Monday Class Novel

Use books as outlined on the Reading Spine - any changes discussed with reading lead.

Read daily to the class, either before or after lunch to avoid children missing out at busy end of the day times.

Teacher as model of fluent reading - expression, characters voices, dramatic pauses, varied volume and tone.
Also model thought processes of a skilled reader - what I know about the character so far, what might happen, how I find meaning for new words, etc .

Monday WCR lesson

1. Recap quiz based on parts of the book read so far. 5-10 questions to check children's understanding of the text as a whole. Pupils could answer individually, in pairs, as a table team, in books, on whiteboard, orally - mix it up each week.
2. Move on to explanation, prediction or summary questions - cover each at least twice per half term. Do a few questions well and in depth. Lots of discussion.

Resources

Question stems guide

Reading Recharged book (Alex Barton) - chapters on Vocabulary, Commentating and Authorial Intent (Explanation), Summarising, Prediction

SEND children should always be present for the daily read of the class novel - exposing them to high quality texts and themes, new vocabulary and modelling of skilled reading. SEND children are only withdrawn from WCR if identified by INCO and reading leads as needing RWI input.

Scaffolding for SEND children in the WCR lesson may include pairing with another child, teacher or TA support, ipad reading/text to speech apps, scaffolded prompts to answer questions, multiple choice answers, etc

Tuesday Themed Extract

Use extracts as outlined on the Class WCR document - any changes discussed with reading lead.

One extract from a high-quality children's novel, non-fiction text or poem used per week.

Tuesday's lesson focuses on fluency.

Fluency + automaticity + prosody

Automaticity - the ability to rapidly, effortlessly and accurately recognise or decode words

Prosody - reading with expression and speech like phrasing

Scaffolding for SEND children in the WCR lesson may include pairing with another child, teacher or TA support.

Tuesday WCR lesson

Using a short part (100-200 words) from the text extract for Tues-Thurs, develop children's fluency before discussing the text on the following days.

1. Teacher models fluent, expressive reading (automaticity + prosody)
2. Teacher reads again, this time with the children reading along too
3. Identify any issues – e.g. breaths for punctuation, words to stress. Teacher models again if necessary.
4. Children can text mark if you wish – teach these a few at a time, e.g. first time, just mark the pauses. Next time, introduce underlining for emphasis.
5. Children read to each other, aiming for automaticity and prosody
6. Children perform the text if they wish to

Finish by reading the remainder of the extract in preparation for Wednesday and Thursday – ideally, children reading in pairs or individually, depending on the text.

You could also complete the vocabulary discussion here if time.

Text marking symbols	//	pause (e.g. at a full stop)
	/	short pause (e.g. at a comma or natural 'breathing place')
	____	stressed/emphasised words
	-->	speed up
	<--	slow down
	↑	increase volume
	↓	decrease volume

Wednesday & Thursday Themed Extract

Use extracts as outlined on the Class WCR document - any changes discussed with reading lead.

One extract from a high-quality children's novel, non-fiction text or poem used per week.

Wednesday and Thursday's lessons focus on vocabulary, inference and retrieval.

Vocabulary is key to reading comprehension - we need to teach our children strategies to decipher unknown words.

SEND children are included in the lesson unless identified by INCO and reading leads and needing RWI input.

Scaffolds for each task are outlined to the right.

Wednesday and Thursday WCR lessons

1. Retrieval quiz. 5-8 questions, 5 minutes to answer. Accessible for all, self-marked at end, teacher circulates to address misconceptions or to support.

2. Vocabulary. Unfamiliar or new words explored - strategies for finding meaning. Read around the word, use knowledge of similar words and roots, lots of discussion and practice.

3. Deeper questions focusing on inference. Model metacognitive inference skills - the 'inner-voice', how can we work it out? Individual thinking, Partnered talk and Solo Work activities

Individual thinking
- One or two questions answered in books
- Teacher circulates for support
- Children refer to text
- Answers given and children correct and reflect

SCAFFOLDS
- Explain the question
- Offer multiple choice
- Direct to part of text
- Model scanning for answer

Partnered talk
- Both children participate
- No 'right answer'
- Script answers together
- Written or discussed or whiteboards
- Could be a challenge - who can find the most --- in three minutes?

SCAFFOLDS
- Carefully planned partners
- Answer stems
- Model discussion
- Script answers together

Solo work
- Longer task completed independently
- Teacher circulates and live marks, support where needed
- Teacher/TA support as needed
- Discuss answers at end

SCAFFOLDS
- Teacher/TA support
- Explicit modelling
- Give clues
- Reduce task requirements

Friday
Reading for Pleasure

Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

Scaffolding for SEND children in the WCR lesson may include pairing with another child, teacher or TA support.

Friday WCR lesson
Reading for Pleasure ideas

1. Time to read a favourite book. Teacher models focused reading too.
2. Discussion of favourite books/authors/series.
3. Book recommendations - children present to the class a book review (powerpoints, oral presentation, homework task?)
4. Time to hear children read and talk to them about what they enjoy.
5. Support children to expand their reading repertoire - e.g. I know you love Diary of a Wimpy Kid, have you tried ....? Let's read some together.
6. Reading Cafe - children move round tables and sample different genres, first chapters, authors, etc.
7. Share non-fiction books linked to class curriculum
8. Magazine session - Britannica magazine, First News, Nat Geo Kids, etc - tell me an amazing fact you've learned!
9. Reading Aloud - practice a piece to perform
10. Poetry - performance poems, poetry books, humerous poems...
11. Class book shelf explore - point out great stories, series, books that you have used extracts from earlier in the week...
12. Picture books - there are some great books for older children - read together under the visualiser, look at how the illustrations tell a story too, enjoy the 'visual literacy'
13. Playscripts - read, act out, enjoy!
14. Author interviews - youtube, Tring bookshop webpage, look out for advertised events

EXPLANATION QUESTION STEMS

- Why did the author choose this word?
- Why did the author make the character do that?
- How does the author want us to feel at this point? How do you know?
- Why did the author/illustrator choose to include this illustration?
- Is the use of … effective?
- What is the authors point of view?
- What effect does … have on the reader?
- How does the author engage the reader?
- Which part of the story is most interesting/exciting?
- List words that show how … is feeling.
- Does your personal experience affect how you think about …?
- What impression does the author want to give of …? How do you know?

PREDICTION QUESTION STEMS

- What might happen next?
- How might what just happened affect this character?
- How might this character react to that?
- How would you react if you were in this character's position?
- How might the setting affect the plot?
- Good prediction/bad prediction.
- From the cover, what do you think the text might be about?
- Based on what you know, how might the author develop the story? Can you give evidence to say why you think this?
- What does this paragraph suggest might happen next? What makes you think this?
- Do you think the setting will influence what happens?
- Do you think … will happen? Yes/no/maybe? Why? Give evidence

SEQUENCING AND SUMMARY QUESTION STEMS

- What is your impression of this character?
- Pick one word to describe this character and explain your choice.
- What happened when this happened?
- What came in the middle of these events?
- Can you order these events from 1-5?
- What key event is missing from this timeline?
- What would happen if this character was removed?
- Can you rank these characters in order of your perceived significance.
- Can you rank these events in order of your perceived significance.
- In one sentence, summarise the beginning/middle/end…
- In what order do these chapter headings come in the story?