

How We Teach Reading

At DJA, we realise that reading is most singularly important because all subjects rely on it.



“If our hopes and expectations for our students stretch far – to the highest levels of accomplishment and learning – then our responsibility includes preparing them to read with rigour, independence, precision and insight in the long run.” Lemov.

“Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a wide range of stories, poems and non-fiction.” National Curriculum for English, 2014.

Reading lessons

Reading lessons happen daily and they are for a minimum of 30 minutes. All lessons begin with an ‘ERIC Starter’ (Explain, Retrieve, Interpret and Choice) these should take between 5 and 10 minutes and allow children to work on the key skills of reading comprehension straight away. The stimulus for these is varied and can be linked to other work or stand alone. E.g. Movie clip, blurb, picture, poem extract.

The remainder of the lesson is spent using the structure of Retrieval – Vocabulary – Inference. The text is broken down into small chunks and ask questions from those 3 key skills (RVI)

Retrieval - Helps children find the information they need to understand a text on a deeper level.

Vocabulary - Enables pupils to understand the words used. Vocabulary is taught using the STAR sequence and children revisit these words often.

Inference - Once pupils know where to find the information and understand what it means, they will have a much better chance of focussing on inference skills to answer questions that involve interpreting and deducing ideas based on information given.

Reading for pleasure

In order to develop a love of reading, it is crucial that time is given where children can immerse themselves into books that they enjoy. As well as reading lessons, each day, pupils will take part in reading for pleasure sessions. These happen each afternoon for 30 minutes. Teachers read a class novel to children twice in the week and other sessions are where the teacher listens to children read individually. Hearing their teacher or an adult read, allows children to hear how to use their voice, exposes them to thousands of new words thus increasing vocabulary, can decrease anxiety and be relaxing. Children reading to an adult, develops language, comprehension, word-sound ability and fluency.

Reading Canon

It is our commitment that all children should be exposed to a broad, balanced selection of texts that will provide them with the ‘cultural capital’ to succeed later in life. We have created the Devonshire Reading Canon: a selection of texts that every child will have read by the time they leave our school. This includes classics, modern bestsellers, and stories that will stay with them for the rest of lives.