

Teaching of Reading

Pulling the inference training strategies together and how they fit with our delivery of Literacy.

Whole Class Teaching/Literacy lessons

Purpose: to develop comprehension skills through the teaching of reading strategies and embedding their use.

Teach the reading strategies – focus on 2 per half term. For it to become an automatic strategy, it must be modeled and practiced around 7 – 9 times:

- **Background knowledge** – how a reader uses what they already know about a topic or word to help construct the meaning of a text. (E.g. The title is room 13 – I know 13 is an unlucky number so maybe something unlucky happens in this room or the room is unlucky).
- **Predict/Ask questions/Wonder** - what questions pop in your head and what do you think might happen or what does it make you wonder (e.g. She was happy to be invited – where was she invited? Did she think she might not be invited? What was she invited to? Who invited her?)
- **Visualise** – what picture do you get in your head? What is happening?
- **Inference** – using clues from the text to develop understanding of what is happening.
- **Spot meaning breakdown and repair** – identify words that are not known or that they are unfamiliar with. Using different ways to figure out what the words mean – read back the sentences just before and just after (using visualisation of what is happening to help see what is happening), using a dictionary, completing a word learning mat to understand a word.
- **Put VIP words together and build a gist** – identify the key words in the text that then gives you the idea of what has happened. For this strategy you can also develop the children's ability to summarise key events from the text and talk about the main things that have happened (characters, key actions, etc).

Where the teaching of these strategies can fit in unit sequence:

- WAGOLL lesson, where children generate the rubric – model breaking down and repair strategies (identifying words and showing how we can find meaning). Model other key strategy to be used (if your focus is not on this strategy and model how you have used this strategy as a good reader). Children can then explore the language and find out what key words mean – this can support them magpieing vocabulary to use in their own pieces of writing. Allow time for the vocabulary to be explored. Children can then identify the features of the text (structural, sentence level and word level – with more understanding of the vocabulary used in this text type).
- Skills lessons – focus on one of the reading strategies in one of the skills lessons before writing first draft. Model using the strategy and provide opportunities for children in groups, pairs then ultimately individually to use the strategy for a piece of text (could be the WAGOLL or another example of this text type).
- Between units – some stand alone lessons with main focus on reading strategies – this could be near the end of a half term, when 2 strategies should have been taught, allow time to practise using this strategy/these strategies.

Guided Reading and Basic Skills time

Purpose: to develop comprehension skills through the teaching of reading strategies and embedding their use.

Before the group has guided reading with the adult, time must be planned in for the children to 'prepare' for it.

Preparing for guided reading:

- Pre-reading of the text – adult to read the text first, then time for the children to read the text independently before guided reading.
- Children to annotate the text with a focus on the strategy being taught (ensures allowing time to practise the strategy: 7-9 opportunities needed for it to become automatic).
- Children to then create a list of questions about the text – these questions form the guided reading discussion. Use of the question stems/starters to support.

Guided reading with an adult:

- Children bring their preparations to the guided reading session.
- Adult to have in mind one or two key questions, linked to a strategy to teach and develop.
- Use the questions generated by the children to guide the discussion alongside the key question, using the reading strategies to unpick the text.
- Add notes to classroom monitor in the session based on the discussions (no written evidence required, although children can write responses to key question before and/or after discussion if appropriate).

Other activities to develop the teaching of reading:

These are suggested independent activities that can be completed during the week in order to support developing reading in the classroom – at least 2 should be used in addition to guided reading and guided reading preparation time.

- **Reading for pleasure/fun.**
Purpose: to promote a love and enjoyment for reading.
Allow children time to read an age-appropriate and reading level appropriate book. Children to then complete a book review. These can then be used by other children to help them make choices about what to read.
- **Think Aloud work.**
Purpose: to develop reading comprehension skills by practising using a reading strategy.
Children to have a section of text and use the key strategy being taught/ focused on to annotate the text.
- **Vocabulary work.**
Purpose: to develop reading comprehension skills by practising using a reading strategy.
Develop the strategy of 'spot meaning breakdown and repair'. Children to look through the guided reading text (or WAGOLL for unit of work) and identify unknown or unfamiliar words – complete a word learning mat to help explore and develop understanding of the word.
- **Summarising work.**
Purpose: to develop reading comprehension skills by practising using a reading strategy.
Children to have a short extract of text and need to summarise it. Could have 3 already done and children have to choose the best and explain why it is the best summary. Use the 5 finger summary.
- **Partner reading.**
Purpose: to develop reading fluency and confidence. Children to read the same text with a partner – read out loud and talk about it.
- **Visualisation work.**
Purpose: to develop the use of a reading strategy to develop comprehension and allow this strategy to become embedded.

Children to have a section of text and need to draw a picture of what they picture from it.

- these are not the only activities that can be part of a carousel of activities, they are some suggestions. Ensure all activities have a purpose to help develop children's reading and this purpose should be shared with the children so they understand how the activity is helping them and why they are doing it.
- Phonics intervention should be planned in KS2 for children to develop decoding skills and in KS1 phonics is taught separately to guided reading time. Evidence of developing reading strategies can be more verbal and some text extracts could be read/recorded for the children.

Whole class reading:

Purpose: develop an enjoyment for reading, expose the children to a range of vocabulary rich texts and engaging in discussions about a text.

Time should be planned in for an adult to read to the children (at least 3 times a week, ideally daily) – text chosen from the Stephenson Memorial Reading Spine. This ensures the texts the children are exposed to are rich in vocabulary and develops progressively across the school. Children to show active listening and develop active listening skills in this time. Discussions about the text at the end of reading – what has happened? Summarise the chapter/pages/paragraph, talk about vocabulary, talk about what pictures we have in our heads.

Tracking Reading Progress and Reading Intervention:

To track reading the following should be complete for every child in the class (in addition to classroom monitor assessment):

- *New Salford Reading test* – this provides a reading age for the children. This test should be complete at 2 points in the year for every child: September to see a baseline and then in January to see progress. For children whose reading age is behind, this should be completed at the end of any intervention and in the Summer term.
- *YARC reading analysis* – this focuses on comprehension and can reveal your good decoders and poor comprehenders. This should be done at the end of the Summer term for whole class to identify intervention for the following academic year, then repeated in January during the academic year for every child. Those children who are low in comprehension need to have a repeat of the YARC after intervention.
- *Bug Club running record* – this supports with the home reading scheme bands the children should be reading. Every child in September to ensure reading on the correct band, then at the start of each term. Children who you are concerned about (reading a book too hard/too easy) can be tested as needed throughout the year. Once children exceed the recommended band for their year group, they are to become their year group free readers – selecting books available in the year group to take home to read.

Home School Reading:

Purpose: to develop reading comprehension skills and rehearse decoding and reading fluency.

Children to be placed on correct reading band. If children are reading in a band above that recommended for their year group, they are to become a year group free reader. The purpose then shifts to developing a love and enjoyment for reading.

Comments in reading records – we need the focus to be less on decoding and fluency and more on comprehension. Adults in school to be asked to comment on the use of the reading strategies. Parents to be encouraged where possible to make

comments linked to reading strategies too. Children to read with an adult in school at least x1 a week with comments in reading records.