

# Introduction to Enjoy Whole Class Reading

‘Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.’

(National curriculum for English)

The importance of developing a love of reading is constantly referred to throughout the National Curriculum for English. One of its paramount aims is that children should become ‘independent, fluent and enthusiastic readers who read widely and frequently’. It is expected that even when pupils become independent readers teachers should share texts with them, reading aloud to them, and that this practice ‘should include whole books so that they meet books and authors that they might not choose to read themselves.’ The quality novels in the **Enjoy Whole Class Reading** series will help educators meet this curriculum expectation.

**Enjoy Whole Class Reading** Teacher notes provide guidance for improving reading skills through studying whole novels with the class. Schools approach the teaching of reading in a myriad of ways. Many schools use whole texts for reading instruction, but there is huge variation in the structure, timing and quantity of timetabled reading sessions in every school. With this in mind, this teaching resource allows for a wide degree of flexibility, allowing teachers to adapt the structure easily to fit their needs.

## Criteria for selecting titles

---

Titles in the **Enjoy Whole Class Reading** series include a range of highly rated popular titles and modern classics. All texts are age appropriate with a level of challenge suitable for extending the understanding of pupils of varying abilities within a class.

## Inside the Teacher notes

---

Teacher notes contain the following accompanying guidance:

- Brief information on the author (and illustrator, if relevant)
- A book summary: a quick overview of the story
- A chapter synopsis: this section breaks the book down into chapters to help familiarise teachers with unknown texts
- Lesson plans for the whole story, with activities to develop reading skills
- Reviewing the novel: a selection of activities to help pupils discuss independently the content of the novel
- Follow-up activities: suggestions for using the text as a stimulus for writing, or activities linked to other areas of the curriculum
- PCMs: Photocopiable worksheets are provided to support some independent tasks or follow-up activities
- Medium-term overview: a list of national curriculum reading objectives linked to lesson plans.

# Organising whole class reading lessons

---

## Adapting lessons

Lessons are provided for the entire novel. Schools may choose to split one lesson over two sessions to suit the length of their timetabled reading sessions. The number of lessons provided for each novel varies depending on the length of the novel. Longer, more challenging novels are accompanied by more lessons. It is important that pupils read the whole novel; however, teachers may restructure the teaching unit so that pupils read some sections independently. Other sections may be read without doing the associated lesson and activities. The medium-term plan at the end of the Teacher notes outlines objectives covered throughout the unit. Teachers can refer to this to ensure appropriate objective coverage for their class if they are adapting the planning. Recap questions at the beginning of reading lessons help teachers to monitor pupils' understanding of any independent reading.

## Pre-reading

The first lesson begins with an introduction to the novel by exploring the cover and blurb. After this, all lessons begin with a question requiring pupils to recap text previously read. This consolidates understanding of the story so far and reviews key events. This is followed by a vocabulary check: a short list featuring words which may be challenging or unknown to pupils. Teachers should check and discuss pupils' understanding of these words to enhance comprehension of the text and develop their vocabulary. If time allows, lessons may be extended by applying more focus to vocabulary, for example, pupils may find definitions in a dictionary or practise using new words in sentences.

## Reading

The teacher reads a section of the text aloud to pupils, modelling fluency, expression and intonation. The selected section will usually require ten to twenty minutes' reading time and is often a chapter. This part of the lesson should always involve some teacher modelling; however, teachers may want to vary whether they read the whole of the specified text aloud or incorporate other reading methods in order to encourage pupil participation and engagement. The following strategies also provide teachers with an opportunity to monitor fluency. Depending on the skills, abilities and needs of the pupils, teachers could read the beginning few pages of the section and then:

- Select pupils to read portions of the text aloud to the rest of the class.
- Ask pupils to read the remainder of the specified section independently and silently.
- Choose to listen to selected pupils, checking fluency, while others continue reading independently.
- Use the 'Drop in' technique, where the teacher reads aloud fluently, but suddenly pauses at various points for the class to say the next word, thereby encouraging them to track the text.
- Have pupils read in pairs, alternating paragraphs or pages.

During reading, pupils may encounter words they do not know or ideas they are unclear about. Teachers should use their discretion when deciding whether it is important to stop reading and interrupt the flow of the story to discuss aspects of it. Wherever possible, pupils should have the opportunity to experience and enjoy the whole of the specified text before any detailed analysis.

## **Lesson focus**

All the lessons help to develop a variety of reading skills, with a concentration on one objective in particular. This objective is called the focus objective. This ensures that different aspects of comprehension are developed and reinforced while reading the text. By applying a specific focus in each lesson, teachers are able to target their teaching and assess understanding. The focus objective is suitable for pupils of all abilities. Suggestions for support and extension are provided within each lesson plan. They offer opportunities for differentiation: support activities are for pupils who have a lower reading age; extension activities are for those with a higher reading age.

## **Modelled task**

Tasks relating to the focus objective are modelled by teachers to provide clear instruction and example, before pupils are asked to attempt a similar task independently. Tasks may involve a range of activities, such as answering questions; drama; discussion; recording observations; group work; or paired work.

## **Main activity**

This activity is suitable for the majority of the class and is similar in format to the modelled task. Pupils are expected to practise what has been demonstrated, reinforcing their understanding of the focus objective.

## **Support**

Support activities are similar to the main activity but are adapted to be slightly easier. Support activities are suitable for pupils who are below age-related expectations or who demonstrate unclear understanding of the text or task. Support activities may be tackled independently or with the help of a teacher or TA.

## **Extension**

Extension activities are similar to the main activity but are adapted to provide more challenge for pupils performing above age-related expectations. These activities are also suitable for pupils who complete the main activity before others. Extension activities may need further teacher explanation and discussion to aid understanding.

## Reviewing the novel: discussion with teacher support

In the National Curriculum for English the importance of children being able to discuss their thoughts is clear. It states that children should use ‘discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas’.

In the final lesson, pupils are given the chance to discuss and review the book. The aim is that children should learn to discuss their thoughts eloquently, expressing their viewpoint. During this session, teachers can help pupils explore themes and discuss the conventions associated with the style and genre of the story. Pupils are also expected to consider whether they would recommend the book to their peers and justify their views. The ‘Book talk’ question prompts direct the conversation, helping pupils to talk about the book. These could be cut out and shared between pairs or groups of pupils. Following this, children could take it in turns to ask and answer questions about the story.

Discussion will reveal a lot more than just the children’s ability to voice their views sensibly. Teachers will be able to see whether or not the children have good general comprehension of the story, or if they can justify their views using evidence from the story.

## Follow-up activities

Suggestions are given for literacy activities linked to the text, or extension work in other curriculum areas.

## Assessment

Over the course of the novel study, there are many lessons which have a written outcome linked to the focus objective. This means that pupils build a bank of written work linked to specified reading objectives which teachers can use for assessment. A medium-term planning sheet, which shows objective coverage linked to lessons, is provided at the end of the Teacher notes.

## A final word

Reading ‘feeds pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds’.

(National curriculum for English)

The exciting range of literature and the associated Teacher notes provided in our **Enjoy Whole Class Reading** series will help your pupils achieve the foremost goals of the reading curriculum: to ensure that children read with confidence and understanding, and fundamentally, ‘to establish an appreciation and love of reading’.

## Lesson 10: Chapters 5 and 6 (pages 114–127)

<b>Pre-reading</b>	<p><b>Recap:</b> Who does Finn escape from? (<i>Mr Plinker.</i>)</p> <p><b>Vocabulary check:</b> reek, clamour, interweaving, smidgen</p>
<b>Reading</b>	<p>Read <b>Chapters 5 and 6 (pages 114–127)</b> aloud to pupils, modelling fluency, expression and intonation. Teachers may wish to use some of the ideas described in the introduction to these Teacher notes to encourage pupil engagement and participation.</p>
<b>Lesson focus</b>	<p><b>Objective 15:</b> understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, personification, imagery, style and effect</p>
<b>Modelled task</b>	<p>Explain that imagery is the words the author uses to build a picture in the reader’s mind, using language that appeals to as many of the reader’s senses as possible (not just sight).</p> <p>Ask pupils to identify the senses: touch, smell, sight, hearing, taste.</p> <p>Look at the first two paragraphs on page 114. Model how to find and copy examples of imagery used to describe the ‘reek and clamour’ of the city of London: For example:</p> <p><i>Down here in the streets it was deafening.</i></p> <p><i>The smell hit her too and she almost fainted. It lay over the streets like a blanket.</i></p> <p><i>And just as... so the stink of London was made up of a million interweaving pongs...</i></p> <p>Review the list of imagery. Ask:</p> <ul style="list-style-type: none"> <li>• Which senses does the author appeal to with each description? Can you identify similes or metaphors?</li> </ul>
<b>Main activity</b>	<ul style="list-style-type: none"> <li>• Look at pages 114–117 and find and copy more examples of imagery used to describe the ‘reek and clamour’ of the city of London.</li> </ul> <p>Remind pupils these phrases can be linked to any of the senses.</p>
<b>Support</b>	<ul style="list-style-type: none"> <li>• Look at pages 116–117 and find and copy phrases which describe the sounds Lily could hear.</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Look through the rest of the chapter and find and copy examples of imagery used to convey the ‘reek and clamour’ of the city of London.</li> <li>• Identify the sense the imagery links to in brackets. For example: <i>Horse muck mingled with lavender.</i> (Smell)</li> </ul>

## Medium-term plan: Objective coverage

Objective	Lesson
1. retrieve and record information	9,16
2. clarify – checking that a text makes sense, demonstrating understanding through discussion and exploring the meaning of words in context	11,14
3. identify how language, structure and presentation contribute to meaning	1,13
4. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	2,6,20
5. ask questions to provide clarification and deepen understanding of a text	7
6. summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	5,18,12
7. predict what might happen from details stated and implied	3,18
8. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	8,17
9. recommend books that they have read to their peers, giving reasons for their choices	21
10. participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	21
11. provide reasoned justifications for their views	19
12. identify and discuss themes and conventions	21
13. compare characters, settings, themes and other aspects of texts	15
14. consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text	4
15. understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, personification, imagery, style and effect	10