



KEY STAGE TWO

WHOLE CLASS SHARED READING

Rationale:

At Broomhill Primary School, we understand the significance of reading in every aspect of life. We want all our children to leave primary school as confident, enthusiastic and skilled readers. We believe that children must be supported adequately in their reading journey throughout primary school. The whole class shared reading sessions ensure that our KS2 children are still 'taught' reading, whilst promoting the enjoyment of reading across classes. These sessions are built upon the foundations of our **reading skills progression document** and therefore, they are structured to develop skills in decoding, vocabulary explanation, retrieval, inference and to promote an understanding of authorial intent.

Structure:

Years 3, 4, 5 and 6 follow a consistent structure each week.





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| Monday | Read the same text aloud and embed high quality discussion | Explain Questions |
| Tuesday | | Retrieve Questions |
| Wednesday | | Infer Questions |
| Thursday | | Choice Questions |

The texts selected are at a level which is challenging for the children working at the expected standard within a year group. They will be linked to topics or important events in society, so that children are building their knowledge through their reading, whilst developing their reading skills. For example, week 1 may be an extract from a novel, week 2 may be an information leaflet about mental health for mental health week and week 3 may be a newspaper article about Vikings. This also ensures that children are accessing a wide range of reading genres and formats.

Presentation:

- ✓ Text stuck in shared reading books every Monday
- ✓ Questions stuck in daily
- ✓ Answers written neatly beneath each question sheet
- ✓ Children to self-mark during whole class feedback session

Example Question Stems:

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|  <p><u>Explain</u> <u>Vocabulary</u></p> | <ol style="list-style-type: none"> 1) Find and copy a word/phrase/sentence that means/shows... 2) Circle/underline/find the word closest in meaning to... 3) What does the word X mean in this sentence/paragraph? 4) Find a synonym/antonym for X. 5) Find 2 synonyms within one sentence/paragraph. 6) What do you think the word/phrase X means and why? 7) What word could replace the word X? 8) What does X word imply about X? |
|  <p><u>Retrieve</u></p> | <ol style="list-style-type: none"> 1) Number the facts/events in the order they happen from 1-5 2) Find one/two/three examples to show... 3) State whether the statements are True or False 4) State whether the statements are Fact or Opinion 5) Write down one/two/three things you are told about... 6) What/Where/When/Who questions 7) Summarise the main idea 8) Predict what might happen |
|  <p><u>Infer</u></p> | <ol style="list-style-type: none"> 1) Why do you think...? 2) Give one/two/three reasons why... 3) How do you know X was feeling X? 4) How was X feeling? 5) Look at X paragraph, what does this show you about X? 6) What impression do you get from the character/setting etc.? 7) Write what the character is thinking/feeling at a certain point. 8) What evidence is there to make you think... |
|  <p><u>Authorial</u> <u>Choice</u></p> | <ol style="list-style-type: none"> 1) Find an example of X feature. 2) Why has the author chosen to use X feature? 3) What impact does X have on the reader? 4) How does X help the reader? 5) What is the effect of the word/sentence X? 6) What is the most important word/sentence in X? 7) How does the structure help the reader? 8) What did you like/dislike and why? |