Mossgate Reading Partners
10 x week model - 3 x sessions per week – 10-15 minutes

Texts

Selection of familiar texts for child to choose at the beginning of each session, e.g. 2-3.

New text chosen by the **teacher** for focus teaching for the next 3 sessions.

Session 1:

Share reading target(s) / focus (*teacher to share with TA prior to the first session of each sequence*)

Read a familiar text – up to 5 minutes but no longer

- Provide a selection of familiar texts which have already been read including a range of fiction/non-fiction/poetry.
- Aim is to develop choice, fluency, accuracy, expression and build confidence as a reader. *Child selects the familiar text they want to read.*

Introduce the focus (new) text – 10 minutes

- Introduce new text with a book introduction
  Warm up/Pre-teach
- Model word reading / decoding words which are essential for reading the new text / Go through words on child's individual word card
  Independent reading

For children focusing on accuracy/decoding & fluency:

- Child reads the text independently and adult focuses on observing reading behaviours and supports/intervenes where necessary

For children focusing on comprehension:

- Focus on Book Talk – the key elements for understanding a text: clarify, predict, question summarise (Teacher to share with TA the particular focus here i.e. prediction)
- Ensure to focus on discussing new vocabulary within the context of the text and developing literal comprehension using 1/2 key questions using Question Hand.

Review targets / focus

Session 2:

Share reading targets / focus

Read a familiar text - up to 5 minutes

- Provide a selection of familiar texts which have already been used / read including a range of fiction/non-fiction/poetry.
- Aim is to develop choice, fluency, accuracy, expression and build confidence as a reader. *Child selects the familiar text they want to read.*

Independent read of the focus text with explicit modelling by the TA linked to errors/reading behaviours observed in Session 1

- Re-introduce the new text used in session 1.
- Child reads a section of the text independently/TA models a section of the text

Respond to the child's reading

- Adult uses the book to discuss positive reading behaviours and miscues noted

If comprehension is a focus:

- Also, explore the section of text read using the key elements: clarify, predict, question, summarise, as appropriate.

Review targets / focus

Session 3:

Share reading targets/focus

Read a familiar text – up to 5 minutes

- Selection of familiar texts which have already been used/read including a range of fiction/non-fiction/poetry.
- Aim is to develop choice, fluency, accuracy, expression and build confidence as a reader. *Child selects the familiar text they want to read.*

Read and respond to focus text – 10 minutes

- Return to the focus text – re-read favourite / selected sections identified by the adult.

If comprehension is a focus:

- Response activity. Use approaches, e.g. *question hand; think; say; feel; re-telling; relating to personal experience; focus boxes; domain prompts.*

Review targets / focus

Share with the child the text they will be reading the following week as their focus text - if possible.
The focus text used this week will be placed in the familiar book selection for the following week.

TA feedback to teacher on the focus & how the child is progressing.

Teacher identifies focus target(s) for next sequence of 3 sessions and the text to be used.