

Impact Statement

Whole Class Reading

Project/Intervention

To improve (written) reading comprehension by explicitly teaching skills and strategies in a whole class context.

Issues and Challenges

- Confidence / training of teachers
- Engagement of children (higher attainers who prefer independent reading / lower attainers who find it hard to keep up) and the need to promote reading for pleasure.
- Selection of texts and designing questions
- Mastery vs. differentiation
- Balancing group reading, independent reading and whole class reading sessions across the week.

Desired Outcomes

- Children are confident in using a range of skills to answer different types of comprehension questions in writing by the end of KS2.
- Children learn from each other in a whole class context.
- Teachers' model using a range of comprehension skills.
- Children read along with the teacher, increasing the vocabulary they are encountering.

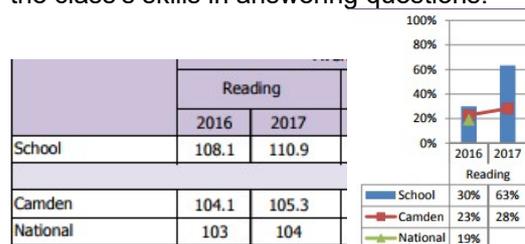
What we did

- Natalie observed in another school (Lea Valley Primary) who use a whole class reading approach in all classes, every day, using a class novel.
- Year 6 teachers (Natalie and Rosie) piloted whole class reading each day in the term before the KS2 SATs in preparation for the reading comprehension paper.
- We shared and discussed research: Education Endowment Foundation, which aggregates and analyses research in schools from across the country, found the following –
 “Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.”
 “On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.”
- However, we were mindful that we want children at Eleanor Palmer to read for pleasure and found this quote from David Didau, education writer and teacher, useful to bear in mind:
“There are several possible reasons why, despite our best intentions, so many young people don't read for pleasure. One is that if reading is too much like hard work it's unlikely to be fun”
- In lesson study trios, we planned a sequence of whole class reading sessions and observed the learning, tweaking future sessions in response.

- We shared lesson study findings in professional development meetings and agreed actions to be taken forward i.e. How many lessons per week, how to design/shape each lesson to suit different year groups.
- We continued to feedback and reflect on how whole class reading sessions were going and the impact they were having.
- Year 6 did more whole class reading sessions in the build up to KS2 SATs again, modifying the structure of the sessions in response to lesson study findings.

How we did

- Our KS2 results showed an average scaled score of 110.9, our progress was 6.65, both significantly above national, and borough averages. We had 63% of children reading at greater depth, which is largely cohort related but whole class is reading contributed to the class's skills in answering questions.



		Reading	
		2016	2017
School	Pupils included in measure	30	30
	% of total cohort with a score	100%	100%
	School progress score	3.46	6.65
	Confidence interval (+/-)	2.25	2.23
Camden	% of total cohort with a score	92%	95%
	Camden progress score	2.11	1.52
	Confidence interval (+/-)	0.33	0.33

- Through lesson study, we found that as with the mastery approach in maths, whole class reading is very inclusive and promotes oracy for all. Lower attaining children were able to engage with texts that would have been too challenging if read independently, and answer questions, building on the answers of other readers.
- Our CP review in January 2017 found, “High level questioning in lessons allows for accelerated learning and good pace, with lower attaining pupils engaged in high level learning.”
- Book looks showed that children made significant progress with reading comprehension as time when on. They were increasingly able to use sentence starters independently and to answer questions that involved more inference or justification.



What we learnt

- The right balance needs to be struck by each teacher to include independent reading, group reading and whole class reading, with a different proportion depending on the age/class.
- Most children found security in the repeated shape of the lesson and lower attainers quickly began to access and make progress with written comprehension.
- Higher attainers enjoyed poems or short stories that were 'sold' by the teacher as being exciting. The teacher's attitude is key to engagement... of course!

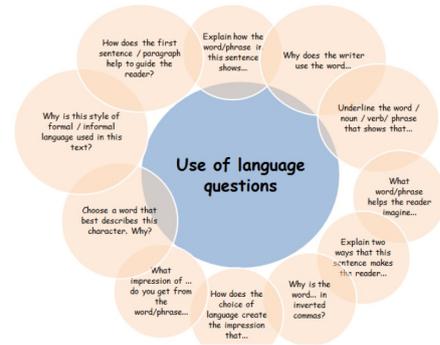
Next Steps

- Ensuring that we maintain high expectations of written answers, and share and mark these in the lesson.
- Share/keep track of books and texts used to avoid duplication and support new teachers.
- Assess gaps i.e. inference or authors' use of language (as is done all the time in Year 6), and plan accordingly.

Structure Purpose Language Audience Type

- How are ideas **organised** or laid out on the page?
- How are different points introduced, developed and concluded?
- Why did the writer write this? to persuade, entertain, inform, evaluate, instruct...
- What did the writer want the **reader** to think or feel?
- What style of language is used? Why?
- What tone is used? Is it formal or informal?
- Are any particular language ? Why?
- Who might read this? What is their age and what interests do they have?
- What **genre** of text is this? Is it a letter, story, report, leaflet... etc.?

.This is a Legend say 'folk'. And it old days, both as it is a Legend



...the girl has changed he had been etc

prettiest and now she was pale and thin and weep.

- The word, Bager mean that they want their daughter to liver. They want the green mist to come
- It gives the reader the impression that the green mist moves slowly like a wave. It covers the land making their

Why does the author compare her to an 'early-blooming flower'? (2 marks)

How does the author show that the snow hangs around for a long time? (1 mark)

Which two things has the author described using personification?

What does this mean? (2 marks)

How has the author shown that the mother is uncomfortable with what her daughter said? (2 marks)

1) The author compares her to a 'early blooming flower' because she is ~~weak~~ and more lifeless. Like an early blooming flower because it opens and then dies because it was a false spring.

Some of our pupils say:-

"I like it because it's about sharing books with people. It gives you suggestions for what to read," Georgia, Y4.

"It's good because it's helpful for children and for teachers to hear others' opinions. A con could be that sometimes if I'm really into my own book, I need to read at other times like play time," Django, Y5.

"It's interesting to work out what words might mean, and to hear the story in your head and out loud at the same time!" Malachy, Y4.

Some of our pupils say:-

"You have to answer questions afterwards which can be hard and puts some people off, but it's good for your reading," Kaylen, Y5.

"It's different from other kinds of reading because there's questions that mean that you have to think about it, how to explain it and how to start your sentences," Jessica J, Y4.

"It helps you to follow along," Martino, Y5.

"It's like story time but you're doing it yourself!" Degan, Y4.