

Whole Class Reading

Robert Piggott Junior School teaches children to read through ‘Whole Class Reading’. It is a dedicated 30 min slot each day in which all children read a text extract or class book and answer comprehension questions about it.

A range of genres are covered and the text we use will be a full level above the ability of the class. This stretches the more able readers and exposes the less able readers to a rich and varied language diet.



Whole Class Reading

Lessons are delivered Monday - Friday in the following format:

Monday - **Introduction to the text.** Children will have their first read through. They underline new or interesting vocabulary and find or discuss their meaning.

Tuesday - Children will have their **second read through.** They look at the comprehension questions and try to answer these orally with a partner.

Wednesday - Children will have their final read through. They will then **answer the comprehension questions on the sheet.** They must use full sentences to answer and explain their choices if it is an inference question for example.

Thursday - The whole class read the text aloud, then guided by the teacher they **go through the answers** they have given to the comprehension. Any inaccurate or misleading answers are addressed by the teacher so that children are clear on how to retrieve information and record that as an answer, for example.

Friday - **Pre teaching slot.** Children who have been identified by the teacher will be introduced to the following week's text, the teacher will read it to the children and together they will find and discuss new language. The rest of the class quietly read their reading book.

Some teachers deliver the pre-teaching segment on a Monday instead of Friday but the lesson sequence is the same.

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To plan our lessons we use **VIPERS**, an acronym to aid the recall of the 6 reading domains as part of the National Curriculum for Reading. They are the key areas children need to know and understand in order to improve their comprehension of texts.

They are:

Vocabulary
Inference
Prediction
Explanation
Retrieval
Summary



We usually spend a week on each of these areas, and repeat them over the course of the year.

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Vocabulary - Questions relating to vocabulary usually ask children to find new words and identify their meaning. They are then encouraged to apply them in context and find synonyms or antonyms.

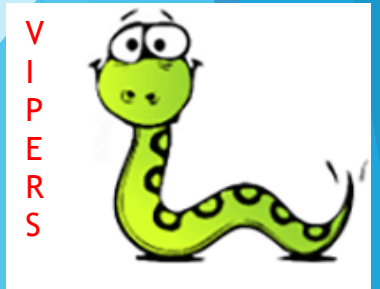
Inference - Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, but is implied or hinted at. Children do not always find this easy as they are not just looking for something that is obviously stated.

Prediction - Some comprehension questions require children to make predictions and use details or clues from the text to anticipate what might happen next. It is an ongoing process as the text develops as readers confirm or reject their assumptions.

Explanation - If a child has good fluency and understanding when reading a text they should be able to explain what they've read. It may be that they refer to a specific word and how it has been used, or how a story unfolds.

Retrieval - Retrieval questions ask children to identify key details for a fiction or non-fiction text and record it. The answers can be found directly in the text.

Summary - Children are often asked to summarise a text, which means they must read a passage closely, finding the main ideas and supporting ideas. Then you must briefly write down those ideas in a few sentences or a paragraph.



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Retrieval example:

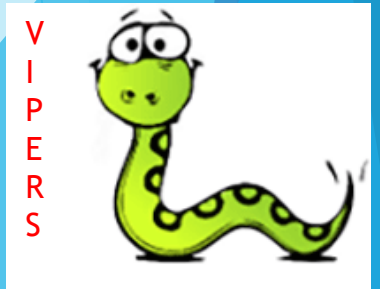
People from all over the world come to London and visit Big Ben but one week this August, they would have seen an unusual sight! Five highly-trained abseiling experts started cleaning all four clock faces on 18th August. It will be the clock's first scrub for 4 years. Experts think it will take a week to complete the cleaning so long as the weather stays fine.

The Houses of Parliament clock (nicknamed Big Ben), which was built in 1859, will also be checked for damage to the dials. Each clock face is made up of 312 pieces of opal glass, which must be treated carefully. The hands of the clock were made in copper because it is lighter than other metals.

Where is Big Ben?

What year was Big Ben last cleaned in?

Over 250 pieces of glass are used in Big Ben. True or false?



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Inference example:

Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

“Tim, are you ready? You’re on in 2 minutes,” said Mr. Smith.

“I think so, Sir,” said Tim in a shaky voice.

“Don’t worry, you’ll be fine, Tim. Break a leg!”

Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.

How do you think Tim is feeling at the beginning of the text?

Explain how you know how he is feeling.

What do you think Tim is waiting to do?

