Greenhill Academy

 Shared Reading Approach

Shared Reading is a pre-planned teacher led session that is a whole class collaborative reading approach with a rich challenging text. Reading strategies are modelled and scaffolded to a specific reading skill with emphasis on comprehension through speaking and listening activities. There should be opportunities to extend and understand new vocabulary and although phonics may be referred to, decoding is not the focus of the session.

Shared Reading Session Structure

1. **Hook**

Ignite the pupils’ interest. Introduce the book and personalise your choice.

‘I chose this book because...’

1. **Activate**

Activate background knowledge before reading the story; text to self, text to world, text to text.

1. **Title talk**

Share the text title with the pupils and encourage them to make predictions ‘I wonder …’ about the genre/content/characters.

1. **Book talk**

Walk the children through the book, sharing the text and illustrations. Bring the text to life explicitly modelling, for example following the 6 P’s of reading (Pace, Pitch, Punctuation, Passion, Pause and Power)

1. **Purpose**

Engage the pupils in the experience and give them something to look and/or listen out for. Optimise this part of the session and utilise it to pass on your passion for reading.

‘I love this because...’ or, ‘ listen carefully and see if you can work out why I love this story!’

1. **Ask Questions**

After reading sections of the text ask questions, using the question starters/speak well stems:

* What
* When
* Where
* Who
* Can you explain this bit
* Why
* How
* How do we know
1. **Visualise**

Allow children to visualise parts of the text that you read and draw it.

1. **Build vocabulary**

Use semantic frameworks to build vocabulary by making links, this will help the children to store the vocabulary

* Say and clap
* Define
* Put in a sentence
* List rhyming words
* List synonyms
* List antonyms
* Pictoword
1. **Identify**

Give the children opportunities to hear and repeat phrase and structures that may not be in their oral language e.g. once upon a time, where oh where, this way and that way.

1. **Reflection**

In this part of the session pupils have the opportunity to share their thoughts and feelings about the text.

* Did you enjoy the text? Why?
* Which part did you like best?
* Who was your favourite character?
* Does this text remind you of any more that you might have read?

Answers in this session can aid the teacher in making informed choices for further shared reading texts.