

The focus of all whole-class reading sessions at Cavendish Close Junior Academy is to develop reading comprehension, fluency and independent reading stamina in fiction, non-fiction and poetry. Children take part in four thirty minute whole-class reading sessions per week. The whole class reading sessions are based upon a Reciprocal Reading approach, which we have developed to match our children's individual needs and abilities. The sessions focus on: Clarification of vocabulary, prediction, questioning and summarising. They give the children an opportunity to widen their vocabulary, talk about their knowledge and understanding and write in response to a text.

It is important that during these sessions, there is a balance of the children: reading independently with accountability, reading in pairs and hearing the teacher read aloud in order to model effective reading with expression and intonation. (The benefits of a mixture of these approaches are clearly outlined in Doug Lemov's 'Reading Reconsidered' (2017) and in a fluency research project by the EEF (2017)).

In order to develop the fluency and speed of their reading, each whole-class reading session begins with a one minute speed read task, with children tracking their progress over a week at a time.

Links between reading, writing and the wider curriculum are exploited so children are reading for both purpose and pleasure. The vocabulary explored and developed within reading lessons will support the children's writing in English lessons and other curriculum subjects.

The Whole Class Reading Structure

This is a guide for teachers at Cavendish Close Junior Academy and is also a brief summary of our approach:

1. All children should be seated in mixed ability groups so as to allow for frequent, paired discussion.
2. The text chosen should provide a clear challenge for members of the class.
3. Teachers should endeavour to expose their children to a range of genres and style, including classical literature, poetry and narrative that reflects/celebrates cultural diversity.
4. All sessions should have a balance of the children reading independently, in pairs and hearing the teacher read aloud.
5. When reading aloud, the teacher should model good use of intonation, movement, volume and expression.
6. A PowerPoint presentation following the Cavendish Close structure will be used to support each lesson. This will include visual prompts to help with the acquisition of vocabulary.
7. When discussing literature, the teacher should model, and expect from children, high quality responses with evidence and explanations provided to support. Therefore, sentence stems should be clearly displayed on each slide in order to scaffold these quality responses.
8. Children should work in pairs to complete a one minute 'speed read' each at the start of each session.

The Teaching Sequence

Session 1

The first session focusses on the exploration and acquisition of vocabulary. At least 6 words from the text should be highlighted to the children using pictures to support the children. The children will then use the session to highlight these words in the text and clarify to support with understanding. This session will include more teacher talk and modelling of reading with intonation. At the end of this session the children will answer simple retrieval questions based on the text (15 year 5/6, 10 year 3/4) as a written task.

Session 2

Each subsequent session will start with clarifying the vocabulary learnt during the first session. This might be done within a sentence or by matching the pictures used in the first session to the new vocabulary. Children will then verbally predict and then answer verbal questions about the text e.g. sequencing of events. The session will end with a summary of the text e.g. verbalise the text in 4 words, what are the main parts or which summary would you agree is accurate?

Session 3

This session begins with children looking at the key vocabulary and clarifying it within a cloze procedure with missing words so that they understand the words in context. Children then re-read the text and make verbal predictions. The rest of the session will focus on looking at questions covering the remaining reading domains including inference. Children will answer these both verbally and in their books dependent on ability.

Session 4

This session begins by clarifying the vocabulary of the week and match this to synonyms to deepen understanding. Children will then answer quick-fire questions about the text verbally. The majority of this session invites the children to write at length to answer a question e.g. choose 3 words to describe a character and explain why you have chosen them. Children will be expected to give reasons and use ideas from the text to support this. These questions could also cover author intent or a review of the text.

Evidence in books

Each week the children will have a front cover which has the name of the text, the speed read and the vocabulary which will be developed during the week. The work the children have completed during the week will then follow this. This will include the longer written account from the final session.