

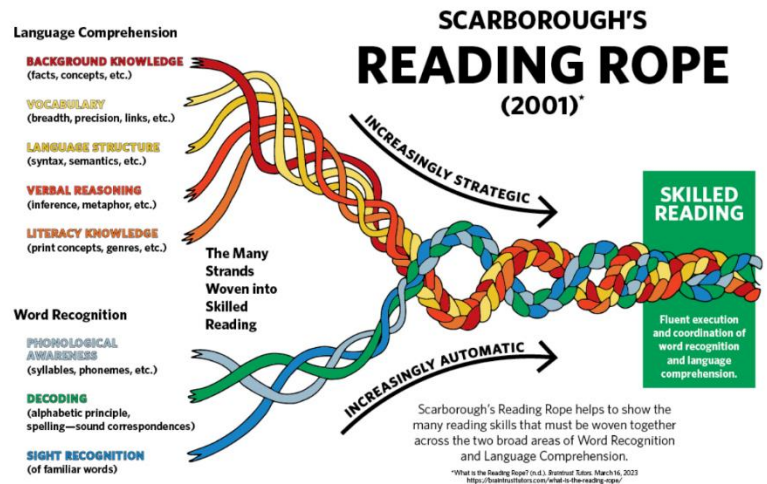


Whole Class Reading Policy

Approved by:	Rebecca Jane, Headteacher Victoria Bandara, Reading Lead	Date: 28/02/25
Last reviewed:	February 2025	
Next review due by:	February 2026	

Rationale:

The aim of our reading programme is to support and enhance the reading skills of all children in Years 2–6 by focusing on vocabulary development, specific teaching of fluency, comprehension strategies, and the application of knowledge to understand texts more deeply (Scarborough's Reading Rope). The curriculum is designed to engage children actively with texts and ensure that they have the tools to become proficient, fluent readers who can both decode and comprehend with confidence.



Key Areas of Focus:

1. **Daily Opportunity to Practice Scanning/Skiming for Words**
2. **Specific Teaching of Vocabulary**
3. **Daily Teaching of Language Structure**
4. **Modelled Reading Questions for Comprehension**
5. **Explicit teaching of fluency through Readers Theatre (EEF)**
6. **Strategies for clarification**

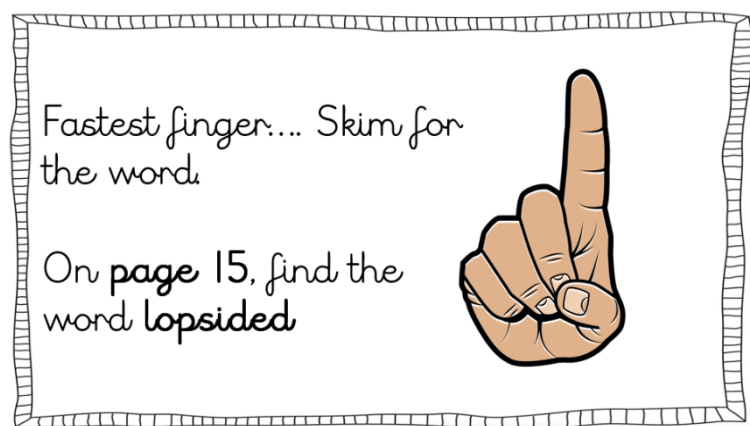
1. Daily Opportunity to Practice Scanning/Skiming for Words

Rationale: To enhance children's ability to find specific information within a text quickly and efficiently, supporting comprehension. Children will need to be able to scan or skim a text with greater confidence and accuracy, improving their ability to extract key information quickly.

The Role of the Teacher:

Each reading session will include activities that specifically model and develop scanning and skimming techniques, where children focus on quickly identifying keywords, facts, or specific details.

- Teach children to use their finger or highlighter to scan for specific words or phrases.
- Encourage speed reading for specific information, rather than reading every word in detail.
- Set time limits for certain tasks to encourage fast-paced engagement with the text.

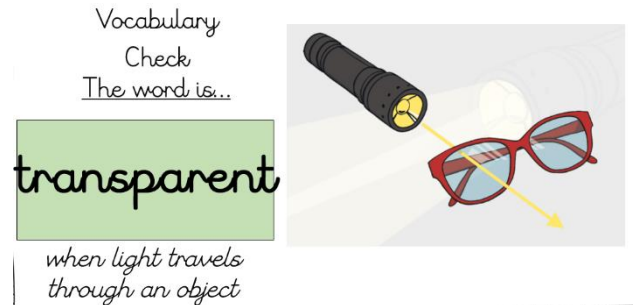


2. Specific Teaching of Vocabulary

Why? To develop children's understanding of words and their meanings, including how to use new vocabulary in context. This will also prevent children from stumbling across unfamiliar words and therefore having to rely upon decoding. Children need to understand 95% of words they are reading in order to comprehend.

The Role of the Teacher:

Every day, the teacher will introduce and explicitly teach key vocabulary that may be encountered in the text or is essential to understand the reading material. Definitions will be already prepared. This includes providing clear definitions, using the words in sentences, and explaining the meaning in context. These definitions will be pre-written, without contribution from the children with planned opportunity for the children to practice and apply the words.



- Select 4-6 key words per session – these need to be on green card and added to the vocabulary catcher daily.
- Provide a simple definition and ask the children to repeat it.
- Demonstrate the word in context by reading sentences or passages aloud.
- Encourage students to use these words in their own sentences or share with a peer.

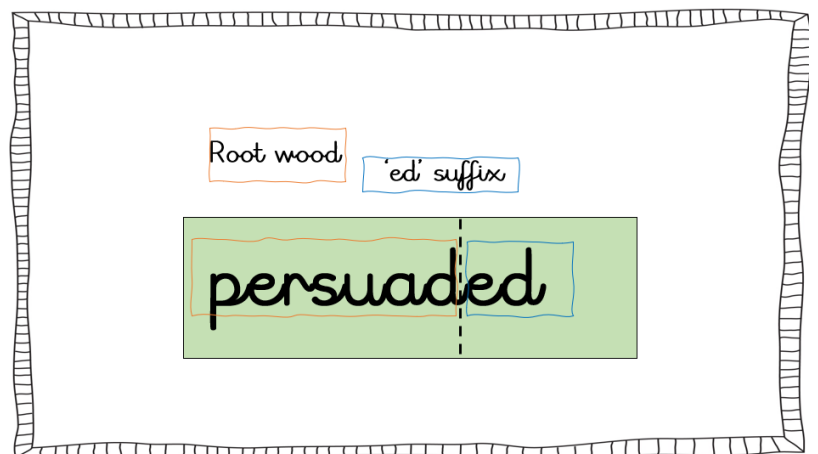
3. Daily Teaching of Language Structure

Rationale: To help children understand how root words and suffixes change the meaning of words, enhancing their vocabulary and decoding skills. Children will gain a deeper understanding of word structure, enhancing their ability to decode unfamiliar words and comprehend text more effectively.

The Role of the teacher:

Each day, the teacher will think aloud the root words and suffixes within the carefully selected vocabulary to show how word meanings can change and how this impacts reading comprehension.

- Focus on one or two root words or suffixes per lesson (e.g., "un-", "re-", "-ness", "-ly").
- Demonstrate how adding these to a root word changes its meaning (e.g., "happy" to "unhappy", or "quick" to "quickly").
- Provide exercises where children identify the root word and suffix in new words (e.g., "manageable" → root word: "manage", suffix: "-able").
- Use these examples in the context of the reading text to help children recognise them as they read.



4. Modelled Reading Questions for Comprehension

Rationale: To develop children's critical thinking and comprehension skills through focused questioning techniques.

The Role of the teacher:

The teacher will model **at least two** questions from the below question types and will use explicit think aloud strategies to identify clues, but not answers to the questions.



Introduce Questions
Introduce section to read
Share two questions
Discuss question types and clues

weeks hours
minutes while
seconds time
How long did they have to build a den? (page 13)



The answer is
in the text

'Copy Cat' Questions (for Retrieval): Ask children to locate and retrieve information directly from the text (e.g., "Where did the story take place?" or "What did the character do next?").



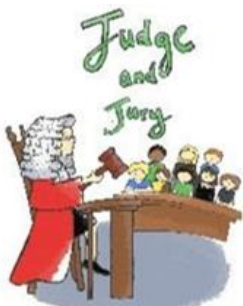
You need
evidence from
the text to back
up your answer

'Text Detective' Questions (for Inference): Encourage children to make inferences by asking questions that require them to read between the lines (e.g., "Why do you think the character is feeling sad?" or "How can we tell the character is angry?").



You have to
explain the
effect certain
words or
phrases have on
the reader

'Author's Craft' Questions (for Understanding Vocabulary): Focus on the author's use of language and how words or phrases contribute to meaning or tone (e.g., "What does the word 'shimmering' tell us about the scene?" or "How does the author use the word 'desolate' to describe the setting?").



You have to give
your opinion or
discuss
characters
thoughts and
feelings

'Judge and Jury' Questions (for Opinion and Justification): Teach children to form opinions based on evidence from the text (e.g., "Do you think the character made the right choice? Why or why not? Provide evidence from the text.").

5. Explicit teaching of fluency through Readers Theatre (EEF)

Rationale: The explicit teaching of reading fluency using the EEF's Readers' Theatre guidance offers a well-rounded, evidence-based approach to improving students' reading skills. By combining active engagement, repeated practice, peer collaboration, and targeted skill development, this method helps students build the fluency they need to become confident and competent readers. Furthermore, the integration of expression and comprehension through performance makes reading a dynamic and meaningful experience for pupils, enhancing both their fluency and their love for reading.

Accuracy	Automaticity	Prosody
<p>Reading accurately means to decode and read words correctly. It is the ability to apply knowledge of letter-sound relationships when reading and saying written words. Pupils' level of accuracy will impact their speed and ease of reading.</p>	<p>The more cognitive space that is taken up with trying to decode words, the less space that is available to comprehend meaning in a text. Therefore, readers must be able to decode words without thinking about the decoding.</p> <p>Reading with automaticity is reading words on sight automatically and at an appropriate pace. It feels and sounds effortless for pupils.</p>	<p>Prosody is reading aloud (and silently in the reader's head) with appropriate use of stress, intonation and expression. It requires both reading accuracy and a level of comprehension.</p> <p>Understanding words and ideas enables pupils to make decisions about how they might vary their volume, phrasing, smoothness and pace to reflect emotion, emphasis or tone. Reading with prosody sounds interesting and engaging to others.</p>

Role of the teacher:

<p>Step 1: Adult as model</p> <p>The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.</p>	<p>Step 2: Echo reading</p> <p>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.</p>	<p>Step 3: Text allocation</p> <p>Children work in pairs or triads. Each group may:</p> <ol style="list-style-type: none"> 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
<p>Step 4: Repeated choral reading</p> <p>In their groups, children read their section aloud, echoing the initial reading by the adult.</p>	<p>Step 5: Close reading</p> <p>In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisations, etc.</p>	<p>Step 6: Text marking</p> <p>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group.</p> <p>Prompts are provided to direct their reading.</p>
<p>Step 7: Practise</p> <p>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.</p>	<p>Step 8: Perform</p> <p>Each group performs their rehearsed piece.</p> <p>(Adult may record so that children can appraise their own performance).</p>	<p>Step 9: Reflect</p> <p>Children evaluate their own and/or others' performances and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluations.</p>

6. Strategies for Clarification



Strategies for clarification

- Use the sentence for context
- Read around the word
- Try out other words to replace your word
- Swap the word
- Identify the root word

Were there any words or phrases we need to clarify?

apologetically




Page 18

Clarification
"Can I clarify...?"
Refer to clarification strategies

Wider reading activities

These activities are planned **twice weekly** and continue to be specifically linked to the four question types. To ensure the learning intentions of these activities are precise, the children need to know which skill they are practising each session. Some examples can be seen below. These skills-based opportunities will still be modelled through carefully planned 'watch me' (direct instruction) and 'TTYP' (guided practice)



Author's Craft Scavenger Hunt




You have to explain the effect certain words or phrases have on the reader

Page	Statement	Word/Phrase to prove it..
Page 24	Billy didn't want to speak to Laura.	
Page 24	Billy didn't seem to care.	
Page 24	This may not be the first time Billy has shrugged and walked off.	

How do you know? - Prove it

Using "because in the text it says..." or "this




You need evidence, from the text, to back up your answer

1. Laura felt disappointed with herself that she wasn't there for Molly (page 20)

5. Laura's dad did everything he could (page 20)

2. Laura and Billy sometimes argue (page 24)

6. Laura looked out for her brother and tried to warn him he was mad (page 20)





If Olly had 3 wishes, what do you think they would be and why? Can you use evidence from the text?



Handwriting lines for writing wishes.



Wish 1

Wish 2



Handwriting lines for writing wishes.

Copy Cat

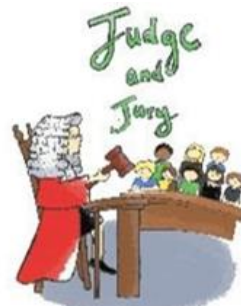


The answer is in the text

Diamond Nine

Rate the personality traits of James in order from most important to least important, giving your opinion based on the evidence in the text.

Handwriting boxes for rating personality traits.



You have to give your opinion or discuss characters thoughts and feelings

Learning Environment:

1. Sound Charts Visible and Accessible to All Pupils

- Clear Placement: Ensure that sound charts (e.g., phoneme-grapheme correspondences, digraphs, trigraphs, and blends) are displayed at the front of the class and at a height that is accessible to all pupils.
Consistent Reinforcement: Use the charts frequently throughout the lesson when decoding words, and encourage pupils to refer to them when unsure of the sounds in words.

2. Vocabulary Taught Daily and Displayed Prominently

- **Vocabulary Catcher:** Create a dedicated area at the front of the classroom for your vocabulary catcher where vocabulary words from the current reading lesson are displayed. These should be clear, large, and accessible by all pupils.

- **Dictionaries and Thesaurus'**

Ensure that pupils have independent access to dictionaries and thesaurus' throughout the lesson should they need to access this during the lesson.

3. Question Type Posters Visible and Easy to Refer To

- **Question Type Posters:** Display posters that outline the 4 question types. These should be at the front of the classroom and referred to regularly so the children can be reminded of and read the definitions of the question types.
- **Use During Lessons:** Refer back to the question type posters during reading lessons to prompt higher-order thinking and encourage pupils to respond to a variety of question types.

4. Purposeful Pairing of Pupils for Peer Learning

- **Purposeful partners:** Pair students with a range of abilities, ensuring that each less confident pupil has a more confident or higher-ability peer to support them during reading activities. This pairing should be intentional, aiming to scaffold the learning for those who need extra support, particularly for groups where there is not an additional adult to support modelling and scaffolding.
- **Named partner A and B with clear Roles:** Define clear roles for each partner A and B to avoid one pupil dominating or disengaging. For example, partner A would begin pointing to the text and correcting reading errors during the fluency part of the session and then partner B would swap.