



Whole Class Reading

Our approach to Whole Class Reading has been carefully refined in partnership with the Yorkshire Endeavour English Hub, ensuring it reflects the most up-to-date research on reading development and the cultivation of a lifelong love of reading. We recognise that the ability to read with confidence, fluency and deep comprehension is one of the strongest predictors of future academic achievement and long-term success. For this reason, our Whole Class Reading curriculum is deliberately ambitious, structured and joyful.

Organisation

Whole Class Reading is introduced when pupils have completed their phonics programme, ensuring they can fully access a shared text. At Oakridge & Lealholm, this transition typically occurs midway through the Autumn Term, once pupils have secured the Phase 5 review.

Year 2 pupils are taught as a single Year 2 group, providing a clear bridge between phonics and early comprehension instruction.

Years 3–6 pupils are taught together as a whole class, enabling shared exposure to challenging texts, collective debate, and rich modelling of reading skills. Differentiation and scaffolding support younger learners appropriately.

Monday	Tuesday	Wednesday	Thursday	Friday
Fiction	Fiction	Fiction	Rounded Reader	Rounded Reader
Vocab	Vocab	Debate (15m)	Vocab	Vocab
Teacher as model	Fluency practice	Written answer (5m)	Teacher as model	Quick start
Text marking	Quick start		Text marking	Debate
Fluency practice	Partner Talk		Fluency practice	

Text Selection

To ensure breadth, challenge, and representation:

- Texts are pitched to challenge the most able readers, with careful consideration of content suitability for younger children—especially in the Autumn Term.
- Each term features a high-quality novel chosen to ignite interest and sometimes reinforce learning from foundation subjects.
- We adopt a ‘windows and mirrors’ approach:
 - Mirrors: texts that reflect our children’s own lives and experiences.
 - Windows: texts offering insight into different cultures, identities, and worldviews—vital given our isolated setting and limited local diversity.

- To secure a broad reading diet, every week includes either a rounded reader text for example a poem or a non-fiction text in addition to the core novel.
- One extract from the class novel – length depends on children’s level of development and complexity of text – and one additional text is used over a series of lessons in the week.

Assessment and Inclusion

Teachers use ongoing assessment—verbal responses, performance, questioning, and outcomes from the written response—to identify next steps and adjust support.

All pupils participate in Whole Class Reading. Scaffolds such as pre-teaching vocabulary, supporting adults, modelled responses, or adapted tasks ensure equitable access for every learner.

Teaching Approach

Whole Class Reading lessons follow a consistent, structured sequence to reduce cognitive load and increase independence. Fluency is prioritised as the bridge to comprehension, so pupils read aloud frequently, supported by the Reader’s Theatre approach:

Reader’s Theatre Steps

1. Adult as model
2. Echo reading
3. Text allocation
4. Repeated choral reading
5. Close reading
6. Text marking
7. Practice
8. Perform
9. Reflect

Comprehension

Understanding is monitored continuously through ‘*quick start*’ questions that check retrieval and clarify misconceptions promptly.

Vocabulary instruction is explicit and proactive (*taught, not caught*), ensuring clarity, precision, and pace while preventing the spread of misunderstandings.

Over the series of lessons, children respond to one question with a written answer. This question generally requires children to provide evidence from the text to support their response.

Prosody

Prosody is the rhythm, expression and melody of speech that helps written text sound like natural spoken language when read aloud. Children will be taught to read with prosody, focusing on the following aspects:

Prosody

Stress

When you say one part of a word or sentence a bit louder or stronger to show it is important.

Intonation

How your voice goes up and down to show feelings and meaning.

Pausing

When you stop for a short moment like taking a breath or stopping at a full stop.

Rate

How fast or slow you read.

Phrasing

When you group words together into chunks so they make sense

Oracy

Whole Class Reading is a key driver of oracy across the school. Through structured debate, discussion, and performance:

- Children learn to articulate viewpoints confidently.
- They explore issues raised within texts.
- They position themselves as active creators of meaning, not passive recipients.

Each sequence of lessons includes a class debate, enabling pupils to engage deeply with themes, characters, and ideas.