



## Whole Class Reading Sequence

Children must be exposed to whole texts or extracts. This does not have to be in WCR lessons. Chn could read parts of the story during free reading time, story time or group reads.

Class novel must be chosen from agreed book list. Discuss with English leader if needed. Appropriate extracts to be chosen by class teacher with guidance from English leader if needed.

The first lesson in every book must be an introduction to the text – prediction / making links.

### Reading Skills

Teacher must use their own judgement and knowledge of the class to plan timings/focus.

- Ask questions and Predict (PaQ)
- Background Knowledge (BKG)
- Visualizing (V)
- Vocabulary (VIP)
- Meaning Breakdown (Fix)
- Inference (Inf)
- Summarising (S)

### Lesson Structure

Skill recap – Engaging with the text:

1. Start with a lesson focus (reading skill)  
Recap if the skill is embedded or introduced if it is a new skill.
2. Display teacher passage on the board. Teacher to read it aloud to the class.  
Teacher to read aloud, think aloud and annotate on the board focusing on known skills.
3. Children to have their own passage (Next page, next paragraph etc). Children to read passage independently/with a partner. Children to independently annotate passage using the known skills modelled by teacher.
4. Discuss and share annotations using sentence stems on the board. Chn to magpie any ideas and write in purple pen.

Focus Skill –

1. Teacher to display original passage on the board. Teacher to read it aloud to the class. Teacher to read aloud, think aloud and annotate on the board focusing on focus skill.
2. Children to have their own passage (Next page, next paragraph etc). Children to read passage independently/with a partner. Children to independently annotate passage using the focus skill modelled by teacher.
3. Discuss and share annotations using sentence stems on the board. Chn to magpie any ideas and write in purple pen.

Let's apply our knowledge –

1. Teacher to display questions on the board. Questions to be based on their passage using the focus skill.
2. Children to independently answer the questions displayed.
3. Mark questions as a class. Children to use purple pen to mark any ideas and write in purple pen.

**Questions to be displayed and completed one at a time using ping pong approach. Can use LPS to discuss if appropriate.**