

WAT Whole Class Reading Vision/Motto

A child who reads will be an adult who thinks...

Reading is the door to creativity and greater knowledge. By inspiring children through books, we promote a love of reading and empower our children to become lifelong readers. Books are a gateway to other worlds and the opening of imaginations which increases our children's contextualised understanding of the world empowered by an expanding vocabulary.



WAT Reading Curriculum

The WAT reading curriculum is a holistic whole school approach which focuses on the development of fluency, a culture for reading, knowledge and understanding of the world, and the development of analytical comprehension skills taught through the domains.



Our family of schools have daily phonics teaching, regular 1:1 reading and daily WCR lesson. WCR will have 4 days of Dynamic Whole Class Reading and 1 day of Formal Domain Teaching.

WAT Whole Class Dynamic Reading

Daily whole class reading of rich texts (see WAT Reading Spine) are a core focus for supporting this development and consists of five reading foci.

Engage, Connect and Compare

Before reading the whole class text, children will explore the hinterland of the book by spending time reviewing the context (e.g. historical, social, setting, characters), key vocabulary, the author, and the blurb of the book.

Explore and Prepare

This should be where we pre-teach additional vocabulary that is significant in a section of a book, or consider authorial devices, character or plot development as required. It should also set a big question to be explored in a chapter or review a previous big question.

Enjoy and Investigate

This is the core part of the lesson where the big question for the next section of the book is looked at. In line with the Explore and Model phase of the T&L cycle, the teacher models high quality reading of the text using intonation and expression (prosody) reading and share reading with children to develop fluency. Questions linked to a variety of reading domains are explored and discussed. Teachers model their thinking when answering questions both verbally and in written form as appropriate.

Evaluate and Review

Throughout the lesson, formative evaluation and assessment of pupil understanding is carried out by the teacher. Feed-forward actions are annotated for the next lesson accordingly.

Formal Domain Teaching

One reading lesson a week (Year 6 can be two per week), is given over to the formal teaching of responding to test style questions. Children should be taught how to answer reading comprehensions effectively using the domains. The 'Formal Domain' teaching does not use the whole class text, but ensures children see unfamiliar short extracts of writing as they would in formal testing. Contextualised linkages to the whole class text, should, where possible, be sought to ensure cultural capital and word understanding are layered upon.