



Whole Class Reading: provision for both the Bottom 20% of readers and children working at a Greater Depth Standard.

Meeting the needs of the bottom 20% of readers.

With high expectations, plenty of targeted support and a whole load of positive encouragement, most children who are currently working below age related expectations will have the chance to make accelerated progress whilst taking part in whole class reading sessions.

Read Aloud

Although the point of a whole class session is to challenge - and as such you'd expect children to tackle most things independently during some parts of the lesson - children should have all aspects of the lesson modelled to them too. This applies to the actual reading itself.

"Reading aloud allows children to access high level texts, enables them to hear how unfamiliar language and sentence structures should sound and is proven to aid comprehension of a text; teachers should regularly read aloud to children. The [Teachers as Readers](#) project also found that hearing books read aloud gave children a model for their own independent reading. Children also benefit from opportunities to read aloud themselves."

Even if the text is difficult for them to read (decode) independently, by having it read aloud to them they have the opportunity to show that they understand (or comprehend) it, just as they might understand anything that is spoken to them. Repeated exposure to a text will aid with their increasing understanding of what is written.

Although this technique supports children who are currently lower attainers, it is worthwhile providing this opportunity to all children.

Group Work

Here we are essentially looking at a traditional guided reading session: teacher working with a group whilst the rest of the class are working independently.

What that 'working' looks like might differ. It could be any of the following:

- discussion about answers to questions leading to writing a group answer which the children can record.



- further shared reading (aloud) and more general discussion, possibly focusing on word meanings and ensuring a general understanding of the text before they then attempt to answer any comprehension questions.
- working with children on modified activities and/or with modified versions of the text (see below for more).
- allowing the children to work in pairs or as a group to collaboratively answer the questions without an adult present.

This approach means that, if you have an additional adult in class, there is the possibility of having two such groups on the go at any one time. Alternatively, the additional adult could attend to any needs that those working independently have, leaving the teacher to concentrate on the group. If you're lucky, your additional adult might even get on with giving feedback (written or verbal) to those children.

Alternative Response

This is the closest thing to traditional differentiation that we get - providing children with a modified activity **but one which still helps them to achieve the same objective as the rest of the class.**

To modify an activity, a few ideas:

- provide children with an extra glossary or vocabulary list with meanings - this should be specific to the excerpt and pre-prepared by the teacher. If the focus of the lesson was on finding the meanings of words using contextual or morphemic analysis then you might not do this, instead you could focus on the meanings of easier words.
- use a structure designed to help children. It involves encouraging children to ask questions of the text, to summarise the text and to order main points of the text, answering true or false questions as well as answering questions about the text. It's important that the final outcome of the activity matches the whole class objective.
- provide scaffolded structures for answers, for example: *I think _____ because the text says _____ this means that _____.*
- If the focus of the lesson is inference, create an activity that helps to scaffold children's inferences. This can be done by guiding children to consider vocabulary and information that can be retrieved before making inferences - [more about this here \(Scaffolding Inference\)](#). Higher attainers may not need these structures as they will have a similar internal, subconscious approach.

In addition to having a modified activity they might also have a modified text - it could be a shorter excerpt of what has been read as a whole class, or it could be a modified version made easier in some way to help them achieve the whole class objective. Any of above modified activities could be used in conjunction with a modified text.



Modelled Answers

Even if children have all worked on exactly the same written response activity, with no support from adults or peers, they can be very well supported if answers to the questions they have been working on are modelled.

The key here is that once answers have been modelled, either by other children or the teacher, whether verbally or in writing, that **children edit their existing answers to include the main points of the modelled answers**. With a regular, consistent approach to this, children will grow in their ability to give written answers to questions. This modelling may take place whole class or with group time.

Intervention

Whole class reading does not replace the need for intervention. Whilst whole class sessions can be focused on the children achieving a whole class objective, interventions can focus on children's individual and specific needs.

It might be the case that assessment of achievement in whole class reading sessions decides the content of interventions, or that interventions are a continuation of the work done in whole class sessions. On the other hand the interventions could focus on something as basic as phonics (if this is the case, it will be important that in whole class sessions that they hear the text read aloud and that perhaps they are given a shorter or modified excerpt to work with independently).

Providing Challenge For Children Working At Greater Depth

Remove all scaffolds

This is an obvious one. To be working at greater depth you would expect a child to be working independently. If you've been providing vocabulary definitions for the children then remove this and require that the children use contextual and morphemic analysis to work out word meanings. If you've been giving children prompts as to how to word an answer, remove these.

Answers with more detail

This will just be an extension of the skills required to be age-related but you might require children to find more pieces of evidence from the text, and to give more detailed explanations as to how the evidence they have found helps them to answer the question. Sometimes structures borrowed from secondary school can be helpful (ie PEE) but an over-reliance on structures is probably not what you'd expect of children working at greater depth. In a sense, what you are looking for here is that reasoning that we expect children to do when working in maths. Linked to this, you might look to set more difficult inference



questions, for example ones that might rely more heavily on prior knowledge*, than on what information is presented in the text (**all inferences rely on some amount of prior knowledge*).

Succinct answers

Time is at a premium particularly during statutory testing. If you want your greater depth children to have a chance of answering the questions about the third text well (KS2 SATs), then they're going to need a decent amount of time during the hour to do it. This time is only really available if children work quickly through the first two texts. But quick work can often mean mistakes are made, so we need to ensure that rather than rushing children are really good at giving succinct answers. Perhaps you could give a word limit on answers, or get children to edit their existing answers down so that they still communicate their understanding, but with an economy of words. This technique is part of the Reciprocal Reading approach.

Creative written responses

If children are already a dab hand at answering the whole range of comprehension questions (verbally or in writing) then ask them to produce a creative written piece in response to what they have read. Perhaps they could rewrite something in a different genre, write their own version of what they've read or write the next part of the story using clues from the text? You can specify as much or as little as you like as to the outcome, but you might want to stipulate that their writing demonstrates a reading skill, for example, that what they produce summarises all the main points of what they've read. See GDS intervention guide below.

Comparisons to other texts

Children working at greater depth should have the capacity to read several texts within a lesson, including the whole class text, and to respond by comparing them. This variety of texts could be provided by the teacher, or selected from the library by the children themselves. You might want to point them in a general direction by asking them to get books on a particular theme, or containing certain character types. You could make it really difficult and ask them to draw parallels between their current reading book and the class text - there may be very few links so this would really stretch their comparison skills. The outcome of an activity like this could be written or verbal and could be developed into a short presentation such as one entitled *If you like the class book, then you should also read...*

Creating aids for future reading

This could be done as more of an extension task. Children could read ahead looking for words and phrases that their peers might need clarification on. They could then access a computer to create an interactive whiteboard slide which contains word meanings, or



pictures of unfamiliar nouns, for the next lesson. This will encourage them to engage with the text thoughtfully and will also challenge their own vocabulary skills. Alternatively, they could create a set of questions, based on question stems and the reading domains (see Reading Roles for a way to get children really autonomous with this) which could then be used in the next lesson. Another extension task would be for children to predict the questions they are going to be asked once having read the text.

Read and respond to more

This is a simple tweak. Whereas lower attainers and your core group might be focusing on smaller chunks of text, children working at greater depth could be looking at large excerpts, or even whole chapters, particularly when it comes to summarising. For example, in the third text on the 2017 Reading KS2 test, questions were asked that require children to either skim or scan large parts of the text in order to locate information that would help them with providing an answer. This kind of exercise definitely builds resilience - our children working at greater depth can't get away with saying '*But there's nothing in the text to help me answer this!*'.

Book-based debate

Debate is a great way to get children responding to a text. It would require a certain amount of collaboration if children were to work in teams to develop an argument either for or against a notion proposed by the teacher. Alternatively children could debate one on one after spending some time developing their argument independently. Another option would be to get children to write a discussion text where they present both sides of an argument. To really push children on this, you could ask children to work together to come up with a notion based on the book or text they have read. For example, notions could be around whether or not a character acted morally, whether or not a character is good or bad, whether or not a character should do what they are contemplating doing.



Greater Depth Standard Intervention Guide.

Part 1 Reading the text	Mix up the way this is done! <ul style="list-style-type: none"> • Spread read- how far can they read in 2 minutes? Once finished, turn the text over and write down everything that they can remember. • Read as a group – teacher model a sentence, repeated by children or read as a chorus. • Read and answer – while children are reading, display 3 questions. One they have finished reading, answer questions without looking at the text. • Read aloud to partner.
Part 2 Discuss the PAFT	Discuss the purpose , audience , format and tone , using the text genre guides if needed. Can they explain how they know purpose? What clues are there that is aimed at a certain audience?
Part 3 Discuss general comprehension questions, focusing on word meaning, fact retrieval and inference.	Use the Bloom's Taxonomy guide for ideas.
Part 4 Deepening understanding and inferring (3 mark style question)	Discuss a three-mark style inference question and write up either a group or individually. <i>Eg. How do you think Mole was feeling at this point in the story? Refer to the text I your answer. What impression do you get of the character Mole?</i>
Part 5 Linking to writing/creating new text	Share ideas for new piece of writing, preferably linked to the question completed in part 4, to deepen understanding. <i>Eg. Write a tweet that Mole might send at this point in the story or write an internal monologue for Mole at this point in the story.</i>

Part 1

To begin with, read the text. Practising speed reading will get them used to quicker reading. You could do this as warm-ups in normal reading comprehension lessons too, which will make a big difference to their ability to read quickly while retaining what they've read.

Part 2:

In part 2, discuss the text including the purpose (to inform, to entertain, to persuade, etc.), the audience (teenagers, children, experts, etc.), the format (the features of the text, such as headlines, past tense, etc.) and the tone (formal and informal features, such as slang or the subjunctive). This will help them to get a good understanding of different texts and why they are written.

Part 3:

In the third section of the session, move on to general reading comprehension questions, including picking out the high-level vocabulary and fact retrieval (reciprocal reading clarify and question). Bloom's Taxonomy might be useful in this section, as the children are challenged to answer trickier questions and to think more deeply about the text (see Bloom's Taxonomy GR questions and Bloom's Taxonomy document).

Part 4

In the 4th part of the session, discuss a three-mark style inference question (generally in the style of 'What impression are you given of...?') and write answers. While this part may not seem that special for year 6, it feeds into the next part. Also, as these sessions are going to be done in years 3-6, children throughout KS2 will get practice with answering these types of questions and will be prepared for year 6. To make these questions more easy to access



for younger classes, I've also made some suggestions about what this section may look like further down the school.

Adapting for different year groups:

- Use more simple language
- Do as a group and write up on flip chart
- Provide the points and have the children find the quotes to back it up
- Provide a list of points/quotes and have children select the ones they think fit best
- Provide 2 characters and list of points. Children match impressions to the correct character.

Part 5:

Final part! In this section, the children use what they've discussed in the inference question to lead into a piece of writing. This can be enjoyed and lead into funny, imaginative writing. Having done so much discussion, the writing will be richer as they have more to draw from. Writing tweets come recommended as a) it is good for linking to informal writing, and b) it is very entertaining!

Some example of possible writing outcomes can be found below:

- Rewrite the story, changing it to a fantasy or futuristic setting
- Rewrite the ending of the story, changing it from happy to sad (or vice versa)
- Write a newspaper article about the main event in the text
- Choose a key issue from the text and write a debate/discussion/persuasive text about it
- Rewrite the story using different characters
- Rewrite the text for a different audience (formal/informal)
- Write a Trip Advisor review for the setting in the text
- Write a social media profile for a character
- Write a diary entry for the character
- Write a tweet to sum up how the character feels at a certain point in the text
- Create a story from just the title before the story is read (pre-story exercise)
- Compose a dialogue or monologue that will communicate the thoughts of the main character at given points in the story.

Below you can see some of the three-mark inference questions examples and writing outcomes to go with them.



Text	Question	Writing outcome
The Wind in the Willows	How was Mole feeling in the second paragraph? Use evidence from the text to support your answer.	Write a tweet (informal) from Mole at the end Write a monologue from Mole's point of view
Gulliver's Travels	How does the text support the impression that the Man Mountain is a giant in comparison to the people of Lilliput?	Write a CV for the Man Mountain Create own tenth solemn oath for Gulliver
Wind Cat	What impression do you get of the wind cat from lines 5-17? How does the poet create this impression?	Write a new description of the Wind Cat, this time making him friendly and playful.
The Secret Garden	Describe Mrs Medlock's attitude towards Mary using examples from the text.	Write a diary entry from the point of view of Mary.
A Letter to the Explorers Club	Do you think that Carl's letter would have convinced the Explorers Club to accept female members? Explain your answer.	Write a reply to Carl's letter. Do they agree or not? What action will you take?
Miss Peregrine's Home for Peculiar Children	What impression do you get of nature in this extract? Use examples from the text to explain your answer.	Rewrite the description of the house and its surroundings as Jacob's grandfather would have seen it. Make it seem as friendly as possible.

If the sessions have been done in the younger year groups, children throughout the school will arrive in year 6 with a love of reading and a good ability to analyse texts.