



Llanedeyrn
Primary School

Whole Class Reading - #TheLlanWay

In Years 3 to 6, we teach reading in whole class sessions where no pupil is left behind. Whole Class Reading is taught for 45 minutes a day 4 days a week. This ensures that every pupil has the opportunity to read every day, and has exposure to a wide variety of genre. The typical week has 2 sessions based on the class' daily novel and 2 sessions based on the wider curriculum.

The class novel is read to the pupils for 15 minutes a day within each year group timetable. It is always read by the teacher. We provide pupils with a choice of which novel they would like to choose as a class reader so that they are invested in the choice of novel. Where possible, we have invested in a whole class sets of books so that the pupils can read along with the teacher during this time. Where this is not possible, teachers read to the pupils.

This book is studied for 45 minutes in Whole Class Reading sessions on Monday and Friday. The aims of the session are to ensure that all the children are literally and figuratively 'on the same page' of the text. In Whole Class Reading sessions on Mondays and Thursdays, there is no new reading of the class novel, but a focus on part of the text that has already been read with the pupils during class novel time.

Our aim at Llanedeyrn is that we are always engaging the pupils in their reading. The purpose of the Whole Class Reading session is to engage pupils in the text; ensure that they understand what they are reading; provide rich opportunities for discussion on the overarching themes of the text; and these sessions end with a balanced argument question where the pupils are encouraged to share their own opinions and thoughts. Each session on Monday and Thursday will start with a recap of the novel, and teachers will ask questions to ensure that the pupils have understood the text to this point.

The sessions on the other 2 days largely link to the wider curriculum and are spent focusing on texts that either link together or be context based. Texts chosen cover all genres including, for example, extracts from other novels, poetry, songs, non-fiction, picture books, infographics. These are also 45-minute sessions. More often than not, these sessions link to the wider curriculum. Sometimes they are linked to what the pupils are writing about in LLC, for example, widening their knowledge about artificial intelligence to write their own non-chronological reports or developing knowledge and understanding of a variety of beliefs. The aim of these sessions is to cover pivotal knowledge that the pupils need to access the wider curriculum. By covering so much of the topic in a reading lesson, we have longer to impart the knowledge and more time to discuss it, but we also leave longer for our pupils to apply the knowledge in, for example, practical work. On some occasions, pupils also read about relevant current issues, for example, the Rugby World Cup or Remembrance Day.

In Whole Class Reading sessions, pupils are set a range of questions to develop deeper knowledge and understanding, including in particular, evaluative, appreciative and inferential questions. Examples of these questions are displayed in classrooms and used by teachers in planning and also in devising their own questions. There is a progression in these question types covering all age ranges.

1. Vocabulary Check;
2. Reading Text;
3. Book Quiz;
4. Partner Talk;
5. Individual Thinking;
6. Solo Work.

There may be more than one opportunity for partner talk or individual thinking within the lesson.

Part of Lesson	Purpose of this part of the Lesson	What does the teacher do to make this happen?	What do the pupils do?	Tips	Suggested strategies for supporting the less able pupils	Suggested strategies for developing challenge for the more able pupils
Vocabulary Check	To ensure that prior to reading the text, pupils understand unfamiliar words within it.	Teacher selects specific words within the text that pupils may be unfamiliar with.	Pupils discuss the meaning of the words that have been chosen. They use dictionaries - online or text - to look up the meaning of the word.	Only choose a small selection of unfamiliar words. Use pictures where appropriate. For some words, provide the pupils with a pupil-friendly definition.	Pupils are given a direct link or QR code to the word.	Pupils use the unfamiliar word(s) in a sentence of their own. Pupils combine in one sentence, a word from the current vocabulary check and a previous vocabulary check.
Reading Text	To provide the opportunity for pupils to hear the text read aloud and also read the text themselves. A combination of approaches can be used when reading the text, including teacher modelling, echo reading, or choral reading.	Plan the combination of ways in which the text will be read. The teacher models fluent reading but also takes the opportunity to model self-correction to pupils and can even on occasion make deliberate errors by substituting a word that does not make sense and see if pupils can spot the mistake and identify how it alters the meaning of the text. Draw attention to pupils where	Listen to the text being read aloud and, where appropriate, they read the text in a variety of ways.	Make sure that the reading is interesting and engages the audience. Record the text and provide as a QR code or link on Google classroom for pupils to listen to. Text could be made available for pupils to access independently in class reading areas.	Support the pupils by pointing out specific words prior to choral reading.	Use more able readers to start the reading to provide a good model through reading the first part of the echo with the teacher.

		the vocabulary words occur in the text from the vocabulary check.				
Part of Lesson	Purpose of this part of the Lesson	What does the teacher do to make this happen?	What do the pupils do?	Tips	Suggested strategies for supporting the less able pupils	Suggested strategies for developing challenge for the more able pupils
Book Quiz	<p>To ensure that all pupils understand the text based on their responses to a number of questions based on information retrieval.</p> <p>The questions are designed to be relatively straightforward to answer so that pupils experience success at the start of the lesson thus raising their self-esteem and ensuring that they have a positive association with work on the text.</p>	<p>Design series of questions that require pupils to find basic information about the text.</p> <p>Go through the answers to the questions with the whole class ensuring that those that did not have a chance to complete their own answers, know what the correct answer is.</p>	<p>Pupils have a set time limit to answer the questions.</p> <p>They are not expected to answer in full sentences.</p> <p>Pupils mark their own answers to the questions with a purple pen.</p>	<p>Order the questions so that the most important information about the text is answered within the first few questions.</p> <p>By sequencing the questions carefully so that the most important information is answered in the first few questions, those pupils who do not finish within the time limit have still demonstrated an understanding of the most important things in the text that they need to know.</p>	<p>Highlight the section of text where the answers to the questions can be found. Ensure that the pupil still has to read more than just the answer.</p> <p>When the answers are reviewed with the class, choose pupils who did not finish the book quiz to repeat the answer given by those that did, e.g. 'Ben, can you tell us what Samira said the answer was to the question....?'</p>	<p>When finished answering the 'Book Quiz' questions, more able pupils can develop their own questions based on comprehension of the text for others to answer.</p> <p>Where pupils have completed the quiz, they identify other words in the text that they are unfamiliar with and use a dictionary to identify the meaning. These new words and their meaning are then shared with the class.</p>
Partnered Talk	To provide an opportunity for pupils to express their opinions and share those opinions with each other.	<p>Choose a question that requires pupils to apply more advanced reading skills to answer.</p> <p>Take responses from around the room.</p> <p>Do not comment on the 'correctness' of the answer.</p>	<p>Pupils discuss the question about the text with a partner.</p> <p>There is no written response and pupils feedback their responses orally.</p>	<p>Remind pupils of etiquette when talking with a partner and how to demonstrate good listening skills.</p> <p>Class teacher to circulate when pairs are talking so that when pupils are chosen to feedback their answers to the class, the class</p>	<p>Provide a sentence stem to frame the response.</p> <p>Provide a word bank from which to choose responses.</p> <p>Provide pupils with a simplified version of the original question.</p>	<p>Use differentiated sentence stems when partner talking.</p> <p>Provide a more challenging question for more able pupils. For example, ask pupils to make a comparison between the text and either their personal experience or other texts.</p>

		Ask other pupils to 'build on' the answer or if they agree with the answer and explain why.		teacher can choose those pupils that they have observed during the partner talk.		Ask pairs to swap their answers to the question with each other. Ask pupils to summarise what the other pairs' response to the question was and how it compared to your answer.
Part of Lesson	Purpose of this part of the Lesson	What does the teacher do to make this happen?	What do the pupils do?	Tips	Suggested strategies for supporting the less able pupils	Suggested strategies for developing challenge for the more able pupils
Individual Thinking	To develop a deeper understanding of the text using a range of evaluative, inferential and appreciative questions.	Choose a question that requires pupils to apply more advanced reading skills to answer. Give pupils a time limit to answer the question. Take responses from around the room.	Independent thinking time for the pupils to consider the question. Pupils record their own independent answer in their books.	Do not comment on the 'correctness' of the answer. Ask other pupils to 'build on' the answer or if they agree with the answer, explain why. Use 'Academic Language Sentence Stems' document for other examples of sentence starters.	Provide pupils with a sentence starter or a simplified version of the original question - in red.	Provide pupils with a more challenging question or a more challenging version of the original question. Give structures for their answer e.g. answer the question in fewer than 50 words or in a tweet with just 140 characters.
Solo Work	This is the culmination of the work that pupils have been doing through the lesson. It builds on the knowledge that pupils have gained and asks them to apply that knowledge in a task.	Provide a statement about the text and ask pupils to express their opinion on the statement. Or, provide a 'creative' task for pupils to demonstrate their understanding of what they read.	Pupils record their responses to the task in their book.	Use a range of 'responses to reading' activities to ensure a variety of activities/ways of recording.	Task is differentiated for less able pupils.	Give structures for their responses e.g. answer the question in fewer than 50 words or in a tweet with just 140 characters. More able pupils can use specific evidence from the text to support their response, e.g. PEE (Point, Evidence, Explanation).

