

# Whole- Class Reading (2020)



"Organising a coherent and cumulative curriculum, with lots of rich reading, and talking about reading, at its heart is essential in building our pupils' knowledge" - Alex Quigley



Once pupils' decoding skills are secure, they will undertake structured comprehension lessons as well as comprehension activities within writing sessions linked to Power of Reading. These sessions will be taught from Years one – six. Pupils will continue to access phonics teaching in Year 3 if their decoding skills are not secure by the end of Key Stage One.



## Class Novel

It is imperative that the children are read to every day. This should be during Power of Reading sessions and whole- class reading sessions and from a text that is challenging but accessible. Children will study the text whilst engaging in a range of comprehension and writing tasks.



## Whole Class Reading Session

The whole- class reading approach involves the studying of three linked texts, these texts may have a topic theme such as Ancient Greece or The Amazon Rainforest. Studying a breadth of texts will further enhance children's knowledge of specific subject areas as well exposing them to tier 2 and 3 vocabulary in context.

Other lessons may focus on studying poetry, picture books and children's classics, ensuring children experience a rich and varied range of literature. Pupils should engage in two- three sessions of whole-class reading each week that teach vocabulary, inference, prediction, explanation, retrieval, summarising and sequencing. There are opportunities for independent, peer- collaboration and teacher input to further improve pupils' reading abilities. Each session provides an opportunity for pupils to read aloud and the teacher to formatively assess pupils' and provide live verbal feedback.



## Reading Aloud

It is fundamental that children are given the opportunity to read aloud, this can be done in a variety of ways including: independent reading aloud, echo reading and choral reading. Levels of volume, clarity and intonation should be modelled by the teacher as well as the modelling of self-correction and the use of known phonics strategies to support children in becoming 'unstuck'.

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## Individual Thinking

These are one or two part questions that the children answer in their reading journal once the question has been read aloud. Questions are answered sequentially. Questions will usually have a 'right' answer, however teacher discretion is advised when marking answers. Children should make reference to the text to support their answers and sometimes, not always, provide a direct quote. Children should share answers verbally with ample opportunity given to peer-critique, build on answers and challenge thinking. Always ensure accurate modelling of how the answer is found- this should be from the teacher or a child.

The class teacher should emphasise the point that questions won't always have a 'correct' answer but rather, they are discussion points for children. Teachers should use this opportunity to circulate the room to listen, interject and challenge children. Children do not necessarily need to write anything down but should be invited to as it may help them structure their thought and responses, come feedback. Those children who might struggle to formulate a response should be provided with a scaffold in the form of: sentences stems, probing questions, non-negotiable vocabulary prompts or direction to specific parts of the text.



## Solo Work

This comes at the end of the reading session and is a longer task which should be completed independently, with the teacher circulating the room to address misconceptions and provide live feedback. This is also be an opportunity for adults to create a focus group of children who have been identified in the session as needing scaffolds or additional support. Discussion and contribution of thoughts is crucially important as well as the use of peer- critique to build on and develop pupils' responses.



## Partnered talk

This should be between two children – teacher to provide scaffold for those children who require additional support. Questions are structured in a way that ensures both children are given the opportunity to discuss.