

CLPA Whole Class Reading Vision/Motto

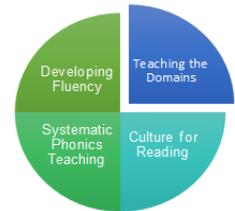
We want all of our children to be prolific readers as 'A child who reads is an adult who thinks'. We fully endorse the principles of the [DfE's Reading framework](#) where language rich discussion and questioning are pivotal to developing readers.



CLPA Reading Curriculum

The Colley Lane Primary Academy (CLPA) reading curriculum is a holistic whole school approach. Its purpose is to ensure that pupils can read efficiently, access ambitious texts and develop a love of reading. These are the essential parts of the approach:

- Systematic and brilliant phonics teaching (decoding)
- Individual reading books match to sounds/ability through teacher support and Accelerated Reader (fluency and comprehension)
- Regular 121 or small group reading with an adult in school (fluency)
- Whole Class Reading (WCR) teaching approach with ambitious and interesting texts (domains & culture)
- Whole school culture for reading (environment, parental input, rewards, etc)



CLPA Whole Class Reading - Key Dynamic Processes / Phases

Y1-5*: 4 sessions per week; Y6: 3 sessions per week until SATs then minimum of 4 per week.

Engage, Connect and Compare	Exploration of the book's context, author and key conventions with opportunities for verbal and written predictions and other written work.
Explore and Prepare	At certain key chapters or sections of a whole class text, additional preparatory work may need to be completed before reading that section. This might include a discussion on important themes, vocabulary or questions that have built up, etc. Teachers should decide whether it is required or not.
Enjoy and Investigate	This is the core WCR phase where the text is read as a class. Teachers engender a love of reading through modelling high quality reading, questioning and enquiry which leads to stimulating class discussion on the book. All sessions should display key tricky vocabulary for children to discuss and refer to through the lesson as required and pose a Big Question to discuss and review.
Evaluate and Review	Assessing children's understanding and next step learning needs is critical. Formative assessment is conducted in all lessons through questioning, reviews and written work and should feed forward into the next day's lesson. In addition to the formal assessment each term, at the end of a book children should review and/or compare it through discussion and written book reviews / critiques.

***Year 5 to decrease WCR sessions to 3 in the Summer term and increase Reading Comprehension / Domains to 2 sessions per week.**