

What does a Whole Class Reading session look like?

At Essendine, from the end of Year 1 – 6, children receive whole class reading lessons, which build on the reading skills they have developed in EYFS and Year 1. The aim of this approach is to expose all children to high quality children's literature and texts, which expands their vocabulary and deepens their understanding of the texts they are reading. Through this approach, all children benefit from quality talk around a text and explicit teaching of a reading skill and vocabulary. Ultimately, it is an approach which ensures children engage positively and enthusiastically with fiction and non-fiction and become readers for life.

For each year group, a high-quality fiction and non-fiction text has been identified, which will be taught in the whole-class reading lessons. For example, whilst reading Shackleton's journey, year 5 will also read from Shackleton's journal. This ensures the children at Essendine have exposure to a range of texts.



At Essendine, each whole-class reading lesson follows a structure, which enables all children to develop their reading skills. At the beginning of each lesson, teachers pre-teach unfamiliar vocabulary, so that there are fewer barriers when reading a text for the first time. A key reading skill is then introduced, such as reading aloud with intonation or inferring from the text, this is carefully modelled by the teacher. The children will then have the opportunity to practise this skill during the independent part of the lesson. At least ten minutes of each lesson is devoted to children reading aloud, which is also a vital facet to becoming a skilled reader.

Lesson structure:

Most lessons follow this structure:

- Recall
- Pre-teach of new vocabulary
- Teacher models reading skill
- Reading aloud (10 minutes minimum)
- Independent activity based on the reading skill

Background knowledge

Some reading lessons will focus on building background knowledge. These lessons are designed to enable children to build mental models about particular topics and build a full coherent picture of what they are reading. These lessons focus on creating connections and building schemas.

Knowledge Organisers

Knowledge organisers have been produced for every year group and term, providing teachers with a concise and consistent overview of essential learning. Each knowledge organiser includes key vocabulary, text summaries, themes, questions to deepen understanding and important background knowledge. They serve as a practical teaching tool, supporting the systematic retention of core knowledge. Teachers also use the organisers to inform the creation of high-quality recall questions, ensuring that key information is revisited and securely embedded over time.

Marking and assessment:

Teachers acknowledge the children's learning and always consider their formative assessment, when planning subsequent lessons.

Rising stars is used to formally assess at the end of each term.