CLOSING THE READING GAP

WHOLE CLASS READING APPROACHES

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|---|---|---|
| **Activating prior knowledge**<br>This is a short and sharp part of the lesson designed to 'set the scene' for the fluency practice. One favourite strategy is to ask quick 'show me' questions using mini-whiteboards to recall the most important information from the previous chapter. Another is to write post-it note summaries of each chapter of our class novel to keep on a cumulative summary display. This way, lessons can begin with a rapid recap of 'the story so far'.<br>In my experience, a little and often approach to teaching the strategy of summarising is more beneficial than attempting to teach it as a discrete skill. | | |
| **Step 1: Adult as model**<br><br>The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.<br><br>At this stage of the lesson, the teacher might 'cue the pupils in' to what they should listen for ("I'm going to read a part of the story now where the characters are going into a scary new setting — pay special attention to the way I use pace and pauses to create tension"). | **Step 2: Echo and choral reading**<br><br>Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc. | **Step 3: Text allocation**<br><br>Children work in pairs or triads. Each group may:<br>1. all have the exact same short section of text, **or**<br>2. a longer section might be split into short parts, so that each group has a different piece. |
| **Step 4: Repeated choral reading**<br><br>In their groups children read their section aloud. Echoing the initial reading by the adult. | **Step 5: Close reading**<br>What happens at this phase will vary depending on the age and experience of the pupils. At the simplest level, it might involve asking pupils 'what did you notice?' or 'what happened to my reading when…?' It may involve using echo reading to practise certain sentences or paragraphs.<br><br>In their pairs/triads children make a close reading of their section of text and think about meaning, audience and purpose. This requires children to look closely at the writer's use of language and consider characterisations etc. | **Step 6: Text marking (dependent upon age and experience)**<br><br>Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group.<br>Prompts are provided to direct their reading. |
| **Step 7: Practise**<br>Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal. Encourage children to reread their section of their text to give them time and opportunities to think carefully about the text and the language used by the writer | **Step 8: Perform**<br>Each group performs their rehearsed piece.<br>(Adult may record so that children can appraise their own performance).<br><br>Or<br>With a response partner: one pupil reads the text while the other listens and follows. At the end of the extract, the listener offers feedback about what went well and what might be improved next time before the pupils swap roles | **Step 9: Reflect**<br>Children evaluate their own and/or others' performances and give feedback. They may use the a fluency rubric or the prompts as success criteria to support articulation of evaluations.<br><br>Use prompts to support articulation of evaluations: I liked it when… because…<br>Model this for the class |

**Teacher-led whole class reading**

**The teacher reads with the appropriate degree of fluency (6Ps- pace, pauses, punctuation, passion, pitch, power). Typically, explanations and questions are interspersed during reading, alongside checking vocabulary and monitoring comprehension etc.**

**Individual silent reading**

**Pupils read individually and independently.**

**Choral reading**

**When an appropriate passage from a text the teacher and pupils read in unison. Alternatively, the 'antiphon' approach- drawing upon religious readings- calls for the class to be divided into two or more groups, with each group being responsible for different parts of the text.**

**Echo reading**

**Students echo back what the teacher reads, mimicking his or her pacing and inflections**

**Whole class reading: pupils selected to read individually in 'round robin' style**

**The teacher selects individuals to read (this can be at random or with selected individuals- which could significantly impact the influence of the approach)**

**Paired reading**

**Pupils are arranged into pairs and read to one another. This can be in a fashion which alternates, paragraph by paragraph or page by page.**

**Repeated reading**

**Used with both young and mature readers as a way to consolidate comprehension. Re-reading is often guided e.g. a second read to explicitly identify evidence for a causal argument in geography.**

# EYFS Reading diet with the use of VIPERS and Reading Dogs

| Key elements to consider | | | | | | |
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| |  **Find and explain the meaning of words in context**   |  **Make and justify inferences using evidence from the text.**   |  **Predict what might happen from the details given and implied.**   |  **Explain how content is related & contributes to the whole meaning; meaning is enhanced through choice of language; themes & patterns develop across the text; info contributes to overall experience.**     |  **Retrieve and record information and identify key details from fiction and non-fiction.**   |  **Summarise the main ideas from more than one paragraph**   |
| | **Exploring and understanding words through:**<br>-Individual words<br>-Words in context<br>-Grammatical context clues (e.g. synonyms, antonyms, etc.) | **Understanding inferences by using:**<br>-Image to image supported by text to pure text<br>-Lexical clues, cataphoric clues, anaphoric clues | **Making predictions using:**<br>-images progressing to images supported by text to pure text<br>-using prior information (e.g. previous chapter, other sections of text, etc. | **Explaining content by:**<br>-linking different sections through organisational devices (headings, subheading, paragraphs, chapters)<br>-identifying themes and patterns within sections, chapters, whole text<br>-identifying technical vocabulary<br>-identifying vocabulary for impact | **Retrieving information from:**<br>-engagement with an inncreasing variety of text layouts<br>-exposure to range of presenteational devices | **Undersatanding how to** summarise by:<br>-identifyinng main points<br>-identifying purpose of text<br>-whole text<br>-chapters<br>-paragraphs |
| | Text Range:<br>• Stories, non-fiction, rhymes, songs and poems<br>• Conversation, story-telling and role play | | | | | |
| | ***Early Learning Goals*** | | | | | |
| | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br><br>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play | Make use of props and materials when role playing characters in narratives and stories.<br>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. | Anticipate (where appropriate) key events in stories. | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. | Invent, adapt and recount narratives and stories with their peers and their teacher. |
| | Reading diet | | | | | |
| | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| | **Whole class guided reading** | | | | | |
| | Supertato Stories- TT<br>Superworm- TT | Little Red Hen- TT<br>Percy the Park-Keeper<br>Little Owl and the Star | Nursery rhymes<br>This is London<br>If I Were A King | The Scarecrows Wedding- TT<br>Rosie's Walk<br>Non-Fiction Farming texts | The Pirates Next Door<br>Commotion in the Ocean<br>Rainbow Fish- TT | Lost and Found- TT<br>Dear Zoo<br>Elmer- TT |
| | **Reading for pleasure** | | | | | |
| | • The Hungry Caterpillar<br>• Super Kid<br>• 10 Little Superheroes<br>• I am Brown<br>• All the ways to be smart<br>• | • The Nativity<br>• The Jolly Postman<br>• The Jolly Christmas Postman<br>• The Owl Who Was Afraid of the Dark<br>• The Gruffalo<br>• The Gruffalos child<br>• Stick Man<br>• Tapestry of Tales<br>• Fairy Tales | • Fairy Tales featuring Kings and Queens (Cinderella, Sleeping Beauty, The Princess and the Pea<br>• King Charles' Colourful Coronation | • Chicken Licken<br>• The Runaway Pancake<br>• Six Dinner Sid<br>• Incredible You<br>• A Handful of Buttons<br>• On the Farm | • Pirates Don't Go to School<br>• Pirates Love Underpants<br>• 10 Little Pirates<br>• The Night Pirates<br>• The Singing Mermaid<br>• The Proudest Blue<br>• Big Book of the Bue | • Rapunzel (Rachel Isadora)<br>• My Two Grannies<br>• The Ugly Five<br>• Monkey Puzzle<br>• How did the zebra get his stripes?<br>• Aesop's Fables<br>• Handa's Surprise |
| | **Nursery Rhymes, Songs and Poems** | | | | | |
| | • Superhero Songs<br>Traditional Nursery Rhymes<br>• Doctor Foster<br>• Miss Polly<br>• Incy Wincy<br>• Wind the Bobbin Up<br>• If you're happy and you know it<br>• Hush little baby<br>• One, two, buckle my shoe<br>• 3 blind mice | • Nativity Songs<br>Traditional Nursery Rhymes:<br>• Twinkle Twinkle Little Star<br>• Wee Willie Winkie<br>• 5 little ducks<br>• 5 little monkeys<br>• 5 little speckled frogs | Traditional Nursery rhymes – London/Royalty theme:<br>• Pussycat, pussycat, where have you been?<br>• London Bridge is falling down<br>• 10 green bottles<br>• 10 little men in a flying saucer<br>• Oranges and lemons<br>• Gung Hei Fat Choi | Traditional Nursery rhymes – Farmyard theme:<br>• Baa Baa Black Sheep<br>• Old Macdonald<br>• Frere Jaques<br>• Goosey Goosey Gander Hot Cross Buns<br>• Yankee Doodle<br>• Old Woman who lived in a shoe | • Sea Shanties<br>• Bobby Shaftoe's Gone to Sea<br>• When the boat comes in<br>• A sailor went to sea sea sea<br>• Row row row your boat,<br>• The Big Ship Sails on the Alley Alley-O<br>• What shall we do with the drunken sailor?<br>• Commotion in the Ocean poems | • Rumble in the Jungle<br>• Down in the Jungle<br>• The Penguin Song<br>• 10 Little Penguins<br>• I Went to the Animal Fair<br>• Habitats song |
| | **Across the curriculum** | | | | | |
| | UTW- All About Families | Diwali- Rama and Sita: The Story of Diwali | Chinese New Year- Goldy Luck and the Three Pandas | UTW- non-fiction farming books | UTW- Look inside a pirate ship, Clean Up!<br>Maths- Mr Gumpy's Outing | Pantasaurus - NSPCC<br>UTW- Atlases, Transport and Travel (Sandra Lawrence), Picture book about Kenya |

# Victor Vocabulary might ask...

- What does this word/sentence tell you about _____?
- Can you find a word/sentence that backs up what you have just said about _____?
- Why did the author use the word _____ to describe _____?
- How does this word/description make you feel?
- Can you think of another way of saying_____?
- Which words has the author used to make you feel happy/angry/worried/frightened/nervous?
- Why is this word written in bold/italics/capital letters?
- What effect has the author created by repeating the word/phrase _____?
- Can you give me another sentence with the word _____ in it?
- Can you read around this word to work out what it means?



- How/where can we find out the meaning of this word?
- Can you find any noun phrases used to describe _____?
- Can you find any adjectives used to describe _____?
- Can you find any adverbs to describe how _____ was done?
- Can you explain _____ in your own words?

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# Rex Retriever might ask...

- Where/when is the story set?
- Who is/are the main character(s) in the story?
- Is there a good/bad character? Who is it? How can you tell?
- Is there a dilemma in this story? What is it?
- How is the dilemma resolved?
- How does the story end?
- What do you think is happening here?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Which information did you find the most interesting? Why?
- Who is telling us the story?



- What happened when _____?
- Why is this story/poem/non-fiction text/section/chapter called _____?
- Can you think of a different title for this story/poem/non-fiction text/section/chapter?
- What do you remember about _____?
- What happened to make _____?
- What sticks most in your mind about _____?
- What moment do you remember most from _____?

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# Sequencing Suki might ask...

- How/where does the story start?
- Who do you meet first?
- What is the first/second/last step in these instructions?
- What did you find out first?



- Put these sentences in the order they happened...
- Make a table/map/poster/flow chart to show the order things happened in.
- Use 20 words to sum up this story or non-fiction text.
- What happened next/in the middle/at the end of _____?
- Write a sentence/draw a picture to show what happened at the beginning/middle/end.
- Do you have to read this _____in the order it has been written? What happens if you don't?

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# Inference Iggy might ask...

- What do you think _____ is saying/thinking/feeling at this point? Why?
- What do you think the author meant when _____?
- Why does the author use the word _____ here?
- What effect did the author want to create by _____?
- How do you think the author feels about _____? Find the words or sentences to back this up.
- What do you think the word _____ means? Why do you think that?
- Can you explain why _____?
- Why do you think _____?
- Where do you think _____?
- Can we work out how _____ feels about _____?
- Does this tell us anything about _____?
- How did you feel when _____?
- Which bit made you feel _____?
- Can you describe how you felt when _____? Why?
- Why do you think he/she _____?



- Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?
- What can we guess about where/when this is taking place?
- What would _____ say if _____?

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# Predicting Pip might ask...

- What do you think will happen next?
- Where do you think _____ will go next?
- What do you think _____ will say/do next?
- What do you think this book/section/chapter will be about?
- What features might you expect to see in this sort of text?
- How do you think this will end?
- Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?
- What sentence or phrase do you think will come next?
- Draw what you think is going to happen next.
- What do you think the next step will be?



- Write three questions you would like to find the answer to in this text.
- What could happen when _____?
- What might _____ do if _____?
- What do you guess could _____?

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