WHOLE CLASS READING ELEMENTS

The elements of whole class reading may occur in one session or over several sessions. This is not a lesson guide but is a text-processing guide.

TEXT CHOICE

FIRST IMPRESSIONS

READ

MAKING MEANING

RESPOND

| EVALUATE | CONNECT | LEARN | WRITE |

TEXT

The text is chosen to offer important teaching points or opportunities. Non-fiction text is often connected to the wider curriculum and often follows the teaching so that children can apply their new knowledge to making sense of the text as well as learning from the text.

FIRST IMPRESSIONS

Children are taught how to gain an overview of a text by exploring images or text features. They are encouraged to make links to prior reading or learning so that important knowledge is activated.

READ

The text is read. This can be done aloud by adults and children, or silently by the children. If the text is read aloud, children are expected to follow the reading (rulers can be helpful to show who is tracking) and teachers make use of strategies to keep children focused by e.g. asking children to read words that teachers miss, picking up the reading, reading to punctuation. Adults model fluent reading with prosody. Teachers make use of approaches such as echo or choral reading to support fluency development.

Accurate and fluent decoding is reinforced. Adults explicitly teach how to decode any words that children do not decode with fluency. This is done by making use of phonics knolwledge or modelling the polysyllabic word decodig strategy used in school. When doing so, teachers can ask children to 'All spell' - the children spell and the teacher writes up on the whiteboard and then models polysyllabic decoding strategy. The word is then put back into context and re-read for fluency by all.

Teachers will listen to children reading during this phase, either as they read aloud to the whole class or as they read privately.

MAKING MEANING

Teachers teach how to make sense of the text using our RRI approaches.
Decoding with fluency and automaticity is the first step to making meaning but comprehension requires numerous processes to take place in a reader's head.

Microprocesses:
We have to understand the words on the page, making choices about which meaning is appropriate in the context of the text we are reading. The children are taught to seek clarification for new words and teachers explore the meanings of new vocabulary. Children are taught to activate prior knowledge that is applicable to the text.

Integrative Processes:
Children are taught how to make links between words and sentences to make meaning. The children are taught to use grammar for reading to make necessary inferences as they read. Grammar for reading is the explicit instruction in how grammar supports a reader to make sense of a text. This supports their vocabulary development. Children are also taught to spot relationships between phrases and clauses, identifying time relationships and cause and effect by using their knowledge of grammar.

Macroprocesses:
At this level, children are taught to make a mental model of the text. This is enhanced by relating the text to a context to create a situation model. These mental models are a shorthand for what is happening and allow the reader to make adjustments in light of new information. Building a cumulative summary is an important part of this process.

Elaborative Processes:
At this level, the children are taught to elaborate on their mental or situation model by making inferences from what they read.

Metacognitive Processes:
Children are taught how to track whether they are understanding the text or not. When children monitor their comprehension, they might adjust their mental model or re-read to make sure that they have correctly interpreted what has gone before. Strategies such as prediction, questioning, cumulative summary and clarification can help children to monitor their understanding.

When we work on a text, children are taught to make annotations on their copy or make notes / visualisations to help them. Teachers model these processes and may create a class annotation / situational model that is amended as the text is read further. Teachers make use of targeted 'From the Text' (FTT) questions to help children focus on key elements to support comprehension. These FTT questions can be answered on whiteboards to ensure that ALL children are participating. The teacher can also use FTT questions to check for understanding (CFU).

RESPONDING

Once a text has been understood, different pathways can be taken.

Teachers may teach the children to evaluate the text or the writer's craft. Children may complete evaluative tasks or take part in discussion to evaluate the text.

Children may be asked to connect the text to learning or knowledge that they already have. The text may enhance their knowledge by adding to it, or it may cause them to question and amend their schema.

Children may be asked to show what they have learnt from the text or collect ideas in preparation for writing.