

Teaching Reading for Comprehension Toolkit

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AGENDA

- Understanding the elements of the toolkits and the barriers to reading comprehension
- Why teach reading strategies? Utilising the toolkits within an existing rich reading curriculum – creating journeys in reading
- Planning and effective questioning



The background to the Reading for Comprehension Toolkit

Writing lessons

What are you learning today?
What makes a good writer?

Reading lessons

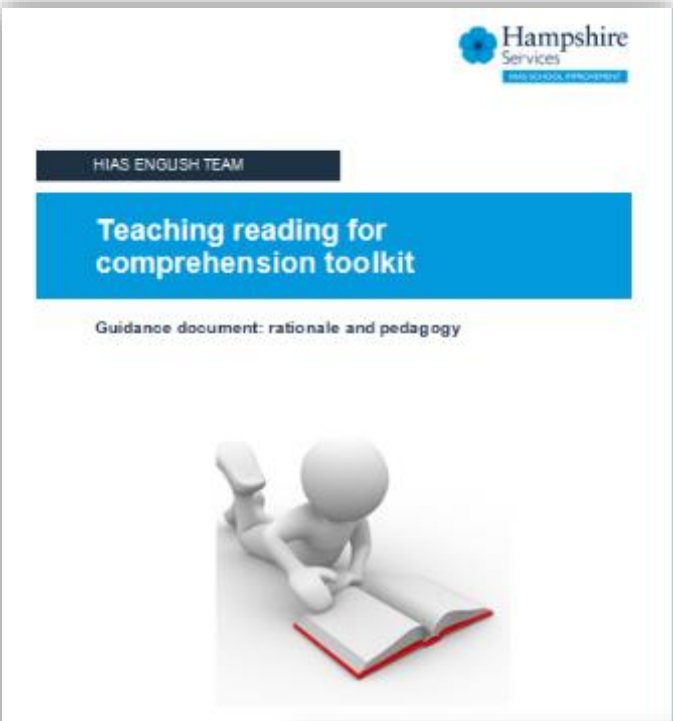
What are you learning today?
What makes a good reader?

What do children say?

Can children talk about
their learning equally
well for writing and
reading?

Are they learning with
metacognition?

HIAS Teaching Reading for Comprehension Toolkit



- Get the gist**
- ✓ Capture the spirit of the text – what is it about?
 - ✓ What is the purpose of this text?
 - ✓ Who is the audience?
 - ✓ Notice connections between ideas.
 - ✓ What is the author's overall viewpoint?

Reading strategy cards with age appropriate pupil prompts



Domain cards with age appropriate pupil prompts



Adult question stems booklet with question stems for every domain



Reading comprehension

“We don’t teach comprehension because comprehension is an outcome; rather, we teach strategies to support comprehension.”

Tennent et al, Guiding readers – layers of meaning: A handbook for teaching reading comprehension to 7-11 year (2016)



Why teach reading strategies?



Education Endowment Foundation

Teaching & Learning Toolkit
Reading comprehension strategies 1st February, 2018

Reading comprehension strategies

Moderate impact for very low cost, based on extensive evidence.

£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5

Teaching and learning toolkit: reading comprehension strategies
(Education Endowment Foundation, 2018).

“Teaching a reading lesson where a range of strategies are expected to be used ... to children who do not yet know how to use those strategies or demonstrate those skills is going to have little impact on their development of strategies and skills.”

That boy can teach (2018)



The 13 HIAS Reading strategies

From comprehension strategies → comprehension skills



apply word
reading strategies



notice breakdown
and fix it



infer



skim



scan



form opinions



think aloud



visualise



connect to prior
knowledge



ask questions



get the gist



note text
structure



predict

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It is crucial
that we
give
children the
tools they
need to
enjoy
challenging
texts



What is a strategy? What is a skill?

Reading strategies

Deliberate
Conscious
Mindful / Effortful
Goal Problem-Orientated

Reading skills

Automatic
Unconscious
Effortless
Goal Problem Free

Manoli and Papadopoulou 2015



Should reading strategies be taught in isolation or in combination?

The HIAS English Team have collated the statements of the National Curriculum into manageable reading domains for teaching and learning that enable reading strategies to be combined effectively:

... strategies can be introduced in isolation, but pupils should also be taught how to integrate combinations of strategies to develop effective comprehension of different texts. The effectiveness of teaching pupils to integrate multiple strategies is well supported by research evidence, and this approach is likely to be more effective than relying on single strategies in isolation”

Higgins et al, Improving literacy in Key Stage Two (Education Endowment Foundation, 2017)



Reading strategies

Word reading	Comprehension (knowledge and experience of the world brought to bear alongside strategies)				Inference	Language for effect	Themes and conventions
Sound it out Use context clues Use pictures Self-correct Refer to text	Clarify Notice breakdown and fix it Apply word reading strategies Get the gist Connect to prior knowledge Ask questions Infer	Summarise Note text structure Think aloud Visualise Get the gist Infer Skim	Select and retrieve Note text structure Scan Infer	Respond and explain Infer Get the gist Form opinions Connect to prior knowledge	Connect to prior knowledge Predict Form opinions Visualise Get the gist Ask questions	Visualise Note text structure Think aloud Form opinions Infer Connect to prior knowledge Ask questions	Ask questions Connect to prior knowledge Infer Form opinions Get the gist Note text structure

Increasing cognitive demand




Video: The Sandtiger, Y2 (Reading for meaning)

**Which reading strategies &
skills do you notice the
teacher modelling and the
children using?**



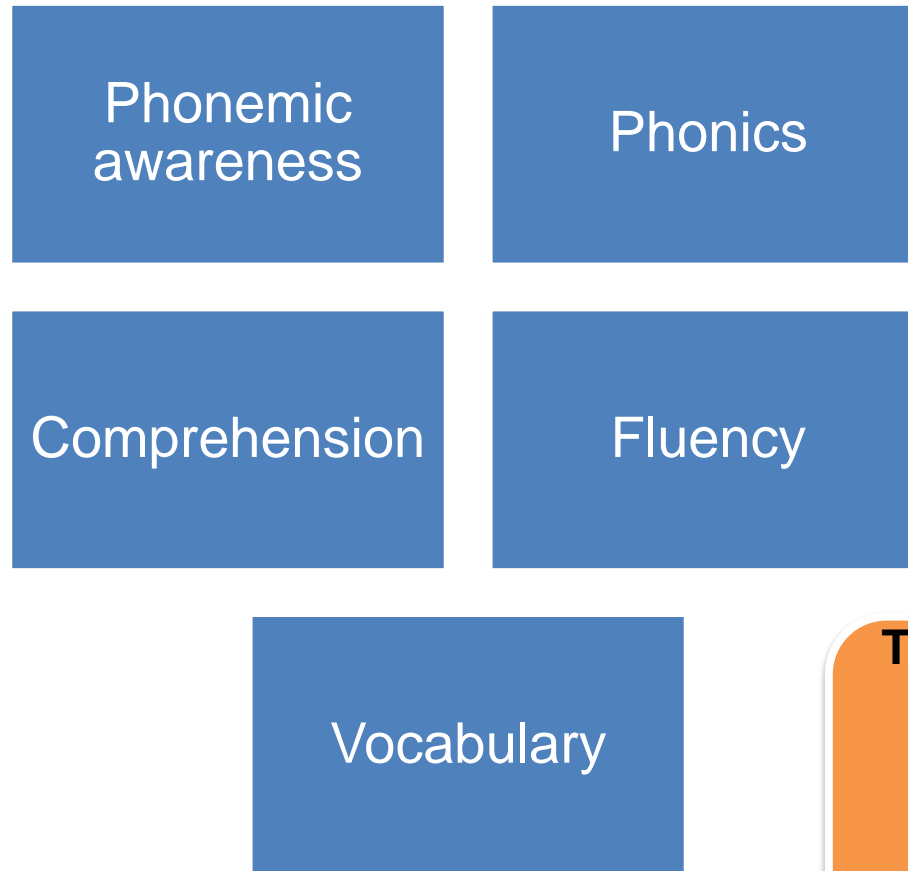
As they read, effective readers....

1. Use background knowledge
2. Make predictions/ask questions/I wonder
3. Visualise when necessary
4. Think like a detective...use inference
5. Monitor meaning/check things make sense
6. If you don't understand use repair strategies
7. Identify important words/phrases/ideas
8. Put these important items together to build meaning (gist)

And read well matched books regularly...and enjoy reading!



The core elements of reading development



Teaching reading strategies sits within a rich reading curriculum

A successful reader will often have...

A strong
grounding in
phonics

Access to
comprehension
strategies



Positive reading
behaviours

The ability to
read fluently

A growing store
of vocabulary
and background
knowledge



Modelling and noticing strategies used

Pre-teach key vocabulary



Book introduction or recap (if an ongoing series of sessions)



Share learning objective



Group reading – Q&A/discussion (at any point in lesson)



Independent reading (essential, but can be used at any point in the session)
























Returning to the text



Response

Next steps (a follow up task, or individual target to work on)

Planning & Record Keeping

Title:			Group:			Date:						
Domain Focus												
Word Reading 	Clarify 	Respond & Explain 	Infer 	Language For Effect 	Themes & Conventions 	Select & Retrieve 	Summarise 					
Strategy Focus												
 apply word reading strategies	 notice breakdown and fix it	 scan	 think aloud	 ask questions	 infer	 get the gist	 connect to prior knowledge	 form opinions	 skim	 visualise	 note text structure	 predict
LO:												
Key Vocabulary: Which words need to be pre-taught?												
Text Orientation: Explore the front cover & blurb? Connect to prior knowledge? Read Aloud to model fluency? Read Aloud to get the gist?												
Key Questions: A 'Floating' question? Key questions to support discussion throughout the reading? Questions post reading? What questions might the children have?												
Independent Reading: Reading Aloud Reading Silently Echo Reading Choral Reading Paired Reading Target pupil?												

Name	Pupils' Responses:

CHALLENGES TO COMPREHENSION

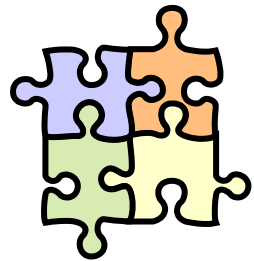


ACTIVITY Identify the 4 most important parts and connect together (GIST)

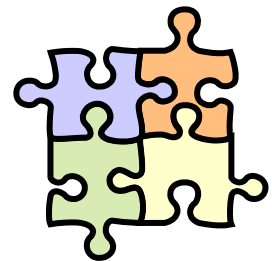
All Change



"Goodbye life", thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. All the usual crowd, messing about. An inner voice screamed, "This isn't right! You should be with them, waiting for the bus". Abby felt a sharp pang as she saw Becky, her best friend laughing and joking with Chloe.

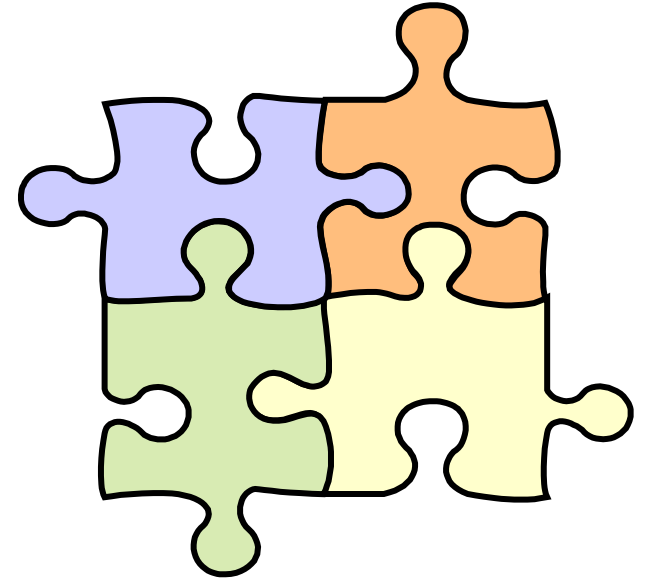


Inside her room, Freddie looked down at Abby sympathetically, paws on top of a pile of suitcases and boxes. "Goodbye life." Abby felt like kneeling down in front of her Mum and pleading "Let's not do this because my life will be over".



Obviously Mum had no human feelings in her.

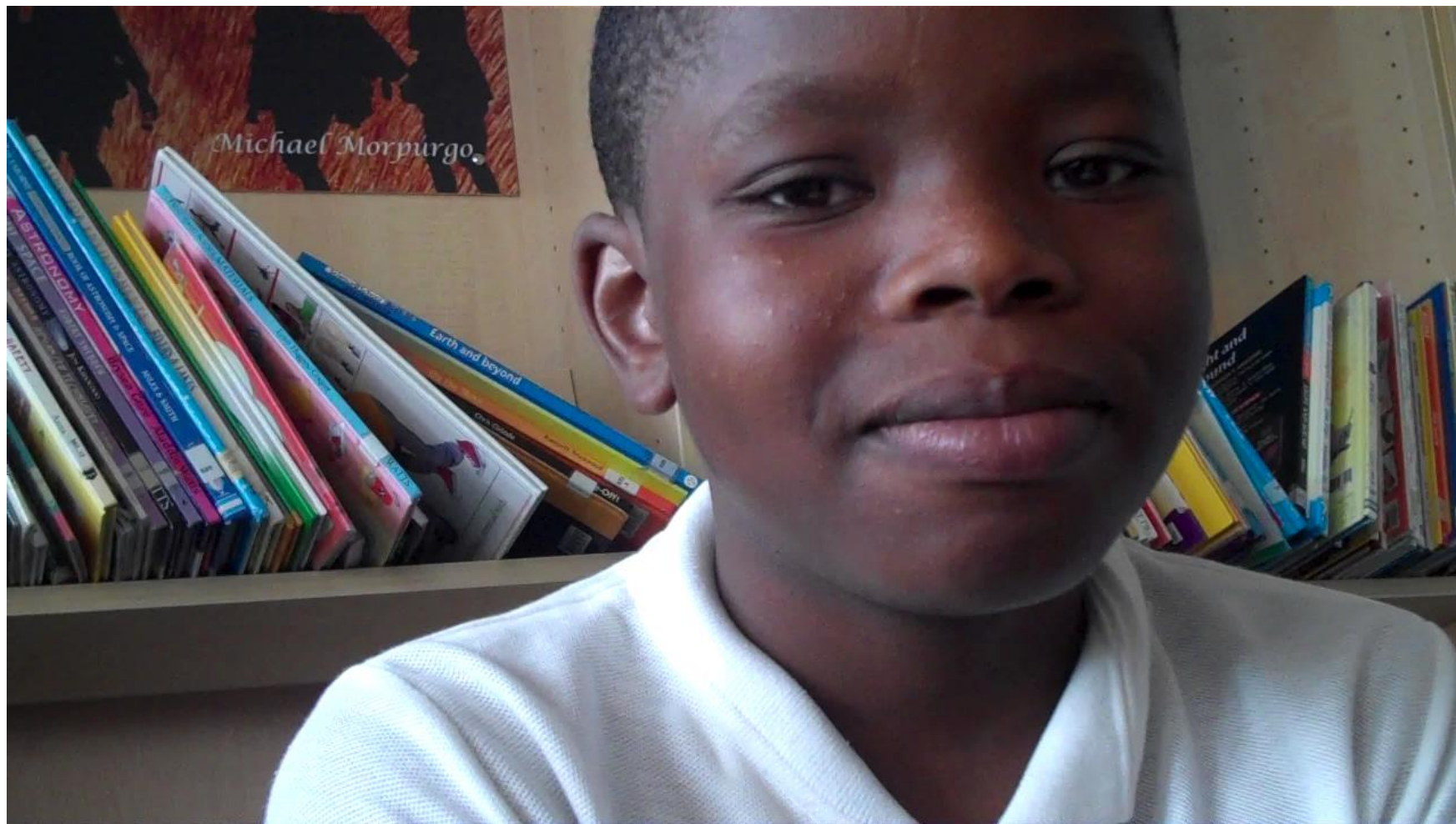
- All Change
- Goodbye life
- A pile of suitcases and boxes
- Mum had no human feelings
- Let's not do this...
- Inner voice screamed..



GIST



All Change



What have you noticed about your lowest attaining readers?

What are their barriers?



Discussion....

What are your pupils' main barriers to comprehension & what implications does this have on your teaching?

1. Weak background knowledge
2. Poor vocabulary knowledge
3. Unable to link adjacent sentences together to make sense
4. Poor understanding of spoken/text language – listening to reading
5. Distance between reader's cultural background and the text
6. Poor working memory
7. Passive readers –not asking questions, not making predictions
8. Not monitoring comprehension
9. No breakdown strategies
10. Poor inference
11. Unable to Identify importance and integrate this to build meaning
12. Unable to visualising – think in pictures
13. Low “reading miles”



98%

Tokyo is a big city. More than 40 million people live around you. You are lonely. Every morning, you wake up every night, you take a shower. Always crowded. Tell them, "I move here. You don't like it. It's late at night. No school all day. You are tired. You are so tired..."

What strategies
did you use?

What 80% Comprehension Feels Like by John Pasden

(Excerpts below from: *Extensive Reading: Benefits and Implementation*. Benevides, Marcos. J. F. Oberlin University, Tokyo. Presented at IATEFL 2015 in Manchester.)



95%

What strategies
did you use?

In the morning, I wake up, get dressed, and go to work. I am half-awake. The traffic is different. There are no people on the road. You ask a police car. It crashes into a store across the street. Then, another police car crashes into a store across the street. The police officer sees you. "Off the street!" he shouts. "Go home, lock your door!" "What? Why?" you shout back. But it's too late. He is gone.



80%

“Bingle for help!” you shout. “This loopity is dying!” You put your fingers on b... er flix is not weafling. You... 119, the emergency... answer! Then you must... angle. It’s from yo... get this...” University... important Evie sa... ding... “h passit is... a, ding... “h no, they’re her... ib! vvasple them ON THE FRIB!...” BEEP! the assengle parantles. Then you gratoon something behind you...

What strategies
did you use?



Choice of text is an essential component of an effective reading curriculum.

“One of the issues raised most often by teachers wishing to develop reading in their schools concerns the quality and appropriateness of the texts they use. In our observations, the reading lesson sometimes fails because the text chosen does not allow for sufficiently challenging teaching and learning.”

(Tennent et al, 2016)

Guiding Readers – Layers of meaning

A handbook for teaching reading comprehension to 7–11 year olds

Wayne Tennent
David Reedy
Angela Hobsbaum
Nikki Gamble

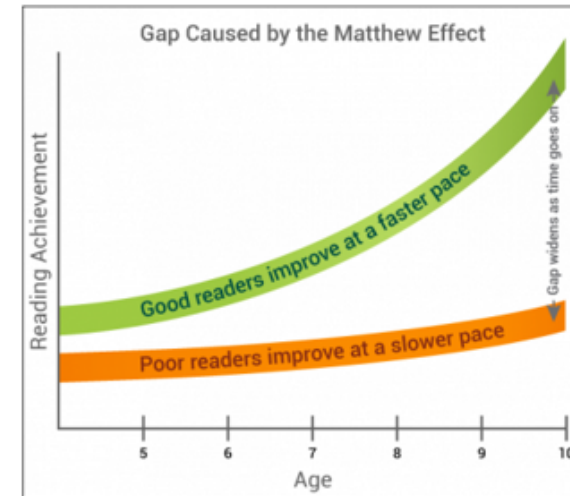
Strategies should be taught when texts are challenging and interesting – when there is a real reason to use the strategy



The Matthew Effect

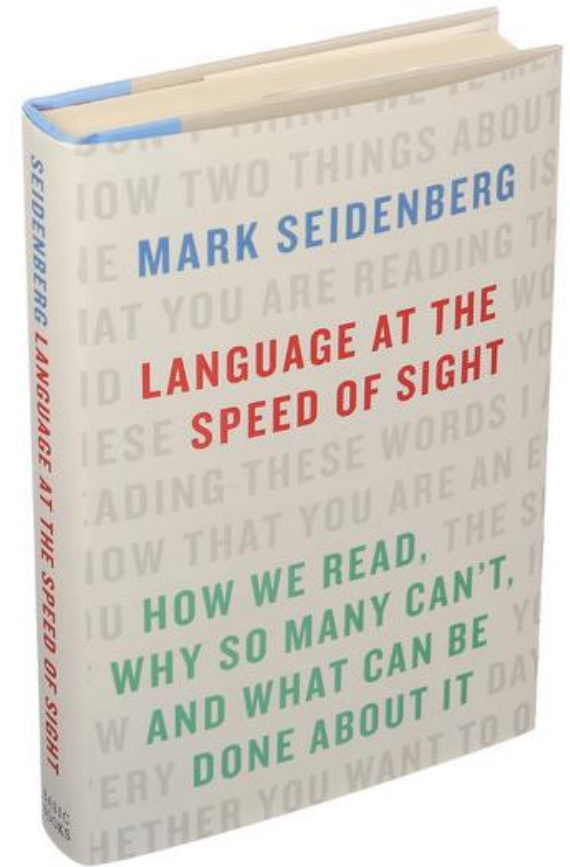
Language development builds on the foundations that are established in the early years. Children's attention, listening, understanding, vocabulary, speech, grammar, story-telling and conversations all develop progressively throughout primary school in terms of skills, knowledge and complexity. Language is important because it forms the foundations for interacting with other people. A child's ability to develop language depends on whether they are immersed in a rich environment of words.

The Matthew Effect explores the idea that children who learn to read in the first three years of their education become fluent readers. They read more, learn more vocabulary which then enables them to read more and comprehend more advanced texts and so they advance further. The children who fail to learn to read, read less, are less fluent, have a poorer vocabulary, comprehend less and the gap just keeps on growing. It is the principle of 'The rich get richer and the poor get poorer'.



The more we read, the better we get...

Reading expands one's knowledge of language and the world in ways that increase reading skill, making it easier and more enjoyable to read. Increases in reading skill make it easier to consume the texts that feed this learning machinery. **This feedback loop is the mechanism that leads to expertise.**

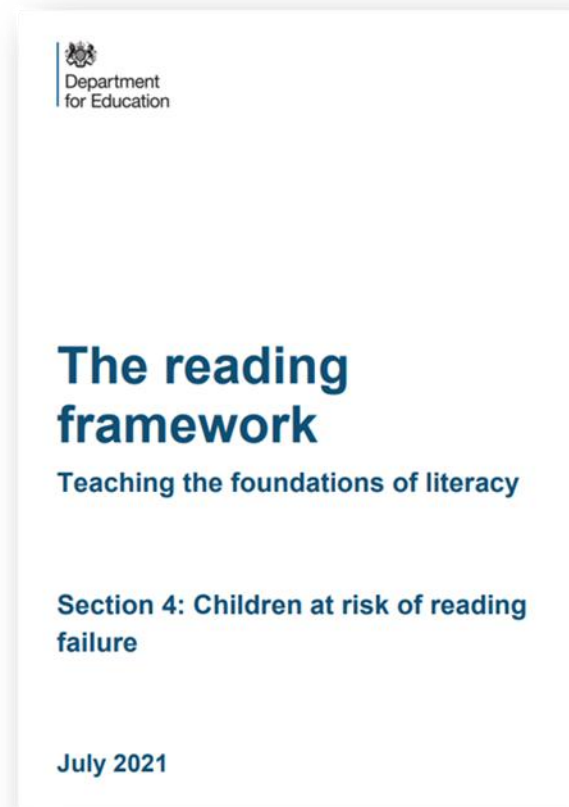


(Seidenberg, *Language at the Speed of Sight*, 2017)



A Rich Reading Curriculum

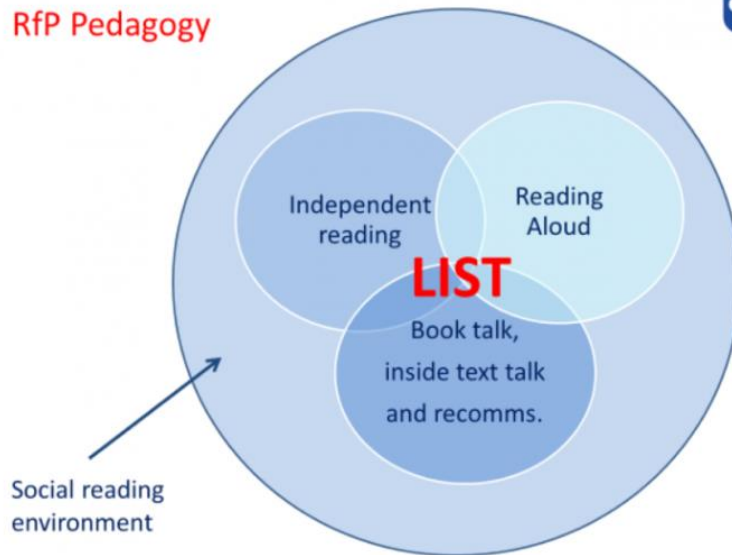
‘The books they are able to decode are likely to be far below their good level of comprehension. This means that they need to continue to develop their understanding through hearing and talking about books and poems and learning new vocabulary across the curriculum, along with the rest of their class, while their decoding catches up with the knowledge and skills they already have.’



Further Research

Reading for Pleasure Pedagogy - Reading for Pleasure (ourfp.org)

RfP Pedagogy



- **L**earner-led
- **I**nformal
- **S**ocial and supported by
- **T**exts that Tempt

RfP Pedagogy Findings



Social reading environments



Reading aloud



Independent reading



Informal book talk, inside-text talk and recommendations

The '3 reads' approach

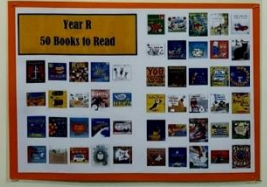
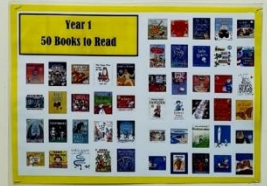
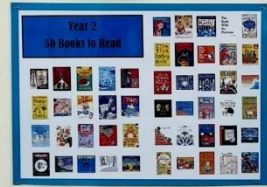
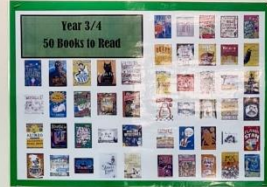
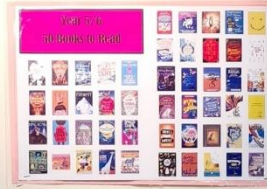
	Focus	Detail
First read	Decoding	<p>Application of GPCs closely matched to those learnt so far - opportunity to apply taught phonics in context</p> <p>Encourage decoding and blending. Draw attention to previous sounds / alternative graphemes etc</p>
Second read	Fluency	<p>A chance to read again. Familiarity should enable more reading by sight and less reliance on decoding and blending.</p> <p>Reading with fluency includes use of: intonation, expression, appropriate pace, prosody - adult could model reading aloud and child/ren 'echo read' ie read aloud themselves with same intonation / expression</p>
Third read	Comprehension	<p>Demonstrating understanding of what has been read through questioning / discussion about events / characters etc</p>
Further reads as required ...	AfL	<p>Does the child need more than 3 reads to achieve fluency and comprehension?</p> <p>Balance number of reads with engagement vs need for success</p>



Low “reading miles”

- We may under-estimate the volume and variety of reading pupils need to do to develop effective comprehension skills
- Some readers have weak comprehension simply because they do not do enough reading
- Reading comprehension, vocabulary and background knowledge are highly correlated to reading miles

Moreland's 50 Books





Reading Gives You Wings

Hailstorms
Look back at your work on the weather and think about how you can help. Try to think of ways you can help.

What different books can you read?

Can you read me a grown up 10 times to collect a butterfly?

Seashore

my first Seas and Oceans book

my first Seas and Oceans book

my first Seas and Oceans book



Planning



HIAS key messages when planning for reading

The approach to the teaching of reading will vary from school to school and there is **no one set model**. However, all planning should be underpinned by the principles of:

- **high-quality texts**
- **clear learning intentions**
- **high quality task design**
- **opportunities for dialogic talk**
- **precise teacher modelling**
- **high order questioning**



Teacher as instructor

Teacher as
guide /
facilitator

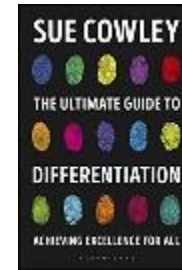
Teach

Practise

Apply



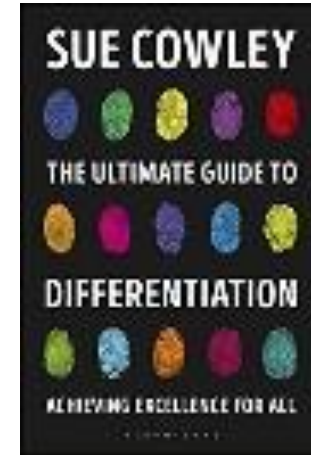
Questions to consider when lesson planning



- What is the central skill, concept or knowledge that I want all learners to grasp during this lesson?
- How will I identify what I want children to know / understand / be able to do / think about during this lesson / series of lessons? Will it be the same for everyone?



I want them to be able to ...
I want them to understand ...
I want them to remember that ...
I want them to remember how to ...
I want them to know that ...
I want them to think about how ...
I want them to be fluent in ...

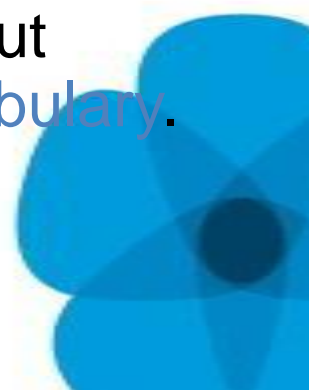


‘Phrasing your objective as a question can help you stimulate curiosity, and it can also help you focus on the central concepts that underlie the things you are asking the learners to learn.’



When planning for the teaching of reading, consider:

- Map a clear pathway from TEACH to PRACTISE to APPLY
- Develop **teaching sequences** that ensure the **modelling of strategies** to children based on **rich texts**
- Develop **effective task design** that enables children to practise these strategies independently at the point of teaching and demonstrate their understanding
- Provide opportunities for children to **apply** their learning to self-instructional/ self-decodable texts
- Teaching comprehension strategies is important, but don't forget to develop **decoding, fluency and vocabulary**.



Planning a reading pathway

1) Map out a reading pathway from a rich text:

- What does the text lend itself to focusing on?
- What rich opportunities do we envisage?
- What links will we make and want to include?
- Where and when will word reading and comprehension be covered?

Consider:

- Your use of additional instructional level and parallel texts

2) Identify the specific reading strategies pupils will be learning / deepened:

- What strategies do your pupils need to focus on?
- When will strategies be modelled?
- When will strategies be deepened through guided practise?
- When will strategies be applied to instruction level/self-decodable texts with increasing independence?

Consider:

- What and when to utilise whole class teaching / guided groups / independent application

3) Plan to teach and practise a repertoire of tasks that capture key learning:

- How will tasks enable pupils to achieve the learning?
- How will outcomes demonstrate intended learning and progress?
- How easily can the tasks be applied to other texts?
- How familiar are pupils with these tasks, so that focus can be on learning?
- When and how will the tasks be modelled?

4) Plan for pupils to apply to instruction level/self-decodable texts:

- How easily can pupils demonstrate their learning through the task?
- Which sections/chapters/paragraphs best match the learning intention?
- How and when will you most effectively provide time for pupils to read the text for fluency and understanding?

5) Adapt planning to meet the needs of different pupils.

- How will you maximize teacher impact during guided group work?
- How will assessment inform responsive planning?
- How will you respond to the learning outcomes to meet the range of needs?

Consider:

- How do you ensure reading strategies are applied to increasingly challenging texts throughout the year, developing strategies into consolidated skills?



Which is your planning process?

I want the children
to do 'character
scales' today

task \Rightarrow strategy

OR

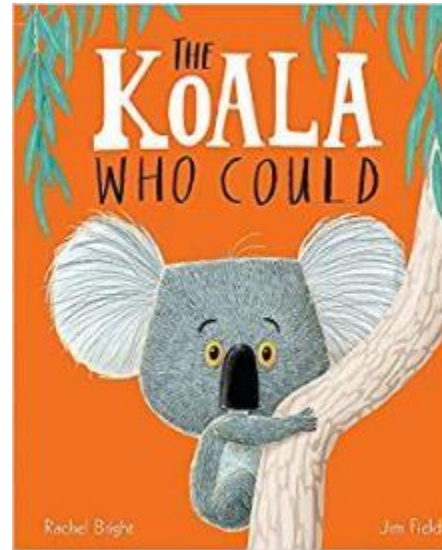
strategy \Rightarrow task

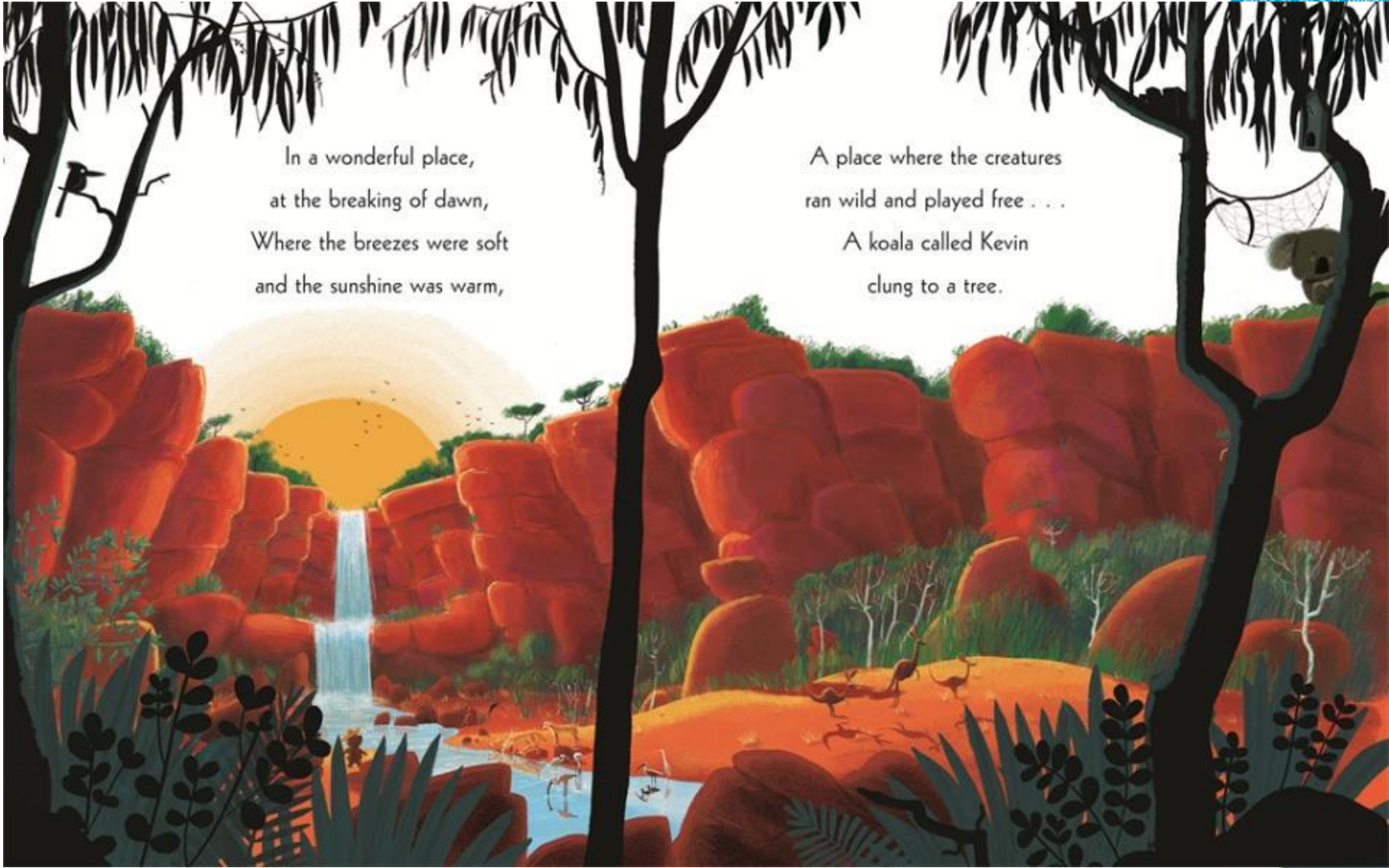
I want children to
combine
activating their
prior knowledge
today and form
opinions about a
character today
as they infer

Which should it be?

Planning

- ✓ Choose your text carefully – pitch, expectation, quality, range, author etc
- ✓ Know your text - read it several times





In a wonderful place,
at the breaking of dawn,
Where the breezes were soft
and the sunshine was warm,

A place where the creatures
ran wild and played free . . .
A koala called Kevin
clung to a tree.



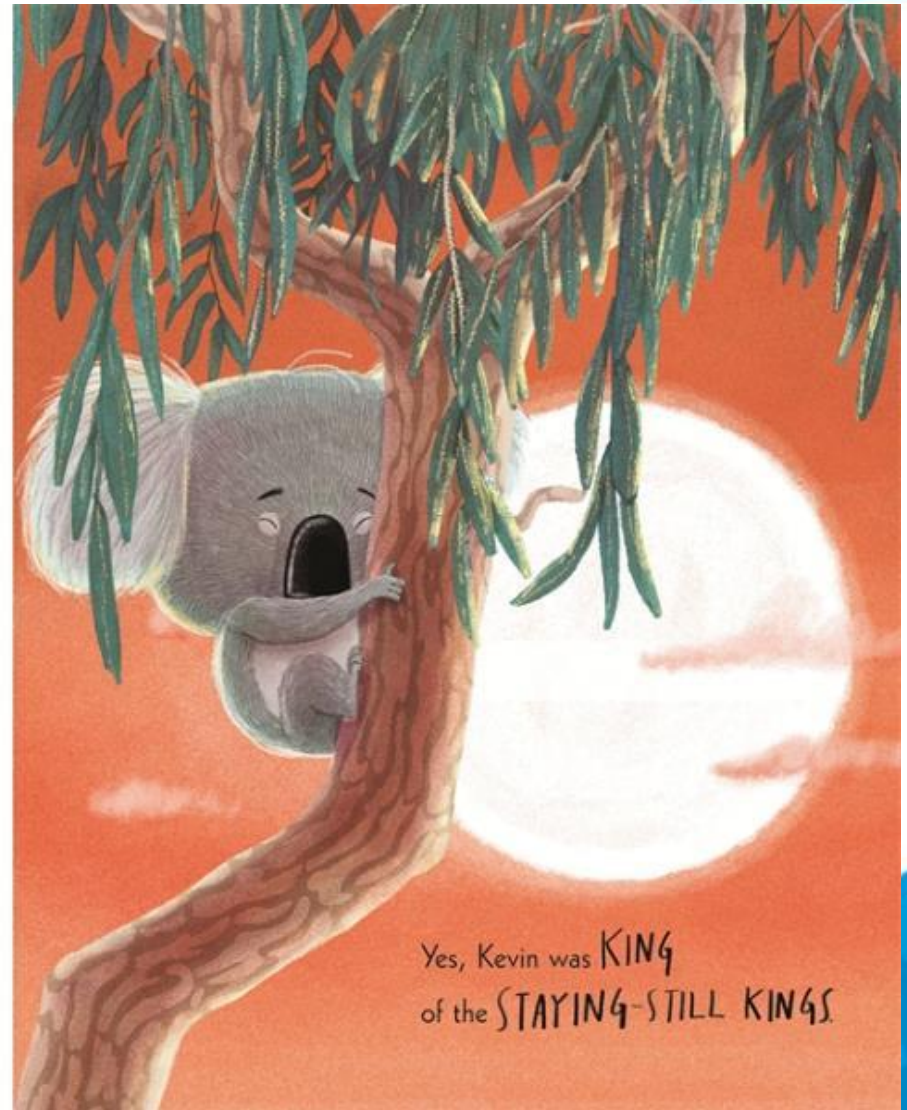


A nicer grey fellow
you never would meet,
As *SOFT* as a *SOFT THING*
from ear-tufts to feet.

His favourite way
to relax in the sun,
Was to cling and to nap
and to munch a leaf-bun.



He was terribly good
at all these three things –



Yes, Kevin was *KING*
of the *STAYING-STILL KINGS*.

You see, high up was safe since
he liked a slow pace,
While the ground down below
seemed a frightening place.

TOO FAST

and TOO LOUD

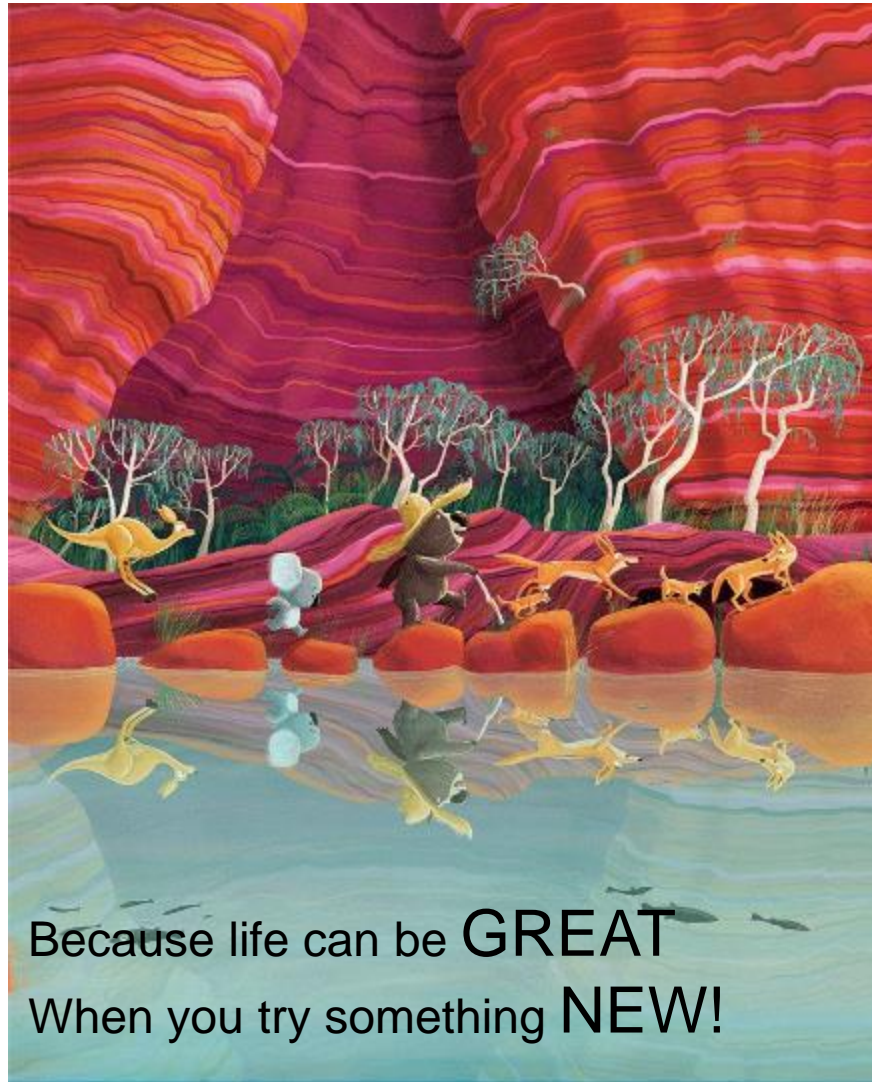
and TOO BIG

and

TOO STRANGE

Nope. Kevin preferred not to
move, nor to change.

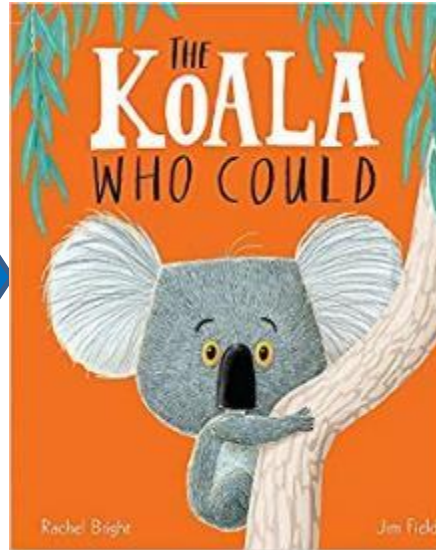




Plan the text potential

Starting points

- Prior learning
- Pupils' needs (AfL)
- Curriculum overviews
- NC requirements
- Text inspiration – what does the text lend itself to focusing on?



Reading focus

What domain/s will you focus on? Why?
What strategies will you focus on? Why?
How will you deepen / scaffold?
What parallel texts could you expose children to?

Audience, purpose and form

Summary - what is the text about?

Character and setting

Themes

Impact on the Reader

Opportunities to make links to other texts

**Plan the text
potential**

Narrative/ non-fiction/ poetic features and conventions eg structure, language for effect

Vocabulary
Tier 2

Tier 2

Historical, social and cultural context - what knowledge do pupils require to access the text?

What am I inspired to do? What is the potential learning?

Visual elements (where applicable)

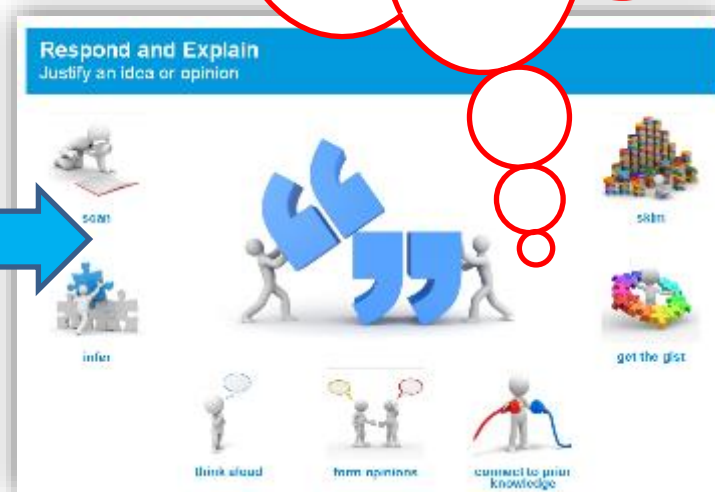
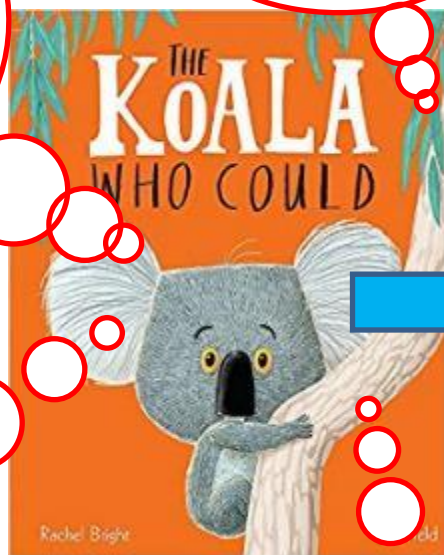
NC statements
(either modelled in text or relevant to written outcomes)

Planning domain focus

I want children to notice how Kevin's character changes from beginning to end – children will need to **'scan'** to find evidence of this

It is set in a different country – text lends itself to **'connect to prior knowledge'**

AfL - majority of children not explaining their answers deeply enough: **'respond and explain'** focus is needed here

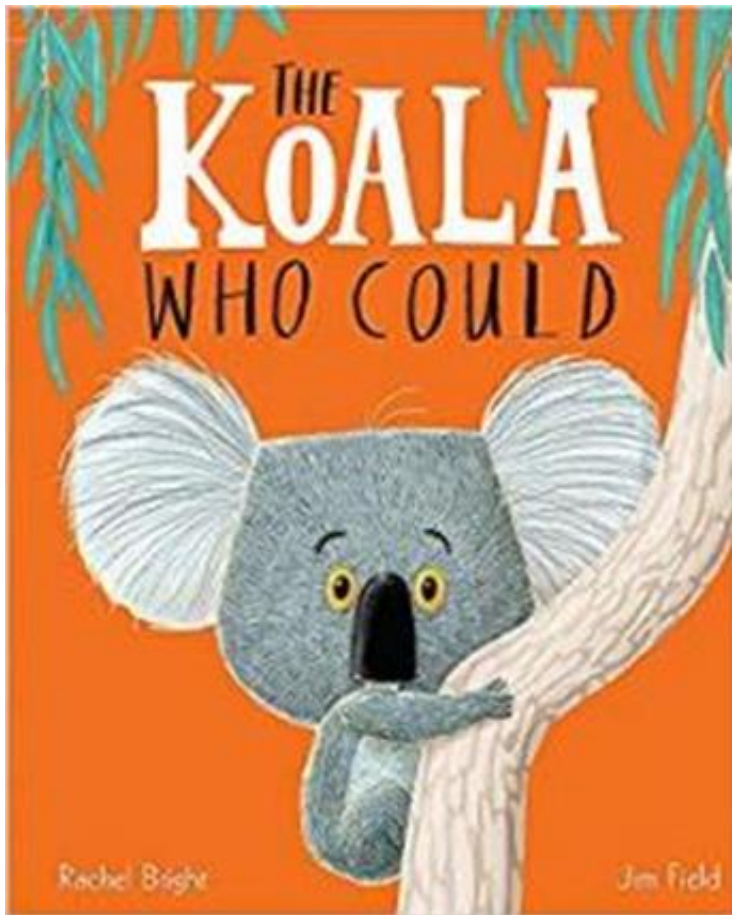


Strong message to story – lends itself to **'get the gist'** and **'connect to prior knowledge'**

From viewpoint of timid animal – children will need to **'think aloud'** to put themselves in role and **'infer'** character feelings



I'm going to use this book to teach these strategies:



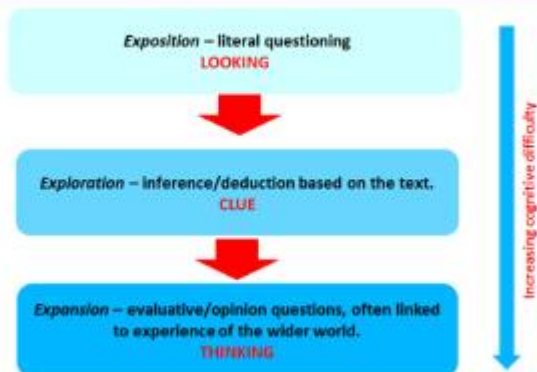
- Connect to prior knowledge
- Get the gist
- Infer
- Form Opinions



Plan key questions

- ✓ Annotate as you read with key questions to explore using the question stems booklet

Three layers of questioning



Adapted from: Torrance, W. (2011) Understanding Reading Comprehension: Processes and

Teaching reading for comprehension toolkit – question stems by domain

Respond and explain

Justify an idea or opinion

Looking questions

Literal questions here should lead to an explanation of what is imagined/visualised. These looking questions still require the reader to elaborate and make inferences. Who is ...? Where is ...? What is the character like? What can she hear? These should build towards deeper thinking.

Clue questions

- ✓ Based on what you know, what is your view of the character ...?
- ✓ Based on what you know so far, where/when do you think the book is set?
- ✓ What parts/words would you select to show ...?
- ✓ Why do you think character ... did ...?
- ✓ Why did character ... react in that way?
- ✓ What clues does the author give us about character ... life before the story?

Thinking questions

- ✓ How would you have used ...?
- ✓ What questions would you ask the characters about ...?
- ✓ How would you show your understanding of ...?
- ✓ What did ... make you think of?
- ✓ How did ... make you feel?
- ✓ What would you have said/done ...?
- ✓ Why did the author write this story?
- ✓ What do you think about ...?
- ✓ What is your opinion of ...?



Teaching reading for comprehension toolkit – question stems by domain

HIAS ENGLISH TEAM

Teaching reading for comprehension toolkit

Question stems by domain



The three levels of questioning

Exposition – literal questioning
(looking questions)



Exploration – inference/deduction based on the text.
(clue questions)



Expansion – evaluative/opinion questions, often linked to experience of the wider world.
(thinking questions)



‘Little Miss Muffet’

Little Miss Muffet
Sat on her tuffet,
Eating her curds and whey,
There came a big spider
Who sat down beside her,
And frightened Miss Muffet away



- What frightened Miss Muffet? **(looking)**
- What would Miss Muffet do if she saw a minibeast running up her bedroom wall?
(clue)
- Why do you think little children like this rhyme? **(thinking)**
- Should we really be scared of spiders?
(thinking)

Questioning:

What do these words mean?

Exposition – literal questioning (looking questions)

What do we know about...?

Can you predict the outcome of...?

Exploration – inference/deduction based on the text. (clue questions)

How does the phrase/wordmake you feel about?

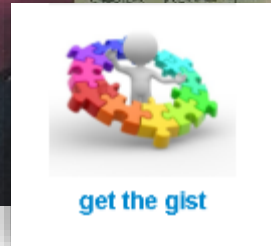
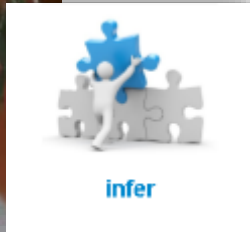
Can you make links between...?

Expansion – evaluative/opinion questions, often linked to experience of the wider world. (thinking questions)

Do you agree with the writer's view on?

Task: Plan key questions

✓ What strategies will they need to answer them?



But Kevin, who wasn't the 'do-things-quick' sort, Said, "I've clinging to do. But thanks for the thought."



Important: allow children time to 'get the gist' before going deeper



get the gist

© Hampshire County Council, HIAS English Team

Year R/1

Get the gist

- ✓ What is the text about?
- ✓ Is it fiction or non-fiction?
- ✓ Pick out some important points.
- ✓ Retell the story in your own words.
- ✓ Link key information together.



Get the gist

- ✓ What is this text about?
- ✓ Who are the main characters?
- ✓ Where is the story happening?
- ✓ How does the story start?
- ✓ Can you sequence the events?
- ✓ What happens in the end?
- ✓ Use your own words.



Important: allow children time to 'get the gist' before going deeper

What is this text about?



get the gist

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Year R1

I understand this text is a persuasive letter about reducing plastic

The story is a fairy tale like the 3 Little Pigs, but the characters are different

The main point is to tell us information about the Great Fire of London



Support children's comprehension by addressing gaps in understanding of context

What do you
already know about
Koalas?



Koalas filmed in their natural environment

<https://www.youtube.com/watch?v=CLrGGs4pf3Y>



connect to prior
knowledge



Model using prompts on reverse of domain cards to give quality answers



What do you already know about Koalas?



Where is the story set?



I know they sleep a lot because I saw a wildlife programme about them with my dad

I think they are cute because they have fluffy ears


The pictures show kangaroos – I know kangaroos live in Australia and I think koalas do too

I think it is hot in Australia

Which strategies are required to complete the task?

Which will you focus on – why?


Character rating scale




Calm Energetic

Evidence

(A large empty box for writing evidence is located below the 'Evidence' label, connected to the 'Calm' and 'Energetic' labels by lines.)



scan



skim



notice breakdown and fix it



infer



form opinions




visualise




predict



apply word reading strategies



get the gist



ask questions



think aloud



connect to prior knowledge



note text structure



Character rating scale



Calm

Energetic

Evidence

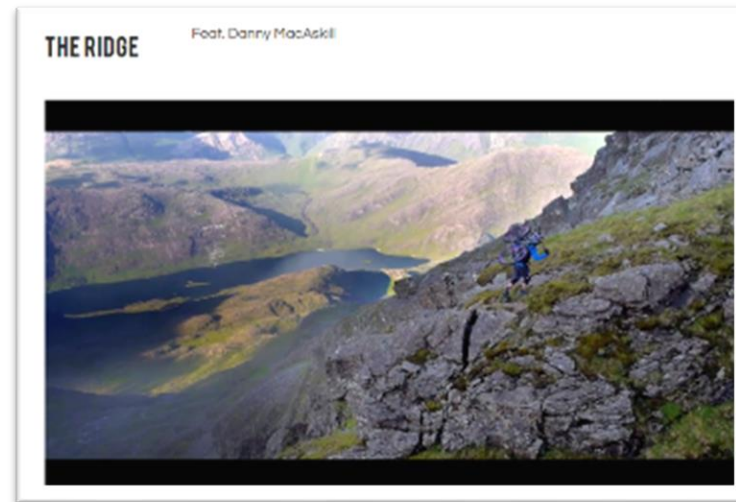
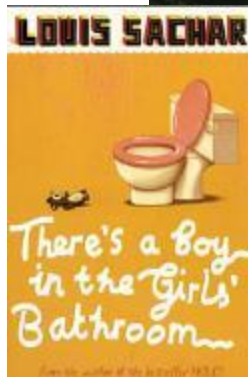
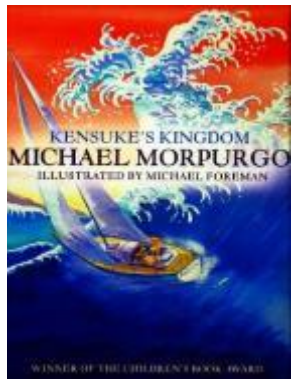
Thoughtful

Thoughtless

Evidence

Can the toolkit be used effectively with a range of texts?

Film?
Non-fiction?
Poetry?
Images?



Jabberwocky

BY LEWIS CARROLL

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought—
So rested he by the Tumtum tree
And stood awhile in thought.



The vision ...



With sufficient modelling and practice:

- Children will grow in independence in the use of the toolkit pupil cards
- Teachers will grow in confidence to plan reading journeys with clear learning intentions, that cover a range of strategies and domains over time
- Children will plan their approach to a text/ task with metacognition – considering which strategies will help them – using the prompt cards to support outcomes in their groupwork
- Teachers and children will notice gaps in understanding and identify which strategies need further focus - leading to focused pre teaching, breakaway groups or interventions
- Children will reflect on tasks, considering their strengths / weaknesses in the strategies they have used

This will take time ...



What is your vision?



Over time and with sufficient modelling and practice:

Writing lessons

What are you learning today?
What makes a good writer?

What do you want children
to be able to say?

Reading lessons

What are you learning today?
What makes a good reader?



Reflection

- How would you like to use the toolkit materials in your classroom?
- How might they be most useful?
- What will consistency look like across the school?



GAP Task

- Have a go at modelling a range of reading strategies to pupils within your teaching.
- Increase pupils' familiarity with the range of reading strategies.
- Share the strategies with other adults who support in your class.



Next Time...

- Read Aloud, Think Aloud
- Text marking for pre reads
- Dialogic Talk
- Bring a text that your class would like to read
- We will plan a reading sequence

Tuesday 21st of March - AM

