



## Daily Reading Lesson Structures Extended Reading

Taken from, 'The Art and Science of Teaching Primary Reading' by Christopher Such

The whole class extended reading lesson should follow fluency practice and increase in frequency as pupils become more fluent. It involves prolonged engagement with a longer text and focusses on stamina, fluency, component word knowledge, background knowledge and text knowledge through extended exposure to a text.

Sessions begin with discrete component vocabulary instruction. Refer to the 'Vocabulary Instruction' section for detailed guidance.

Relative to close reading, extended reading involves more reading and less text analysis. According to the ages and stages of the pupils, there are four approaches to extended reading:

- The teacher reads aloud and pupils follow with a ruler. Periodic chanting of key words keeps pupils engaged.
- Selected pupils take it in turns to read sentences aloud whilst other pupils follow the text with a ruler.
- The teacher periodically reads sentences aloud. Pupils are kept engaged via quick transitions from pupil to pupil and by periodic chanting of key words when the teacher is reading.
- Pupils silently read small sections of the text independently. The size of each section is carefully managed so that issues do not arise due to differing reading speeds. Older pupils will generally read longer sections of the text compared to younger children.

The first two approaches above are generally more suited to early readers (eg Year 3), whereas the other two are suited to more fluent readers.

Phases of discussion and whole-class questioning should be embedded throughout extended reading lessons and at carefully selected points. This requires planning and should involve teachers supporting pupils to clarify and explore meaning, understand new vocabulary and summarise.

As a rough guide, two thirds of the time should be spent reading and one third should be dedicated to related discussion and answering questions.

## Extended Reading Lesson

### Vocabulary Instruction (5-10 minutes)

Discrete vocabulary instruction of commonly encountered tier 2 and root words.

Explanation: word games, oral or written exemplar sentences; low stakes quizzes.

### Extended Read (15-20 minutes)

Follows one of the approaches from above.

#### Discussion and Questioning

Planned and embedded throughout extended read.

Unfamiliar vocabulary and concepts are explored.

Questions and discussion throughout, mainly to establish meaning.

Comprehension is monitored and inference modelled.

### Exit Ticket - Independent Practice (5 minutes)

Pupils answer comprehension questions connected to whole class discussion and modelling.