

Bleak Hill Primary School
Whole Class Reading



	Monday	Tuesday	Wednesday	Thursday	Friday
Main Teaching Focus	<p>LO: Orientation</p> <p>Predict: Discuss title (what do we think might happen? Why?)</p> <p>Retrieve Specific Information: Skim & Scan (Answers from the text)</p> <p>Interrogate the Text: Construct own questions about the text itself.</p> <p>Evaluate the Text: Answer one question regarding the text as a whole.</p>	<p>LO: Vocabulary</p> <p>Word Meaning: Clarify unfamiliar words and phrases</p> <p>Word Choice: Consider the impact these words and phrases have upon...</p> <p>The Text The Reader</p>	<p>LO: Higher Order Reading Skills</p> <p>Skill Focus: Deductive Reasoning Understanding based upon evidence taken from the text.</p> <p>How do we evidence and explain our answers using the text?</p> <p>Model how to answer to scaffold future written form:</p> <p>Answer Prove Explain</p> <p>Discuss deduction explicitly but link to inference where appropriate.</p>	<p>LO: Reading Skills</p> <p>Application – Using Known Text To check whether learners can apply a variety of skills and strategies in order to demonstrate their understanding of the text as a whole.</p> <p>Skills Check Key: [select appropriate to the needs of the group]</p> <p>[R] Retrieval of Specific Information [C] Sequence / Chronology [WK] Word Knowledge [WC] Word Choice [D] Deductive [I] Inference [E] Evaluative [S] Summative</p> <p>Scaffold written answers:</p>	<p>Cold Application</p> <p>Comprehension</p>

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				<ul style="list-style-type: none"> •Style of questions shown & academic language discussed [T] •Well-structured answers shared - modelled [T&L] •Immediate feedback given & peer marked – collaborative [T&L] •Independent answers reflected upon and improved – mirrored [L] <p>Consider SATs test language & vocabulary where appropriate.</p>	
Key Questions /Evaluations	<p>Predict (prior to reading): Share title. Discuss interpretations and predictions. Give reasons for their choices. What type of text might this be? Who</p>	<p>Reorientation Task:</p> <p>Vocabulary Session Discuss unknown /unfamiliar words: Children to work with a partner to highlight two</p>	<p>Recap and recall: problematic language from Tuesday's Vocabulary.</p> <p>Discuss Skill Focus: What is Deduction? What is the difference between</p>	<p>Skills Check Questions: [Responsive Teaching & Learning]</p> <p>2a: Give/explain the meaning of words in context. [Word Knowledge]</p>	

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	<p>might the audience be? Discuss interpretations and predictions. Give reasons for their choices.</p> <p>Orientate: Give the children the text. Model reading the text. Children to follow with their Reading Rulers. Discuss impact of this upon story & feelings.</p> <p>Retrieval Questions: Children to choose a question from the options. Focus on the question. Check understanding of the question. Children to skim and scan for the answers. Children underline the answer in pencil</p>	<p>words (in yellow) which they think are interesting and would like us to discuss in more detail. Teacher to select two words that the children are unable to select for discussion. Clarify and explore LEARNER choices. Who would like to share their first word? All children to locate and highlight. Children to make notes. Make links within the text re meaning and impact/effect. What impact does it have on you? What impact does it have on the text? Why has the writer chosen this specific word?</p>	<p>evidence/proof and clues? How will this affect the way we answer a question? Text based and use of P.E.P.E. point-evidence, point-evidence.</p> <p>Questions: Model and mirror questions with the children, thinking aloud and explaining answers and choices. Evaluative Question: Revisit and reflect upon the learners' answer from Monday and ask the children if they want to modify it? Why?</p> <p>Teacher to model the answering to this question.</p> <p>Link/compare/develop this answer based upon learners' initial answer.</p>	<p>2b: Retrieve and record information/identify key details from fiction and non-fiction. [Sign Posting] 2c: Summarise main ideas from more than one paragraph. 2d: Make inferences from the text/explain and justify inferences with evidence from the text. 2e: Predict what might happen from details stated and implied. 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole. 2g: Identify/explain how meaning is enhanced through</p>	
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	<p>and label with the correct number. Read around the questions.</p> <p>Interrogate: Reading partners to write own questions (to be answered by teacher on Tuesday).</p> <p>Evaluative Question: Display on WB –reading partners to discuss and answer (revisit on Wednesday)</p>	<p>Make links to wider vocabulary as appropriate and teach aspects of new vocabulary explicitly.</p>		<p>choice of words and phrases. [Word Choice]</p> <p>2h: Make comparisons within the text.</p>	
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