

“Let your light shine...”



Woodchurch CE Primary School

Whole class reading

Why do we do whole class reading?

Reading is a multifaceted skill, gradually acquired over years of instruction and practice. From Early Years to Year 2 children are fed a diet of consistent and systematic word recognition training to support early reading. To become a skilled reader, word recognition skills need intertwining with language comprehension skill development. These skills can be developed effectively through whole class reading where pupil engagement and productivity can be increased as all pupils receive the attention of the expert reader in the room for the full lesson. The class teacher can build on children’s knowledge and understanding by linking the texts used across the wider curriculum and can make ambitious text choices so that the whole class is exposed to age-appropriate and increasingly challenging texts. By involving the whole class there is the potential for wider discussions and a deeper understanding of the key language comprehension skills.

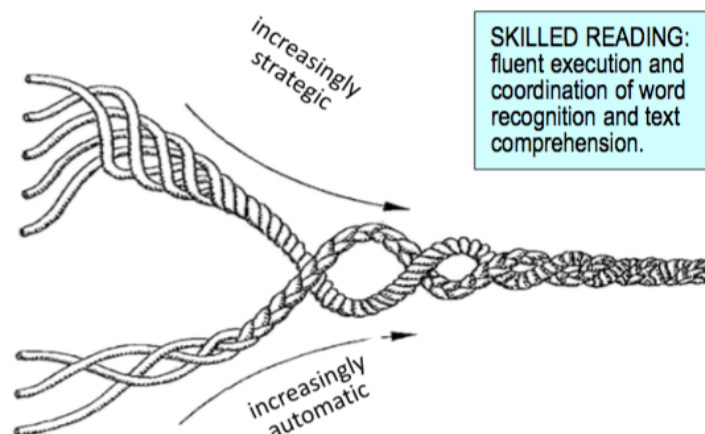
Scarborough’s Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



What does it look like?

Every lesson could be different with planning being flexible, led by the text's potential and the needs of the class – what the particular text or section of text offers in terms of learning and approach, by the shifting needs of the pupils, by the class's developing relationship with the text as readers and – of course – by the inventiveness and resourcefulness of the teacher.

This approach places considerable demands on the teacher's subject knowledge. Teachers need to pitch reading sessions high, while providing scaffolding to allow all pupils to access the text and practise reading and responding in challenging ways. Most effectively, this usually means a blending together of whole class talk, pair or small group talk and individual thinking.

Teacher's also need to be skilled at asking follow-up questions, to generate authentic dialogue in the classroom which develops real depth in pupils' responses and thinking.

How does it work?

Key Stage 2

Taught through 3x25 minute (or equivalent) reading sessions with the whole class teaching.. The text used is the same for everyone and is pitched to the higher end of the class. The text could be:

- Your class text
- An extract based on the topic being taught
- A poem, etc.

The text could be read by:

- The class teacher
- The children;
 - o volunteer
 - o selected by class teacher based on complexity of the text to be read
 - o round the classroom
 - o selected by the children themselves
- A combination of both
- An audio book, etc.

Children should be able to see the text, either with a copy in front of them or the text being displayed in the classroom (digitally or on a flip chart large enough to see) and followed.

Questioning is based around the VIPERS approach.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



KS2 Reading Vipers

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that.....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....



KS2 Reading Vipers

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was ... thinking when.....
- Who is telling the story?



KS2 Reading Vipers

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



KS2 Reading Vipers

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?



KS2 Reading Vipers

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did...?
- What happened to...?
- What does... do?
- How ... is ...?
- What can you learn from ... from this section?
- Give one example of....
- The story is told from whose perspective?




KS2 Reading Vipers

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



Key Stage 1 & EYFS

Following the same routine with reduced timings to suit the age group.

Questioning is based around ICLUE. The Iclue project is a set of comprehension based reading symbols that have been formed from the 2016 reading domains. They help us focus more specifically on the different comprehension skills in a meaningful way for both children and adults. Each symbol will help us think more specifically about each comprehension target and it will therefore enable us to explore these targets in more depth. Please see the Iclue Document with targeted questions and symbols on a separate document.

ICLUE

I	Inference and deduction
C	Choices
L	Locating and retrieving
U	Understanding
E	Empathy

How do we plan?

We follow the model of prepare, read, react, process, explore.

What will prepare the ground for pupils? What will help to scaffold their encounter with the text? What will provide them with necessary hand-holds when they are reading?

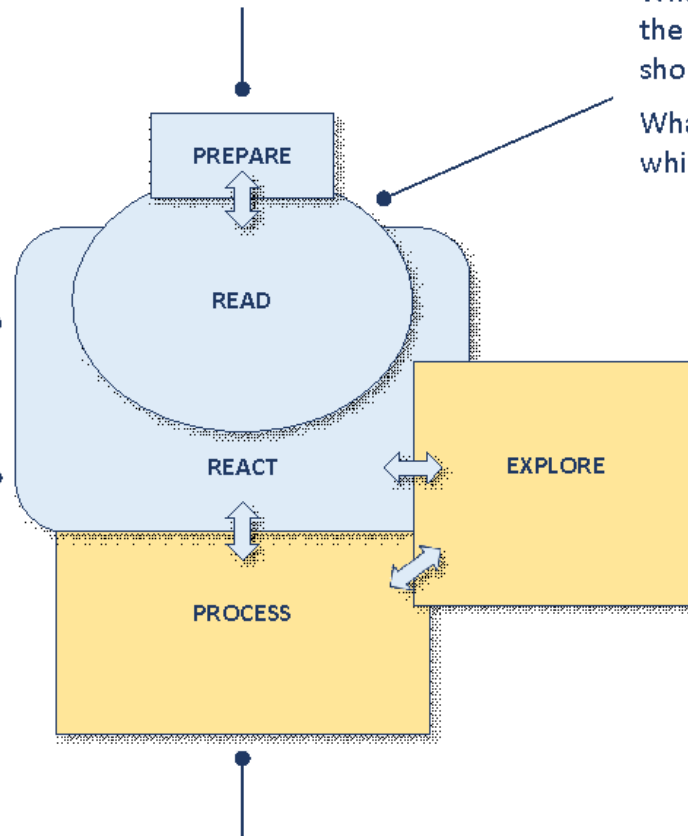
What could make pupils' reading of the text as engaged as possible? How should it be 'released' to them?

What could help pupils to keep track while reading?

How might pupils be able to react to the text while reading?

How might pupils be able to react to the text immediately *after* reading?

How might pupils practise reading closely or analytically – making inferences, picking out words, phrases or details, making connections and finding evidence for ideas?



How might pupils be able to process and record their responses and understandings after discussion – in writing, talk or another creative mode?

Prepare

- Recap on previous reading
- Quiz for recall on previous reading
- Pre-teach cultural/historical/geographical context
- Use illustrations or other images to talk about context, or about themes, characters and settings
- Make predictions from (closely-read) fragments or from the title
- Discuss questions or statements about related topics/themes/issues/feelings/dilemmas...
- Talk about pupils' feelings about reading today
- Drama around a theme or topic
- Close eyes and imagine
- Research...
- Share personal anecdotes about...
- Brainstorm a topic or idea
- Making a semantic map around a topic
- Lighting, music, sound-effects...

React

- Pause to discuss impressions and reactions
- Dramatic writing: suddenly stop and write in role
- Thought-tap characters
- 'Vox-pop' characters, bystanders, the author...
- Write in a reading journal
- Write down immediate thoughts and reactions
- Write down 'I wonders'
- Fill in and discuss 'tell-me grids'
- Annotate the text with questions, feelings, thoughts
- Formulate questions about the text using question stems
- Pick out favourite/most effective/most interesting word/phrase/line; explain
- Discuss agree/disagree statements
- Making a semantic map around a topic

Read

Releasing text slowly

- One paragraph or stanza at a time
- Randomly uncover words, phrases or lines

- Move a 'spotlight' over the text

Reconstructive activities

- Cloze (identify or guess missing words)

- Sequencing lines/chunks

- Working from an alphabetised text (to decipher, and to make sentences out of)

- Treat fragments as clues to piece together

Reading

- Read aloud to pupils, modelling comprehension

- Model active reading with 'I wonders'

- Pupils read silently, in pairs or in groups

- Model inference through 'think-alouds'

- Display relevant images and key words

- What could make pupils' reading of the text as engaged as possible?

- What could help pupils to keep track while reading?

Keeping track

- Explain, clarify and work with vocabulary

- Reinforce recently-learned words or ...

Explore

Use follow-up questioning to explore any of the pupils' reactions on tell-me grids, in 'I wonders', in reading journal entries, in annotations...

Pick out favourite/most effective/most interesting word/phrase/line; explain; follow up

Discuss open questions about the text, asked as genuine 'What do you think...' questions

Discuss agree/disagree statements

Label moments in a text with moods, emotions, characteristics...

Close eyes. What image stays most strongly from what just read? Why? Find it.

Allocate small chunks of the text to pairs/groups, to answer questions on and to talk about to rest of the class

Questions about words' or details' effects

Find a(nother) detail which...

Find quotations to match ideas

Find a word/phrase which makes ___ seem...

Annotating or highlighting aspects of a text

Find evidence of... Distillation activities

Invent a chapter titles or headlines

Sum up ... in one word/three

Process

Discursive

Reading journal: pupils keep a running account of what has been discussed, as well as their own reactions to the text

Write a paragraph or some sentences, scaffolded with sentence stems

Write full answers to questions discussed

Write-up 'tell-me grid' ideas

Explain, in writing, why agreed or disagreed with debated statements

'Role-on-the wall'

Imaginative

Write characters' thoughts, diaries, letters, tweets, texts...

Write extra or missing chunks

Write a news or other formal report of an incident

Re-write in a different form or genre, or from a different viewpoint

Diagrammatic

Decision trees

Make flow-charts, maps, graphs and diagrams of the story; map links, connections and resonances with other texts or topic

Venn diagrams to compare characters/texts/ chapters

Visual

Draw pictures

Make a book cover

How do we record/evidence?

There is no expectation for copious amounts of comprehension question answers in children's books. Much of this approach to teaching reading is evidenced orally and fed into the teacher's professional understanding of children's abilities and needs. Lesson planning should be kept as evidence of teaching.

