

Advisory Service

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## Further active reading strategies for comprehension

Supporting all readers in secondary schools

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## **Overview**

### This document contains...

Slides that could be used as part of a CPD sequence for teachers in school, supporting understanding of reading in secondary schools

### Points to consider when using this resource

The resources in this series are intended as a companion piece to the DfE's series of training videos and guidance <u>Supporting all readers in secondary school</u>, providing additional detail. This resource expands on ideas shared in video 8, <u>Teaching reading comprehension</u> and provides links to research.

# Think-Alouds – modelling the thinking behind the reading

A *think-aloud* is a way of capturing understanding of text, articulating ideas, questions, clarification of vocabulary, predictions while reading. This modelling approach supports children to understand the thought processes of a confident reader.

Davey, B. (1983). Think Aloud: Modeling the Cognitive Processes of Reading Comprehension. *Journal of Reading*, 27(1), 44-47

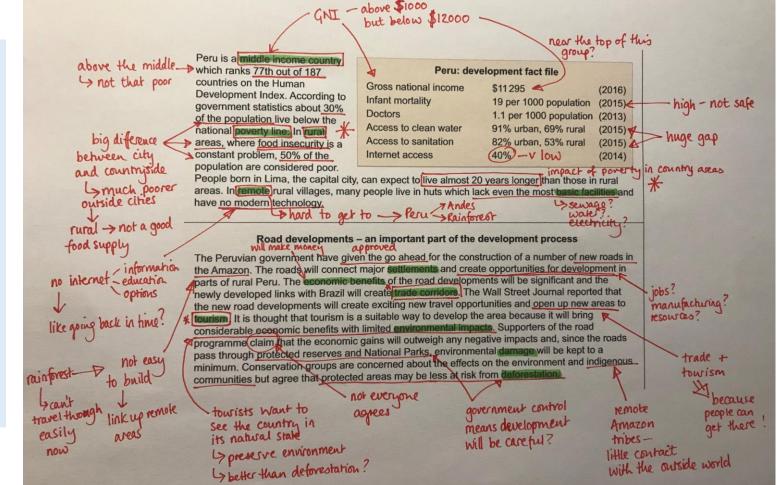
### **General Think Aloud Scenarios:**

- Teacher models think aloud; students listen.
- Teacher thinks aloud; students assist.
- Students think aloud as large group; teacher and other students monitor and assist.
- Students think aloud in small groups while teacher and other students monitor and help.
- Individual students think aloud in forum or Fishbowl; other students help.
- Students think aloud individually; compare with others.
- Teacher or students think aloud orally, in writing, on an overhead, with Post-it Notes, or in a journal; then share.

-Wilhelm, J. (2001). Improving comprehension with Think-Aloud Strategies. New York: Scholastic.

# Annotations to show thought processes in a *think-aloud* approach

Teachers should demonstrate the kind of disciplinary thinking and annotation that is required for the subject - students' notes are often poor and do not support comprehension unless this process is modelled for them by an expert.



This example demonstrates the *think-aloud* process aimed at securing initial understanding using the prereleased material from an AQA Geography GCSE paper (2018). A more subject specific approach would be even more beneficial.

Accessed online june-2018-paper-3-prereleasematerials-aqa-gcse-geo.pdf

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A think-aloud annotation approach can also reveal to the teacher the misconceptions held by the student.

This example includes the commentary made by a group of secondary school literacy leaders when asked to thinkaloud around a maths problem aimed at Year 6 pupils.

Explicit modelling of a maths-specific approach to thinking about a problem-solving question is clearly needed here!

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that's not a balanced diet-why does she want so much soup? Is she prepping for lockdown? Miriam buys 19 tins of soup, All the tins cost the same price. using ca She goes to the shop with just one note, and comes a child home with the tins and the change in coins. On the way home she drops the change. She looks on no! She's got so much heavy carefully and she thinks she picks it all up. to carry When she gets home she gives £2.23 change to her mother. Is one going to be in trouble? Do you think that Miriam picked up all the change that she dropped? > Why couldn't her mother go to the Shop? Is Miriam a young carer? Are they both mathourished on soup

# **Modelling inferences**



Inferential reading is a complex process and involves bringing in background knowledge and knowledge of the world as well as making connections between pieces of information within the text.





Inference questions on the KS2 reading paper tend to include some of the most challenging questions and this domain of reading often appears as an area of struggle for those pupils who have not met or who have just met the expected standard in reading.

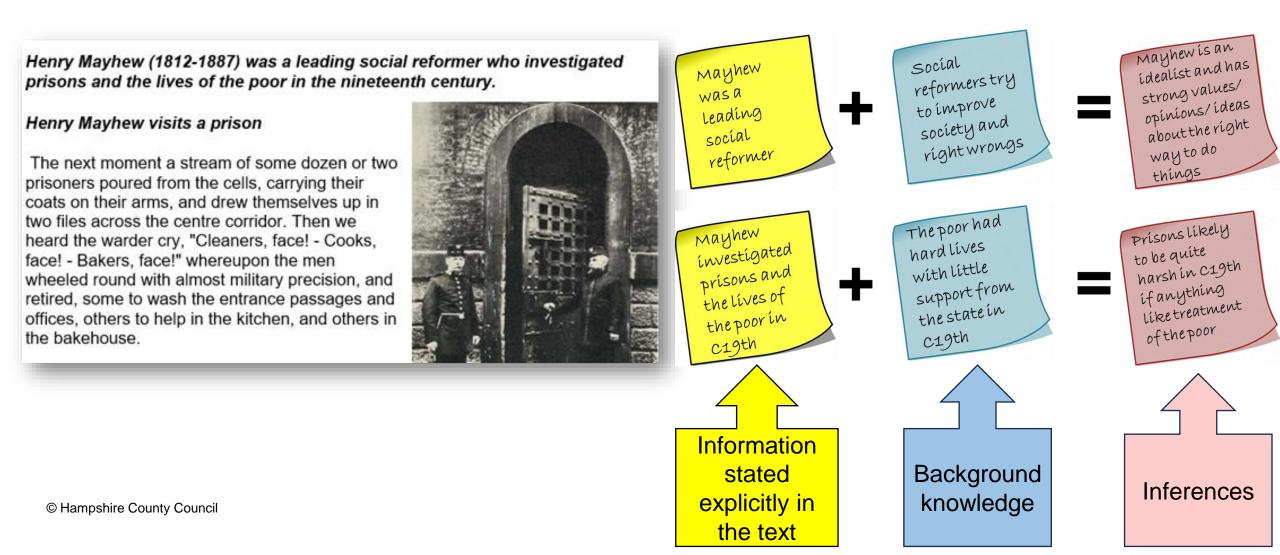


Emphasising inference and deep understanding in reading of any text is therefore key to developing comprehension at KS3 across all subjects.



Teachers can effectively model the inference-making process through think-aloud modelling.

# Inference sums: additional scaffolds to support students in making inferences



### **HIAS English Team**

Please contact Joanna Kenyon <u>Joanna.Kenyon@hants.gov.uk</u> for support with secondary reading, whole school literacy and English.

For further details on the full range of services available please contact us using the following email: <u>htlcdev@hants.gov.uk</u>

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