reading logs.