

Developing Reading Skills

St Mary's Catholic Primary School

Let's warm up

Making Inferences

- ▶ How do you know what the pictures are saying about feelings?
- ▶ Use of body language and facial expression
- ▶ What might the text say ?

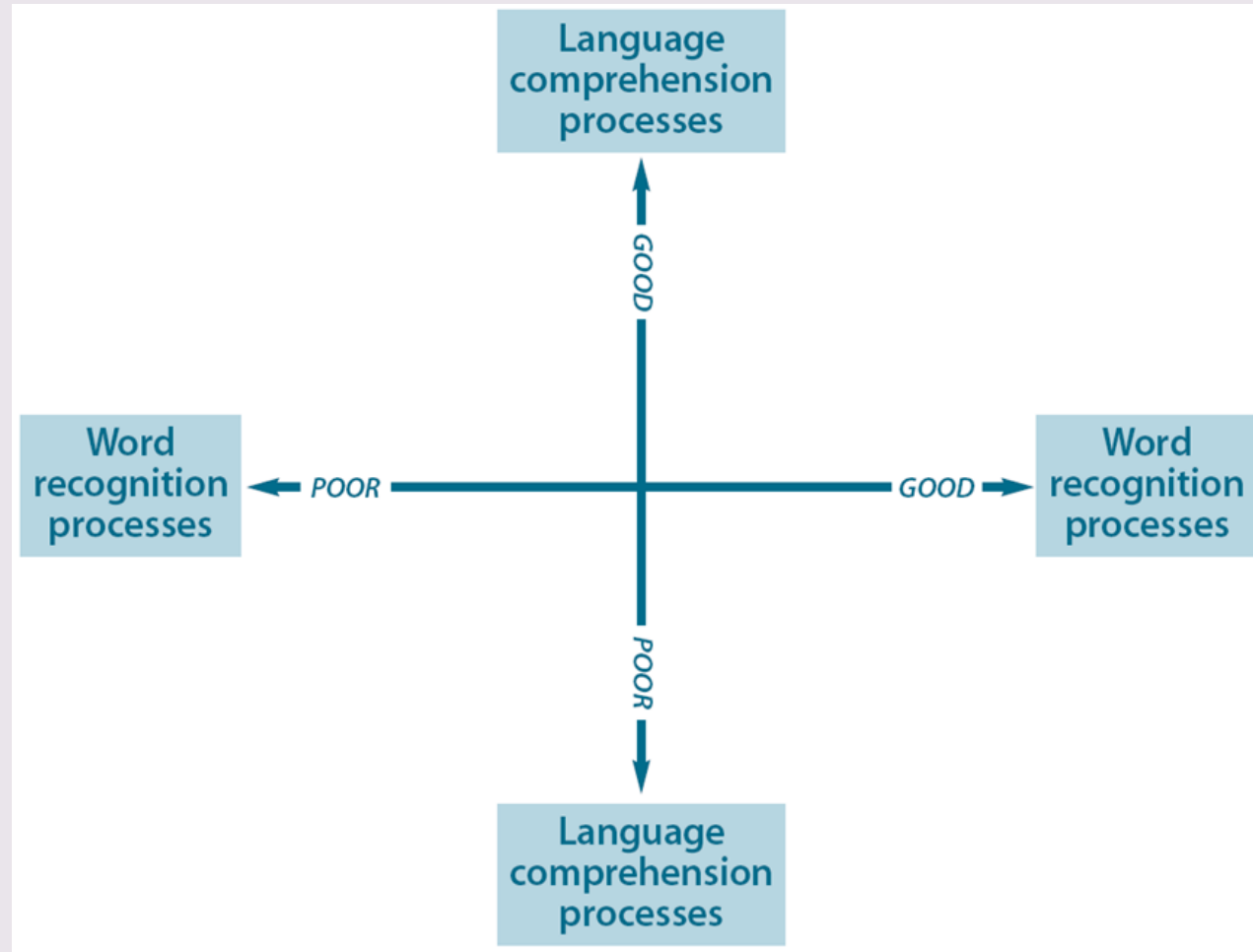


So what are we here for today?

- ▶ Making certain that every child is successful in reading has to be one of the most important goals for every primary school.
- ▶ So how do you help and what does that mean for the teaching and learning of reading?



The Simple View of Reading



Implications for teaching

- ▶ We need to be aware that different skills and abilities contribute to development of word recognition skills from those that contribute to comprehension
- ▶ We need therefore to keep these two dimensions of reading separate in our minds when teaching reading.

Clear distinction between the two skills allows teachers to:

- ▶ Recognise that children will show variable performance or progress in each dimension
- ▶ Separately assess children's performance and progress in each dimension
- ▶ Plan different types of teaching to develop each dimension

Our focus today is showing you how we develop language comprehension skills!

Principles of Guided Reading

- ▶ Clearly defined purpose to the reading.
- ▶ Small groups - at least once a week for each group.
- ▶ Pupils all read the same book which is assigned by the teacher - approximately 90% accuracy.
- ▶ Ability groupings related to word recognition and/or language comprehension reading ability, needs and purpose of the session.
- ▶ Most of the reading is done individually but not in a 'Round Robin' style.

Guided reading enables pupils to....

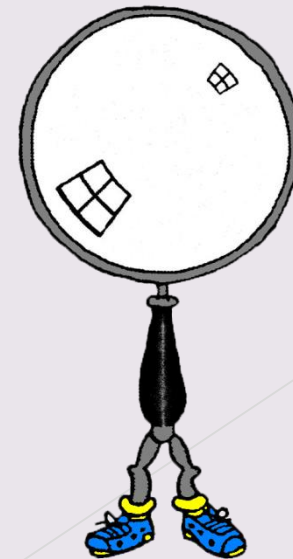
- ▶ Use their reading skills in a supportive setting;
- ▶ Compare their interpretations of the text with others;
- ▶ Practise strategies for making meaning;
- ▶ Read individually and think critically in a co-operative environment;
- ▶ Receive support as they monitor their own reading.

Guided Reading enables teachers to

- ▶ Support pupils with comprehension strategies and monitor their progress.
- ▶ Model comprehension strategies;
- ▶ Support pupils with using word identification strategies and monitor their progress.
- ▶ Model the use of word identification strategies

Making Inferences

- ▶ We teach the children to
 - Use clues from the text to explain characters actions/feelings
 - Make sensible predictions about what will happen next
 - Support my own opinions



Making Inferences --- some ideas

- ▶ **Role play/drama**

- ▶ **Using film**

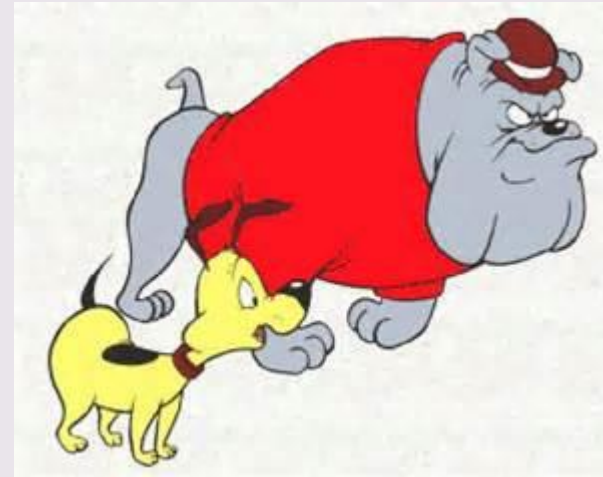
- Silent Movies
- Film 405
- Cartoons/Gone in 60 hours-----Justifying opinions

The character is.....

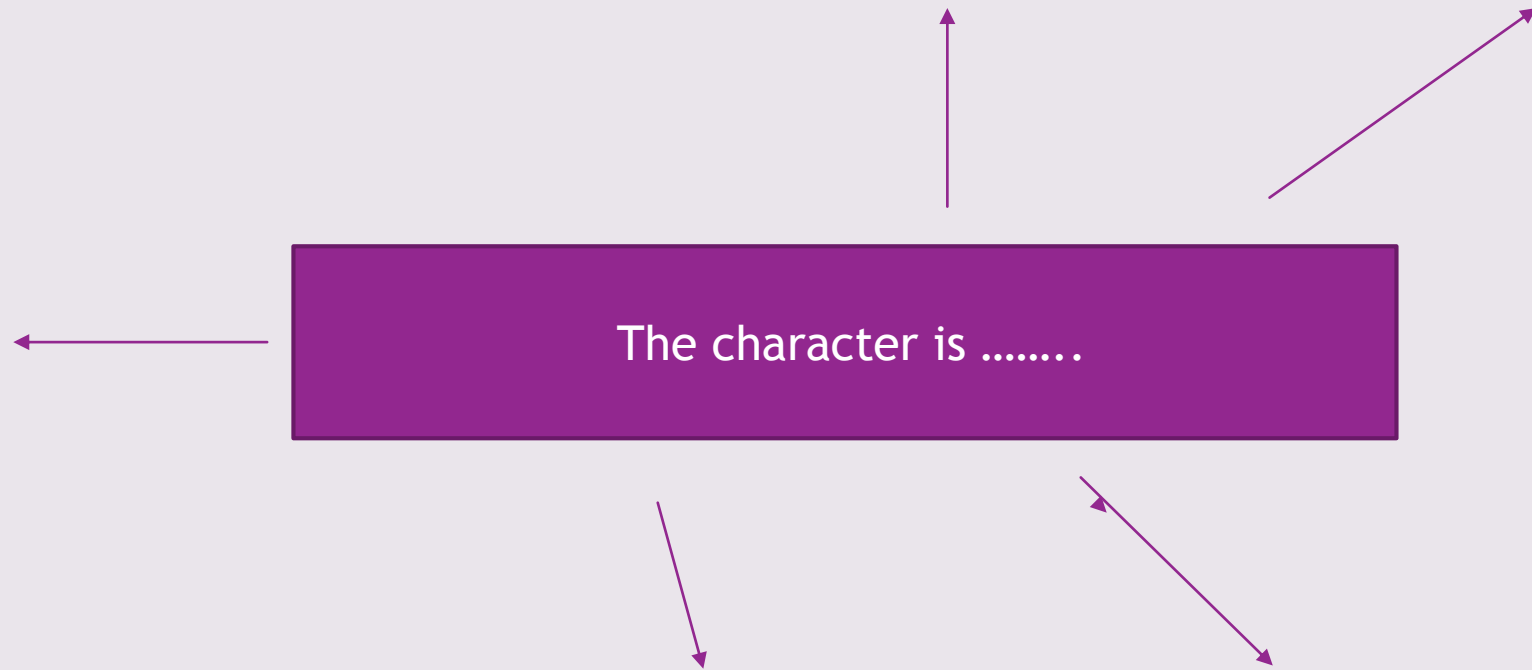
Film 405 Activity

| Event | Action/Behaviour | Feelings |
|-------|------------------|----------|
| | | |

Cartoon Activity - Are they goodies or baddies ?

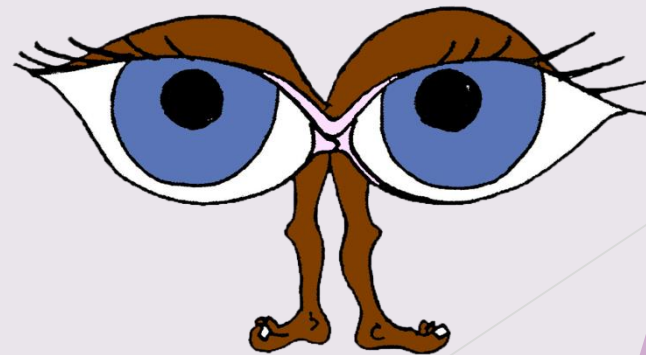


Gone in 60 Hours Activity



Retrieve and record information

- ▶ We teach the children to:
 - Find key words or phrases quickly, including quotations, to show that I am using a text
 - Pick out main events/ideas
 - Put events or ideas in order



Retrieve and record information-

Some ideas

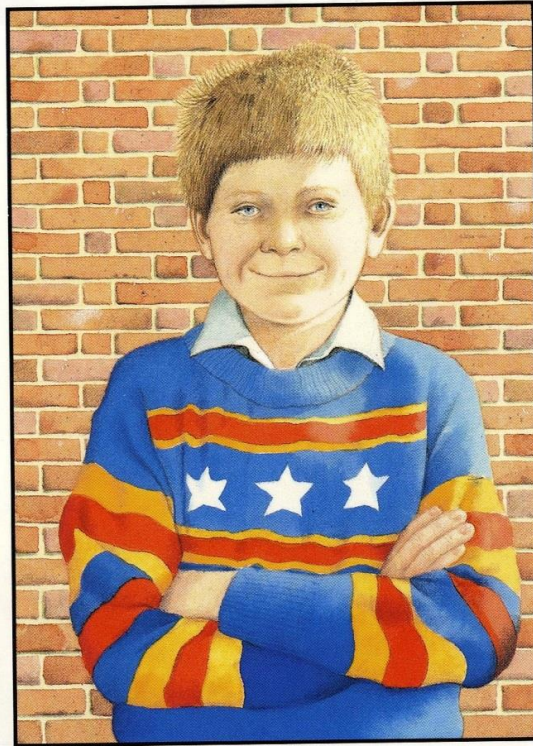
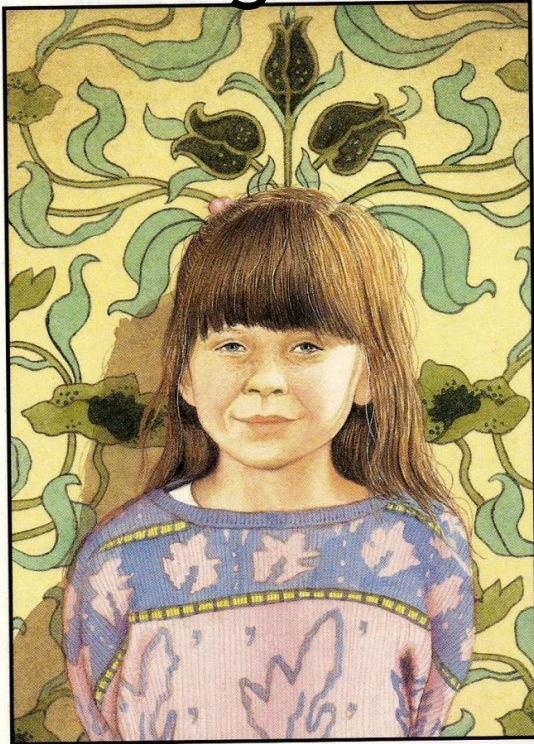
- ▶ True or False
- ▶ Sequencing cards
- ▶ Sorting grids
- ▶ Organisational features.

Writers' use of language and knowledge of vocabulary

- ▶ We teach the children to:
 - Pick out and explain particular words
 - Understand and explain how/why writers use words
 - Understand and explain why authors structure their sentences in different ways



Discuss characters before you start reading eg 'He's older because he's taller'. 'She's posher because of the background.'



‘Frozen in time’ by Ali Sparkes

The man in the dark, grey trench coat walked briskly along the Embankment, cursing the cold and his lack of gloves. It had been years since he'd been called out on a secret rendezvous-he was past this kind of thing. But the name rang a bell. Made him curious. Astonished, in fact.

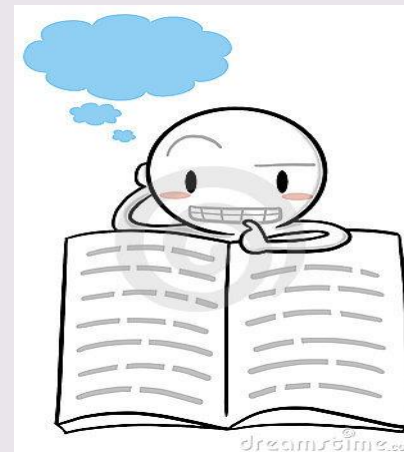
Summarising ideas

We teach the children to:

Identify the main characters and events in a story

Identify main ideas or the most important information

Appraise a text quickly



Summarising ideas - some activities

- ▶ Five main events----- Five sentence stories!
- ▶ Nursery Rhymes -summarise in 10 then 5 words.
- ▶ Fairy tale - summarise in 5 sentences, then 5 words

Listen to and discuss a wide range of texts

We teach the children to:

- Ask questions about writers and their work
- Understand more about when and where the writing is set
- Talk about types of texts e.g. comic strips, biographies, adverts
- Explain which texts I prefer and why
- Understand what 'message' the writer is trying to give
- Understand what the text is trying to do e.g. persuade us



- ▶ The best reading environment is one where there is an expectation of pleasure in reading, where there is excitement in talking about books and enjoyment in being read to.

Reading is fun

