

KS2 Weekly WCR Planning Overview



Monday	Tuesday	Wednesday	Thursday	Friday
Modelled read and book talk	Teacher 'thinking aloud' about thoughts and feelings of characters	Reading and stopping for comprehension points Shared reading and Reading Skill		Reading for pleasure
Pre-teach vocabulary that will be unfamiliar to the children so that when they meet it in context there is not a barrier to comprehension	Teacher models the prosody and fluency in first paragraph Retrieval of key vocab prior to reading	Key skill focus - scaffolded in Week 1, gradually reducing and minimal by Week 3		Children's own choices to read a book that interests them.
Teacher introduces extract alongside a personal response (verbal summary of underlying themes) <i>"I love this book as it always reminds me how important friends are to me..." etc.</i>	One key focus reading skill. Teacher models 'thinking and wondering aloud' (this can scaffold the thinking for the inference or explain questions for Thursday/Friday respectively)	Teacher and pupils use the Widdien shared vocabulary when discussing the text.		Modelling how to make book choices
		Modelling of how to annotate text for the reading skill focus (<i>EEF Improving Literacy, 2021</i>)		Sharing good reads and recommendations
Class prediction prior to reading				the 'Rights of a Reader'
Read the book with engaging pace and intonation, simultaneously showing illustrations	FASE reading in pairs. (<i>EEF Improving Literacy, 2021</i>) Pupils are accountable for their reading by highlighting evidence for the 'big idea'	AIR reading in pairs. (<i>EEF Improving Literacy, 2021</i>) Pupils are accountable for their reading by highlighting evidence for the key skill	AIR reading - independent (<i>Doug Lemov, RR</i>)	Pupils experience a range of opportunities to read widely including across the curriculum, to hear from authors, visit the library and the school bus library
Book talk: Likes/Dislikes/Puzzles/Patterns (TP Scribe on grid for future reference if available) (<i>Aiden Chambers, Book Talk</i>)	Class discussion/oral questioning about what was highlighted by pairs "What did you highlight and	Pupils complete a task based on but not limited to the area of focus	Pupils complete 5 comprehension questions based on but not limited to the area of focus	

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To take place at a regular time of day without distraction				