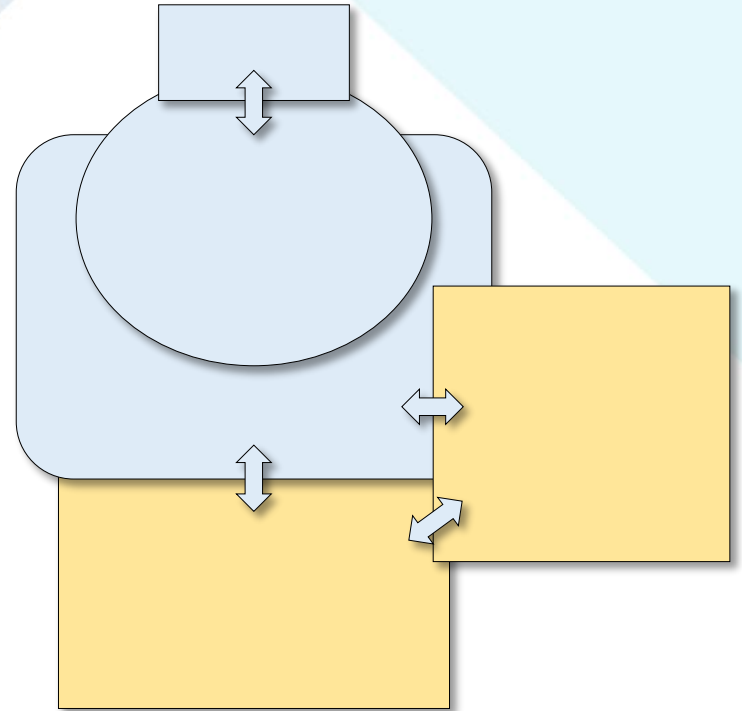


Whole-class reading: a planning tool

This tool is designed to help teachers to plan successful whole-class reading session, which

- can be varied and engaging, rather than formulaic
- ensure that pupils are developing a range of skills of response
- allow pupils always to be real readers



Planning a whole-class reading session: key elements

As a minimum...

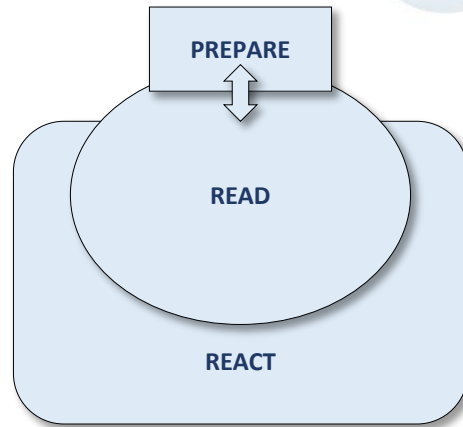
Pupils should be **prepared** for reading. This might be just a few moments, or it might be an extended piece of teaching.

They should have an engaging **encounter** with the text itself, either listening to it or reading it for themselves.

And they should have some sort of opportunity to **react** to it personally, as readers. Again, this might be just a few moments, or it might be a more extended activity.

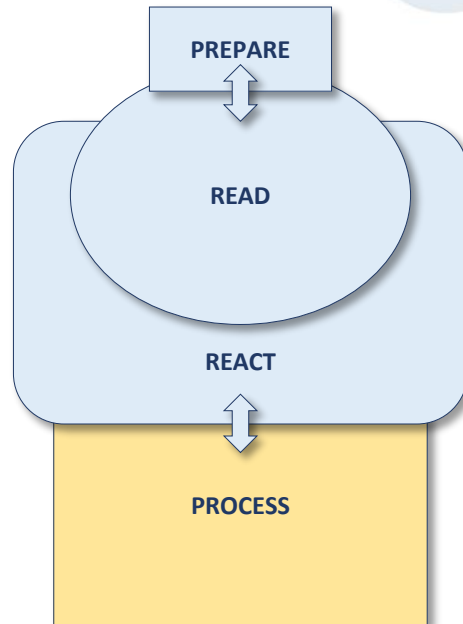
A simple session like this might just be to read for reading's sake, to build enjoyment, to bring pupils into contact with an interesting text, or to cover ground in a novel, for example.

*Or it might be to practise expressing **personal responses** and recording impressions.*

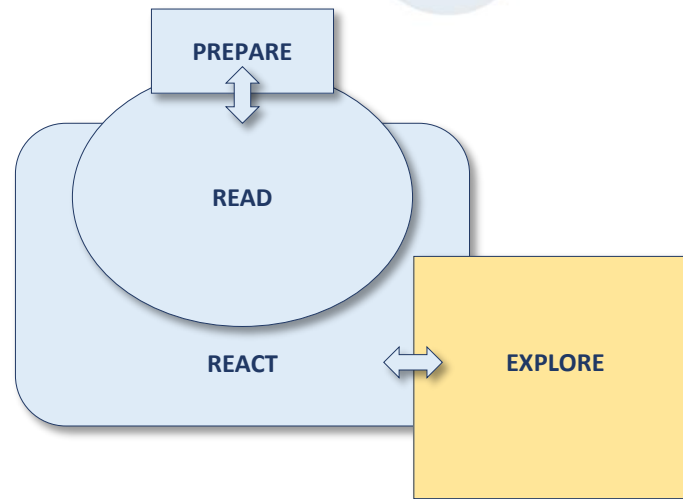


Planning a whole-class reading session: key elements

Pupils might also **process** their responses and understandings (on their own or in a pair or group) through writing, talk, drama, drawing or some other creative work. This might be brief or extended.



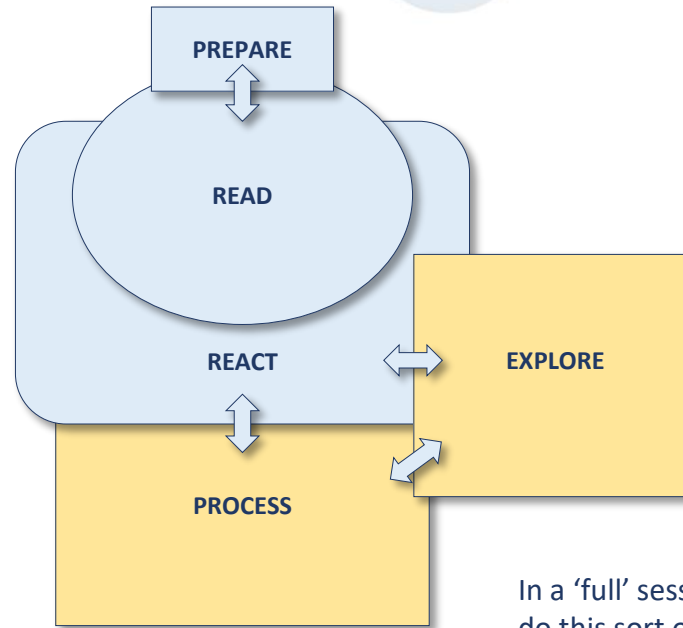
Planning a whole-class reading session: key elements



Or, the focus of the session might be on **exploring** the text through discussion, **reading closely** for comprehension or to analyse language, meanings and effects.

(This might, of course, double as test preparation, either directly or indirectly.)

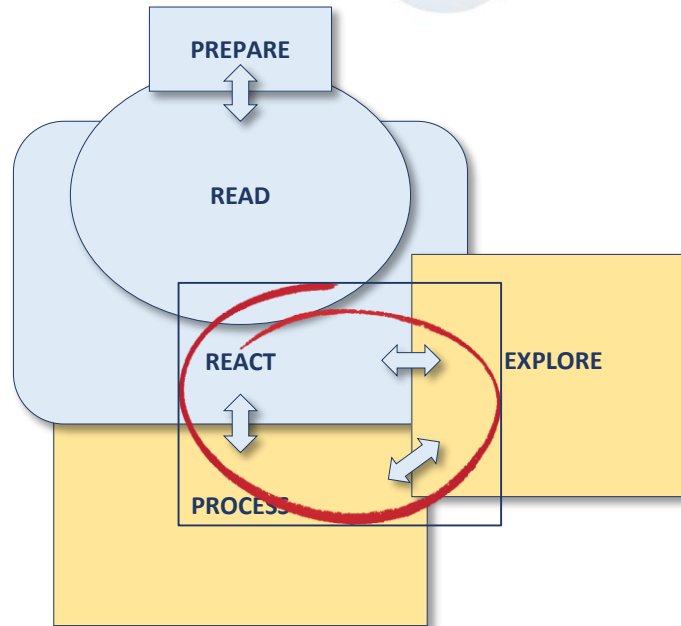
Planning a whole-class reading session: key elements



In a 'full' session, pupils might do this sort of exploration as *well* as some sort of summative or creative activity to process their reading further. Often, the two will be closely linked.

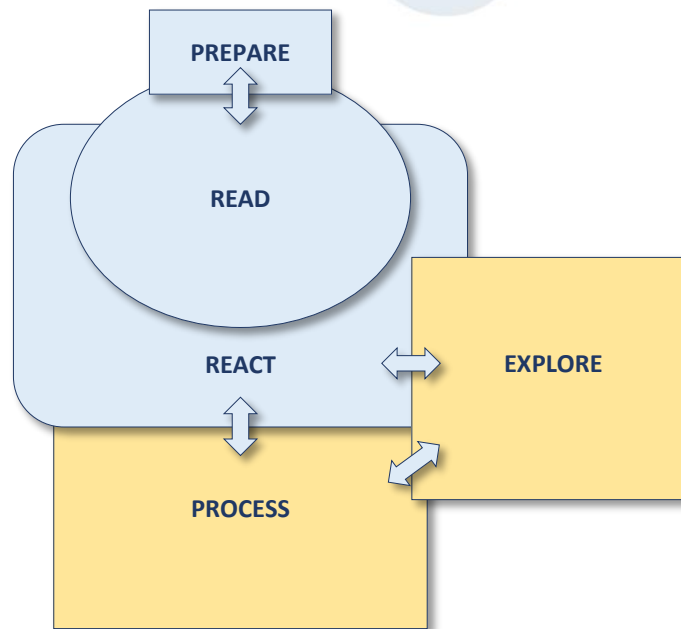
Planning a whole-class reading session: key elements

NB. There will
often be overlap
between these!



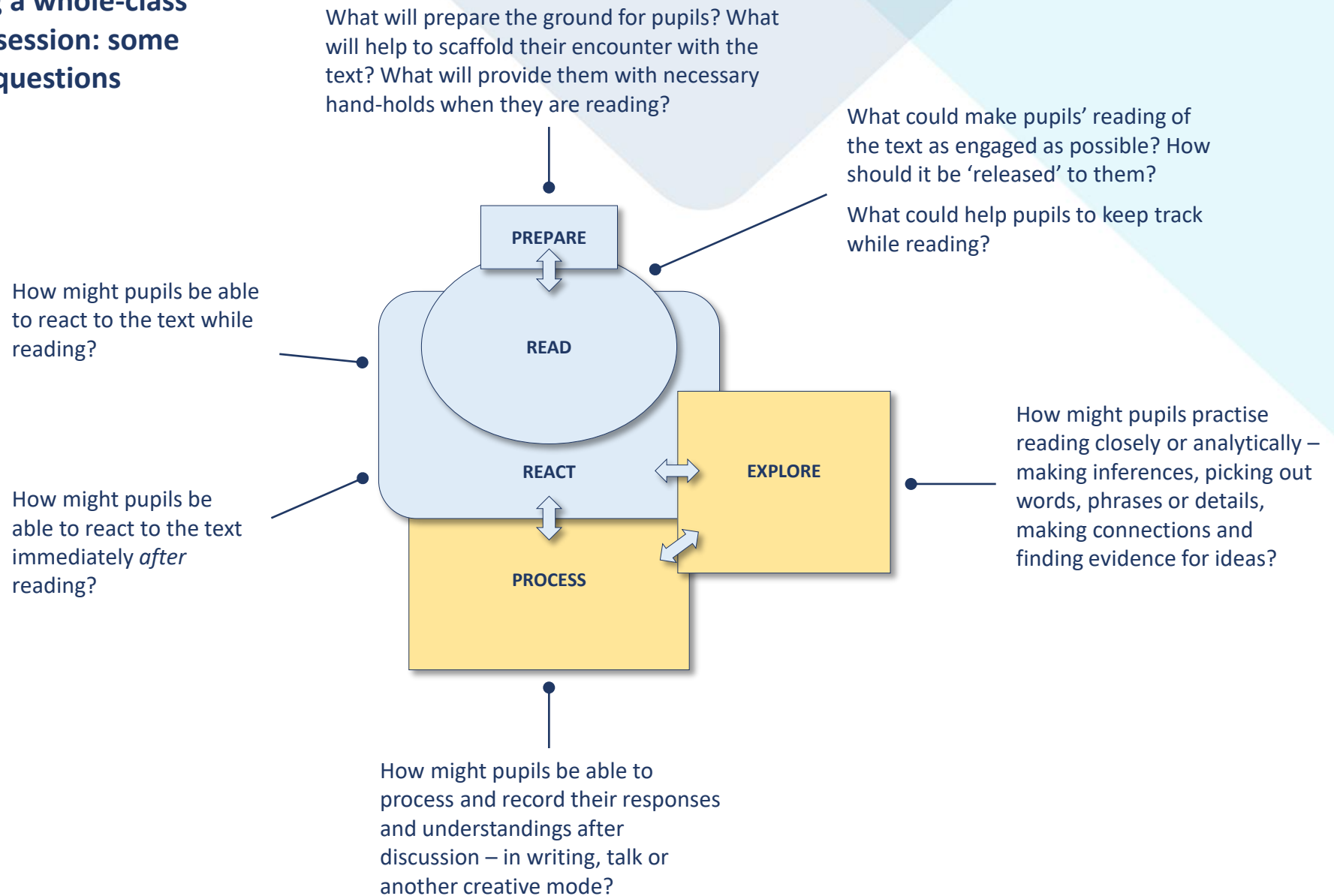
Planning a whole-class reading session: key elements

This way of planning can
apply to any length or
number of sessions.



**30
minutes**
or
1 hour
or
**several
sessions**

Planning a whole-class reading session: some guiding questions



Planning a whole-class reading session: Example 1

Year 4

- Reading a chapter from a class novel
- (2 x 45 minute sessions)

Pupils close their eyes and remember the most vivid image from the last chapter? They discuss these, and why they were so memorable.

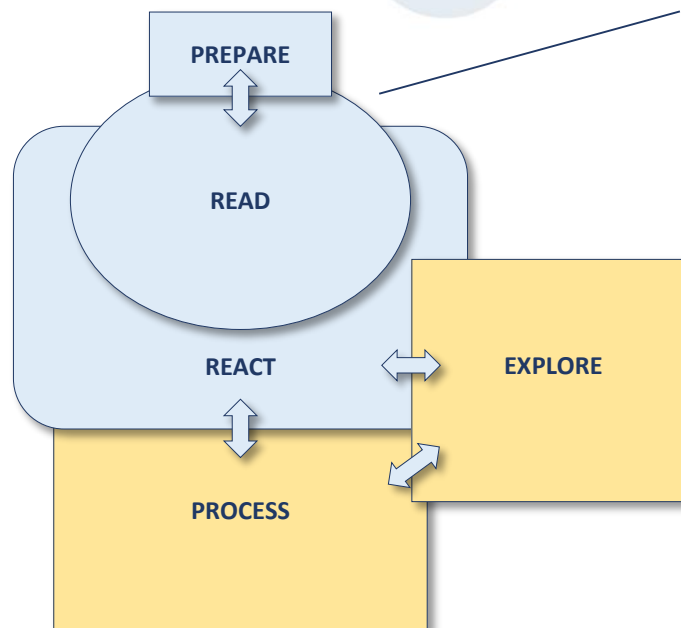
They then discuss the chapter title and make some predictions, based on this and on what they know of the story so far.

The teacher reads the text aloud with lots of drama and commitment.

One piece of particularly dramatic dialogue is repeated, with two pupils acting out the sequence, directed by the class.

This requires some close discussion of the language, the mood and the way the characters are feeling.

Pupils write for five minutes in their reading journals, recording their thoughts and feelings. These are then discussed and the teacher uses follow-up questioning to draw out inferences and responses.



While reading, the teacher uses some pre-planned 'I wonders' to make pupils think hard about some vocabulary, some inferences to be made about characters and events, and some ways in which the writer describes the setting. Pupils discuss these in pairs and as a class. Follow-up questioning requires pupils to scan the chapter for other details.

Pupils write two paragraphs, in which the two main characters each describe the other. Some are read out and discussed.

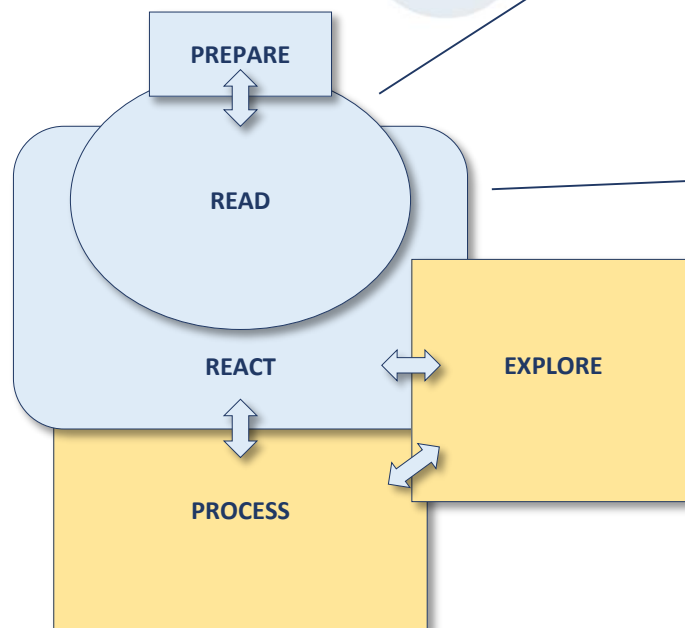
Planning a whole-class reading session: Example 2

Year 1

- Reading a picture book (about a lonely rabbit)
- (2 x 30 minute sessions)

Pupils look at the cover (projected on the board) and talk about what they think the book will be like. They talk about how the rabbit seems to be feeling. During this, the teacher writes up some key words ('lonely', 'anxious', 'excluded') and these are discussed.

The teacher reads the text aloud with lots of drama and commitment. Pictures from the text are projected on the board



While reading, the teacher uses some pre-planned 'I wonders' to draw out personal responses – favourite pictures, what would pupils want to say to the rabbit, and so on.

Some of these make pupils think hard about some vocabulary, some inferences to be made and some predictions about what is to come later.

('Think - pair - share' approach)

Pupils talk about what the rabbit is thinking on each page, and write sentences in 'thought bubbles' on pictures from the story.

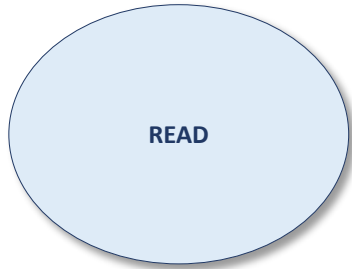
Planning a whole-class reading session: some approaches

PREPARE

What will prepare the ground for pupils? What will help to scaffold their encounter with the text? What will provide them with necessary hand-holds when they are reading?

- Recap on previous reading
- Quiz for recall on previous reading
- Pre-teach selected Tier 2 and Tier 3 vocabulary
- Pre-teach cultural/historical/geographical context
- Use illustrations or other images to talk about context, or about themes, characters and settings
- Make predictions from (closely-read) fragments or from the title
- Discuss questions or statements about related topics/themes/issues/feelings/dilemmas...
- Talk about pupils' feelings about reading today
- Drama around a theme or topic
- Close eyes and imagine
- Research...
- Share personal anecdotes about...
- Brainstorm a topic or idea
- Making a semantic map around a topic
- Lighting, music, sound-effects...

Planning a whole-class reading session: some approaches



What could make pupils' reading of the text as engaged as possible?

What could help pupils to keep track while reading?

Releasing text slowly

- One paragraph or stanza at a time
- Randomly uncover words, phrases or lines
- Move a 'spotlight' over the text

Reconstructive activities

- Cloze (identify or guess missing words)
- Sequencing lines/chunks
- Working from an alphabetised text (to decipher, and to make sentences out of)
- Treat fragments as clues to piece together

Reading

- Read aloud to pupils, modelling comprehension
- Model active reading with 'I wonders'
- Pupils read silently, in pairs or in groups
- Model inference through 'think-alouds'
- Display relevant images and key words

Keeping track

- Explain, clarify and work with vocabulary
- Reinforce recently-learned words or ideas
- Annotate ('Read with a pen')
- Map or track changes and developments

Bringing to life

- Mix reading with acting out
- Use lighting, music, costume, props, sound-effects...
- Pause to hot-seat characters
- Direct actors playing the characters, in frozen or moving moments
- Thought-tap characters

Planning a whole-class reading session: some approaches

REACT

How might pupils be able to react to the text while reading?

How might pupils be able to react to the text immediately after reading?

- Pause to discuss impressions and reactions
- Dramatic writing: suddenly stop and write in role
- Thought-tap characters
- 'Vox-pop' characters, bystanders, the author...
- Write in a reading journal
- Write down immediate thoughts and reactions
- Write down 'I wonders'
- Fill in and discuss 'tell-me grids'
- Annotate the text with questions, feelings, thoughts
- Formulate questions about the text using question stems
- Pick out favourite/most effective/most interesting word/phrase/line; explain
- Discuss agree/disagree statements

Planning a whole-class reading session: some approaches

EXPLORE

How might pupils practise reading closely or analytically – making inferences, picking out words, phrases or details, making connections and finding evidence for ideas?

- Use follow-up questioning to explore any of the pupils' reactions on tell-me grids, in 'I wonders', in reading journal entries, in annotations...
- Pick out favourite/most effective/most interesting word/phrase/line; explain; follow up
- Discuss open questions about the text, asked as genuine 'What do you think...' questions
- Discuss agree/disagree statements
- Label moments in a text with moods, emotions, characteristics...
- Close eyes. What image stays most strongly from what just read? Why? Find it.
- Allocate small chunks of the text to pairs/groups, to answer questions on and to talk about to rest of the class
- Questions about words' or details' effects
- Find a(nother) detail which...
- Find quotations to match ideas
- Find a word/phrase which makes ____ seem...
- Annotating or highlighting aspects of a text
- Find evidence of...

Distillation activities

- Invent a chapter titles or headlines
- Sum up ... in one word/three words/one sentence
- Distil dialogue down to a given number of lines, for a screenplay version; explain choices
- Summarise for a small child

Planning a whole-class reading session: some approaches

PROCESS

How might pupils be able to process and record their responses and understandings after discussion – in writing, talk or another creative mode?

Discursive

- Reading journal: pupils keep a running account of what has been discussed, as well as their own reactions to the text
- Write a paragraph or some sentences, scaffolded with sentence stems
- Write full answers to questions discussed
- Write-up 'tell-me grid' ideas
- Explain, in writing, why agreed or disagreed with debated statements
- 'Role-on-the wall'

Imaginative

- Write characters' thoughts, diaries, letters, tweets, texts...
- Write extra or missing chunks
- Write a news or other formal report of an incident
- Re-write in a different form or genre, or from a different viewpoint

Diagrammatic

- Decision trees
- Make flow-charts, maps, graphs and diagrams of the story; map links, connections and resonances with other texts or topic
- Venn diagrams to compare characters/texts/ chapters

Visual

- Draw pictures
- Make a book cover
- Select Google images to match moments, lines, themes...
- Create an interpretative collage from cut-up magazines or downloaded images
- Storyboard camera shots for a sequence

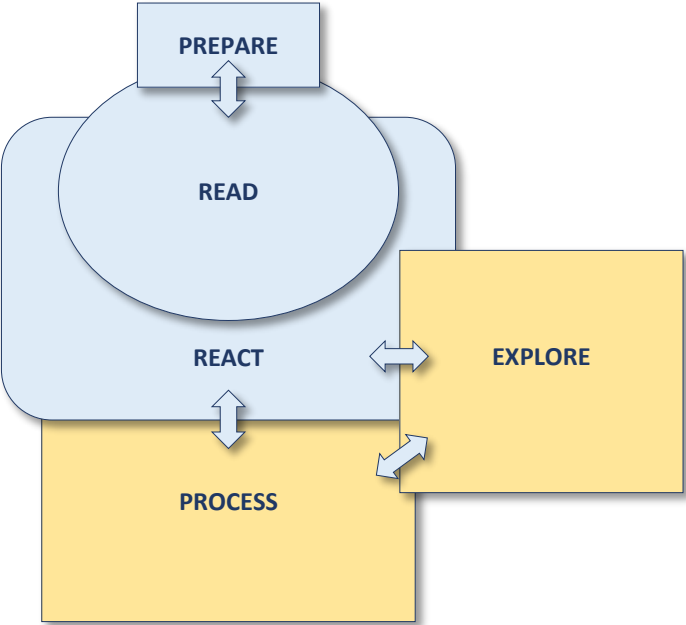
Drama

- Hot-seat / Interview characters
- Create still pictures (tableaux) or slow-motion moments – small groups, or whole class
- Act out a sequence
- Perform poems
- ‘Blind guide’ around the scene
- Inquests, trials and inquiries
- Ghost characters return to reflect on events
- ‘Sculpt’ characters at key moments
- Positioning: arrange characters in a space, to show their relationships, status or feelings about each other.
- Mime a sequence from a story
- Eye-witness: describe what you see and hear happening in a story

Film

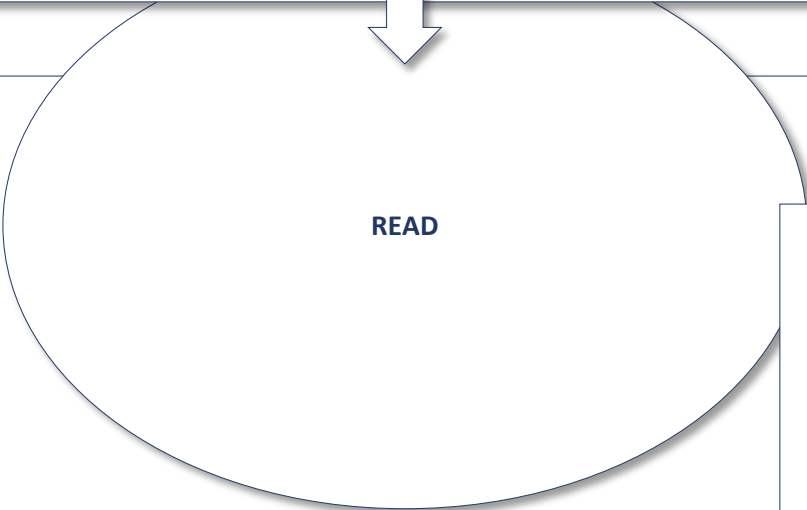
- Compare a moment in the text with a moment in a film adaptation (or in several)
- Talk and/or write about how you might film a moment and why
- Attach camera shot-types to moments in a passage
- Storyboard camera shots for a sequence
- Talk and/or write about how you would direct an actor playing a character
- Distil dialogue down to a given number of lines, for a screenplay version
- Design the set, costumes, lighting...
- Choose or describe music for a passage or moment

Text _____
Session(s) _____

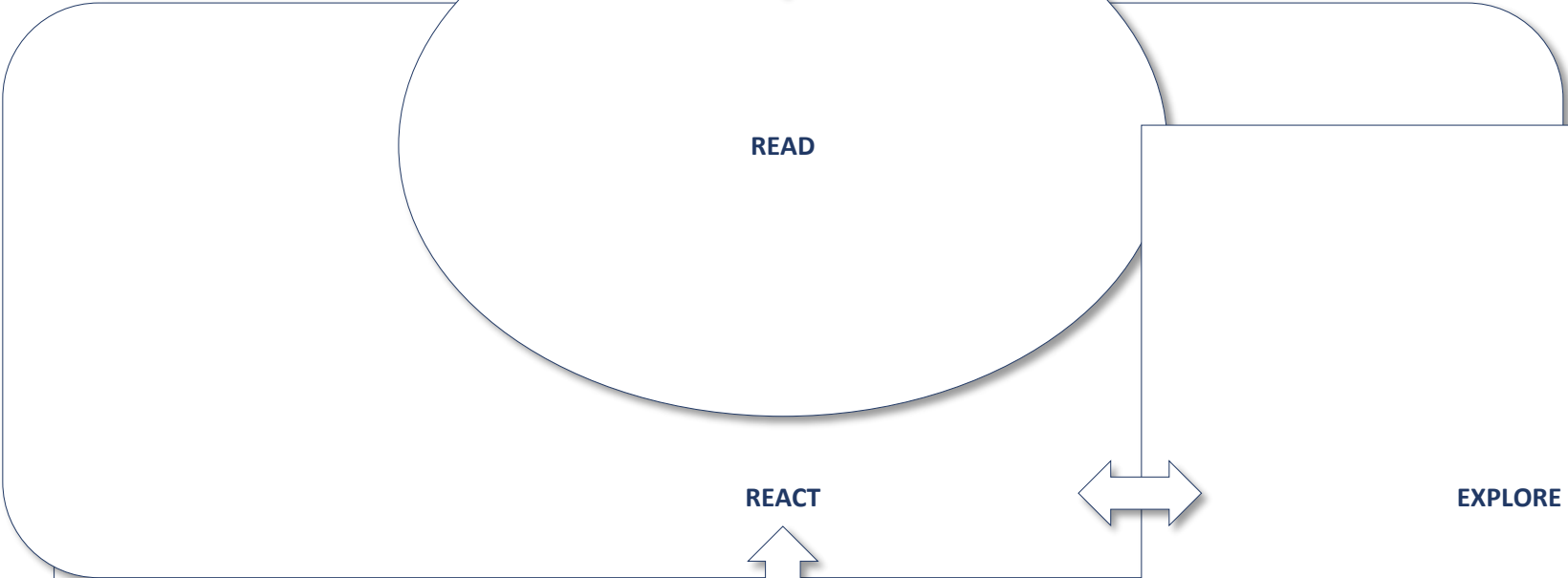




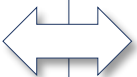
PREPARE



READ



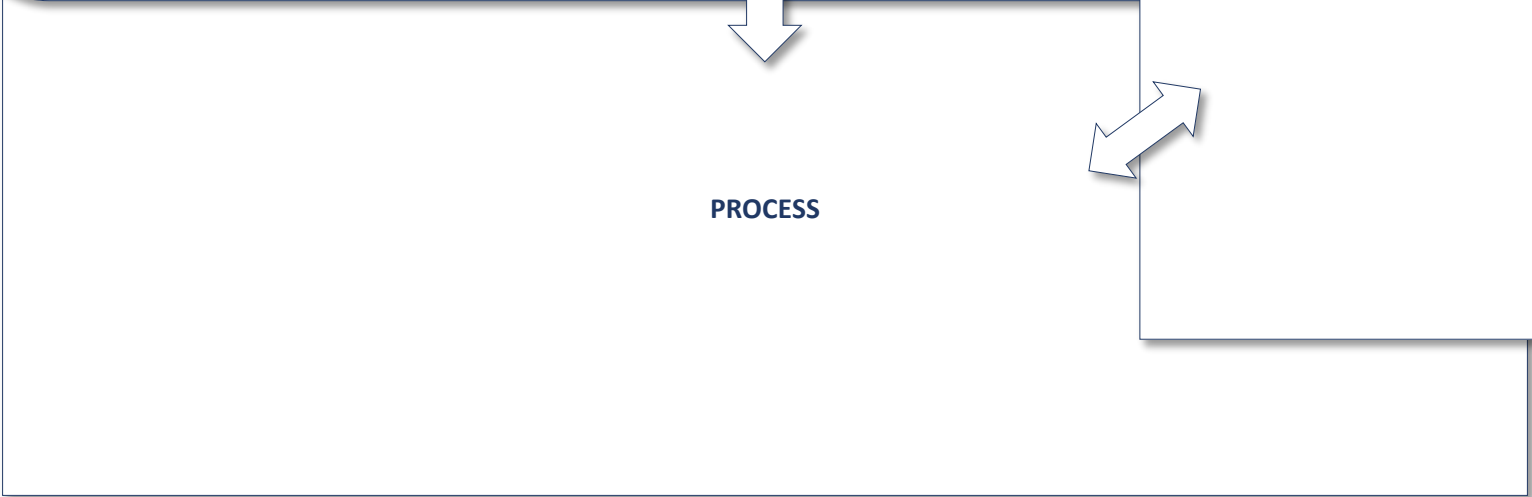
REACT



EXPLORE



PROCESS



Text _____
Session(s) _____
