

Reading



*“The more that you **READ**,
the more things you will **KNOW**,*

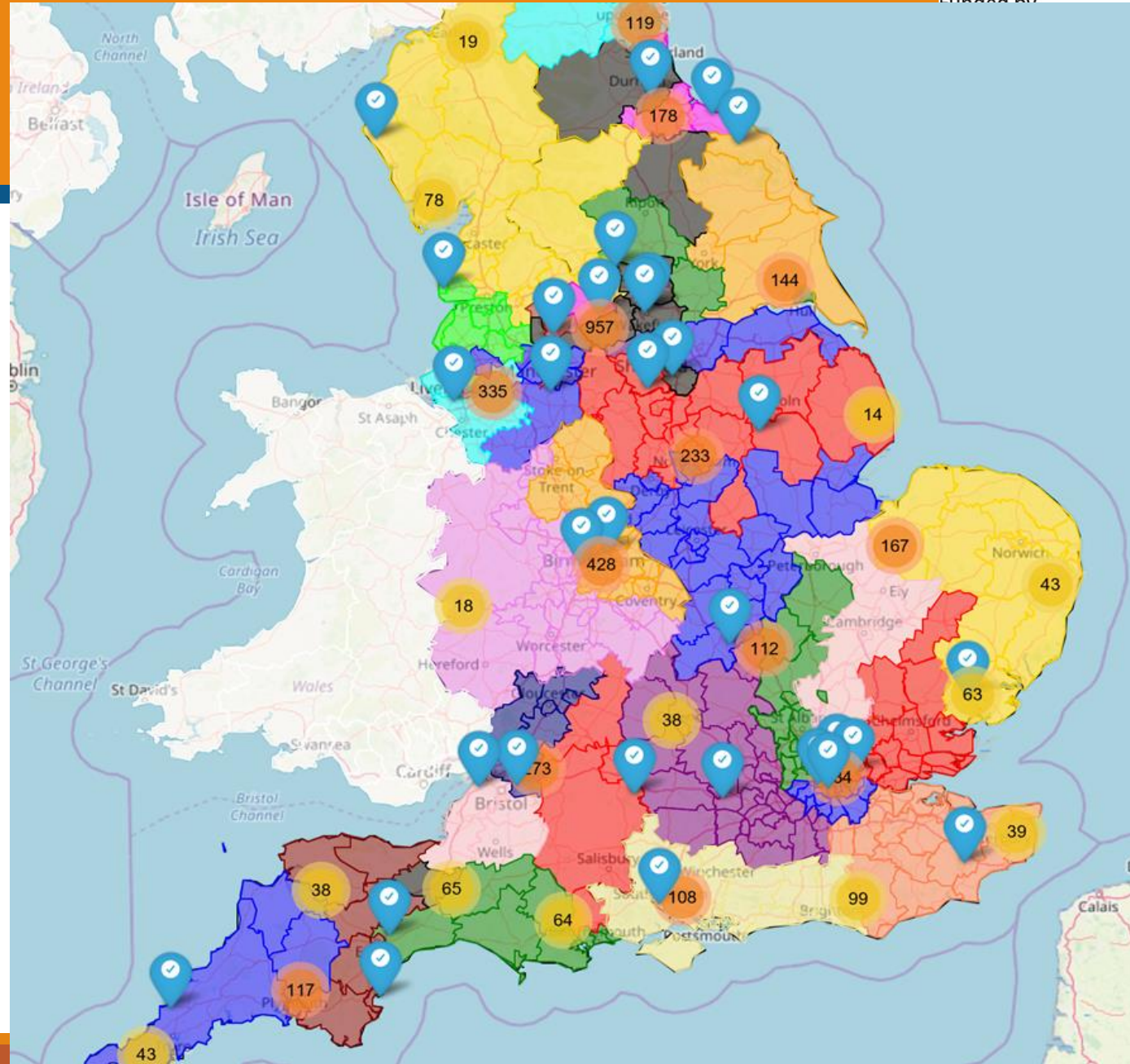
*The more that you **LEARN**,
the more places you'll **GO**.”*

-DR. SEUSS



Jenny Violette
Ramsbury English Hub

- *English Hubs
- *Evidence-based Research
- *Literacy Specialists
- *Disseminate training



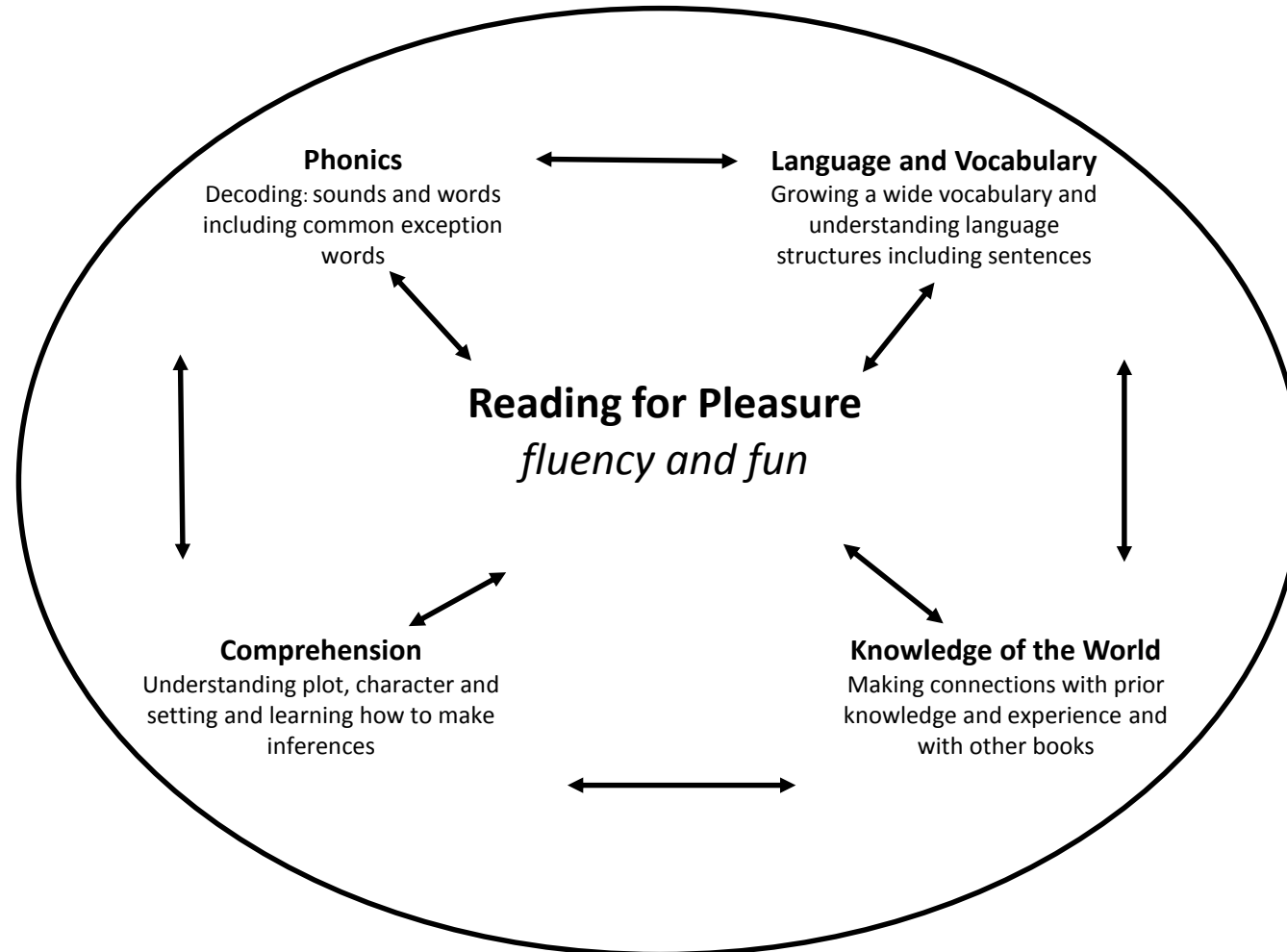
English Hub Priorities

- * Age-appropriate Phonics Provision
- * Early Language Development
- * Developing a love of reading

Aims:

- * To explain what underpins effective reading
- * To introduce the new reading format
- * To look at the evidence supporting effective reading

Creating a Climate for Reading for Pleasure



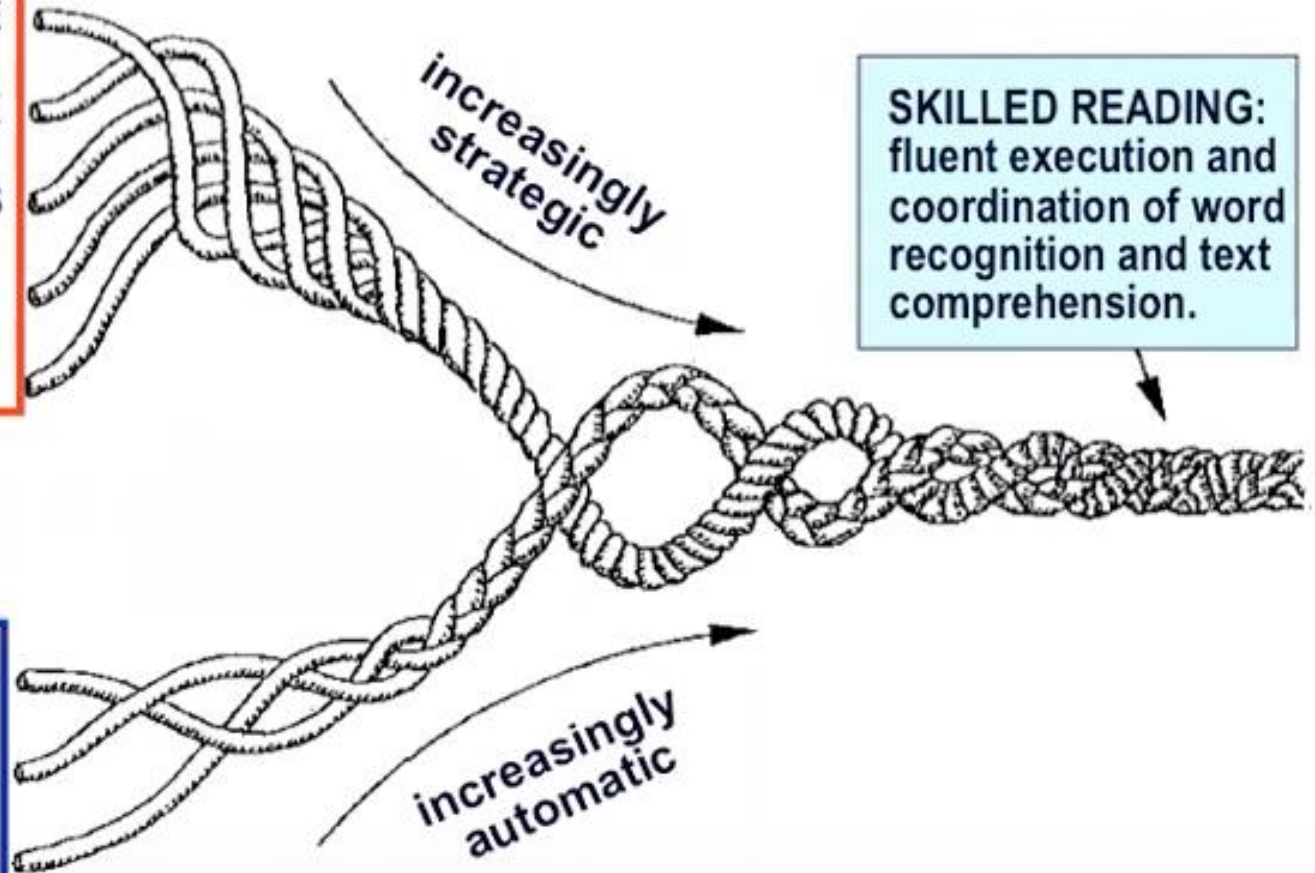
The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
VOCABULARY KNOWLEDGE
LANGUAGE STRUCTURES
VERBAL REASONING
LITERACY KNOWLEDGE

WORD RECOGNITION

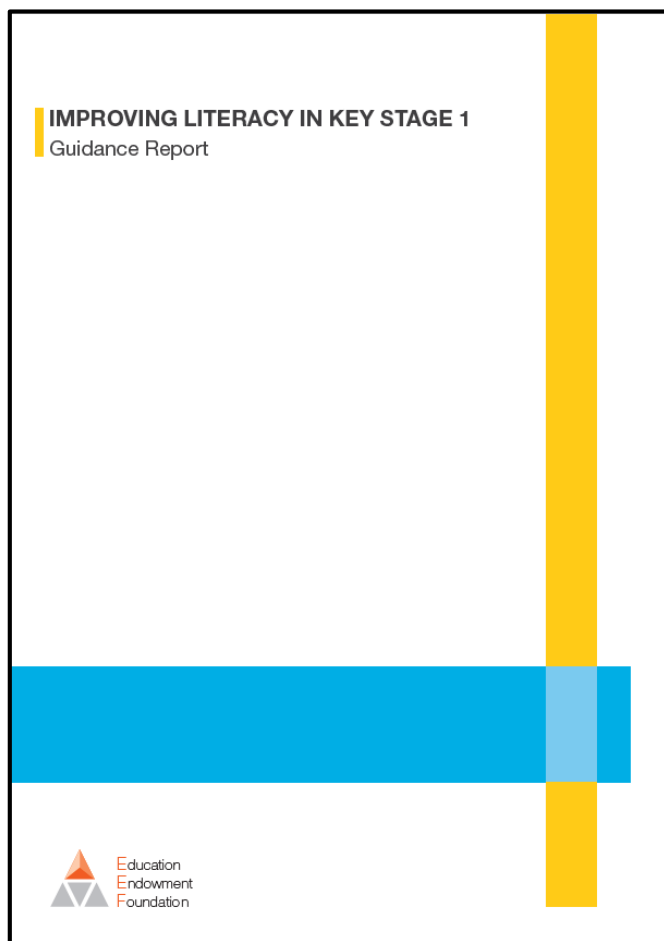
PHON. AWARENESS
DECODING (and SPELLING)
SIGHT RECOGNITION



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Education Endowment Fund:

Key Recommendations for Improving Reading in KS1



Use a balanced and engaging approach to developing reading which integrates both decoding and comprehension skills

Effectively implement a systematic phonics programme

Teach pupils to use strategies for developing and monitoring their reading comprehension

Early Reading

A systematic synthetic phonics approach to reading is the fastest way for child to learn to read.

Children can learn to read at a quick pace.

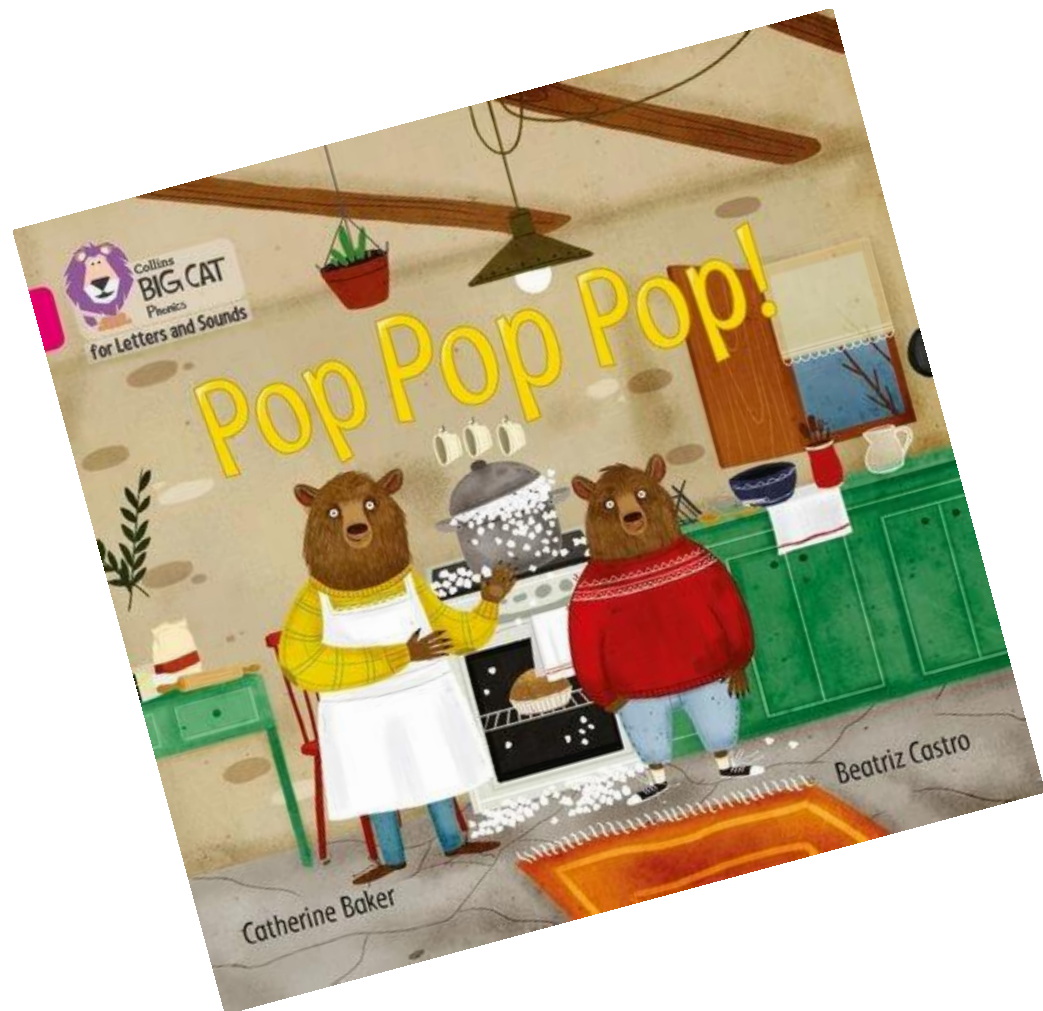
But...

They need opportunities to apply these skills.

Decodable Books

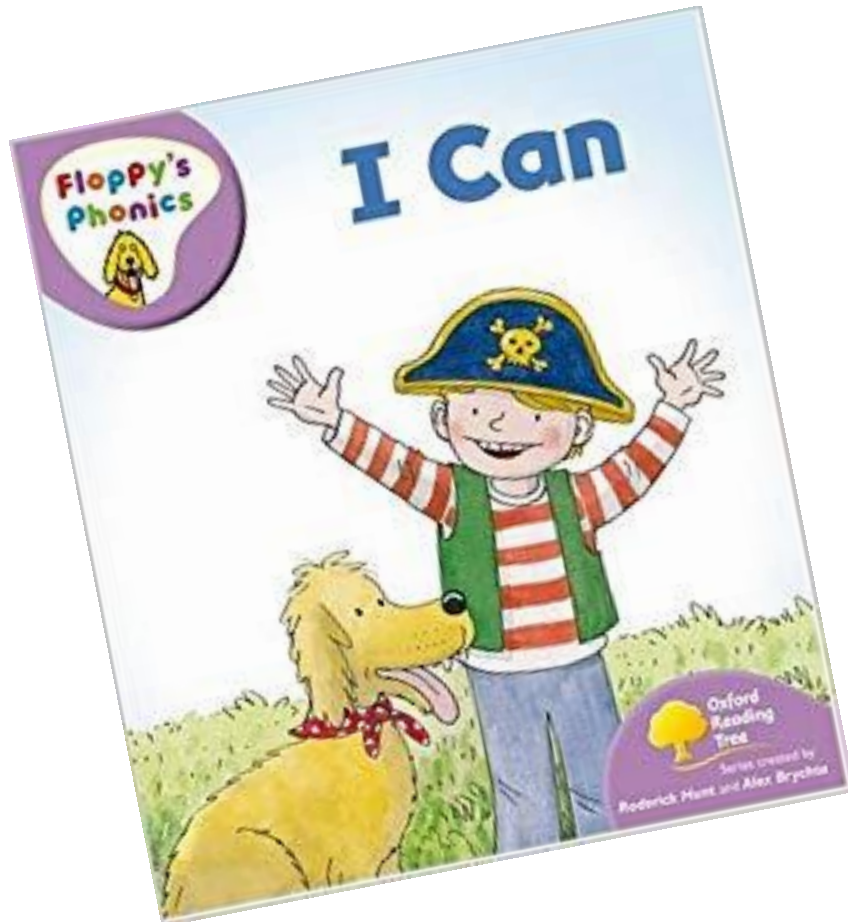
- * Only contain words that children are able to read based on their existing phonics knowledge
- * Progressive – build in increasing number of GPCs and CEW and introduce increasingly complex words (e.g. adjacent consonants) as children move through scheme
- * Must be matched to chosen phonics programme

Decodable Readers



- Links to Letters and Sounds Phases 1-6
- 1 – Nursery (FS1) and Reception (FS2)
 - 2 – Reception
 - 3 – Reception
 - 4 – Reception / Year 1
 - 5 – Year 1 / Year 2
 - 6 – Year 2 / 3

Decodable Readers



The importance of fluency

Is comprehension possible?

1. What did they climb?
2. Where did the characters find themselves?
3. At what point did they first see Pemberley House?
4. Where was the house in relation to the characters?
5. How did the author describe the road?

Comprehension depends on reading speed

They gradually ascended for half a mile then found themselves at the top of a considerable eminence where the wood ceased and the eye was instantly caught by Pemberley House situated on the opposite side of the valley, into which the road with some abruptness wound.

1. What did they climb?
2. Where did the characters find themselves?
3. At what point did they first see Pemberley House
4. Where was the house in relation to the characters?
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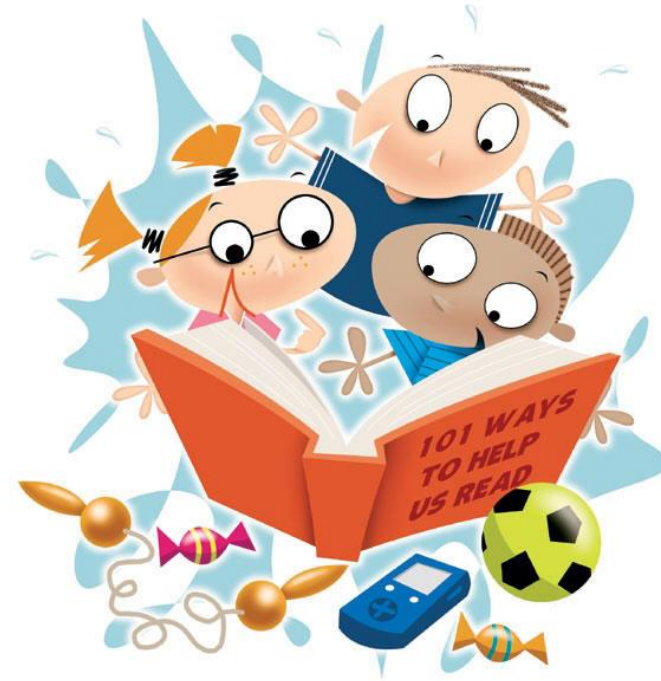
Fluency: reading quickly, accurately, and with expression

Combines rate and accuracy

Requires automaticity

Includes reading with prosody

Pupils need to be able to access 90-95% of a text to be a fluent reader.



What's going on in memory?

Long-term

- Accuracy
- Fluency
- Prior knowledge
- Vocabulary
- Stories

*Fast, automatic,
invisible*

Working

- Inferences
- Clarifications
- Hypotheses
- Predictions

*Requires attention
& effort*

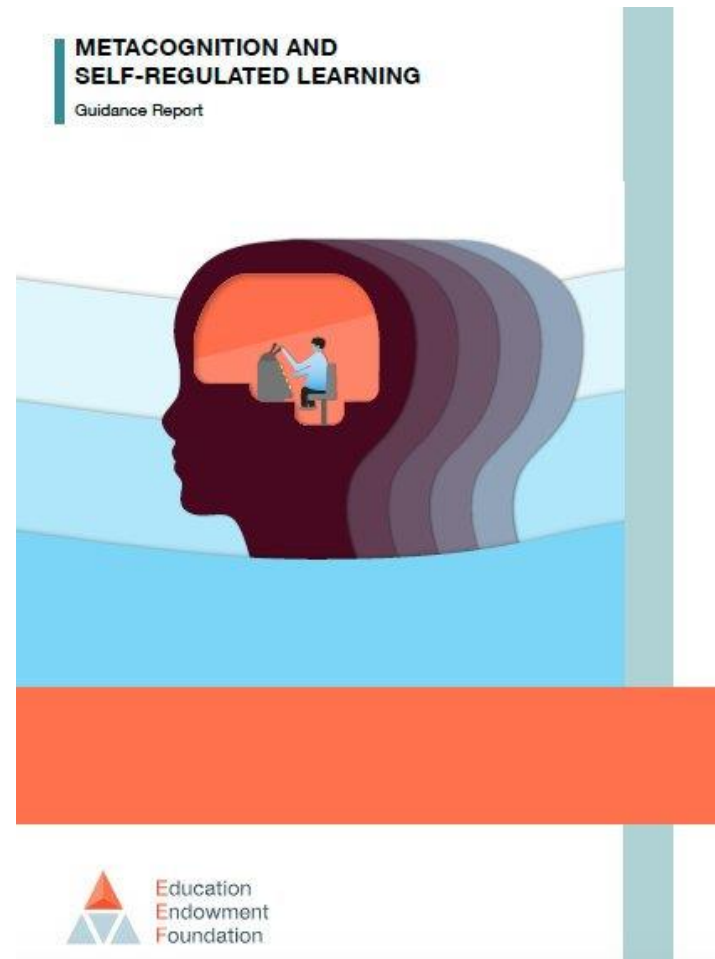


Background knowledge is what you think *with*
not *about*.

Metacognitive Strategies

Reducing cognitive overload

- * Identifying clear links between what children are learning now and what they already know
- * Building-in frequent opportunities for children to practise what they have been taught in a range of planned contexts
- * Setting appropriate challenges



What does the research say?



Reading Reform Foundation UK

“For years, book bands have provided an easy reference point to help teachers choose reading books for children. While classifying books from pink to lime and beyond may appear useful, the grading is based simply on factors such as the length of words, sentences and texts, the range of punctuation used, and the size of print.”

Supporting Evidence Based Research



- * they are fully decodable and match phonics teaching so far; children can read independently and with confidence
- * the only strategy required for reading visually unfamiliar words is all-through-the-word sounding and blending
- * no guessing is required so children have a secure and confident start
- * children can use their phonics to read familiar words and discover new ones, helping to increase vocabulary knowledge
- * decodable books do not need to rely on repetitive, predictable text, which can often be boring for children
- * books with a phonics focus reinforce the knowledge and skills required for spelling
- * progress is rapid when children can practise and apply the specific knowledge and skills as they are taught in class

Supporting Evidence Based Research



Ultimately, the aim of phonics teaching is to enable children to become confident, capable readers, who can decode and understand whatever they choose to read.

Good decoding is a prerequisite of good comprehending.

Good practice in early reading

Practise reading aloud, be it to teachers, parents or other helpers, exclusively with books matched carefully to phonic learning which do not require children to use any alternative strategies.

Such books will already be graded by their particular scheme listing the letter/s-sound correspondences (the alphabetic code) introduced incrementally.



Good practice in early reading

Shared reading with adults (adults reading books aloud to/with the children, discussing, retelling, exploring through art, play and the wider curriculum) of the widest possible range of high quality ('real') books.

These also do not need book banding as they will be mediated by adults and therefore need not be of any particular 'level'. Indeed, the wider the diversity of content, style and language, the better.



What is different?

- All books are fully decodable with some common exception words
- Pupils are assessed and aligned with books matched to the phonics phase they are working at
- Pupils will read with at least 90-95% fluency
- Colour bands are out – phases are in

What is different?

- Guided reading in school will follow a new format
- Pupils will bring home books that they have read at school and CAN read fluently so that success can be celebrated by all
- Prosody and comprehension will be the focus rather than decoding
- Books will be kept for a week – repetition is key

Key Principles for Effective Reading Lessons

- * Decodable books matched to phonics phase and fluency
- * Children supported to use phonics skills for decoding at text level
- * Children supported to use phonics as prime approach to decoding, avoiding the use of other strategies
- * Regular practice of reading with adults to ensure skills are transferred and embedded
- * Rigorous teaching of comprehension in addition to decoding and separately from decoding to reduce cognitive load

Guided Reading Lessons

- * Guided Reading lessons matched to phonics phase and fluency levels – same book for 2 weeks
- * Each lesson has a separate focus – decoding, prosody or comprehension
- * Book is used as home reader after it has been taught in school

Lesson 1: Decoding

Pre-tutor specific phonic content of text

Grapheme and CEW flashcards or post-it notes

Rehears relevant blending strategy



Model decoding words and sentences and support children to try for themselves



Move into independent reading with all children reading the text and adult 'tuning' in to one child at a time to check / support accurate and fluent decoding

Lesson 2: Prosody

In reading, prosody refers to the expressiveness with which children read.

It is the intonation, rhythm, and emphasis given to words and sentences when reading out loud.

Adult reads some of the text to the children modelling intonation, expression and emotion and children copy (my turn, your turn approach)



Move into independent reading with all children reading the text and adult 'tuning' in to one child at a time to check / support fluent reading particularly on the pages that have been rehearsed

Lesson 3: Comprehension

Share specific focus of session based on content domain



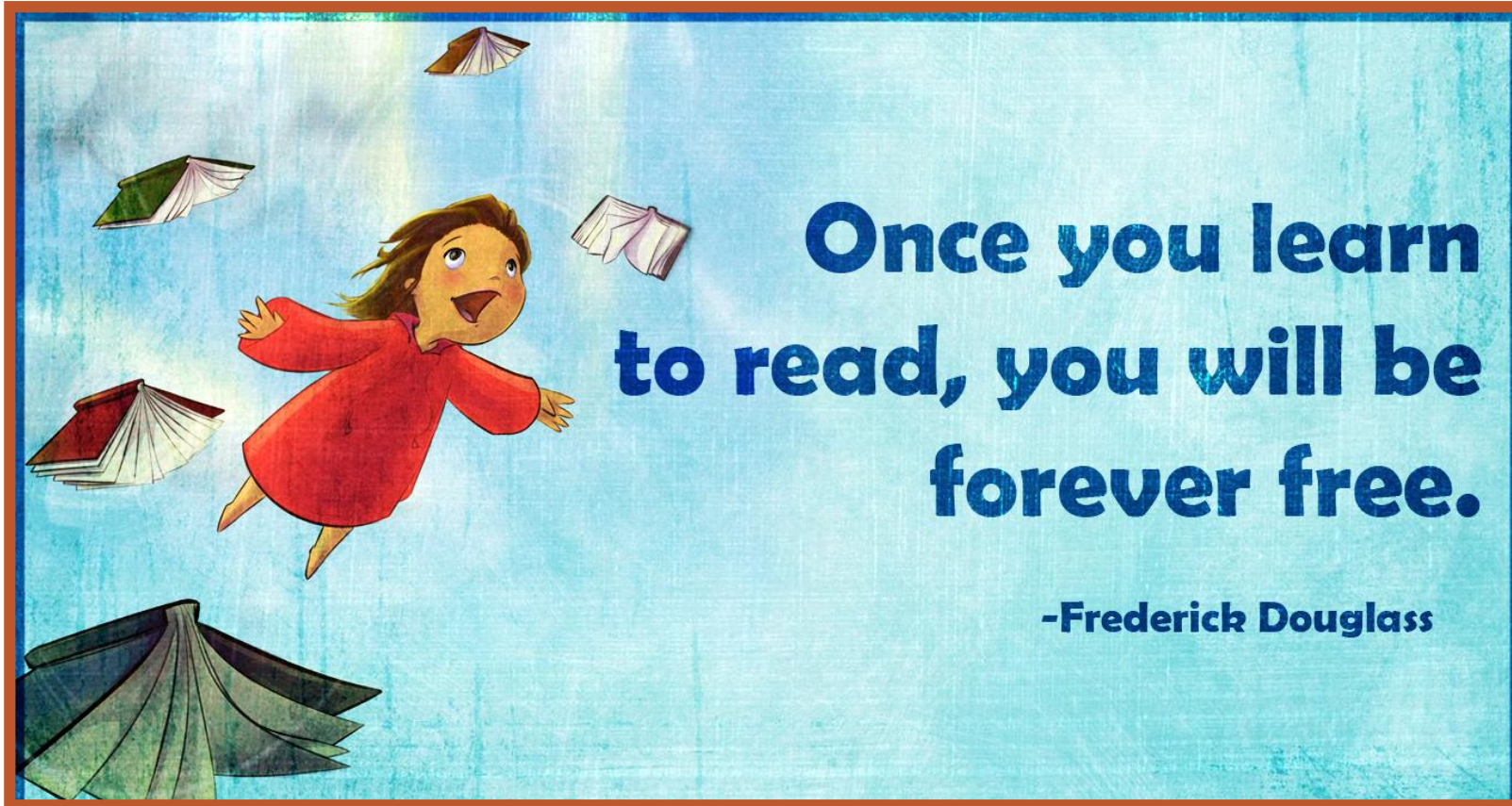
Read some of text children modelling thought processes leading to comprehension and asking pre-prepared questions linked to comprehension focus



Move into independent reading with all children reading the text and adult 'tuning' in to one child at a time to check / support fluent reading and accurate comprehension

Keys to Success

- * Strategic approach understood and valued by all members of staff
- * Well resourced
- * Well prepared
- * Supported by parents and carers



**Once you learn
to read, you will be
forever free.**

-Frederick Douglass