




# Whole Class Reading

# Reading with RIC




- This approach is mostly based on the class reading book.
- Classes still engage with other shorter genres too like poems and newspapers.
- Fewer, targeted questions to cover the different kinds of questions.
- The focus is on how to answer questions, rather than answering lots of them

Questions can be split into three main styles  
(retrieval, inference and author's choice / prediction)

Key Stage 1		
Retrieve	1a	Draw on knowledge of vocabulary to understand texts
	1b	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
	1c	Identify and explain the sequence of events in texts
Infer	1d	Make inferences from the text
Predict	1e	Predict what might happen on the basis of what has been read so far

	<b>Retrieve</b> e.g. What has happened to Gregory?
	<b>Infer</b> e.g. How do you know that the shelf is high up? (p.201)
	<b>Can you predict...</b> e.g. Why has the author chosen to write the final 'soup' in italics on page 202?




Example

Reading Detectives		
	Retrieve	What animal did Jessy see on her way home? Tick (✓) <b>one</b> . a mother duck <input type="checkbox"/> a chicken <input type="checkbox"/> a baby duck <input type="checkbox"/> a lost dog <input type="checkbox"/>
	Infer	Why was Jessy tired? _____
	Predict	What do you think Jessy will do when she gets home? _____

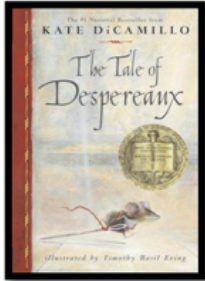



In Reception and early Year 1, the answers are likely to be mostly verbal. Observations of answers could be noted down for evidence of reading comprehension. By the end of Year 1, the answers should be written down, even if only for a couple of questions.

## Key Stage 2

Retrieve	2a	Give / explain the meaning of words in context (vocabulary)
	2b	Retrieve and record information (fiction and non-fiction)
	2c	Summarise main ideas from more than one paragraph
Infer	2d	Make inferences from the text and justify with evidence from the text
	2e	Predict what might happen from details stated and implied
	2f	Identify or explain how information or content is related and contributes to the meaning
	2h	Make comparisons within the text
Choose	2g	Identify or explain how meaning is enhanced through choice of words and phrases

	<b>Retrieve</b> e.g. What has happened to Gregory?
<b>DECODE</b> 	<b>Infer</b> e.g. How do you know that the shelf is high up? (p.201)
	<b>Choose</b> e.g. Why has the author chosen to write the final 'soup' in italics on page 202?

Example

The Tale of Despereaux	Reading with Ric		
		<b>Retrieve</b>	What does cook believe should happen to mice? (1 mark)
	<b>DECODE</b> 	<b>Infer</b>	On page 176, what makes you think Mig has a hearing problem? Give evidence from the text to support your answer. (2 marks)
		<b>Choose</b>	Why do you think the author keeps using rhetorical questions? (1 mark)

In Year 2-6, the answers will be written. The children only answer a few questions and the teacher models the answers on the board and discuss what the children have written.

It could be in their book; it might follow whiteboard work or children could work on their answer in a pair.

### Tricky vocabulary in the KS2 SATs

- What advice did the character give?
- What conclusions can you draw from this?
- What event inspired the character to...?
- Which word is closest in meaning to...?
- How can you tell ... from his actions?
- Look at the section headed...?
- What impression do you get of...?