

Handout 5b

As teachers we need to...	so that pupils...
design progressive questions which encourage pupils to go beyond factual recall, e.g. ask pupils questions about structure and effect as well as character and mood	<ul style="list-style-type: none"> • respond using the skills of inference, deduction and interrogation of the text • show their awareness of a 'shaping hand' and how a text is structured to elicit a certain response in the reader • are confident to ask their own 'why?' and 'how?' questions of a text
give regular feedback on successes as well as issues for improvement in reading and intervene to support groups and individuals where necessary	<ul style="list-style-type: none"> • welcome feedback – see it as helpful, not deflating and are keen to know how they can improve in future • are confident that someone will help them when they are stuck or are finding a text heavy going
set motivating independent reading tasks	<ul style="list-style-type: none"> • apply the reading skills learned with confidence
provide pupils with a toolkit of reading strategies and ways of responding to texts	<ul style="list-style-type: none"> • see texts as something they can act upon and read in different ways, e.g. question, predict, dip into and skim as well as immerse themselves in
support pupils' reading of longer texts by working on smaller chunks together	<ul style="list-style-type: none"> • gain confidence in reading longer texts • understand the need to persevere with some texts
coach pupils in the skills of reading aloud with expression	<ul style="list-style-type: none"> • gain confidence and a deeper understanding of a text through presenting it to others
teach vocabulary in context and strategies for decoding unfamiliar words with an emphasis on morphology	<ul style="list-style-type: none"> • have confidence to tackle unfamiliar words and use the context to help them explore meanings