



# READING AT WHITEGATE

A RESEARCH INFORMED APPROACH  
TO THE TEACHING OF READING IN  
KS2

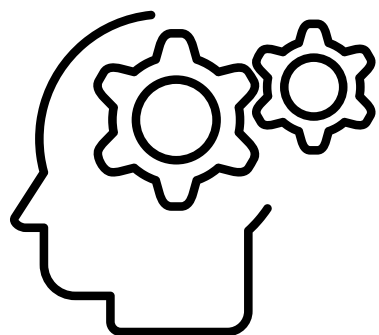
ORIGINAL CONTENT BY DM CROSBY  
ADAPTED AND EXTENDED FOR WHITEGATE BY SOPHIE WAN

# READING AT WHITEGATE

At Whitegate, we have undertaken comprehensive research to ensure that our approach to reading is based upon the findings of prominent learning theory and cognitive science researchers so that we know we are basing our teaching methodology on pedagogy that will best support our children's development.

## THE FOUR PURPOSES OF READING AT WHITEGATE

Reading at Whitegate serves four main purposes, each of which we believe is fundamental to developing our children into competent, confident readers.



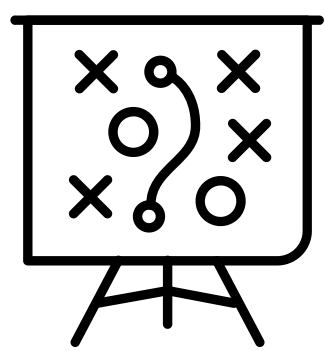
### READING FOR KNOWLEDGE

Under the 'Reading for Knowledge' arch, the purpose of our instruction is to enable children to build their knowledge of the world, not only in terms of history, geography and science, but across the curriculum, including knowledge of literary techniques and knowledge of vocabulary. As stated by Stevens (1980), knowledge must be nurtured in school children if reading with understanding is to result.



### READING FOR FLUENCY

In 'Reading for Fluency' our aim is to develop children into fluent readers who can read with appropriate speed, accuracy and appropriate prosody so that their working memory is not overloaded with decoding and thus, they have more room for the complex skill of comprehending what they have read.



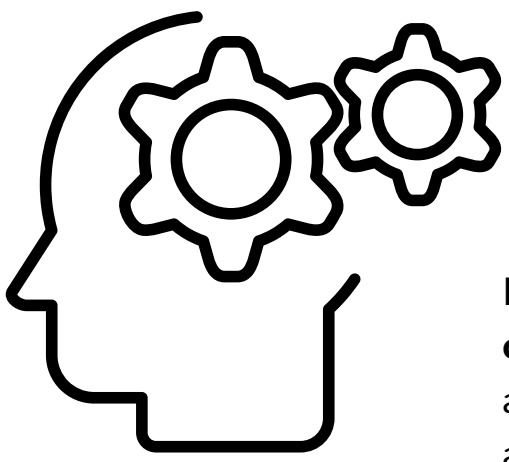
### READING STRATEGICALLY

Teaching of reading comprehension strategies is interwoven into the exploration of high-quality fiction or meaningful non-fiction texts that support children's learning across the curriculum, rather than stemming from discrete, disconnected lessons. We implore a range of strategies to check children's understanding and which strategy is used will depend on its appropriateness to the text being explored.



### READING FOR PLEASURE

We believe promotion of reading for pleasure is vital for our children, not only because it can help increase empathy, reduce depression and improve wellbeing, as well as increasing a person's understanding of their own identity (The Reading Agency, 2015) but, furthermore, because we want our children to experience the enjoyment that reading can bring. We want them to be transported to distant times and places, mentally creating the worlds described and meeting characters they are inspired by. We want our children to experience joys that cannot be experienced through television or other media (Daniel Willingham).



# READING FOR KNOWLEDGE

Reading for knowledge encompasses two key aspects, **knowledge of the world** and **knowledge of literature**, both of which we see as fundamental in order to build our children's comprehension ability.

## KNOWLEDGE OF THE WORLD

### THE IMPORTANCE OF BUILDING BACKGROUND KNOWLEDGE

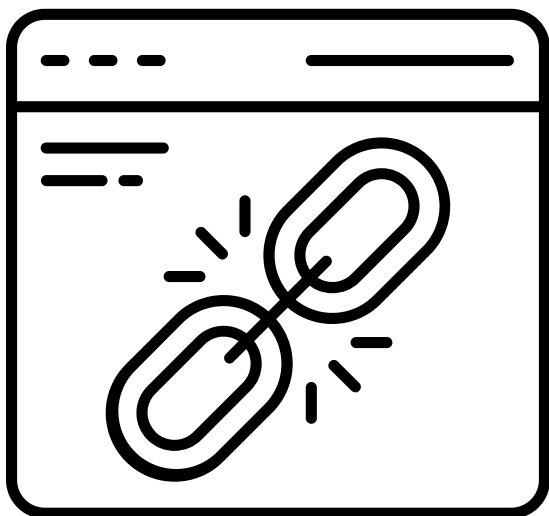


Research consistently highlights the fundamental importance of building background knowledge if children are to be successful at comprehending texts.

At Whitegate, we carefully plan our curriculum so that children develop a cumulative body of knowledge about the world. Our curriculum provision is underpinned by high quality fiction and non-fiction books so that children develop their knowledge and skills, whilst simultaneously developing fluency and reading strategies.

Background knowledge is not a frill of education, a nicety that simply helps students enjoy reading and learning. Background knowledge is essential to comprehension, to making connections, and to understanding the big issues. Background knowledge is the foundation of all academic study. Not taking the time to assess, activate and build prior knowledge is like throwing the ball to an inexperienced basketball player and demanding that he play like a pro in the big game.

Overcoming Textbook Fatigue - ReLeah Cossett Lent



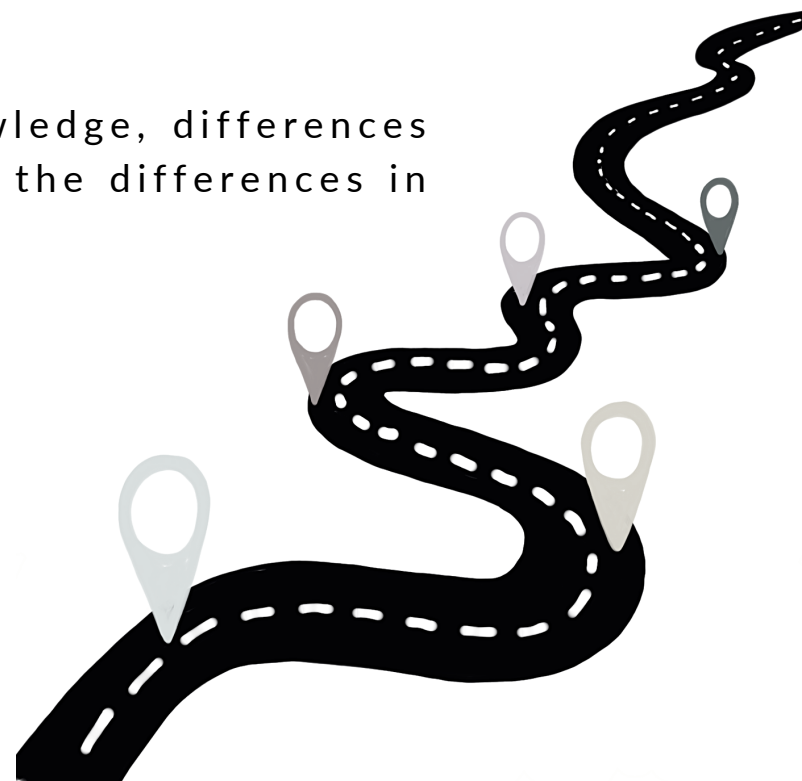
A more correct statement of the role of background knowledge would be that comprehension is the use of prior knowledge to create new knowledge. Without prior knowledge, a complex object such as a text, is not just difficult to interpret, strictly speaking, it is meaningless.

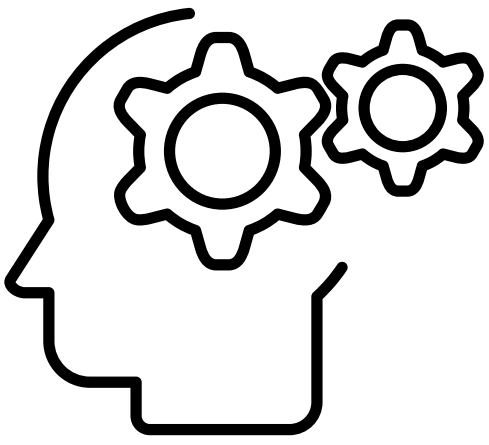
Background Knowledge and Reading Comprehension - Adams and Bruce

Background knowledge acts as a road map for students, allowing them to stay on target despite the interesting and distracting details. Once print has been decoded into words, reading comprehension requires the active construction of inferences that rely on background knowledge and are implicit in the text. Students understanding of a text is unlikely to improve unless we begin to more deliberately teach background knowledge.

Without greater efforts to enhance background knowledge, differences in children's knowledge base may further exacerbate the differences in children's vocabulary and comprehension.

Building Background Knowledge - Neuman et al.





# THE MICRO RULES OF NON-FICTION

Exploring non-fiction texts is an essential way to develop children's understanding of the world. However, this text type can present challenges to students beyond the need for background knowledge. These are known as the micro rules of non-fiction. At Whitegate, teachers are aware of, and knowledgeable about, such challenges and model to children how to overcome them.

## THE UNIVERSAL ARTICLE

*The fox, like the dog, has specialised smelling skills to help it survive, but foxes have an even greater advantage over their canine cousins.*

Teachers model to children to observe that 'the fox' here does not refer to one singular fox, but all foxes.

## THE OPTIONAL PARENTHETICAL

*The grey wolf (Canis Lupis) is a native to remote areas of North America.*

*The tiny Caribbean island gecko is 1.7cm (0.7in) making it the smallest known reptile in the world.*

Teachers model that when reading non-fiction, sometimes the parenthesis can be ignored, thus reducing cognitive overload.

## THE GENERIC NUMBER

*There are an estimated 2,453,453 registered passenger vehicles in the United States.*

Rather than using up cognitive resources decoding the exact number, teachers model to children to quickly assess the relevance of the number - e.g. if the number is large or small.

## NON-LINEAR LAYOUT

Often it is not clear where to start on a piece of non-fiction or in what order to read it. The discipline of reading captions and subheadings needs modelling to children and is part of our non-fiction teaching sequences.



## THE ARTFUL SYNONYM

*The fox, like the dog, has specialised smelling skills to help it survive, but foxes have an even greater advantage over their canine cousins.*

Teachers ensure that children observe that 'the dog' and 'canine cousins' are one and the same.

## THE THROWAWAY REFERENCE

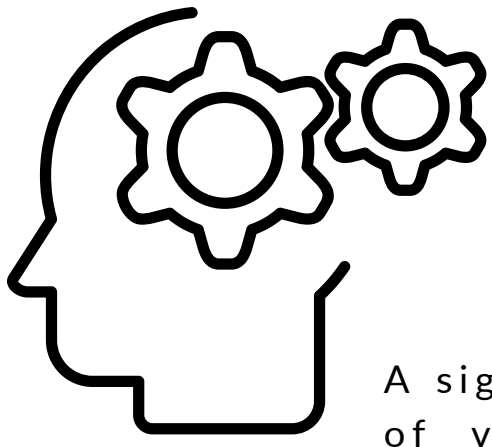
*One witness, Jonathan Smith, a retired car salesman from Tang Hall, York, exclaimed, "It was such a wonderful event!"*

Similar to the optional parenthetical, teachers model that these references are additions and not always essential to understanding.

## DOMAIN SPECIFIC VOCABULARY

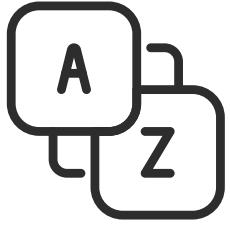
*With their scaly skins, reptiles seem like relics of a prehistoric age. However, many reptiles are not as primitive as we often think.*

Teachers ensure children are equipped with the appropriate knowledge of vocabulary before and during reading so that they are able to decode the text. Vocabulary explanations are often accompanied by images to ensure the children can build a firm mental image of what the word means and/or looks like in context.



# EXPLICIT TEACHING OF VOCABULARY

A significant barrier to children being successful readers is knowledge of vocabulary. At Whitegate, vocabulary is taught explicitly and directly across the curriculum.



## THE SEEC MODEL

Explicit teaching of vocabulary is required to support word learning. The SEEC model (Quigley, 2018), described below, is adaptable but teachers will likely move through each phase when teaching individual words to their children.

### ① SELECT

Teachers preview the reading material of the lesson or topic and determine the following:

- How difficult is this reading material to understand?
- What words are most important to understand the text or topic?
- What words are unlikely to be part of a child's prior knowledge?
- What words lack helpful, directive contexts?
- What words appear repeatedly in a text and topic?
- What words are interrelated and help children know additional words?
- What words are frequently encountered in many subject disciplines?

It is these words, the words that appear repeatedly across subjects and can help with additional words, that teachers dedicate the most time to teaching to the children.

### ② EXPLAIN

Once teachers have selected the words to teach explicitly, they explain the words using this process:

- Say the word carefully (remembering the importance of phonemic awareness)
- Write the word (this offers opportunities to reference common sounds or letters in the word)
- Give a student friendly definition. It is important these are planned in advance so that the definition given is the most appropriate and best way for children to understand the meaning.
- Give multiple meaningful examples. This may also include showing images.
- Ask for student examples and clarify multiple meanings or any misconceptions.

### ③ EXPLORE

Further exploration of a word isn't always essential nor practical but it should be a consideration for important words that are integral to understanding. Deepening activities could include:

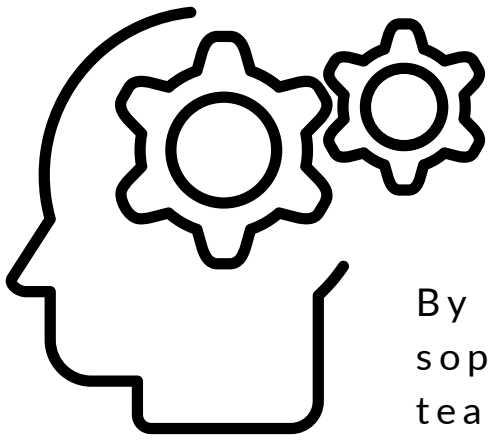
- Exploring the etymology and common word parts to explore meaning
- Exploring any common word families, interesting synonyms or antonyms for the words.
- Exploring how the word may be used differently in different disciplines.
- Exploring multiple choice questions that offer examples of the word in use.
- Exploring more examples of the word in use.
- Exploring related images or ideas evoked by the word.

### ④ CONSOLIDATE

To deeply understand a word, we need repeated exposure. We also need to allow for a little forgetting so that through retrieval we may strengthen the storage of the word in our memory. Some ways to do this include:

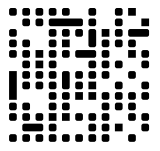
- Test and learn: knowledge organisers and multiple-choice quizzes are embedded throughout the curriculum.
- Using the word: ensure that words are used in classroom talk and writing tasks.
- Research and record: children could use the internet to research further meaning/origins of the word.

Not every word in a piece of text will be explicitly taught using the SEEC model, and this model may be used over the course of a few days depending how the class is moving through a text. Teachers should make the decision beforehand as to which words to define before reading, which words to teach explicitly and which words to define through context clues and morpheme analysis.



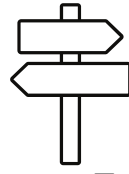
# VOCABULARY AND TALK

By modelling effective academic talk as teachers, we elicit sophisticated talk from children. Below are some ways in which teachers may develop academic talk in their classrooms.



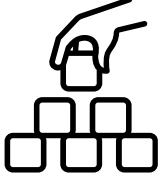
## MODEL THE CODE

Teachers emphasises the use of discourse markers such as 'nevertheless' and 'in stark contrast' in their speech with children. This greatly improves the chances of children using them independently.



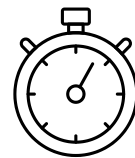
## SIGNPOST SYNONYMS

Teachers look for opportunities to develop children's vocabulary by offering more advanced synonyms in context. E.g. in Science, a child may say 'the body gets rid of..' and the teacher may nudge them to use 'the body excretes...'



## ABC FEEDBACK

By asking the children to agree with, build upon or challenge another child's response, we allow them to develop their ideas in a more disciplined fashion.



## 'JUST A MINUTE'

We ask children to talk about a subject for 1 minute without repeating key words. This encourages use of appropriate synoynms.



## READING ALOUD

The teacher read aloud is essential if we are to expose children to vocabulary they wouldn't be able to access independently. Teacher reading can form part of a reading lesson but is also done through story time at the end of each day.



## OTHER STRATEGIES TO DEVELOP VOCABULARY

By using a range of graphic organisers to explore words, we can encourage children to think deeply about the words they encounter in a variety of ways.

### FRAYER MODEL

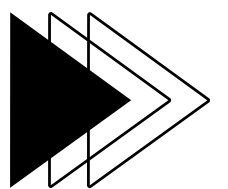
This model can be used across the curriculum to develop a deeper understanding of a word.

The examples here are possible ways of using the Frayer model to dig deeper into a words meaning and context.

|                             |                                     |
|-----------------------------|-------------------------------------|
| Student friendly definition | Characteristics of the word/concept |
| WORD                        |                                     |
| Examples of the word        | Non-examples of the word            |

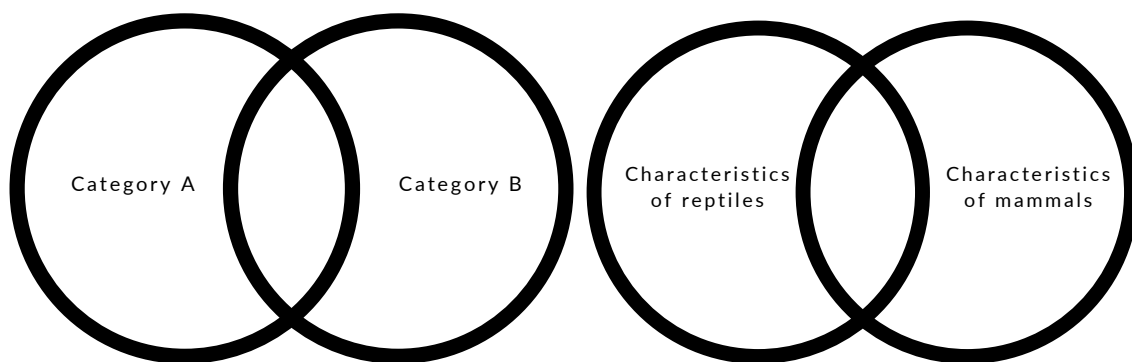
|   |                             |
|---|-----------------------------|
| Analyse the word and its roots                | Student friendly definition |
| WORD  |                             |
| Connection - what related words do they know? | Use the word in context     |

**FURTHER STRATEGIES CONTINUE ON THE NEXT PAGE**



# VENN DIAGRAM

This organiser encourages children to group and compare words, highlighting similarity, difference and overlapping meaning.



# MEANING LINES

Children are given two words, such as 'walk' and 'run'. They then create a line between the two and fill it with words that convey shades of meaning from walk to run.

WALK                      meander                      jog                      sprint                      RUN

# WORD LADDERS

Children are given a series of words which they have to order logically from least to most severe. The discussion this activity can inspire can lead to deep learning of words.

ugly                      unsightly                      hideous                      grotesque                      repugnant

# KNOWLEDGE ORGANISERS AND GLOSSARIES

Across the curriculum, knowledge organisers can be used to share and then quiz the key vocabulary related to a unit of work. Teachers can use word banks for individual lessons or a series of lessons to ensure children have pupil friendly definitions close to hand throughout lessons.

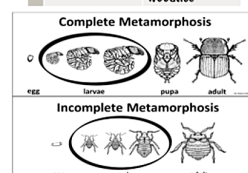
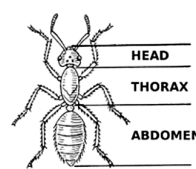
This example shows a collection of key words and concepts that the children would use over a series of lessons.

Minibeasts Year 1 Summer 2

| Minibeast Habitats        |            |
|---------------------------|------------|
| Where do minibeasts live? |            |
| 1                         | rivers     |
| 2                         | houses     |
| 3                         | lakes      |
| 4                         | woodlands  |
| 5                         | marshes    |
| 6                         | ponds      |
| 7                         | hedgerows  |
| 8                         | grasslands |
| 9                         | heathland  |
| 10                        | seashores  |

| Types of Minibeast                    |  |
|---------------------------------------|--|
| What are the main types of minibeast? |  |
| 1                                     | Insects<br>Ants, butterflies, beetles, dragonflies |
| 2                                     | Arachnids<br>Spiders, mites, scorpions             |
| 3                                     | Molluscs<br>Snails, slugs, mussels, octopuses      |
| 4                                     | Crustaceans<br>Crabs, lobsters, woodlice           |

| Vocabulary    |   |
|---------------|---|
| abdomen       | The bottom part of an arthropod's body.   |
| antennae      | The 'feelers' attached to some arthropod's heads.                                 |
| arachnids     | An animal with a two-part body and eight legs.                                    |
| arthropod     | An animal that has an exoskeleton, segmented body and jointed legs.               |
| crustaceans   | An animal with an exoskeleton.  |
| exoskeleton   | A hard shell covering the outside of the body.                                    |
| insects       | An animal that has a three-part body, six legs and usually has wings.             |
| invertebrates | An animal that doesn't have a spine or backbone.                                  |
| molluscs      | An animal with a soft, unsegmented body and often a hard shell.                   |
| thorax        | The middle part of an arthropod's body, which the legs and wings are attached to. |

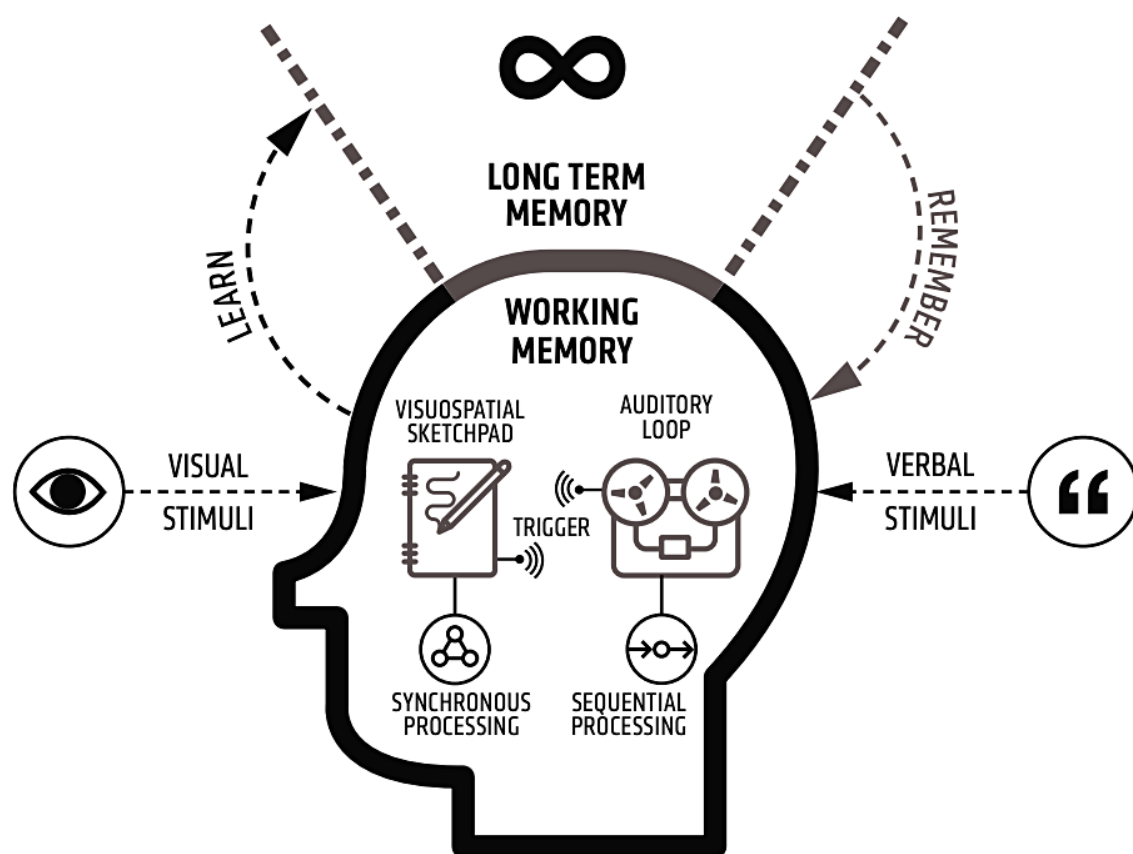


# DUAL CODING AND VOCABULARY

When introducing new words across the curriculum, teachers can pre-teach definitions using simple dual coding before reading or at the beginning of a teacher's talk. Dual coding involves combining verbal and visual materials to help children learn and remember the material.

However, it is important to remember that dual coding is more than just relating a picture and a word. It is about using well constructed diagrams to support pupil understanding. Effective use includes: consistent use by those teaching the same concept, building these diagrams by starting with prior knowledge and using the same diagram to support retrieval.

For more information, please see: 'Dual Coding with Teachers' by Oliver Caviglioli.



- Two streams of information**  
There are two information channels that feed our working memory – the visual and verbal. According to Paivio, the verbal stores logogens and the non-verbal (ie the visual), imagens. Baddeley and Hitch's memory model gives us the stronger metaphors of the visuospatial sketchpad and the auditory loop.
- Separate yet connected**  
While the two channels are separate and independent of each other, there is a mechanism that ensures they can work in tandem. This tethering of visual and verbal does not involve any transfer of information from one to the other. Instead one channel triggers a connection with the other.
- Two different structures**  
The two channels differ in another, significant way. Verbal information must be processed sequentially, with all the constraints and effort that entails. Visual information, by contrast, is organised synchronously – which means details, their links and the big picture can be perceived simultaneously.



# READING FOR FLUENCY

Research consistently shows that fluent reading allows for greater comprehension as limited cognitive resources are freed from focusing on word recognition and are instead redirected to comprehension (EEF, 2017). There is no quick way to develop fluency but research shows that children benefit from explicit teaching and teacher modelling.

To be able to comprehend written texts, readers need to master various cognitive processes which range from recognising written words and comprehending sentences to establishing coherence between multiple sentences. Word level processes play a pivotal role for reading comprehension. If these processes function ineffectively, fewer cognitive resources will be available for higher levels of processing at the sentence or text level and reading comprehension can be impaired. Thus, efficient word recognition, which is characterised by accurate and fluent word reading, is an important precondition for good reading comprehension.

Modelling the Relationship of Accurate and Fluent Word Recognition in Primary School - Karageorgos et al, 2019

## **FLUENCY IS NOT ABOUT WHO CAN READ THE QUICKEST**

In its fullest and most authentic sense, fluency is reading with and for meaning, and any instruction that focuses primarily on speed with minimal regard to reading is wrong.

Fluency is more than merely reading fast, more than reading orally, more than an instructional issue for only young readers, more than a separate area of the reading curriculum.

When we as professionals recognise the power of teaching fluency using scientific principles and artistic approaches, fluency can and will make a significant impact on the reading achievement and reading dispositions of all readers, especially those most at risk.

Timothy V Rasinski, 2012

At Whitegate, we teach fluency using a range of strategies which are explained on the next page. Our approach to fluency has been influenced by the Herts4Learning Reading Fluency Project in which 4 of our year groups took part. For more information on the project itself and how to implement this specific intervention in the classroom, please speak to the teaching and learning lead or visit:

<https://www.hertsforlearning.co.uk/blog/reading-fluency-how-do-i-teach>

Increasing automaticity during reading frees cognitive resources for understanding what is read.

La Berge and Samuels, 1974

Previous studies suggest that sentence prosody (the patterns of stress and intonation in how we read the sentence) aids comprehension by helping individuals to chunk sentence level information into smaller and more manageable units of information and that these smaller chunks reduce the load placed on working memory resources during sentence comprehension.

Cohen et al, 2001

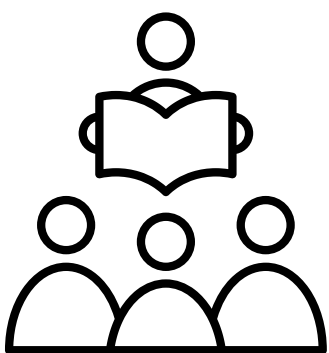
Poor perception and production of speech prosody (meaning the child is unable to read the sentence understanding which words to say) may hinder an internal representation of what a text should sound like, which is suggested to obstruct comprehension of written text.

Green et al, 2018



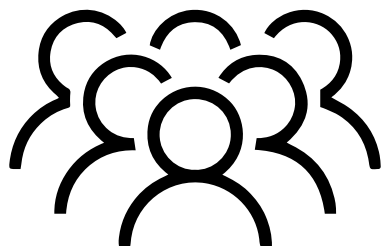
# STRATEGIES TO IMPROVE FLUENCY IN THE CLASSROOM

## ECHO READING



Fluent reading of a text is modelled by an expert reader and the pupils then read the same text aloud with appropriate feedback. The focus here is for the children to imitate the performance of the expert reader. The expert reader must make explicit reference to their own use of volume, expression, phrasing and pace and explain why they have chosen to read in this fashion. Often this will involve the expert reader and pupils 'text marking' to indicate pauses and emphasis to further support the achievement of reading like the expert reader. Echo reading in such a way aids the expert prosody of the class and improve their understanding of how to 'chunk' sentences into manageable sections.

## CHORAL READING



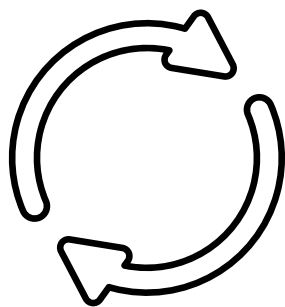
The adult reads a piece of text and the whole group or class read it back in unison, imitating the exact performance. This is similar to the echo read but as the whole group or class read back in unison, the teacher can receive a large amount of feedback quickly. It also gives less confident children an opportunity to read aloud with peer support.

## PAIRED READING



Children read aloud to each other and give each other feedback. More fluent readers can be paired with less fluent readers to provide peer support.

## REPEATED RE-READING

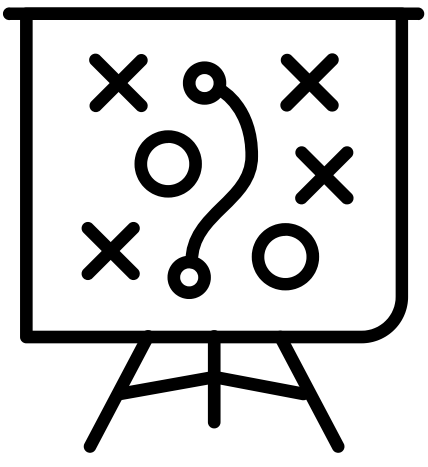


Pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. In 'The Method of Repeated Re-Reading, (1979), Samuels discovered that when students read the same passage multiple times, their rate and accuracy levels increased. Interestingly, as students performed this exercise over time, using multiple texts, their initial scores using cold (unread) passages also improved.

## THEATRICAL PERFORMANCE



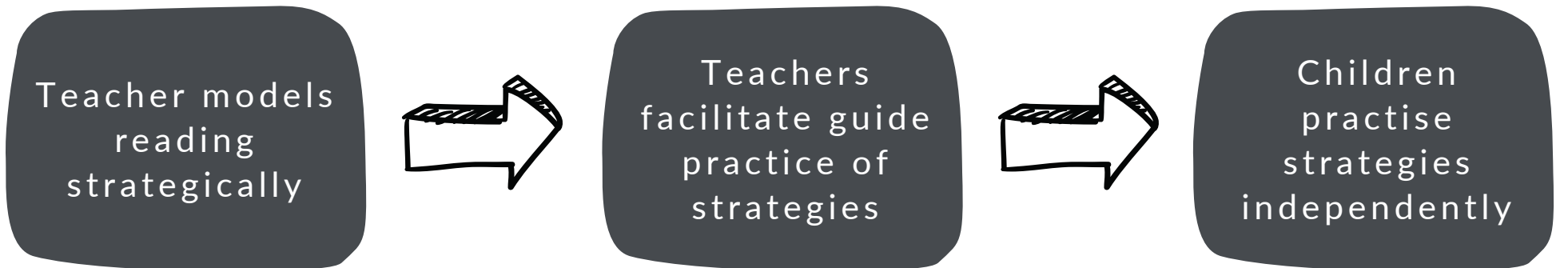
Teachers use a range of techniques to encourage children to master a piece of text to a performance standard. These activities can be highly engaging and make explicit that reading aloud is a performance and meaning is inferred in the style of reading. One example of this is Reader's Theatre - explained on the following page.



# READING STRATEGICALLY

Extensive evidence has consistently shown the impact of teaching metacognitive reading strategies for reading comprehension (EEF, 2017). The teaching of these strategies is interwoven into the exploration of a beautiful fiction or meaningful non-fiction relevant to the children's learning across the curriculum, rather than discrete, disconnected comprehension lessons.

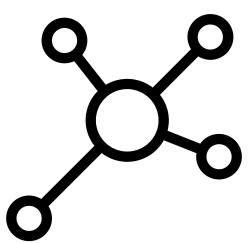
The purpose of teaching these strategies is to make explicit to the children the thought processes of the expert reader. Teachers 'think aloud' as they read to model how proficient readers make use of these strategies to comprehend a text and then children practise applying these strategies through guided and, eventually, independent practise.



Whilst traditional 'test style' questions can form part of the reading session as a method of checking for understanding, by using a range of strategies to build up the children's reading skills, they become better readers overall than those children who focus solely on test preparation.

In 'Readicide' (2009), Gallagher argues that the focus on testing preparation robs students of the opportunity to build background knowledge through wide and varied reading. Gallagher suggests that teachers provide students with an article a week in an effort to build prior knowledge for learning and for doing well on tests. Those students who sit down to the exam with the broadest knowledge will have the highest chance of scoring well.

## COMPREHENSION STRATEGIES



### ACTIVATE AND CONNECT

Activating prior knowledge is explicitly modelled by teachers. Children are encouraged to use what they already know about a topic, from reading or other experiences to aid their understanding.



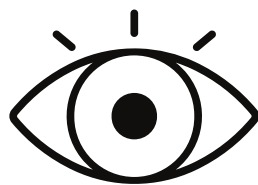
### MONITOR AND CLARIFY

Children actively monitor and clarify their understanding of a text. This involves identifying areas of uncertainty or clarifying the meaning of unfamiliar words or phrases



### QUESTION

Children read actively by asking questions that would improve understanding of a text.



### VISUALISE

Children visualise what they have read through art or drama to help build a mental image of what is happening in the text.



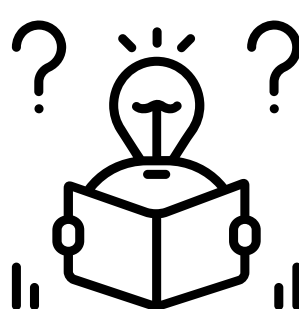
### PREDICT

Children make predictions when they read and provide reasons for their predictions using evidence from the text.



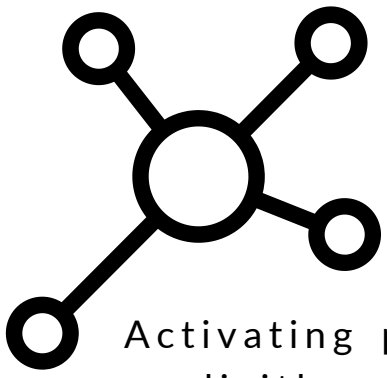
### SUMMARISE

Children describe succinctly the meaning of sections of the text. This can be attempted using various graphic organisers.



### INFER

Using their knowledge of vocabulary, the world and literature, children infer the meaning of sentences from their context and the meaning of words from their spelling patterns.



# ACTIVATE AND CONNECT

Activating prior knowledge and connecting to what is being read needs to be explicitly modelled by teachers. Children are encouraged to use what they already know about a topic or context of a text from reading or other experiences to aid their understanding before and during the reading of a text. This helps pupils to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support understanding.

At Whitegate, our curriculum is strategically designed so that children develop a cumulative body of knowledge so that reading across the curriculum builds on what has been learnt before. Children are also encouraged to connect their reading to aspects of their own life and to events in the wider world. Teachers also need to model to children how to deploy their knowledge of literature to connect their reading to what they have read before.

Before and during reading, children are encouraged to ask the following questions to activate and connect:

- What do I already know about this topic?
- When have I come across a story like this before? What happened in that story?
- When have I come across a character like this before? What impact did they have in that story?
- When have I experienced something like this in my own life? How did I feel? What happened?
- Do I know of any people like the characters in this story? What are they like?



# MONITOR AND CLARIFY

Less experienced readers can often struggle to identify when they haven't fully understood a text. Therefore, children are taught to actively monitor and clarify their understanding. This involves identifying areas of uncertainty or clarifying the meaning of unfamiliar words or phrases. Teachers should model and guide the practice of the strategies below so that children see reading as a generating meaning process rather than a decoding process.



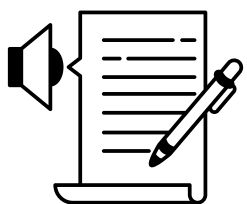
## IDENTIFYING

Children identify and circle words, phrases or sentences they haven't understood.



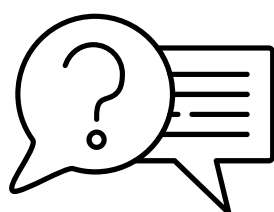
## CLARIFYING

Children attempt to decipher the meaning of words, phrases or sentences by reading the sentence before and after; by analysing unfamiliar words, deciphering meaning through morpheme analysis; and using glossaries or other text features such as diagrams, sub-headings or pictures.



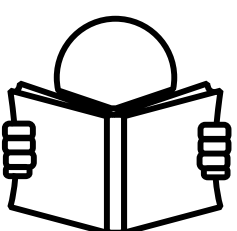
## PARAPHRASING

Children are directed to stop at key points and summarise what has been read in their own words.



## QUESTIONING

Regular monitoring questions during reading sessions encourages children to recognise when they haven't understood a text completely. Teachers model responses and the processes that were used to generate a response.



## RE-READING

When something is misunderstood, children are taught to re-read sentences or paragraphs to repair comprehension.



## QUESTION

Proficient readers ask questions of a text as they read - 'Why did a certain character behave that way?', 'If X is true, then why does Y happen?'. When teachers read aloud to their children, they regularly model this internal monologue of questioning.

Of equal importance is to model providing answers to these questions, explaining what evidence was used to arrive at these conclusions. Children interrogating the text in this way not only strengthen their ability to monitor the comprehension, but it is also an essential part of the inference making process.

### HELPFUL QUESTION STARTERS

What made \_\_\_\_\_ do \_\_\_\_\_?

If this is true, then why \_\_\_\_\_?

What if \_\_\_\_\_?

Is there a reason for \_\_\_\_\_?

Why did the author \_\_\_\_\_?

What might happen when \_\_\_\_\_?

### HELPFUL ANSWER STARTERS

I think \_\_\_\_\_ because \_\_\_\_\_

the use of this phrase suggests \_\_\_\_\_

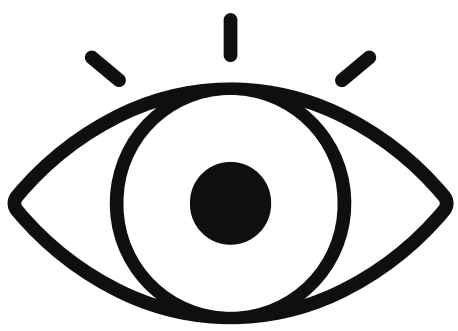
It might mean \_\_\_\_\_

It could be because \_\_\_\_\_

The writer could be implying that \_\_\_\_\_

It could be that \_\_\_\_\_

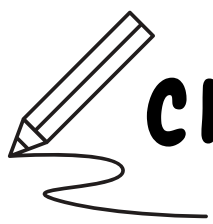
Perhaps it means that \_\_\_\_\_



## VISUALISE

Less experienced readers need plenty of opportunity to visualise a story or text as it is being read to them. As children become more confident, this strategy should become more independent. Children can sketch key scenes, create maps of journeys taken by characters, or sketch predictions based on content from the story.

They can take part in drama activities where they bring their understanding of a text to life, or take part in regular 'mind walks'. These visualisations will show which children have successfully visualised their story and understood key details. It is important to stress to the children that the level of artistic prowess is not being judged here, they are merely trying to convey understanding.



### CHILDREN CAN DRAW:

- to show what just happened in the book
- to show what a character did, lost, saw, heard and so on
- to show what might happen next
- to show what a character/setting looks like
- a map to show the places involved in a story, or the movement of a particular character



### CHILDREN CAN TAKE PART IN:

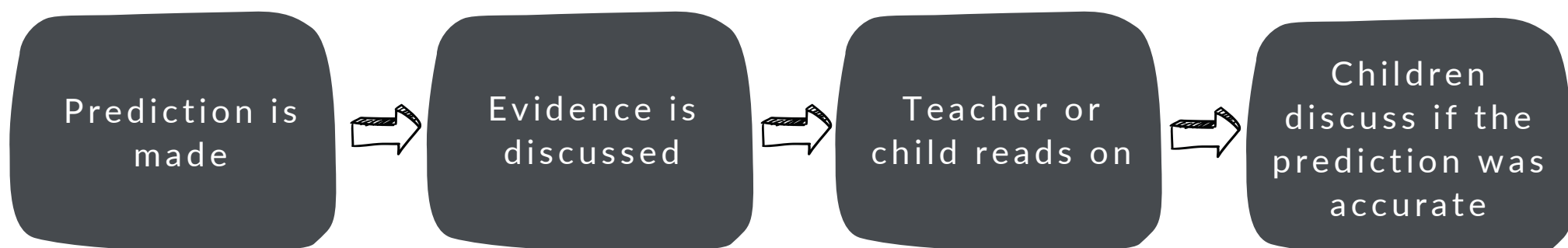
- Conscience alleys
- Hot seating
- Book plays
- Mind walks
- Snapshots
- A tableaux



# PREDICT

Children make predictions when they read and provide reasons for their predictions. This causes them to pay close attention to the text, which means they can closely monitor their understanding. For less experienced readers, this process needs to be modelled by the teacher.

Predictions can be made as a whole class or by individuals but teachers should use these as opportunities for talk partner work as even with very young children, predicting involves a level of inference which promotes rich discussion in the classroom. It is important that throughout this process, the teacher continues to ask children to explain the rationale for their prediction so that children don't fall into the habit of random guesswork for predictions rather than evidence informed inference.



# SUMMARISE

Pupils describe succinctly the meaning of sections or the entirety of a text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring. This can be attempted using graphic organisers that illustrate concepts and the relationship between them.

As pupils become more confident in summarising their reading, they can begin to summarise in sentences, paragraphs and extended essays. Where children have been unable to successfully summarise a text, it is likely because they lacked the vocabulary and background knowledge required to comprehend the piece. Summarising activities are therefore excellent assessment opportunities for teachers.

## EXAMPLE SUMMARISING ACTIVITIES



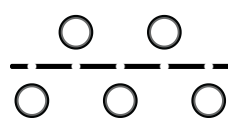
### STORY MAPS

Story maps are highly effective tools for children of all ages to sequence the key events of a text, especially fiction.



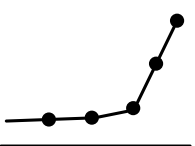
### COMPARISON ALLEYS

Comparison alleys can be used to help children compare and contrast key characters or themes in a text. Venn diagrams can also be used.



### TIMELINES

Timelines can be used to sequence events in both fiction and non-fiction in chronological order.



### STORY GRAPHS

Story graphs can be used to not only sequence key events but to plot them against specific criteria such as happiness/misery. This encourages deep analytical thinking.



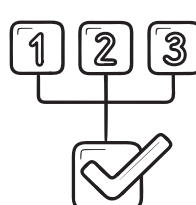
### ANNOTATED DIAGRAMS

Children read a text, make notes and then replicate the key information in a different format. For example, children might read about life in an Anglo-Saxon town, take notes using key headings and then annotate a picture of an Anglo-Saxon town using their notes.



### LASSO AND PARAPHRASE

Lasso and paraphrase encourages children to paraphrase key parts of a text in their own words. This is an advanced skill that requires extensive modelling.

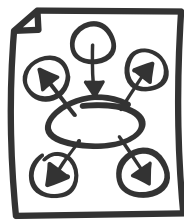


### 3,2,1

After reading, children summarise what they've learnt by noting 3 key points, defining 2 key words and summarising 1 big idea.

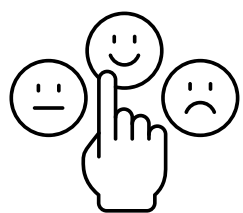


# SUMMARISING ACTIVITIES CONTINUED...



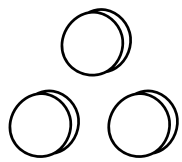
## CONCEPT MAPS

Concept maps allow children to demonstrate their broad understanding of a topic by showing and explaining the links between the various individual concepts within a topic. They are a rich resource to assess understanding before and after reading.



## MOOD-POINT- LANGUAGE

A simple yet effective activity is reading a piece of poetry or descriptive writing with children and then asking them to identify the mood in pairs before summarising the key points or events. Pairs then need to identify an agreed amount of examples of effective language use, describing the impact these language choices have on the reader. This activity encourages close and repeated reading of a text.



## BECAUSE, BUT, SO

'because, but, so' as a writing activity embeds the knowledge and demonstrates a child's understanding of what they have read. Teachers provide children with sentence starters which children have to finish using 'because', 'but' and/or 'so'.

E.g. Sir Walter Raleigh was very popular with Queen Elizabeth I because.....

Sir Walter Raleigh was very popular with Queen Elizabeth I but.....

Sir Walter Raleigh was very popular with Queen Elizabeth I so.....



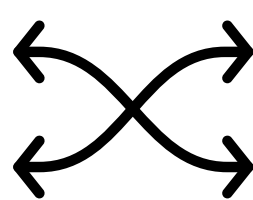
## CLOZE PROCEDURES

Teachers provide a text which summarises the key learning from the reading but with key words missing. Children then show their understanding by filling in the missing words. This activity provides teachers with a quick visual assessment of comprehension in their class.



## TEXT MARKING

Children highlight key phrases, sentences or passages that provide information about a specific aspect of the topic being studied. For example, if children were reading about 'Viking Homes' they may highlight key points into the following categories: things to make them more comfortable, things the house is made of and things they had inside their homes. Children then have to read the text and understand what the point of each sentence or passage is and whether it is irrelevant to any of the categories.

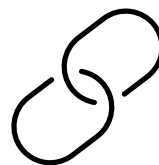


## SCRAMBLED SENTENCES

Scrambled sentences provide an excellent opportunity to check a child's understanding of what they have read whilst simultaneously building rigour in their sentence structure. They are easily differentiated and can be used in all year groups.

E.g. which gave England valuable time to prepare raided and destroyed 37 Spanish ships Francis Drake

The sentence above would be unscrambled to read: Francis Drake destroyed and raided 37 Spanish ships which gave England valuable time to prepare.



## SENTENCE COMBINING

Children are given a series of related simple sentences about a topic they have read. They use the knowledge obtained from their reading to combine the sentences using conjunctions and adverbials.



## ESSAY STRIPS

Teachers provide a series of questions, split into paragraphs which encourage children to summarise the key learning from their reading. As children become more proficient in their ability to summarise key points in writing, teachers can remove the amount of scaffolding.

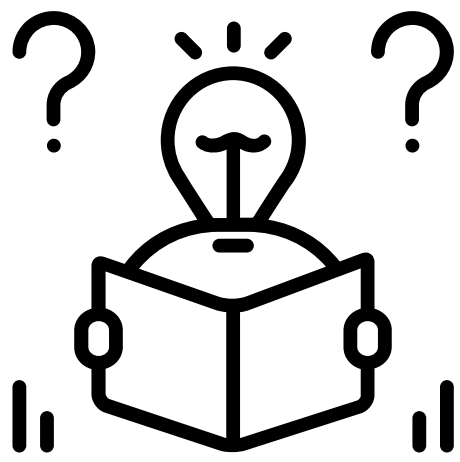
E.g.

### Paragraph 1

What is the solar system? What 4 things does Earth have that means there is life on Earth?

### Paragraph 2

What is the atmosphere made of? What does the atmosphere do?

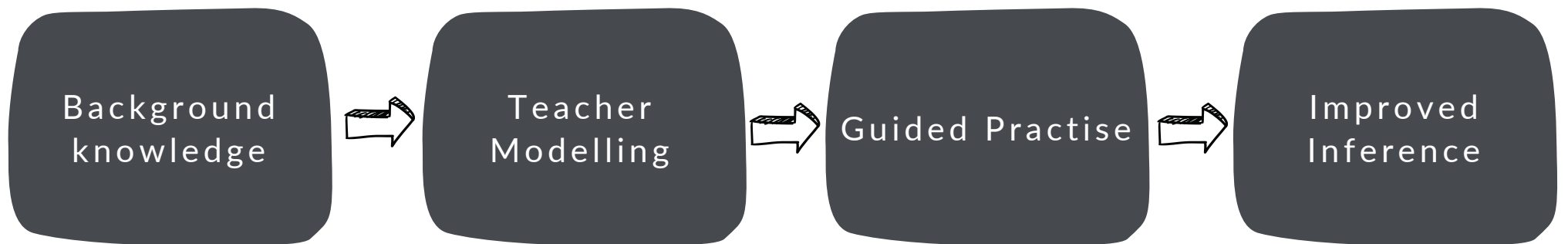


# INFER

Inferring is the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit. It is about being able to work out the subtext or the implied meanings that lie beneath the surface.

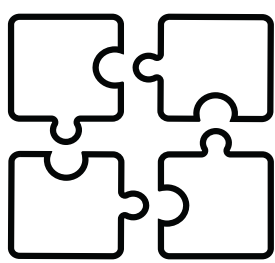
Inference making relies heavily on background knowledge (Tennet, 2015). This is knowledge of the world and knowledge of literature (language, narrative, story types etc). But inference making can also be improved in children by teachers regularly modelling the process out loud so that the implicit thinking of proficient readers becomes explicit to children (Yuill and Oakhill, 1988).

Developing inference in children then relies on knowledge (of the world and literature), regularly exposing to teacher modelling and guided practise.



## TYPES OF INFERENCE

Teachers need to be aware of the different types of inference that children need to make in order to be successful readers. This allows teachers to be deliberate and explicit in their teaching and modelling during reading sessions and to target questions effectively.

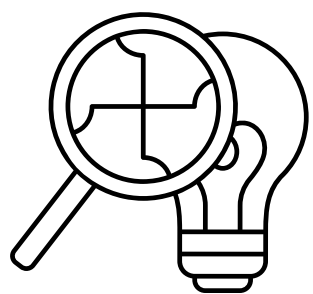


## COHERENCE INFERENCE

These inferences require the reader to make links within and across sentences and paragraphs. They require the reader to recognise that there is a gap in the information given by the author and that they need to infer meaning in order to fill that gap.

Younger readers may not make these inferences automatically and need lots of teacher 'thinking out loud' and discussion. Below are some of the main coherence influences children are likely to encounter.

|                       |  |  |
|-----------------------|--|--|
| Pronoun Resolution    | John asked Pam if he could borrow money.   | Here the child needs to successfully infer that John and 'he' are referring to the same person.  |
|                       | Roger gave the ball to Barry and he ran off with it.   | Here the child needs to infer that 'it' is the ball and Barry is 'he'.   |
| Anaphoric Referencing | The old shed creaked and groaned in the storm. With a sudden strong gust, the wind sent the shack toppling.  | Here, the child needs to infer that 'shack' is the synonym for shed.   |
| Causal Reasoning      | The rain kept Tom indoors all afternoon.   | Here the child needs to infer that it is likely that Tom didn't want to go out in the rain.  |
|                       | Jane dropped the vase so she went to get a dustpan and brush.  | Here the child infers that the vase is broken because Jane dropped it.   |
| Bridging Inferences   | The house was built. It was destroyed by the children. The parents were not happy. It had take them a long time to build it from pieces of old wood. | Children make inferences by bridging information across sentences. By the end of the second sentence, children should infer that this is a playhouse of some kind. By the third, they can infer that the parents were unhappy because the children had destroyed it. By the end of the fourth sentence, children should infer that the parents had built this 'den'. |



# ELABORATE INFERENCES

Elaborate inferences enrich the reading experience and deepen an understanding of a text. They require the reader to analyse language, call upon their knowledge of the world and use their knowledge of literature to pose hypotheses and draw conclusions.

They need to be modelled regularly by skilled readers who guide children through the process. The examples below illustrate that even relatively simple passages can prove to be rich wells of meaning when elaborated upon by a skilled reader with a strong background knowledge of the world and literature.



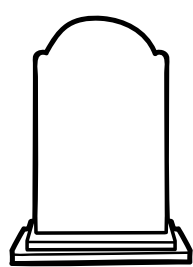
## EXAMPLE ONE

*Again, the dog carried back the useless, deflated ball and dropped it at the boy's feet. This time, in exasperation, the boy sent the ball spinning into the tennis courts. The boy let out an angry sigh and pulled his coat tight around him.*

In this passage, the reader would infer that this game of 'fetch' had been going on for a while ("again") and that the dog had likely damaged the ball ("useless", "deflated"). They would infer that the boy was tired of the game ("exasperation", "angry sigh") and that this may be because of the cold/wet weather ("pulled his coat tight around him").

So far, all of these are coherence inferences. We could tie all this information together to make the elaborate inferences that the boy doesn't like the dog very much and perhaps even regrets having it as the relationship is not a typical 'boy and his dog' often encountered in stories.

We could infer that someone has made the boy take the dog out as he clearly doesn't want to be there. As readers, we would need to read on to test our hypothesis.



## EXAMPLE TWO

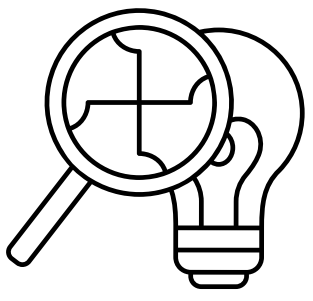
*There was a hand in the darkness and it held a knife. The knife had a handle of polished black bone and a blade finer and sharper than any razor. If it sliced you, you might not know you had even been cut, not immediately.*

*The Graveyard Book - Neil Gaiman*

In this passage, the reader could infer that the knife (and the hand that held it) were about to cause harm.

The reader would use their knowledge of literature and infer from the word 'darkness' that unpleasant events tend to happen at night time in stories. The reader could also use their knowledge of the world to infer that a murder or something violent is about to take place as knives are often used in such a way and that the knife is certainly described as being lethal.

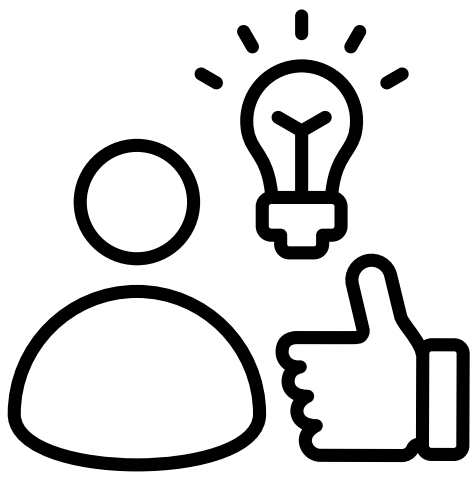
The reader could also infer that something unpleasant is about to happen as the author has not yet revealed who held the knife purposefully to create suspense and a sense of horror.



# MODELLING ELABORATE INFERENCES

A simple strategy to use with children when modelling and practising elaborate inferences is to pose a question, suggest a hypothesis and then model how to use knowledge of literature and knowledge of the world to provide evidence to support the hypothesis.

When a hypothesis is generated, teachers should model and encourage the children to ask themselves 'How do I know?'.



# CHECKING FOR UNDERSTANDING

Questions should be used to develop critical thinking, promote discussion and encourage children to provide evidence to support their responses. When children are asked quality questions about their reading, they are forced to think deeply and creatively about the text, promoting learning and reinforcing knowledge acquired through reading. The children's responses to these questions should provide invaluable data for teachers in assessing children's understanding of a piece. When discussing literature, the teacher should model, and expect from children, high quality responses with evidence and explanations provided to support.

Examples of different question approaches are outlined below.

**It is important to remember that there MUST be opportunities throughout the week for children to apply their knowledge to test-style questions so they can get used to what these questions look like and how they may approach them in a test.**

## QUICK RESPONSES

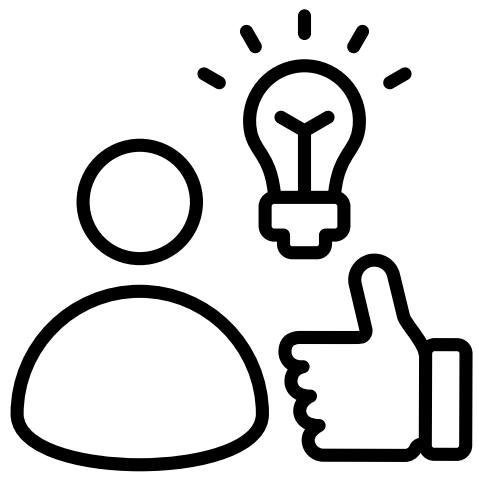
During reading, teachers ask quick monitoring questions to ensure a basic understanding of a text is being achieved. These often only require a quick and brief response to provide the information that the teacher needs. These could be targeted, opened to hands up, or require a class choral response, but their function is to be quick and check for understanding.

## SELECTED RESPONSES

Questions which offer children optional answers can be used to check for understanding whilst reducing cognitive load, e.g. multiple choice, true or false statements, closed questions with optional answers.

## CONSTRUCTED RESPONSES

More open-ended questions require longer more considered responses. It is vital that children are given scaffolding when answering these questions (see sentence stems and scaffolding on the next page). Children also need plenty of practise answering these orally before attempting to write them down.



# USEFUL SENTENCE STEMS AND SCAFFOLDING

Sentence stems should be encouraged in both oral and written responses to encourage children to articulate their thinking in a structured, coherent response. Some examples are:

- I think\_\_\_\_ because
- This might mean\_\_\_\_\_ because
- The word \_\_\_\_\_ is effective because\_\_\_\_\_
- The writer has used the phrase \_\_\_\_\_ to imply\_\_\_\_

Another option is to get children to 'Lasso and Annotate'. Give children a key question or hypothesis such as 'Jim is frightened'. They then have to highlight evidence in the text explaining their choice. This can illicit strong discussion in the classroom and provides scaffolding to longer more in-depth answers.

## SENTENCE STEMS FOR TEACHERS ACROSS KEY STAGE 1 AND 2

### DRAW ON KNOWLEDGE OF VOCABULARY TO UNDERSTAND TEXTS

- Which word in the text describes\_\_\_\_\_?
- Find and copy one word/two words which tells you/shows you that\_\_\_\_\_
- What does the word \_\_\_\_\_ mean in this sentence?

### MAKE INFERENCES FROM THE TEXT

- Why did \_\_\_\_\_ say\_\_\_\_\_?
- Find and copy one word/two words which tells you/shows you that\_\_\_\_\_
- What does the word\_\_\_\_\_ mean in this sentence?

### IDENTIFY/EXPLAIN HOW MEANING IS ENHANCED THROUGH CHOICE OF WORDS AND PHRASES

- Give two impressions\_\_\_\_\_
- Quote. What does this description suggest?
- What impressions do you get from/about X?
- Find and copy \_\_\_\_\_ that suggests \_\_\_\_\_
- Quote. What does this tell you about\_\_\_\_\_

### RETRIEVE AND RECORD INFORMATION/IDENTIFY KEY DETAILS

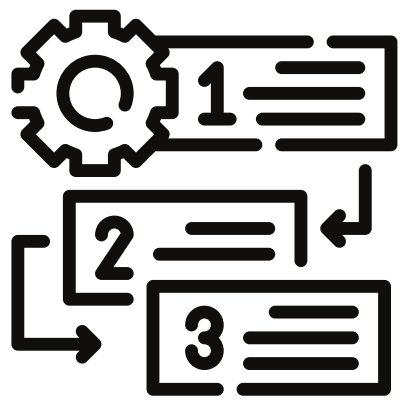
- Write down 3 things you are told about X.
- Which of these drawings best represents Y?
- What was revealed at X place in the story?
- True or false grid
- Give two reasons why X.

### GIVE/EXPLAIN THE MEANING OF WORDS IN CONTEXT

- Find and copy one word meaning X
- Which word most closely matches the meaning of the word X?
- How can you tell that X?
- Find and copy one word that suggests/shows that \_\_\_\_\_
- What does the word X suggest about Y?
- Find and copy one word from page X that tells you Y.
- What does (group of words) mean in this sentence?
- Find and copy two different words from the sentence above that shows\_\_\_\_\_

### MAKE INFERENCES FROM THE TEXT/EXPLAIN AND JUSTIFY INFERENCES WITH EVIDENCE FROM THE TEXT

- How can you tell that \_\_\_\_\_?
- What impression of \_\_\_\_\_ do you get from these two paragraphs?
- Why did X happen?
- Look at X place in the text (paragraph). How do you know that Y?
- Explain what X (a phrase/clause with challenging vocabulary) suggests about Y?
- What evidence is there of/that X\_\_\_\_\_?
- What evidence is there of X being Y?
- According to the text, how did X happen?
- Why does X do this?
- In what way does X think\_\_\_\_\_?
- What are three ways that X shows\_\_\_\_\_?

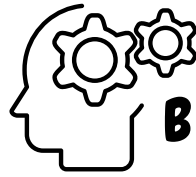
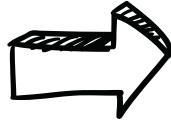


# PLANNING READING: PUTTING THEORY INTO PRACTISE

When planning for a sequence of reading, it is important that teachers take into account the fundamental elements of a reading lesson. There is no expectation that a planning pro forma be completed but the following areas must be addressed in any series of successful reading lessons.

## ? WHY THIS? WHY NOW?

There should be a clear rationale for the text being studied. It should be pitched so that it provides sufficient challenge for the class. It should sit within a sequence of learning, building on what has gone before and laying out the foundations for future learning.



## BACKGROUND KNOWLEDGE

Children should have the required background knowledge to access the text. If the purpose of the text is to develop knowledge, such as in a science or history lesson, the children should have a grasp of the fundamentals required to access the text.



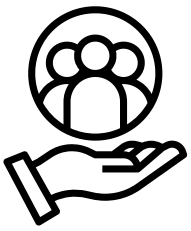
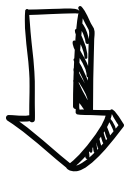
## FLUENCY

Developing fluency is a vital component of all reading lessons across school. The vast majority of lessons should incorporate at least some element which develops reading fluency, whether this be choral or echo reading of key words or passages or pieces of reading independently.



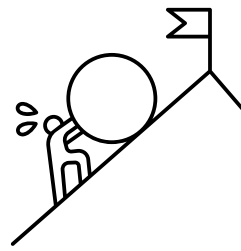
## VOCABULARY

Teachers should study the text thoroughly as part of planning and ensure they are aware of any words that children may struggle with. Teachers should make the decision as to which words to define before reading and which words to define through context clues and morpheme analysis.



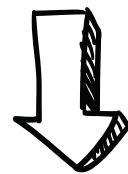
## SUPPORT

Appropriate levels of support should be provided to ensure that all children in the class can access the text. See 'Providing Support' in this booklet for more information.



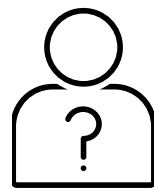
## CHALLENGE

An appropriate level of challenge should be evident in all reading lessons to ensure that even the most confident of readers are given a suitable level of challenge. See 'Providing Challenge' in this booklet for more information.



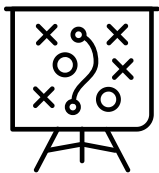
## QUESTIONS

A selection of questions should be considered carefully to elicit deep thinking from children and to allow teachers to assess understanding of a text.



## WHO DOES THE READING?

The 'Read Aloud', 'Guided Read Along' and 'Accountable Independent Read' (discussed further on in this booklet) all have their places within a reading unit. Teachers should be clear on what method(s) of reading they are using in a particular lesson and why. For more information see 'Who Does the Reading' section of this booklet.



## STRATEGIES

Teachers should look for opportunities within a text to model and provide practise for children to read strategically. The level of modelling and practise will depend on the class' current confidence in the reading strategies. Different strategies will be appropriate for different texts and teachers need to take time to plan which will be most useful for that lesson. A range of strategies may take place over the course of a week depending on what material the children are examining that day.



## CHECK FOR UNDERSTANDING

A simple 'Check for Understanding' activity allows children time to reflect on their reading. It also gives teachers an opportunity to assess the understanding of individual groups and to intervene as necessary.

All these elements may feature in one lesson or they may be spread out over a series if the same piece of text is being studied over a series of days. However, it is vital that all elements are considered in the planning and teaching process so that we ensure our children are well rounded, confident and fluent readers.



# WHY THIS? WHY NOW? GUIDANCE ON CHOOSING AN APPROPRIATE TEXT

Choosing interesting and relevant texts that children are motivated to read and understand is an important consideration for reading comprehension activities.

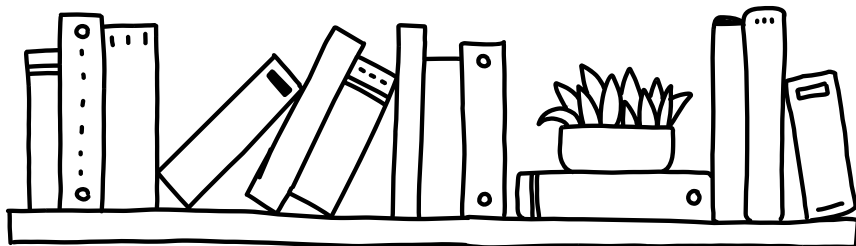
It is important to consider how a text may extend pupils' reading comprehension capabilities: too easy and pupils do not need to use the strategies, too hard and they cannot understand the text. An appropriate level of challenge can give pupils an opportunity to draw on the reading comprehension strategies they have learned and can help to prepare upper KS2 pupils for the more challenging texts they may encounter in secondary school. When considering an effective but not overwhelming challenge, the following may be useful to address:

## KNOWLEDGE

- What knowledge will the children bring to the classroom and their reading?
- What background knowledge will pupils need to understand the text? How far should this content be pre-taught?
- Does the text provide an opportunity to activate prior knowledge from another area of the curriculum?
- Does the text provide interesting opportunities to learn about life beyond the children's own experiences? Might the text challenge common stereotypes? Do characters evolve and grow supporting children to question and change their opinions of them?

## STRUCTURE

- Does the text structure provide an appropriate degree of complexity - for example, fiction which includes flashbacks in the plot, or non-fiction which presents information in unusual and interesting ways? Does this encourage re-visiting and re-reading?
- Does this complexity encourage ongoing monitoring of comprehension?



## HOW MANY TEXTS? FOR HOW LONG?

At Whitegate, we believe in exposing our children to a range of text types so that they can build a wide repertoire of background knowledge and greater experience of text structure. These texts are linked to the topic being studied and aim to deepen understanding in the terms theme.

We do not expect children to study entire novels, but rather focus on **key extracts**. The reasons for this are two fold. Firstly, studying a particular book for a half term can disengage children if they do not like that story, particularly if it is also the book read at the end of the day too. Secondly, whilst every chapter in a book adds to the story, not every chapter offers the same level of in-depth analysis.

Instead, we use engaging extracts to study with our children with each unit lasting from 1-2 weeks. We study a variety of fiction, non-fiction and poetry around our themes and, if a child or the class are really engaged with a text, we can order it into our school library for them to continue reading at home.

## MEANING

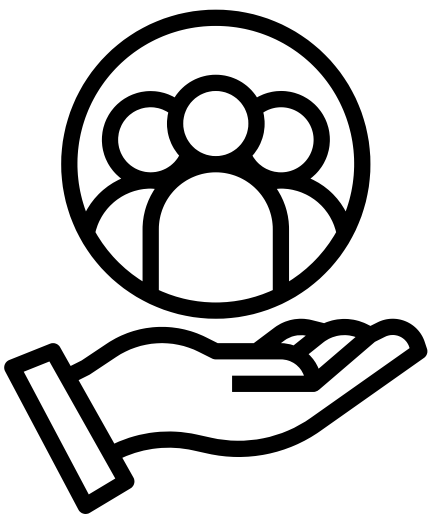
- Is there more than one level of meaning? For example, might the behaviour of a main character be interpreted in different ways? How accessible are the levels of meaning?

## LANGUAGE

- Does the text include vocabulary we have learnt in earlier texts? How does it build and support that prior learning?
- Are there opportunities to develop breadth and depth of new Tier 2 and Tier 3 vocabulary? Does this language build on previously taught vocabulary? Does vocabulary in the text relate to the wider curriculum and therefore provide helpful support, including opportunities to build depth of understanding in foundation subjects?

## THEMES

- How accessible are the experiences, themes and ideas within the text? Are there themes and ideas that encourage children to question the text? Do they facilitate links to other texts read?
- Texts including thought provoking themes and ideas can prove to be very powerful in the classroom. If the text provides these, consider what preparation you will need to undertake to support children to fully and sensitively engage.



# ADAPTATIONS

The majority of reading teaching is done through whole-class reading. It is therefore essential that teachers consider how they can provide support in their lessons to ensure all children have equal access to the text being studied. The strategies below are just some of the ways in which teachers can provide support for children in their lessons.

## PRE-READ

Reading the text aloud to children before the lesson will help reduce cognitive load during the lesson. Potential areas of confusion can be addressed to give children an advantage during the main lesson.

## MANAGE THE READ ALONG

Ensure children are only asked to read aloud passages that are appropriate for their level of fluency.

## SCAFFOLDED ANSWERS

Provide children with sentence stems to structure their answers.

## GUIDED GROUPS

If the text is to be tackled independently by the rest of the class, during the lesson, the adults can provide support by delivering a guided group to those who need it.

## SCAFFOLDED QUESTIONS

When asking inference questions, some children will need scaffolding. If asking the class 'What impression does the author give of Scrooge?' you could scaffold this further for children by identifying specific language choices to analyse. 'What impression does the simile 'as solitary as an oyster' give you?'. You can further scaffold this by providing a contrast - 'How would changing oyster to Eagle change this impression?'.  
This approach can be summarised as:

1. Pose the question
2. Identify evidence
3. Provide contrast

## SUMMARY

Provide children with a summary of the text. This can be in a graphic organiser which they can refer to in lesson.

## GLOSSARY

Dual-coded glossaries for any words or phrases that the children may need can be provided to ease cognitive load.

## RE-PHRASED PIECES

Teachers can re-write particularly challenging passages using simpler language choices. This allows children to still assimilate the narrative or knowledge independently. This approach should not be over-used for children who are working within the standard of their phase.

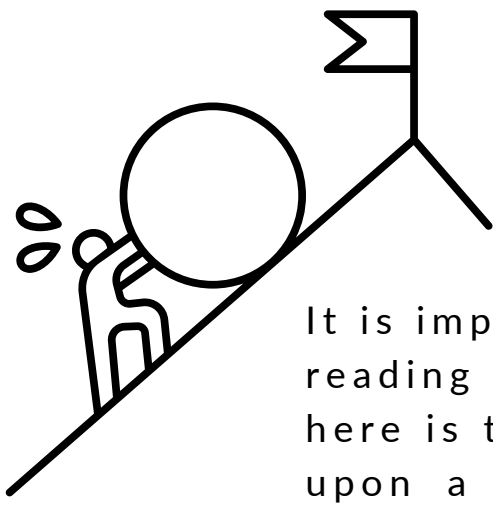
## CLOZE PROCEDURES

These can be used to allow children to demonstrate their understanding without having to write long passages.

## RECIPROCAL READ

A more thorough pre-teach of a text is sometimes required if children are going to be able to access the text in depth in the lesson. A strong format to follow for weaker readers is the 'Reciprocal Read' (EEF, 2019) - although this approach can be used with any child.

1. Predict - Before reading, children predict what will happen in the passage or what the passage will be about.
2. The teacher reads the piece aloud to the group with children reading passages if appropriate.
3. Clarify - Children discuss any words, phrases or ideas they don't understand during and after the reading.
4. Question - Children pose questions about the text that would help further their understanding. These could be literal (what is actually going on), inferential (things not explicit in the text) or authorial (why authors have chosen specific words, phrases or devices).
5. Summarise - As a group or independently, children summarise and sequence the key events or messages of the text.



# PROVIDING CHALLENGE

It is important that teachers ensure there is challenge provided in all reading lessons for those confident readers in class. The intention here is to encourage children to think more deeply about a text, call upon a larger and more developed schema, or to make use of a greater level of fluency.

## REMOVE SCAFFOLDS

Remove the scaffolds to success that you might be providing for the rest of the class (vocabulary banks, sentence stems, scaffolded questions). This requires children to think more independently.

## CHALLENGING INFERENCE QUESTIONS

Provide challenging inference questions that require the use of broader knowledge. This forces children to draw upon their detailed schemas of the world and literature.

## OPEN-ENDED QUESTIONS

Provide questions that are open-ended and don't necessarily have a 'right' answer. Children should be required to consider a wealth of evidence in their response. E.g. Which family was the most to blame for Romeo and Juliet's death? Is the Iron Man a threat to humankind? Was the British Empire a blessing or a curse?

## EVALUATE WRITER'S CHOICE

Evaluating an author's choice of language can be a rich avenue of exploration for the whole class. In order to push children further, task them with providing explanations as to why authors made certain events happen or had characters behave or say certain things.

## CREATE READING AIDS

Task children to create questions on the piece based on specific content domains or create glossaries or visual aids for future classes to use.

## ASSOCIATED TEXTS

Provide additional texts or extracts of texts linked to the core text of the lesson. For example, poems around similar themes or from the author, or news articles linked to the non-fiction focus of the lesson. This ensures children make use of their greater fluency and access a broader wealth of literature.

## SUPPORT OPPOSING VIEWS

Ask children to provide evidence for opposing views on a theme, topic or character. E.g. What evidence is there to support the view that Scrooge is a good person and a bad person?

## STRETCHED COMPARISONS

In order to challenge children, encourage them to make comparisons between two seemingly unconnected things. E.g. Following a reading session on 'Big Cats', children could be asked to find similarities and differences between jaguars and crocodiles.

## SUCCINCT RESPONSES

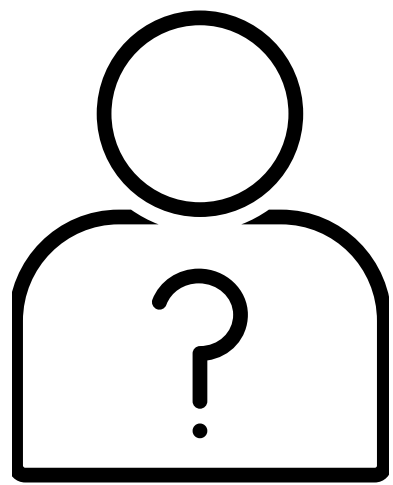
Provide restraints for children so that they have to be economical in their response. This provides additional challenge and encourages children to consider their responses carefully.

## DETAILED RESPONSES

Tasking children to use the phrases such as 'has connotations of', 'implies that', 'suggests that' provides a strong challenge and requires deep analytical thinking.

## CREATIVE WRITING

Allow children to choose how they respond to a text. It is often interesting to ask children to respond in a non-congruent genre. E.g. Write a poem which summarises the key points of a piece of non-fiction writing.

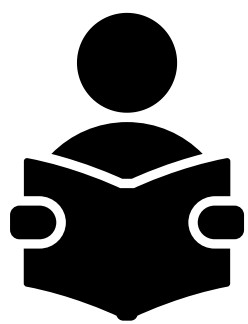


# WHO DOES THE READING?

The power of the teacher 'Read Aloud' is well supported by research. According to Batini et al, (2018), allowing the child to freely listen to stories, tales or real events, without struggling to understand a written text, is very important during the first years of schooling. This practise not only facilitates the development of the reading comprehension and the acquisition of a rich vocabulary, but it allows the teacher to develop more quickly, with less effort and with a strong involvement, numerous skills in children.

Teachers reading texts aloud to their children models excellent prosody and frees children's working memory to focus on comprehension. Teachers reading aloud also unlocks meaning for children as teachers expertly emphasise meaning through performance and grant access to texts way beyond the independent reach of the children.

However, children need opportunities to read independently, perform their reading aloud to an audience and listen to their peers read. Therefore, although the teacher read aloud is something to be used frequently, three models of organising the reading in the class are used at Whitegate. It is important to be aware of the strengths and limitations of each method and adopt each one where it is most appropriate, taking into consideration the age and confidence of the children in the class as well as the complexities and nuances of the text being studied.



## TEACHER READ ALOUD

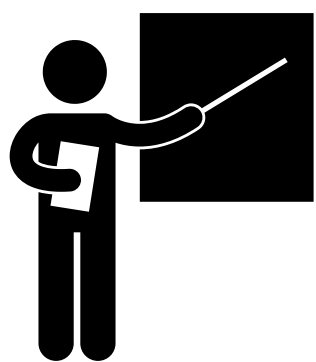
Here the teacher reads the piece aloud, modelling expert fluency.

### Strengths

- Exposes the children to challenging texts.
- Models effective prosody.
- Models strategies of comprehension.
- Develops listening stamina.
- Aids in the development of reading for pleasure.

### Limitations

- Doesn't build reading stamina.
- Easy to disengage.



## GUIDED READ ALONG

Here the class reads along and the teacher calls upon children to read in turn.

### Strengths

- Opportunity to read aloud to an audience.
- Vital assessment of/for learning.
- Immediate correction - develops good habits.
- Simple differentiation.
- Culture of listening and respect.

### Limitations

- Easy to disengage.
- Must pick text carefully.
- Could be daunting for some.



## ACCOUNTABLE INDEPENDENT READING

Children read the text independently and complete a 'Check for Understanding' activity.

### Strengths

- Develops reading stamina.
- It is vital for future academic success.
- Opens the world of literature.

### Limitations

- Pronounced negative impact on weakest readers.
- Needs to consider support and challenge.
- It needs to be accountable.