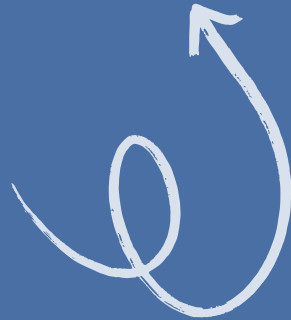


Why We Moved to Whole Class Reading and Impact so far



Presenter Name – Mrs Pamela Potter



What we identified

Average Reading Ages



	Average Reading Age per year group				
	2018 (Y6)	2019 (Y5)	2020 (Y4)	2021 (Y3)	2022 (Y2)
	CA- 10-11yrs	CA- 9-10yrs	CA- 8-9yrs	CA- 7-8yrs	CA 6-7yrs
Sum 25 (Pre WCR)	10y 7m	9y 2m	7y 3m	6y	5y 8m (Aut 25)

Concerns we identified with Carousel Guided Reading

Examining the shortcomings of current practices

Small Group Instruction

Only one small group receives direct teacher instruction during carousel guided reading, leaving other students without sufficient support or guidance to enhance their learning experience effectively.

Filler Tasks

Students in non-instructional groups often engage in busy work or filler tasks, which do not contribute to meaningful learning, leading to disengagement and a lack of focus on core content.

Pupil Assessment

The variation in activity quality makes it difficult for teachers to assess pupil understanding consistently, resulting in missed opportunities for tailored support or intervention for individual learning needs.



Limited Impact of Independent Tasks



01

Task Completion

Independent tasks often focus on finishing work.

02

Deep Thinking

Activities rarely encourage critical and analytical thought.

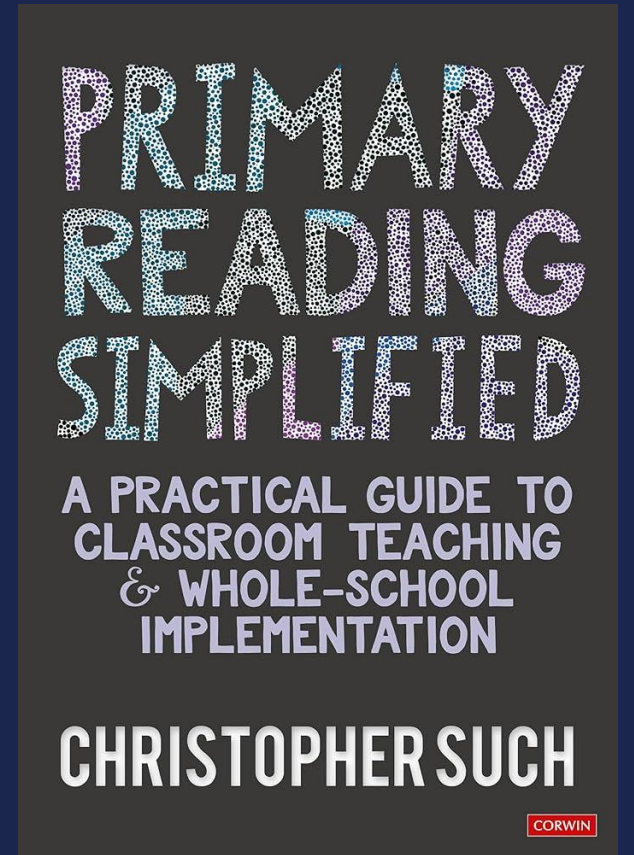
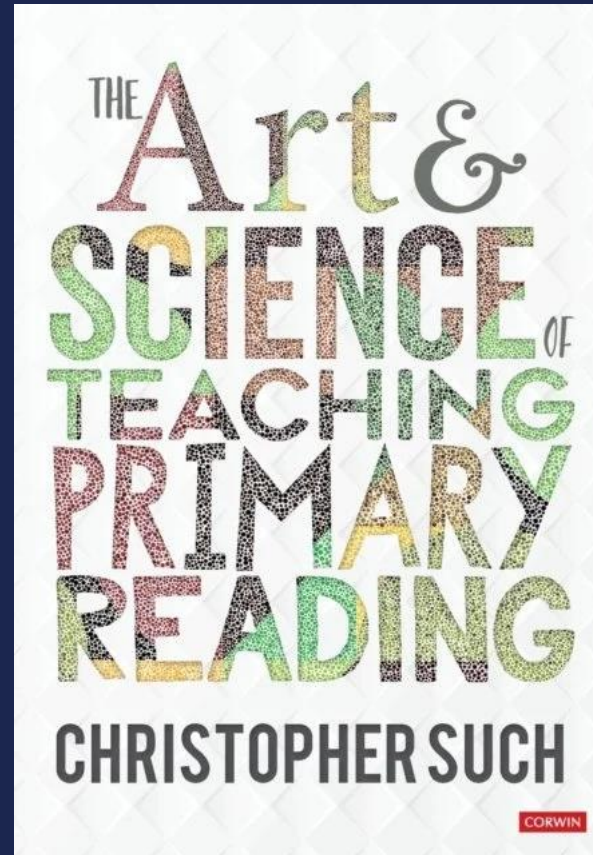
03

Support and Challenge

Struggling readers receive inadequate support and challenge.

Where did
we start?

Research
informed



Whole Class Reading

Exploring a unified reading approach

Shared Text

In whole class reading, a single text is explored collaboratively, ensuring every student engages with **rich, challenging material** that fosters deeper comprehension and discussion.

Teacher-Led Modelling

Teachers model reading strategies and questioning techniques, providing essential guidance that helps students navigate the text, while also demonstrating effective **vocabulary instruction** and critical thinking.

High-Quality Talk

Emphasizing partner discussions, students engage in high-quality talk about the text, promoting **collaborative learning** and enhancing their ability to articulate thoughts and interpretations in a supportive environment.



Key Benefits of Whole Class Reading

Enhancing teaching and student engagement

High-quality teaching

Whole class reading ensures **consistent, high-quality teaching** for all students, as the entire class engages with the same text, facilitated by the teacher's expertise and guidance.

More reading time

Students spend significantly more time **actively reading and engaging** with texts, fostering deep comprehension and critical thinking skills essential for academic success in literacy.

Improved focus

The structured environment of whole class reading promotes **better focus and engagement** among students, reducing off-task behavior and enhancing their overall learning experience during lessons.



Aligns with Reading Research



01

Teacher Modelling

Explicit teaching significantly boosts student understanding.

02

Vocabulary

Rich vocabulary is essential for student comprehension.

03

Repeated Practice

Regular engagement with texts enhances learning outcomes.

Greater Equity

Ensuring access for all students

Access to text

Whole class reading guarantees that **all children** engage with the same rich texts, fostering a shared learning experience and enhancing comprehension and discussion among peers.

Benefits for disadvantaged

This approach significantly supports disadvantaged and struggling readers by providing them with equal access to high-quality literature, bridging the gap in their learning opportunities. There is significant research that high expectations and targeted scaffolding within mixed ability teaching closes the disadvantage gap.

Culture of high expectations

Implementing whole class reading nurtures a culture of high expectations, motivating all students to aspire to **greater achievements** and reinforcing the belief that every student can succeed.



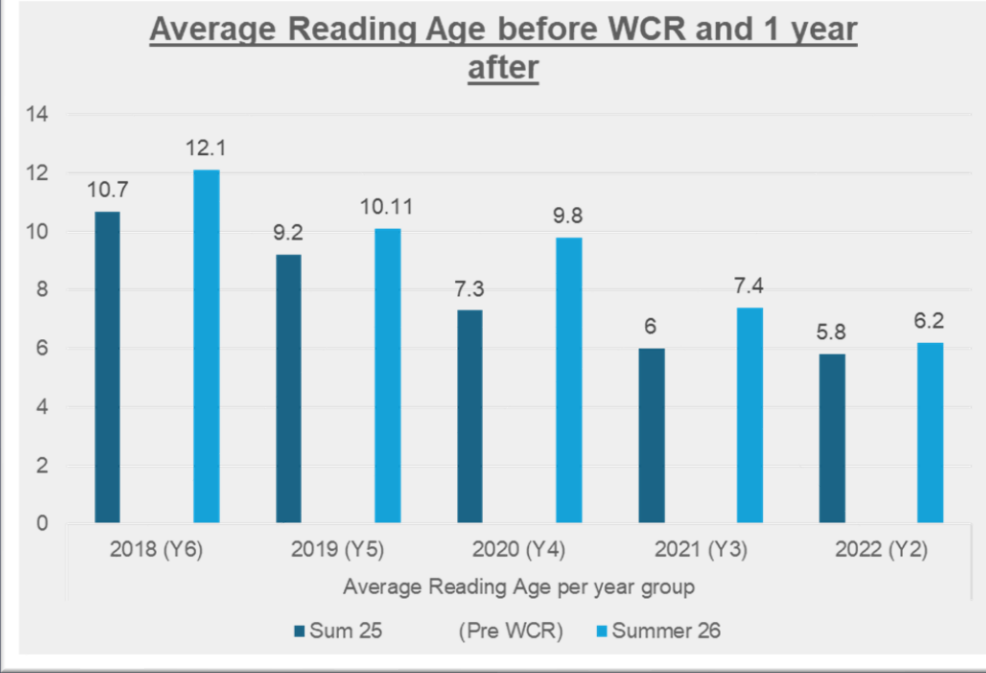
Sequence of a lesson

Session

- Pre-teach vocabulary using Neyland 4 steps based on Beck & McKeown's research – Define-Say-Contextualise-Apply
- Teacher models reading passage (echo, choral etc)
- Teacher discusses additional words or phrases with pupils
- Mixed ability reading buddies - Pupils read together and teacher circulates
- Questions (TTYP)

Impact September 25-May 26

	Average Reading Age per year group				
	2018 (Y6)	2019 (Y5)	2020 (Y4)	2021 (Y3)	2022 (Y2)
	CA- 10-11yrs	CA- 9-10yrs	CA- 8-9yrs	CA-7-8yrs	CA 6-7yrs
Sum 25 (Pre WCR)	10y 7m	9y 2m	7y 3m	6y	5y 8m (Aut 25)
Summer 26	12y 1m	10y 11m	9y 8m	7y 4m	6y 2m
Progress in 1 academic year	1y 6m	1y 9m	2y 5m	1y 4m	6m



- All year groups made progress in reading age within one academic year following WCR implementation.
- The largest gain was seen in the current Year 4 cohort (2020 group), improving by 2 years 5 months.
- The smallest gain was in the current Year 2 cohort (2022 group), with a gain of 6 months, although this cohort has not yet completed a full academic cycle (Autumn 2025 baseline). **ENQUIRY – Why have they not made as much progress? – Is this young age – their phonics teaching – delivery?**
- The average progress across all cohorts was approximately 1 year 6 months, exceeding expected chronological progress in most year groups.

Case study and pupil voice



Cohort: Year 6 (ALN)



Starting Point: Historically low reading attainment



Additional Support: LSA reading intervention

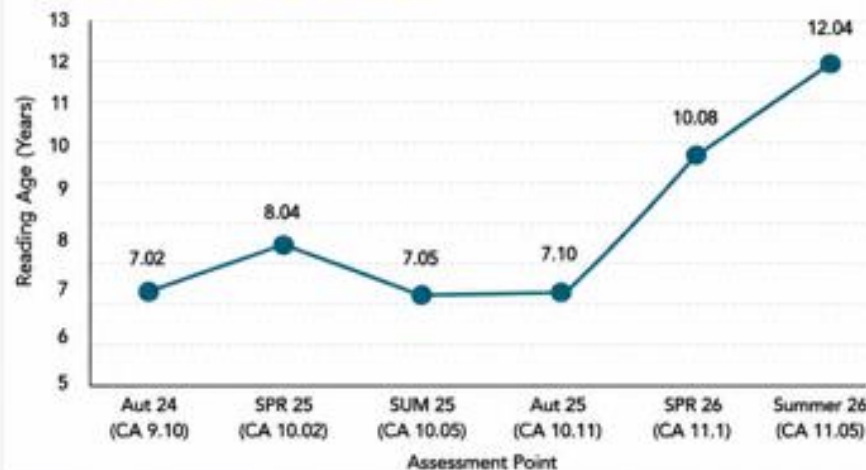
SUMMARY

LO joined the cohort with historically low reading attainment.

Prior to WCR they showed fluctuations across assessment points.

From the implementation of WCR and PKC Cymru they have shown a significant upward trend and are now reading above CA.

READING AGE PROGRESS OVER TIME



OVERALL IMPACT

**+4 YEARS
6 MONTHS
PROGRESS IN
READING AGE**

From 7.10 years (Aut 25)
to 12.04 years (Summer 26)

**NOW ABOVE
CHRONOLOGICAL AGE**

Reading age: 12.04
Chronological age: 11.05

ASSESSMENT HIGHLIGHTS



IMPACT OF WCR & PKC CYMRU



Exposure to high-quality texts has developed vocabulary, comprehension and inference skills.



PKC Cymru has strengthened background knowledge, improving understanding across a range of subjects.



Consistent discussion and retrieval practice through WCR has built confidence and engagement.



Progress is now strong and sustained, with reading age exceeding chronological age.

LEARNER VOICE



I like that we are all reading the same book, sometimes I don't know the words straight away but then I learn what they mean



NEXT STEPS

- Continue high-quality WCR sessions daily.
- Build on comprehension and inference through discussion and writing.
- Further develop stamina and independence in reading.
- Maintain pastoral support to sustain positive attitudes to learning.

Case study and pupil voice



Cohort: CA Summer 26 – Year 4
(9Y 7M)



Starting Point: Historically low reading attainment

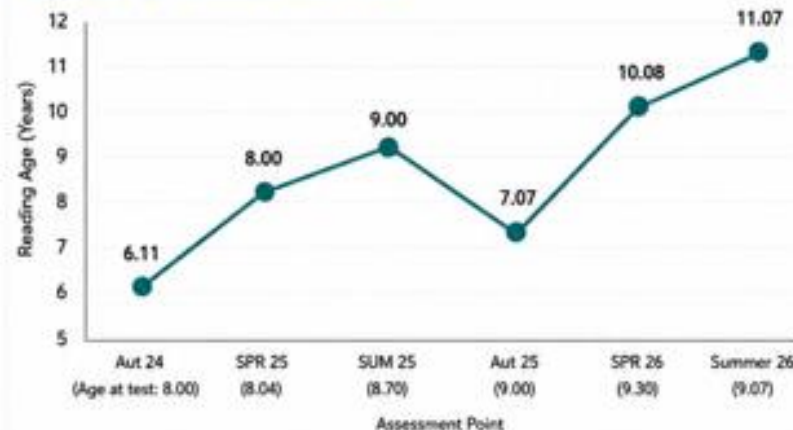


Additional Support: YPLA – emotional needs

SUMMARY

MB joined the cohort with historically low reading attainment and identified emotional needs. Since the implementation of Whole Class Reading (WCR) and the Primary Knowledge Curriculum Cymru (PKC Cymru), steady improvements have been recorded across all assessment points, moving from a below age-related reading age to now above chronological age.

READING AGE PROGRESS OVER TIME



OVERALL IMPACT

+4.00
YEARS PROGRESS
IN READING AGE

From 7.07 years (Aut 25)
to 11.07 years (Summer 26)

**NOW ABOVE
CHRONOLOGICAL AGE**

Reading age: 11.07
Chronological age: 9.07

ASSESSMENT HIGHLIGHTS



IMPACT OF WCR & PKC CYMRU



Exposure to high-quality texts has developed vocabulary, comprehension and inference skills.



PKC Cymru has strengthened background knowledge, improving understanding across a range of subjects.



Consistent discussion and retrieval practice through WCR has built confidence and engagement.



Pastoral support and a relational approach have helped remove barriers to learning and support emotional wellbeing.



Progress is now strong and sustained, with reading age exceeding chronological age.

LEARNER VOICE

“

I really like the texts we are reading in class and I like answering the questions with my partner and using scholar sentences.

”

NEXT STEPS

- Continue high-quality WCR sessions daily.
- Build on comprehension and inference through discussion and writing.
- Further develop stamina and independence in reading.
- Maintain pastoral support to sustain positive attitudes to learning.

Next Steps



01

Develop practice

Grow and learn across schools

02

Year 2 progress

Analyse delivery of WCR in year 2, scrutinise PC and SC scores and other NGRT data.

03

Target quick wins

Scrutinise data of those just below ARE.
Strategies/interventions needed?

Recapping the benefits of whole class reading

Whole Class Reading is essential for effective teaching and learning.

Key benefits include:

- **Higher-quality teaching** accessible to all students
- **Increased engagement** through shared experiences
- **Stronger progress** in reading and comprehension skills
- **Fewer low-value tasks**, allowing more time for meaningful activities
- **Equity in learning**, inclusive, ensuring all students benefit from rich texts

Transitioning to this method fosters an inclusive classroom environment, helping every child thrive in their reading journey. The positive impacts are supported by recent educational research, emphasizing the need for change in our reading instruction approaches.





Thank You

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