

Green Park Community Primary School



Whole Class Reading Policy

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Intent

The intent of Whole Class Reading is to foster a love for reading, develop proficient readers, and enhance reading comprehension skills among all students at Green Park. By adopting this approach, our school aims to instil a lifelong passion for reading and equip students with the necessary skills to understand and critically analyse a wide range of texts.

Implementation

The school ensures that high-quality, diverse, and engaging texts are at the heart of the Whole Class Reading curriculum. These texts are carefully selected to reflect the interests of the students, promote social cohesion, and broaden their understanding of different cultures and experiences. Texts are carefully selected from sources such as Classroom secrets and Pixl, to ensure consistent expectations and coverage across year groups.

Teachers provide explicit instruction on a range of reading strategies to help students develop advanced comprehension skills. Strategies include predicting, clarifying, questioning, summarizing, and making connections. These strategies are explicitly modelled by the teacher, practiced together as a class, and gradually scaffolded to empower students to independently apply them during reading activities.

Whole Class Reading sessions involve shared reading experiences, wherein the teacher models effective reading strategies, thinking aloud, and promoting discussion around the text. This encourages students to deepen their understanding, make connections, explore different viewpoints, and develop their comprehension skills collaboratively.

The implementation of Whole Class Reading ensures that all students are appropriately challenged. Teachers provide targeted support and extension activities to cater to individual needs, ensuring every child has the opportunity to make progress and achieve their potential. Differentiation is achieved through a variety of tasks, such as guided reading groups, flexible grouping, and the use of differentiated texts that meet the needs of different reading abilities.

The school places significant emphasis on vocabulary development during Whole Class Reading sessions. Teachers explicitly introduce and explore new vocabulary words, providing context and opportunities for students to apply these words in different contexts. Vocabulary instruction is aligned with the National Curriculum's expectations and takes into account the word gaps that may exist among different student groups.

Regular formative assessment techniques are employed to monitor students' progress, identify gaps in understanding, and inform future teaching. Teachers use a range of techniques, including questioning, quizzes, discussions, and written responses, to assess students' comprehension, analytical skills, and use of reading strategies. This ongoing assessment allows teachers to provide timely interventions and personalised feedback to students, promoting their growth and achievement. Summative assessment takes place in terms 1, 3 and 5 for years 2-5 and termly for year 6, using Pixl assessments.

EYFS and Year 1 follow Little Wandle guided reading sessions (Refer to the Early Reading Policy). Year 2 follow Little Wandle guided reading in term 1, moving onto the Little Wandle Reading fluency program, from term 2. Year 3, 4 and 5 complete the Little Wandle Reading fluency before moving onto whole class reading.

Inclusion and adaptive teaching:

All children must have regular access to teaching of reading, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be adapted to aid children's learning.

Impact

Whole Class Reading provision has a profound impact on students' reading skills, comprehension, and overall achievement. By adopting this approach:

- Students develop a deep love and enthusiasm for reading, leading to increased motivation and engagement.
- Reading comprehension and analytical skills improve significantly across the curriculum, enabling students to access and understand complex texts.
- The acquisition and application of reading strategies become embedded, allowing students to independently tackle challenging texts with confidence.
- Vocabulary knowledge expands, enhancing students' ability to comprehend and articulate ideas effectively.
- Adaptive teaching ensures that every student is appropriately challenged, promoting equal opportunities for all.
- Assessment for learning enables teachers to provide targeted support and intervention, accelerating progress and closing gaps in understanding.
- Reading becomes a platform for wider learning, facilitating cross-curricular connections, and fostering intellectual curiosity.

The impact of the quality of teaching and learning will be measured by:

- Lesson observations
- Monitoring of planning and assessment
- Monitoring of children's work
- Data analysis
- Pupil and teacher voice.