

## Whole Class Reading KS2

	Monday - Vocabulary	Tuesday – close reading	Wednesday – Deepen understanding	Thursday – Respond to the text	Friday – Reading comprehension
What?	<p>This day should begin with a starter, which could be retrieval from the previous week before or prediction for the new week if doing a book study. If using extracts, the starter could be predicting what the text will be about from an image or blurb. The teacher models reading the text. Explicit teaching and practice of tier 2 vocabulary to close the word gap.</p> <p>The meaning of new words explained to pupils within the context of what they are reading.</p> <p>Use of morphology, such as prefixes to work out unknown words.</p>	<p>This day should begin with a vocabulary starter revising the words taught at the start of the week. The main activity is a close read with an I, we, you format. Whole class focused teaching of a skill or strategy linked to KPIs.</p> <p>Reading together with fluency and expression. ‘Thinking aloud’ when reading to pupils to help them understand what skilled readers do.</p> <p>Children analyse a section of the text or annotate the text.</p>	<p>Begin this day with a vocabulary/retrieval and likes/dislikes grid.</p> <p>Children read a piece of non-fiction or secondary text to gain background information about the text or to further develop the KPI that is being taught. This could be a video, poem, soundscape, or another piece of narrative.</p> <p>The task could be a written activity or an oracy-based activity. The children analyse a section of the text or answer a key focus question to develop their skills. This may also be a comprehension lesson in which information from the main and secondary text are linked.</p>	<p>Children demonstrate that they have achieved the KPI they are working towards.</p> <p>One key question should be shared for the children to answer in depth. This question can be linked to the annotations or analysis from the previous lesson and should correspond to a KPI. A strategy for answering in-depth questions e.g. A.P.E (Answer it, Prove it, Explain it) could be used.</p> <p>Children may also demonstrate their understanding by writing a character description, a letter etc.</p>	<p>Test strategies must always be an unseen text. Skills must be taught prior to the children attempting any questions through I, we, you. You may scaffold this by writing the ‘I’ and ‘We’ questions, so they mimic the independent questions more closely.</p> <p>You may choose to focus on 3 or 4 question types in a lesson, and it may be that you need to build up to this.</p> <p>Children working at GD must be challenged through further questions of a similar type.</p>
Why?	<p>The meaning of new words introduced to pupils, so that these unknown words do not hinder their comprehension. Children can access challenging texts and articulate their thoughts clearly.</p>	<p>To support independent access to challenging texts.</p> <p>To expand pupil’s vocabulary and deepen their understanding of texts that they are reading.</p>	<p>Use of secondary text to widen subject knowledge and vocabulary. To support independent access to challenging texts.</p> <p>To expand pupil’s vocabulary and deepen their understanding of the texts being read.</p>	<p>To expose answering in depth and 3-mark questions.</p> <p>To provide an opportunity for children to demonstrate their understanding of the text.</p>	<p>To build confidence on how to approach and answer questions covering a range of KPIs.</p>
How?	<p>Explicit instruction. Daily retrieval practice to ensure the vocabulary learning is retrained.</p> <p>Vocabulary instruction is embedded in lessons across the curriculum.</p>	<p>Skills are modelled and practised with strong teacher support, with a whole class text, as children develop the skills and strategies necessary for successful decoding, comprehension, and analysis.</p>	<p>Using narrative and non-fiction texts which link to the main text, teacher scaffolds opportunities for children to use analysis and comprehension skills.</p>	<p>Skills modelled to answer questions in detail using the text.</p>	<p>After initial teacher modelling, comprehension questions answered independently.</p>

**Foundations for reading proficiency:**

Hearing stories read aloud with fluency and expression, reading for pleasure; reading and discussing a wide range of texts; developing oracy skills and developing test strategies