



## Pye Green Academy

### Whole Class Reading

#### Whole Class Reading in Early Years

Pupils at Pye Green Academy are introduced to the joy of reading at the earliest opportunity. Pupils listen to stories and are encouraged to talk about the stories they have read at home or in school. Pupils develop confidence answering questions linked to the text, share their likes and dislikes and are encouraged to make simple links between stories. Staff model reading fluently with expression, and share a variety of books with pupils. We introduce pupils to fiction, non-fiction and poetry and use books to support the wider curriculum.

Pupils take part in daily storytelling lessons and staff use *The Reading VIPERS* to plan questions for each session. We feel using *The Reading VIPERS* to support our planning in the Early Years, helps to prepare pupils for their reading journey through school.

#### Whole Class Reading in Key Stage 1 and 2

During the Autumn and Spring term in Year 1, pupils are exposed to variety of books linked their interests and the wider curriculum. To support the transition from Reception, staff plan and deliver daily story telling lessons, using *The Reading VIPERS* to plan their questioning. High quality texts are chosen and staff model reading fluently with expression.

At the beginning of the Year 1 Summer term, pupils transition into our Whole Class Reading lessons and this continues into Year 2. Whole Class Reading for Year 1 and 2 pupils takes place four times a week and is delivered by the class teacher.

In Key Stage 2, pupils participate in daily Whole Class Reading lessons, taught by the class teacher. Each half term, our Whole Class Reading lessons are centred around a shared text. These texts are age appropriate but are more challenging than what pupils would access independently. We ensure pupils are exposed to fiction, non-fiction and poetry every half term.

#### The Whole Class Reading Structure

##### **1. Reading**

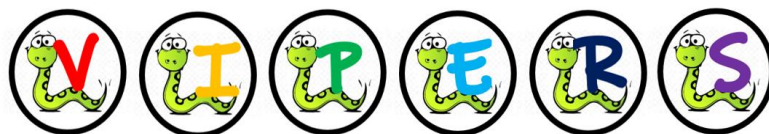
All pupils have access to the shared text and take part in a fifteen minute reading session before the Whole Class Reading lesson. This allows pupils to develop their understanding of the story and take part in independent, paired or group reading. During this time, staff may choose to read aloud to the class and model reading with fluency and expression.

##### **2. Vocabulary**

Every day, pupils are taught new vocabulary words which feature in the focus text. Together with the class teacher, they explore the definition, image prompts and the words in context. All vocabulary is displayed on the working wall for pupils to reference throughout their lessons.

##### **3. VIPERS**

During our thirty minute Whole Class Reading lesson, we focus on a specific area of the '*Reading VIPERS*'. We teach pupils how to successfully answer questions linked to the VIPERS, using the text for reference. Once pupils have a strong understanding of the skills, we combine multiple VIPERS within the lesson to ensure they have the opportunity to apply their understanding.






##### **4. Speedy Retrieval Quiz / Thinking Time**

At the end of each lesson, pupils are either challenged with speedy retrieval quizzes or thought-provoking questions linked to the text. This ensures pupils have a strong understanding of the text and allows them the opportunity to discuss their ideas and opinions with their peers.

## 5. A.P.E Questions

The final Whole Class Reading lesson of the week is focused on comprehension skills and written answers using A.P.E responses. Pupils are taught to answer, prove and explain their responses, using the text to support them.

<b>Answer it</b> I think... The writer... In this text... I believe that... It is clear that... The speaker... The writer creates ... by ... My opinion is ...  <b>A.P.E.</b>	<b>Prove it</b> For example... I know this because... The writer states that... The text includes... The character says... For instance, the writer describes ... as ... I get this impression because...  <b>A.P.E.</b>	<b>Explain it</b> This implies... This suggests that... This means that... This makes you realise... This creates a sense of... This makes the reader think/feel... This can be interpreted as... The effect of this is...  <b>A.P.E.</b>
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## Reading Strategies

- **Choral reading** is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation.
- **Echo reading** is a rereading strategy designed to help students develop expressive, fluent reading as well as being used for print knowledge.
- **Paired reading** is a research-based fluency strategy used with readers who lack fluency. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.