

CPD outline – Literacy

Course theme – Improving reading

Pre-course tasks	<p>Activity 1 Review reading results (2006/2007) at KS1 and KS2 for your school</p> <p>Activity 2 Read and discuss</p> <p>Read the notes provided by a teacher reflecting on the reading experiences of children in Year 4. Consider how far these comments match the range of reading for children in your own class.</p> <p>Activity 3 Collect and reflect</p> <p>Over one week, focus your observations on two children in your own class who have different attitudes to reading and different levels of fluency.</p> <p>a. Reflect on their individual experience of <i>guided reading</i> during the week.</p> <p>b. Note what kind of reading activities they each take part in <i>outside literacy sessions</i>.</p> <p>How does guided reading:</p> <ul style="list-style-type: none">• compare with their other reading experiences in terms of their level of interaction with text?• contrast with their other reading experiences in terms of the level of challenge?• provide 'reading rewards' that their other reading experiences do not?• use the potential of, or compensate for, their reading choices?• build on, or contribute to, their attitudes to reading? <p>Please bring this information with you to the session on Improving reading.</p>	Pre-course task Handout
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Session 1	Session 1 Expectations and progress	Resources
Data analysis	<p>Links to Primary Framework</p> <p><i>The Framework's digital construction means there is no single 'view' of learning and teaching. It can and should be viewed through different 'lenses' that allow a school or a teacher to use it as a tool for a particular purpose.</i></p> <p><i>Learning can be considered across the big picture for one or more of the main threads of progression that most children will move through – progression in each of 12 strands. This makes it easier for a teacher to build on prior learning, to plan for challenging activities that stretch all learners and also to plan for a class that includes a broad range of individual needs when teaching a particular objective, such as in a mixed-age group class.</i></p> <p><i>What children will learn can also be considered across the big picture for a year group (all the objectives that reflect end-of-year expectations for that year group). Covering these objectives will allow children to reach the Early-learning goals for communication, language and literacy and the appropriate National Curriculum programmes of study (PoS) for Key Stages 1 and 2.</i></p> <p><i>The Framework can also be viewed from the perspective of the resources available at a particular point in the learning, such as teaching resources for a particular unit of work or text.</i></p> <p><i>The Framework can also be used to consider aspects of literacy teaching at a whole-school level through additional guidance that supports planning, teaching and assessment across all year groups, such as guidance on teaching reading comprehension and planning for children using English as an additional language.</i></p> <p>Expectations</p> <p>Share the end of year and termly expectations for each year group. Discuss the use of age-related expectations to identify pupils who require additional support to accelerate their progress.</p> <p>Look at underperforming groups of pupils, especially boys, EAL pupils. Compare the school and class picture to local and national data.</p> <p>Re-visit the school improvement cycle from the Primary Framework CPD. Take participants through the cycle at a class level. Draw attention to the role of guided reading and quality-first teaching to supporting pupils in overcoming potential barriers to their learning.</p> <p><i>Activity:</i> Compare own class data to the age-related expectations for the year group. Identify pupils who need to be accelerated to age-related expectations. Identify their strengths as readers and which areas require further development. Discuss in small groups. The main points will inform the feedback in the next session. Record findings on the learning log.</p>	<p>Tracking grids for writing from the Primary Framework</p> <p>School improvement cycle</p> <p>QCA optional paper analysis and school tracking data from current and previous year group</p>

<p>Suggested structure – all teachers from Y1,3,5</p> <p>Using the Primary Framework as a tool for school improvement</p>	<p>Review and progression</p> <div style="border: 1px solid black; padding: 5px;"> <p>To investigate how the Framework organisation and additional guidance support planning and pedagogy</p> <p>To discuss the main stepping stones of progression in reading</p> <p>To consider the relationship between speaking and listening, reading and writing across a unit of work</p> </div> <p><i>Greater focus upon teachers and practitioners using their assessment to personalise learning, and both identify and tackle the most appropriate objectives, individuals and groups of children need to learn.</i></p> <p><i>Additional guidance is provided on the interdependency of the different strands to support teachers in their planning. Ask delegates to view the 12 strands of literacy on the Primary Framework, or alternatively provide as a handout.</i></p> <p><i>Simply ‘using the Framework to plan’ doesn’t guarantee that children will make good progress. Explain the important interdependency of the strands.</i></p> <p><i>Notice: ‘reading AND writing.’ Some strands clearly have a reading or writing focus but, for example, children need to know about the kinds of texts they’re ‘creating and shaping’. This knowledge comes in the widest sense from their reading in every respect, whether taught explicitly or experienced as a reader/listener/viewer. In the Primary Framework, the progression these strands reveal through the objectives and the interdependency between them creates possibilities for creative approaches to learning and teaching, for planning consolidation and also for the application of literacy learning across the curriculum.</i></p> <p><i>Examples – listening and responding might be a planned learning outcome to a lesson working towards a curricular objective for reading. (E.g. Year 5 Poetry unit 1, Poetic style: respond specifically to the poet’s use of word play, rhyme and metaphor and the effectiveness of their word choices.) A drama convention might be the pedagogy used to teach a reading objective. (E.g. Year 3 Narrative unit 3, Adventure and mystery: Phase 1 – Explore a moral dilemma faced by a character using discussion and drama.) <i>In creating and shaping a text, children might learn by applying group discussion and interaction.</i> (E.g. Year 1 Non-fiction unit 5, Recount (fact and fiction): Phase 3 – children create group animated recounts with written captions recounting events.)</i></p> <p><i>The learning objective is critical and is the starting point. Viewing the objectives by strand also shows clearly the importance of reading in its own right. (It is often set at the beginning of a sequence of learning and teaching for writing and could sometimes be viewed as just ‘the starting block for writing’.)</i></p> <p>DEMONSTRATE the range of pages/views on the Primary Framework and ways of viewing progression.</p>	<p>Primary Framework – 12 strands</p> <p>www.standards.dcsf.gov.uk/primaryframeworks</p>
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	<p>The simple view of reading <i>Explain that the SVOR is a conceptual framework. The Rose Report made it clear that there are two distinct but related processes involved in teaching children to read: their learning to recognise words and developing language comprehension.</i></p> <p><i>Both are essential for learning to read and are contained in the 'Simple view of reading.'</i></p> <p><i>In particular, Strand 5, word recognition: decoding (reading) and encoding (spelling) reflects the recommendations of the Rose Report in that the teaching of phonics is time-limited, is seen as the principal strategy in word recognition and also reflects the reversibility of blending (decoding) and segmenting (encoding) to support reading and spelling.</i></p> <p>Link to early reading CPD Refer to the section in the Rose Review on the 'Simple view of reading', which provides the conceptual underpinning for the teaching of early reading. Discuss the implications for teachers and practitioners.</p> <p>Teachers need to be aware that different skills and abilities contribute to the development of word recognition skills and to comprehension. Teachers therefore need to keep these two dimensions of reading separate in their minds when they plan their teaching so that they focus clearly on developing word recognition skills through</p> <ul style="list-style-type: none"> • phoneme awareness and phonics teaching • repetition and teaching of 'tricky' words <p>and focus clearly on developing language comprehension through</p> <ul style="list-style-type: none"> • talking with children • reading to children • teaching comprehension strategies. <p>Provision for a broad literacy curriculum that addresses the teaching of word recognition skills and language comprehension skills should therefore include a range of experiences and opportunities. See 'Developing learning across a week' from the Early reading materials available on the Primary Framework.</p> <p><i>Emphasise the continuing importance of direct teaching of reading. It is essential not to lose the focus on both dimensions of reading when children have made good progress in word recognition and fluency. Effective readers are fluent but they are also flexible (in their application of reading strategies) and accurate (in their word recognition).</i></p> <p><i>Ask this key question:</i> What are the main stepping stones of progression in reading? Ask for a few suggestions and record them.</p> <p><i>It's likely that suggestions will include stepping stones in attitudes, motivation, confidence and independence as well as skill and knowledge.</i></p>	<p>Primary Framework for literacy and mathematics – Updated DVD-ROM containing interactive planning tool Ref -00449-2007DVD-EN</p> <p>Rose Review of Reading</p>
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	<p>ACTIVITY 1a for participants who teach Year 1 <i>An example: progression in Strand 5, Word recognition, from Reception to the end of Year 2.</i></p> <p><i>Open envelopes marked Activity 1a. Each of the four cards shows an objective from the PF for Reception, Year 1/Year 2.</i></p> <p><i>Discuss the progression in word recognition shown in the objectives and place the cards in order, from Reception to Year 2.</i></p> <p><i>Take suggestions and clarify the order of the objectives in the Primary Framework.</i></p> <p><i>There are two objectives from Year 2.</i></p> <p><i>The progression in the Framework is: D (Reception), B (Year 1) and then A and C, both Year 2 objectives.</i></p> <p><i>Emphasise that it is not so straightforward to agree on the main stepping stones in children's progression in, for example, their reading comprehension because a fluent, active reader brings so much more to the text than decoding skills and understanding of the words and their literal meaning.</i></p> <p>ACTIVITY 1b for participants who teach Year 3 or Year 5 <i>An example: progression in Strand 7, Understanding and interpreting texts from Year 3 to the end of Year 5. Open envelopes marked Activity 1b. Each of the five cards shows an objective from the PF for Year 3, Year 4 or Year 5.</i></p> <p><i>Discuss the progression in understanding and interpreting texts shown in the objectives and place the cards in order, from Year 3 to Year 5.</i></p> <p><i>Take suggestions and clarify the order of the objectives in the Primary Framework.</i></p> <p><i>The progression in the Framework is: Year 3 D E; Year 4 C; Year 5 A B</i></p> <p><i>Draw out the fact that the objectives on the cards fall into two groups, with two of them representing progression in the way that writers use language for particular effect and three of them relating to structure and organisation.</i></p> <p>How has the learning moved on from Y3 to Y5?</p>	<p>Activity 1a, 1b cards</p> <p>Primary Framework – reading objectives progression pages</p>
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Progression in persuasion texts

Progression is achieved through

- speaking and listening preceding reading and writing
- teacher modelling and scribing preceding children's independent attempt
- increased understanding by the children of the form and features of persuasive writing and then increasing ability to manipulate elements of writing to persuade others
- increasing complexity, subtlety, challenge of task (persuading a reader to change their mind), and/or adding additional features such as multi-modal elements (visual images, video, vox clips, etc)
- increasing ability to recognise persuasion and understand the persuasive devices used in the writing of others; in their own writing to persuade effectively as appropriate to their purpose and audience.

Guidance paper for: PERSUASION TEXTS

Use the slide to draw out how speaking, listening, reading and writing are interdependent.

The concept of persuasion is an abstract one. Younger children will benefit from viewing, hearing and discussing examples that give them something more concrete to hang on to.

Discussion activity

Discuss the ways that their own school provides for children to read and listen to a wide range of persuasive texts as they progress through the school.

Ask them to make a note of the differences between Year 1 and Year 6 (or Y3 and Y6 for junior schools) with respect to each of the bullet points shown on the slide. Take feedback.

If there is time, look again at the Primary Framework guidance on progression. For another example – poetry.

Discussion: small group to whole group

1. *Talk together briefly about a unit of work they have used with their own class, focusing discussion on the range of **reading** opportunities.*
2. *Focus whole-group discussion on the way that direct teaching is used to maintain **pace** through the unit of work.*

*Focus mainly on maintaining pace within a lesson, think about how they use direct teaching to ensure **pace through the unit of work** (coverage of learning objectives, the momentum of motivation) and to **accelerate progression where necessary** due to under-achievement in a target group of children. How do **shared and guided reading** serve this purpose?*

*This session has looked at planning a sequence over time, and considered **progression in literacy skills, knowledge and understanding** that readers need. The next session will consider **a familiar sequence that supports the way children learn** within a lesson.*

Session 2	Planning and pedagogy 1: shared and guided reading	
<p>Approx 60 mins</p> <p>Shared reading</p>	<p>Objectives</p> <div style="border: 1px solid black; padding: 5px;"> <p>To revisit an effective teaching sequence for reading within a lesson</p> <p>To investigate the underlying principles of shared reading, guided reading and independent reading</p> <p>To discuss guided reading strategies that contribute to assessment for learning</p> </div> <p><i>This session considers the effectiveness of shared, guided and independent reading and writing and what underpins this model, in terms of the learning process.</i></p> <p>Invite an explanation of the differences between shared, guided and independent reading.</p> <p><i>Summarise the obvious differences: whole class with direct teaching / group with direct teaching / maybe individual, pair or small group learning but independently of the teacher.</i></p> <p>Emphasise the differences in terms of the strategies used and the learning process.</p> <p>Shared reading Even during shared and collaborative reading, the teacher is the expert reader.</p> <p><i>The teacher models and/or demonstrates the skills an effective reader uses as well as the way a fluent, flexible reader thinks. Demonstration can be highly effective as the children are not limited by their own current levels of fluency/accuracy, so they can read a more challenging text. This gives faster 'reading rewards'.</i></p>	<p>Primary Framework – 12 strands</p> <p>Resources</p> <p>PAPER A: shared reading</p> <p>Activity 2 – one per participant in the session pack</p> <p>HANDOUT 1 – one per participant in the session pack</p> <p>HANDOUT 2a (for Y1) or 2b (for Y3) or 2c (for Y5) as appropriate to the group – one per participant in the session pack</p> <p>Access to the Primary Framework (literacy)</p> <p>Optional: self-evaluation grid from the AFL module in the Learning and teaching in the primary years materials – DfES 0520-2004G which is hyperlinked to the electronic framework and/or any locally developed assessment approaches.</p>

	<p><i>Draw participants' attention to Paper A: Shared reading.</i></p> <p><i>The paper describes the main purposes and functions of shared reading with beginner readers but its underlying principles are also very relevant for KS2. Go through the main points made in Paper A, summarised below.</i></p> <p>Key principles:</p> <ul style="list-style-type: none"> • the need to be clear about the purpose of the shared reading and the learning objective • not to confuse beginning readers by using shared reading to teach word recognition and phonics alongside comprehension within the same short teaching session. <p>The conceptual framework of the simple view of reading has implications for the ways that teachers and practitioners teach word recognition skills and language comprehension processes through shared reading.</p> <ul style="list-style-type: none"> • Teaching needs to take account of the cognitive processes involved in the development of both accurate word recognition skills and language comprehension. • Children may not necessarily show equal performance or progress in each dimension. • Careful assessment of children's performance and progress in each dimension will help identify children's learning needs and guide further teaching. • Different kinds of teaching are needed to develop word recognition skills from those that foster the comprehension of written and spoken language. <p>For participants who teach Y1</p> <p><i>Draw attention to the section on The functions of shared reading (page 2).</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>Firstly, induct the child into the world of story, meaning and response.</p> <p>Secondly, <i>shared reading</i> provides multiple opportunities for teaching early reading behaviours.</p> <p>Thirdly, <i>shared reading</i> provides opportunities to focus on the application of decoding skills on carefully selected occasions.</p> <p>Fourthly, <i>shared reading</i> can be a vehicle for extending children's understanding of what is being read, i.e. their skills of comprehension.</p> </div> <p>For participants who teach Y3 or Y5</p> <p><i>Draw attention to the section on The functions of shared reading (page 2) and relate two of the points to either Y3 or Y5 as appropriate.</i></p> <p>'Firstly, induct the child into the world of story, meaning and response.'</p> <p><i>Shared reading continues to be an important vehicle for strengthening and broadening children's reading experience. If early shared reading 'inducts children into the world of story, meaning and response' then shared reading in KS2 extends the boundaries of the world of story, meaning and response in the widest sense.</i></p> <p>'Fourthly, <i>shared reading can be a vehicle for extending children's understanding of what is being read, i.e. their skills of comprehension.'</i></p> <p><i>Ask for examples from KS2 shared reading and use these to clarify the difference between 'demonstration' and 'modelling'.</i></p> <p><i>Tell participants that session 3 will explore the way that guided reading can be used for the teaching of reading comprehension.</i></p>	<p>Paper A – Shared reading</p>
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Guided reading

Using a partnership approach that includes direct teaching, children tries out the skills they've been learning in context and begins to think like readers (particularly in the questions they ask themselves about the text). The teacher holds onto the child's reading 'stabiliser wheels' in a number of different ways, depending on the context and the child; refocusing on the text, remodelling the kind of questions to be asked, increasing or decreasing the pace. The child has an opportunity to read independently but within a guided context.

Independent reading

The handover is complete and **the child is the reader**, applying, practising or consolidating their learning. Independent doesn't have to mean individual reading. Discuss the range of independent reading activities and range of situations, such as individual support for a child with SEN or additional support for a group with EAL.

Ask the key question

Why is guided reading so important to children's progress?

Guided reading

What are the **core principles** of guided reading?

Collect suggestions and create a list that includes the following points:

- as with shared reading, the teacher/practitioner needs to be clear about the purpose of the guided reading and the learning objectives
- small number of children
- carefully structured session with a clear focus
- application of new skills in context
- tailored to specific needs of individuals (or the group, who have very similar needs)
- text used increases the reading challenge
- teacher guides children through text by prompting them to apply knowledge and skills independently.

Discussion

Make their suggestions for the 'core principles' list; draw out the importance of:

- targeting the direct teaching in a way that can't be done during whole-class teaching
- grouping children for guided reading according to their curricular targets
- tightly focused teaching (what is being learned can be as small a step as necessary for those children) and the opportunity to assess what the next steps should be
- AfL and success criteria for small steps as appropriate – progress is evident to the child.

Activity 2

Introduction to the text
Teaching strategies
Independent reading
Return to the text
Response

Use sheet for **Activity 2**.

Reminder that the quadrants shown in the **Simple view of reading** make clear in a visual way that children may:

- have good comprehension but poor word recognition skills
- have good word recognition skills but poor comprehension
- be weak in both the above
- be strong in both the above.

Participants think of a group of children in their own class who fall into one of the first, second or fourth quadrants listed above (i.e. not children who are weak in both word recognition skills and comprehension).

Allow a few moments for them to describe the reading characteristics of these children. Refer to the sequence for teaching guided reading on the sheet and ask them to note **BRIEFLY two examples, each showing a different way they have taught guided reading to meet the needs of these particular children.**

Share some of their examples, selecting one or two from each of the three quadrants used in the activity:

- guided reading with children who have good comprehension but poor word recognition skills
- guided reading with children who have good word recognition skills but poor comprehension
- guided reading with children who are strong in both the above.

Summarise the range that has been exemplified and add some further examples, to ensure that participants understand the range and flexibility available to them.

Y3 example

Year 3 Narrative unit 3: adventure and mystery.

Show the overview of the suggested teaching sequence, where phases 1 and 2 clearly focus on **familiarisation and capturing ideas** through reading.

Phase 1 – Read a range of short adventure stories and begin reading a mystery story (to run throughout the unit). Investigate plot structure and identify typical themes, settings and characters. Explore a moral dilemma faced by a particular character using discussion and drama. Children then express and justify their judgements and demonstrate empathy for the character.

Phase 2 – Analyse language use and connectives to signal time, place or sequence. Explore different types of sentence and the effect of varying sentence length. Recount an incident from the story in a different way, for example in a conversation between two characters or in a letter.

Go to the teaching sequence pages and draw attention to some of the strategies used in phases 1 and 2: explaining personal response; plotting 'most exciting moment' on a mountain shape to represent plot; comparing with other examples; exploring character through hot-seating and role-play; recounting an incident in different ways; acting out conversations in character; writing in role.

Y5 example

Year 5 Non-fiction unit 1

Show the overview of the suggested teaching sequence, where phases 1 and 2 clearly focus on familiarisation and capturing ideas through reading.

Phase 1 – Speaking and listening preceding writing. Oral instructions: calling for help – telephone help desk simulation.

Phase 2 – Reading and investigating the text-type, capturing ideas through talk and reading (use of different examples of the text-type: on-screen, oral, written and visual to enable children to understand the purpose and different audiences for the text-type).

Go to the teaching sequence pages and draw attention to some of the strategies used in phases 1 and 2: reviewing own experience; making notes collaboratively to collect ideas; using role-play to explore the effects of different levels of formality in spoken language; discussion to make comparisons; evaluating texts against specific criteria; engaging in practical tasks associated with non-fiction texts, such as following instructions; using response partners: think-pair-share; drawing up criteria and making lists.

Draw attention to the examples on **Handout 1** (from the resources on 'Primary support materials for Year 5 and 6 teachers' 05/2007).

Check that the strategies are all familiar to them.

Assessment for learning

Going back to the core principles listed earlier, guided reading is also an important opportunity for **focused individual assessment**.

Grouping a small number of children according to their curricular targets (individual needs) and using direct teaching combined with an opportunity for independent application of new learning combine to provide important information about individual performance and progress in each dimension: word recognition and language comprehension.

Handout –
session 2
– Teaching
approaches

Gathering evidence for reading

Listening to children read
Short answer questions
Drama (e.g. improvisation, conscience alley)
Creative responses e.g. writing in same style or format, additional episodes, alternative endings, writing from character's point of view
Reading journal
Oral presentation
Extended conversations with children through e.g. guided reading
Observation of children e.g. in guided, pair, whole class work
Questions, hypotheses, exploring why/how/what if...?

Gather examples of ways to use a range of approaches to assessment during guided reading.

Draw on the self-evaluation grid from the AfL module in the Learning and teaching in the primary years materials – DfES 0520-2004G – which is hyperlinked to the electronic Framework and/or any locally developed assessment approaches.

Target statements are directly linked with relevant objectives

AfL opportunities are explicit within the planning exemplification

Progression is expressed in core strands and across the strands by year group and is more easily accessed

Summarise the ways that assessment for learning is supported in the features of the renewed Framework.

The purpose of guided reading is now being established as well as the way it moves learning along. How can that help when planning a unit of work? Where does guided reading belong?

ACTIVITY 3

Look at an example unit of work.

HANDOUT 2a Y1

From the FW: Year 1 Narrative unit 1
Stories with familiar settings
Teaching sequence: suggested teaching approaches (2 pages)

HANDOUT 2b Y3

From the FW: Year 3 Narrative unit 1
Stories with familiar settings
Teaching sequence: suggested teaching approaches (3 pages)

HANDOUT 2c Y5

From the FW: Year 5, Narrative unit 1
Novels and stories by significant children's authors
Teaching sequence: suggested teaching approaches (4 pages)

*Draw attention to handout **2a (Y1)**, **2b (Y3)** OR **2c (Y5)**, or open the Primary Framework.*

*Highlight **where reading is being taught** and then discuss where **guided reading** could fit into the teaching sequence, for their own class. (For Y3 and Y5 you may wish to limit the scope of the task to the first two phases of the unit.)*

AfL module in the Learning and teaching in the primary years materials – DfES 0520-2004G

Learning and teaching in the primary years, AfL. DfES 0520-2004G

Handout 2A – Y1

Handout 2B – Y3

Handout 2C – Y5

Take feedback.

Use the detail of the discussion to support understanding of how guided reading could fit into the planned sequence provided and what it brings to learning, including assessment for learning.

For example, go through the range of learning and teaching approaches included in the teaching sequence.

Which would be most effective and appropriate during shared or independent reading and why?

How might guided reading be used further on in the teaching sequence (for example, in Y5 Narrative unit 1, in phase 3)?

Session 3	Planning and pedagogy 2: guided reading and comprehension	Resources
	<p>Planning and pedagogy 2 Guided reading and comprehension</p> <p>Objective</p> <div data-bbox="395 367 1187 501" style="border: 1px solid black; padding: 5px;"> <p>To make pedagogical links between the theory and practice of teaching reading comprehension</p> <p>To discuss approaches to teaching comprehension during guided reading</p> </div> <p><i>Covers children's progression in the skills, knowledge and understanding that readers need and revisits a teaching sequence that underpins their learning. This session focuses on reading as an active, interactive and personal activity.</i></p> <p>An effective reader brings much more to reading than decoding skill, knowledge of word meanings and familiarity with sentence grammar.</p> <p>The simple view of reading <i>Look again at the Simple view of reading (SVOR).</i></p> <p><i>Think about children in their own class whose barriers to reading progress are often less visible – those who have good word recognition processes (reading fluency) but poor comprehension.</i></p> <p><i>What are they like? Good use of punctuation when they read aloud? Sound as if they understand but when asked to give reasons why they hold particular views or to use inference they struggle?</i></p> <p><i>Opportunity to explore in depth what reading comprehension is all about – revisiting the theory in the light of the big messages about guided reading from sessions 1 and 2.</i></p> <p>Choosing texts <i>Before looking at the way we teach comprehension it is important at this point to clarify that the emphasis on texts used should favour complete texts. Mention the pitfalls of 'dredging a good text dry' by chopping it into chunks for use in literacy lessons, even when each chunk is not a very good model for use with a particular learning objective. Looking deeper into the theory behind reading comprehension during this session will underline again why this is so important: reading comprehension is about meaning.</i></p> <div data-bbox="395 1361 1187 1639" style="border: 1px solid black; padding: 5px;"> <p>Recent research is based on seeing the child as:</p> <ul style="list-style-type: none"> actively engaging with the text to create meaning acquiring strategies whilst engaged in authentic reading rather than as a separate set of skills applying cognitive, interpretive and problem-solving strategies influenced by differences in their own experience and in their wider socio-cultural context. <p><i>(From the reading comprehension flyers.)</i></p> </div> <p><i>Key things to focus on:</i></p> <p>Active engagement of the child <i>How actively do children engage during guided reading? (What kinds of strategies ensure that they are active and not passive readers?)</i></p> <p>Authentic reading <i>In what way is the reading activity in a guided reading session authentic? (Why does it matter to the child? How does it fit together with their other learning?)</i></p> <p>Applying strategies <i>The importance of focus for direct teaching and independent reading in a guided session: which strategy is the child applying?</i></p> <p>Socio-cultural contexts <i>Balancing teaching comprehension skills with reading widely and for pleasure. Not every text you happen to read should be analysed.</i></p>	<p>Paper B:</p> <p>What can schools do to increase the vocabulary of children who start education with a limited vocabulary?</p>

Comprehension – making meaning from texts:

- literal
- inferential/deductive
- evaluative/responsive.

These three levels of comprehension are very familiar. We already know that literal comprehension is the jumping-off point for the other two.

It's the last two bullet points that take readers to the levels of engagement with texts that give the real reading rewards, the strongest interaction. Give some examples.

A key starting point: children need to understand that they need to understand.

Think about children who read fluently with expression but, when questioned, can't dig deeper than responses at a literal level. They don't really get 'into' books even though they may read the current class favourites and talk about them.

How often have you stopped to ask children if they know what a particular word means that has just cropped up, and none of them can answer?

SVOR matrix

Recognising (decoding and understanding) the words is vital to reading comprehension. If the child cannot read the words they will not be able to extract meaning.

Poor reading comprehension can still occur with good word recognition because the child is not understanding at a semantic or syntactic level.

The SVOR draws our attention to another group: children with good word recognition and good reading comprehension.

Discussion

How can guided reading work to move these children forward and ensure that their good progress is maintained? How can the **direct teaching** and the **independent reading** make a difference to these children?

Possible suggestions:

raising the challenge: a more extended read, a more complex text

widening the challenge: making comparisons with other texts, taking children beyond their reading territory by providing texts by different authors or from different genres to their usual choices

increasing the pace: planning for accelerated progress through the next steps for each child

increasing the independence: planning guided reading to ensure that the independent phase requires the child to apply new learning in different ways or across a broader spectrum.

Where does comprehension come from?

- Good reading comprehension starts with good listening comprehension
- Reading comprehension also requires additional skills
- Comprehension requires linguistic skills and cognitive resources

Listening comprehension is a good predictor of reading comprehension. Listening comprehension and the ways it can be used across both key stages is important. (Many schools currently have a focus on speaking and listening.)

Reading comprehension requires additional skill because of the differences between written and spoken language.

Linguistic skills

Vocabulary knowledge
Grammatical skills
Pragmatic abilities
Metalinguistic awareness, idioms and figurative language.

Comprehension uses linguistic skills

Linguistic skills can be split into these aspects – the following slides go into more detail.

The role of vocabulary knowledge in listening and reading comprehension

- Basic understanding – knowing the meaning of the individual words you decode
- Words explain contexts
- Knowing the context helps you understand unfamiliar words you encounter
- So you develop and refine vocabulary further still
- The more words you know, the more words you are likely to learn!

Knowing the meaning of some words helps children to work out the meaning of new words and so the process continues incrementally. This is why developing children's vocabulary is so vital to their reading and listening comprehension. You could think of this as word-level comprehension. It is sometimes referred to as lexical knowledge.

*Research cited in **Reading comprehension flyer 1** identifies vocabulary knowledge as being very important in comprehension. Obviously, you need to understand the words you hear, for basic comprehension. Familiar words help in explaining the context of unfamiliar texts – e.g., 'They went to the library. There were lots of books to borrow.' 'Library' may not be known, but 'books', 'lots' and 'borrow' may be and help the child understand the new concept of 'library'. The next slides illustrate this.*

Illustrate how a child works out meaning of new word from two words already known: rain/snow/sleet

How do children acquire vocabulary?

- Up to about age 5, children acquire words by speaking and listening
- Oral vocabulary of about 14000 words at age 5 – but many children will have a much smaller vocabulary
- After this age, oral conversation is a much less effective means of promoting vocabulary growth
- Children who do not have a good vocabulary are likely to have difficulty in reading, and therefore in acquiring more vocabulary

Ask why they think children acquire vocabulary less effectively from their conversations after the age of 5.

It's because they tend to use only words they and their peers already know when they talk to one another.

This emphasises again the importance of teaching vocabulary development, for younger children and for those with EAL.

Implications for teachers

- Direct teaching of vocabulary enhances listening and reading comprehension
- Vocabulary development:

shared reading guided reading

Activity 4

Work in small groups to share the different ways that their own school teaches vocabulary development.

Share examples with the whole group. Do any include the specific use of guided reading?

Give out Paper B. What can schools do to increase the vocabulary of children who start education with a limited vocabulary?

*Refer to **Understanding reading comprehension 3, Semantic strategies.***

Grammatical skills

- Grammar = syntax + morphology
- Syntax – the order in which words can be used in sentences
- Morphology - the basic structure of words and the units of meaning from which they are formed

It's obvious that readers need to use grammatical skills to understand what they read, but less obvious are the children who have a wide vocabulary but find it difficult to string sentences together themselves for speaking or writing. This tends to be the case for children who have been deprived of hearing language at an early age, older children deprived of oral language in the home and children with EAL.

Grammatical skills and comprehension

- Most children understand simple sentences at age 5
- Compound sentences, questions and instructions are harder
- Complex sentences appear last in speaking and writing
- School entry (YR) measures of grammar also predict reading comprehension at end of Y1

There are clear links between children's use and knowledge of grammatical skills and their reading comprehension.

Paper B:

What can schools do to increase the vocabulary of children who start education with a limited vocabulary?

Reading comprehension flyer – 3

www.standards.dcsf.gov.uk/primaryframeworks

Implications for teachers

- What is the role of grammar teaching in reading, as well as writing?
- What can be done to support children with EAL?
- What can be done to support children with specific language difficulties?

Offer this slide for discussion in school.

Cite Primary National Strategy EAL materials.

Pragmatic abilities

- Knowing how language is used in context
- Empathising, appreciating others' thoughts and beliefs
- Recognising jokes, lies, criticism and irony

Pragmatic ability is the third of the linguistic skills listed earlier. Give some examples of pragmatics at work. This is about 'getting it' – double meanings, empathising with a character, understanding what's going on when something ironic takes place. It's about knowing 'where the author's coming from' as well – understanding that an author might have a particular attitude and why.

Children on the autistic spectrum may lack this frame of reference – so they don't pick up on irony, for example. Pragmatics may be at work when readers who have all read the same books share an 'in' phrase or say something that only they can see the funny side of.

Metalinguistics

- The ability to reflect on the structure of language, understanding idiom and figurative language

What kind of questions or activities could you use during guided reading to teach children how to recognise when authors are using figurative language and how to evaluate the effect?

Metalinguistics is the ability to think about language, and to talk about thinking about language. This is the territory of the 'WHY' and 'HOW' questions when teaching reading. Why has an author used a simile instead of just the name of a colour? Why does a poem use the imagery of war throughout when it's not even about war? How does an unusual word choice impact on the effect?

Cognitive resources

- Reading comprehension
- Knowledge of and engagement with texts
- The important role of inferences

These are the three aspects of reading comprehension.

Knowledge of and engagement with texts

- Parallels with skills in oral language
- Children need to understand the purpose of the activity and the goals of the author
- They need a positive attitude to reading and motivation
- This is critical to the development of a personal standard of coherence for comprehension – they must not be satisfied with incomprehension

Focus on the fourth bullet: 'a personal standard for comprehension'.

Children need to recognise when they don't understand beyond the literal and they need to know what is acceptable / reasonable / important to question.

Knowledge of and engagement with texts

- Motivation leads to wide reading
- The more the reader reads, the more helpful knowledge s/he builds up
- Knowledge of story schemas, non-fiction text structures supports comprehension – knowing how texts work
- More experienced readers 'tolerate uncertainty'

'Tolerate uncertainty' comes from Margaret Meek – she says skilled readers persevere with unpromising or difficult texts because they know there will be rewards. This has implications for the kind of texts we should offer less skilled readers to read independently. The feeling of uncertainty is a good one if we know it's going to be rewarded by finding out 'whodunnit' in a few more pages. In fact, many of us choose particular favourite authors because the feeling of 'not knowing' that they create through their text is so pleasurable – we almost don't want to get to the last page!

Compare this with the different kind of uncertainty that some children tolerate every time they read.

Knowledge of and engagement with texts

- Reading aloud to children from a variety of texts is vital
- Discuss how stories and non-fiction texts work
- Explore texts that play with references to other texts (intertextuality)

Reading aloud is vital to promote enjoyment and teach lessons about persevering with difficult texts, or texts that have unusual structures. Children who have no good reason to tolerate uncertainty when they read longer or more challenging texts independently get to feel the pleasure of the reading reward. Very motivating!

Intertextuality is a great way of helping children recognise that some texts have depths because of resonances of other texts. Films often do this too.

Inference

- Inferences are fundamental to successful reading comprehension
- Some inferences are made automatically by most readers
- Some inferences require the conscious application of reasoning skills

Automatic inferences include much of the information we receive from the use of pronouns and their referents – 'John asked Pam if he could borrow some money' – 'he' means John.

Broadly two kinds of **inference**:

- coherence inferences
- elaborative (or extending) inferences.

The example given on the last slide is a cohesive inference. An example of a knowledge-based inference would be 'The campfire started to burn uncontrollably. Tom grabbed a bucket of water.' – to understand this you need to know that 'water puts out fire'.

Some children have difficulty with elaborative inferences. For example: 'The knight lunged towards the dragon and pierced its shiny scales. The dragon turned towards the knight and let out a fiery roar.'

Many inferences that enrich the text can be drawn from this. Skilled readers would have them in mind almost unconsciously and refine or confirm them as necessary when they read on.

Strategies to develop reading comprehension

- Activating prior knowledge
- Prediction
- Constructing images
- Questioning
- Text structure analysis
- Sequencing texts

(From Reading comprehension flyer 2.)

Another familiar list but a reminder of some of the strategies that we can draw on during guided reading.

Close the session by leading a discussion on the work many schools are currently undertaking to strengthen links between the content of different subjects and to ensure that children make connections between their learning across the curriculum.

Invite participants to draw on their own experience. What are the implications for choosing texts for guided reading?

E.g. the importance of choosing quality texts at the right level rather than simply texts that perform the desired cross-curricular function. The importance of choosing the text to support the planned learning objective.

Reading comprehension flyer 2 – www.standards.dcsf.gov.uk/primaryframeworks
Reading comprehension flyer 2 – www.standards.dcsf.gov.uk/primaryframeworks

Session 4	Next steps / in-school support	
<p>Approx 30 min</p> <p>Suggested structure – all teachers from Y1,3,5</p>	<p>Session 4</p> <p>Objectives</p> <div style="border: 1px solid black; padding: 5px;"> <p>To create an opportunity for teachers to investigate and reflect on ways of improving reading in their own class and/or their own school</p> <p>To establish a starting point for discussion with the school SMT about ways forward</p> <p>To review PDMs for whole-school approaches</p> </div> <p>Share the focus on individual class development and whole-school development. Allow time for teachers from the same school to share their respective individual areas for development on return to school.</p> <p>Go through the whole-school CPD focus from the head teacher booklet and discuss how the content of day 1 will support whole-school CPD.</p> <p>Go through the interim tasks:</p> <ol style="list-style-type: none"> 1. Discuss with your head teacher and subject leader what has been learnt from the day and plan how you will carry out the interim task. 2. Identify four children, including one with SEN, whose progress you will track in phonics, reading and writing. 3. Work in school with one or more colleagues to improve practice relating to the teaching of reading, with a focus on guided reading. The precise way in which this will be undertaken will depend on the model of collaborative CPD chosen by the school. For example, you might decide to use a coaching model, where a more experienced colleague provides demonstrations for others and then supports them in adopting new techniques or approaches. Alternative models would be to use a 'lesson study' approach with a focus on particular pupils, or to undertake a classroom-based enquiry approach. <p>Allow time to plan for next steps at a personal and whole-school level.</p> <p>Related resources to take away</p> <p>DVD Handouts: Paper A – Shared reading, Paper B – Vocabulary Models of classroom-focused collaborative CPD that work (Appendix 3 of HT booklet).</p>	<p>Resources: Models of classroom-focused collaborative CPD that work (Appendix 3 of HT booklet)</p>