

Ideas for Reading

General strategies

- High expectations
- Teachers should provide a good role model by:
 - sharing and making explicit their love of reading by, for example, making time everyday for DEAR - drop everything and read or ERIC - everyone reading in class. At these times teachers should be reading too.
 - reading aloud with expression, so that pupils can hear how a fluent reader sounds
- Encourage pupils to read, start with subjects they know a lot about/are interested in
- Use technology to get pupils interested in literacy, for example:
 - internet to gain access to information
 - interactive story CD-ROMs
 - interactive whiteboards
 - digital cameras to produce books for younger pupils
- Choosing appropriate texts for boys - Michael Smith & Jeffrey Wilhelm, suggest providing boys with texts that:
 - **are “storied”**, using a narrative approach that focuses more on plot and action than on description;
 - **are visual**, such as films and cartoons, providing a multi-media experience
 - **are musical**, providing the opportunity to develop literacy skills through an exploration of lyrics and discussion about musical tastes, the role of music in pupils’ lives, and so on
 - **provide “exportable knowledge”** – that is, information boys can use in conversation, such as headlines, football scores, jokes, “cool” parts of books or films
 - **sustain engagement**, such as a series of books or collections that allow readers to “see what’s up” with characters they have come to care about
 - **show multiple perspectives**, exploring topics from a variety of points of view
 - **are novel** one unexpected in a school setting, such as, satire
 - **are edgy** or controversial – worth arguing and caring about
 - **contain powerful or positive ideas** that have political, moral or “life- expanding” appeal
 - **are funny**, appealing to boys’ taste for humour
- Find positive role models for boys – with the help of such models, teachers can bring about significant changes in boys’ attitude to, interest in and achievements in reading.
- Assessment of pupils reading based on clear criteria, and feedback that includes both recognition of good work and guidance on how to improve are important to all pupils. (LTiD) For boys, however, assessment based on clear criteria and specific and immediate feedback are crucial.

Accommodations/adaptations

- Be sensitive to the anxiety some pupils feel about reading aloud - such requests may need to be avoided
- Allow more time to complete reading tasks
- Give shorter reading tasks for in class work

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| <ul style="list-style-type: none"> • Tapes stories, read along as they listen |
| <ul style="list-style-type: none"> • IT packages |
| <ul style="list-style-type: none"> • Match appropriate interest level with appropriate ability level e.g. Barrington Stoke |
| Word level |
| <i>Phonological awareness</i> |
| <ul style="list-style-type: none"> • Phonological Awareness Handbook – Dundee City Council contains lots of games and activities to develop awareness of the sounds in words and the ability to manipulate them. Activities cover work on: <ul style="list-style-type: none"> ○ Whole words ○ Syllables ○ Rhyme ○ Onset ○ Phonemes ❖ At the pre-school stage this would be a purely oral skill. |
| <ul style="list-style-type: none"> • Read/say nursery rhymes, poems, stories with rhyme |
| <ul style="list-style-type: none"> • Word play – e.g. alliteration |
| <ul style="list-style-type: none"> • Rhyme games – e.g. puzzles, pairs, snap, odd one out |
| <ul style="list-style-type: none"> • Auditory training – teach the children to: <ul style="list-style-type: none"> ○ hear & identify all 40+ sounds ○ blend (e.g. say the sounds in a word “d-o-g”, eventually the child will hear the word “dog” • identifying sounds in words (e.g. say “pin” and ask the child holds up a finger for each sound – make the word using a magnetic board and letters) |
| <ul style="list-style-type: none"> • When children begin a formal reading programme phonological awareness activities should be used in conjunction with letters to show children the links between the spoken and written word |
| <i>Letter-sound knowledge – Word Attack</i> |
| <ul style="list-style-type: none"> • Teach REVERSIBILITY, the alphabetic code works in two directions so teach decoding & encoding together |
| <ul style="list-style-type: none"> • Synthetic phonics (e.g. Jolly Phonics, Synthetic Phonics General Guidelines - Dundee City Council) <ul style="list-style-type: none"> ○ Start with sound to letter ○ Teach the sound of the letter link this to the look of the letter link this to the formation of the letter – child should trace/write the sound as they say it ○ Once the first cluster of letter sounds has been taught demonstrate and give the children practice in how words can be blended and segmented |
| <ul style="list-style-type: none"> • After teaching a new sound ask the child to find it in a book this helps connect sounds -- to letters -- to words -- to reading |
| <ul style="list-style-type: none"> • Multi-sensory approach – combine sound, vision and the kinaesthetic sense as in sounding out, visual recognition of letters, manipulation of magnetic letters and writing letters. |
| <ul style="list-style-type: none"> • When a child is “stuck” on a word ask them to sound it, i.e. push decoding as a first strategy. Support them to do this if they don’t yet know all the phonemes. |
| <ul style="list-style-type: none"> • Encourage the child to try to blend silently in their head |
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Sight vocabulary

- Think about the context for learning:
 - the child's name
 - environmental print
 - labelling objects in the classroom,
 - vocabulary related to a topic,
 - vocabulary related to characters and stories, etc
- Teach:
 - core sight vocabulary for reading scheme
 - the first 100/200 common words (e.g. Jolly Phonics "Tricky words", Dolch list)
- Strategies for introducing whole words/irregular words:
 - Look at the word and use decoding strategies **first**.
 - Then identify and talk about "tricky" parts in the word. The features you look at may include:
 - word length
 - word shape/visual pattern
 - double letters
 - identify regular parts in the word
 - identify smaller words within the word
- Matching - word to word/word to picture
- Games eg lotto, bingo, word snap, etc
- Flashcards to develop accuracy and speed
- Multi-sensory approach - key words traced, matched, copied and then written from memory
- Word hunt activities – e.g. copies of texts/pages from newspapers or comics to highlight or circle given words
- Key/core/topic/everyday words can be used to build up phrases/sentences/paragraphs and stories
- Re-reading favourite books encourages word recognition skills
- Read to the children while they follow the text
- Read the text with the children
- Echo reading - adult reads a number of sentences then the child reads the same sentences while pointing at the words
- Share the reading – adult and child take turns to read a sentence/paragraph/page
- Read to or with a partner
- Paired reading – with peers, older pupils in the school, parents
- **Comprehension**
- Initial reading materials - the language is at a simpler level than that being used by the child in conversation, in the TV programmes they watch etc
- Introduce/teach new words/ phrases/concepts before reading
- Teach the use of reading strategies/context cues through:
 - direct explanation
 - teacher modelling
 - feedback
- "Warming up" the text before the child reads:

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| <ul style="list-style-type: none"> - look at the title and the illustration on the front cover and discuss what the text might be about - introduce the main characters/setting - tell the story so that the child is familiar with the content before they attempt to read it |
| <ul style="list-style-type: none"> • “Let them talk” many pupils need to talk through their ideas before they are sure they understand what they have read, this is especially true of boys. Opportunity to talk can be encouraged by: <ul style="list-style-type: none"> - small shared-reading groups that include the teacher - groups working together with multiply copies of the same text - pupils reading in pairs, working with a buddy from their own class or with an older pupil - groups reading along with taped stories |
| <ul style="list-style-type: none"> • Teach comprehension strategies: <ul style="list-style-type: none"> ○ making connections – discussing/linking what they already know about the subject before they begin to read ○ predicting and inferring – guessing/working out what might happen next ○ self-questioning - encourage readers to ask their own questions of a text & wonder ○ visualisation - constructing mental images during reading ○ monitoring & clarifying – encourage them to monitor and reread to make sure they understand what they have read ○ summarise & synthesizing - to help them remember what they have read ○ evaluation – judge the text/give their opinions, e.g. their favourite part of the story, characters they liked/disliked, whether or not they liked the story and their reasons for their choices, etc |
| <ul style="list-style-type: none"> • Encourage the child to re-tell the story – summarising the key points and sequencing the main events |
| <ul style="list-style-type: none"> • Role play - eg act out a scene/character from the reading |
| <ul style="list-style-type: none"> • Encourage the child to ask the adult questions about the text |
| <ul style="list-style-type: none"> • Give the child questions to think about whilst reading e.g., <u>What to be thinking about in chapter 12</u> <ul style="list-style-type: none"> - Where badgers make their homes? - What they eat? - Who their enemies are? - How they protect themselves? |
| <ul style="list-style-type: none"> • Questions to develop children’s understanding of the text should promote thinking at different levels: <ul style="list-style-type: none"> -Literal questions -Deductive or inferential questions -Evaluative or response questions (e.g. making connections with other texts or thinking about whether the text achieves its purpose) |
| <ul style="list-style-type: none"> • Questions can operate at different levels taking children deeper into texts and requiring different levels of thinking: <ul style="list-style-type: none"> - Knowledge (e.g. Who? What? Where? When? How?) - Comprehension (e.g. Explain.....) - Application (e.g. What other examples are there?) - Analysis (e.g. What is the evidence for.....?) |

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| <ul style="list-style-type: none"> - Synthesis (e.g. How could we add to, improve, solve...?) - Evaluation (e.g. What do you think about.....? What are your criteria for assessing.....?) |
| <ul style="list-style-type: none"> • Ask questions that require children to think about how they know some information from a text and to encourage metacognitive reflection (e.g. How do you know....? Why do you think that? Can you explain.....) |
| <ul style="list-style-type: none"> • Reciprocal teaching - takes the form of a dialogue between teacher and pupil(s). The dialogue is structured using four strategies: <ul style="list-style-type: none"> - summarising - provides the opportunity to identify and generate the most important information in the text - question generation - clarifying - predicting <p>Each strategy helps pupils to construct meaning from text as well as training pupils to monitor their own understanding</p> |
| <ul style="list-style-type: none"> • DARTS (Directed activities related to text) <ul style="list-style-type: none"> - Prediction - Text analysis and text marking activities - underlining, highlighting or numbering parts of text - Close activities - Sequencing activities |
| <ul style="list-style-type: none"> • Older pupils can be taught to use graphic organisers, such as charts, mind maps, or diagrams of the content of the text to help them identify and keep track of key ideas whilst they read; to demonstrate the relationship between things; to identify similarities and differences; to compare and contrast and so on. |
| <ul style="list-style-type: none"> • Pupils can be asked to put what they have learned in their reading to use: <ul style="list-style-type: none"> - explain/discuss/apply information they have just read - teach you facts and ideas they have learned from their reading |
| <ul style="list-style-type: none"> • SQ3R method of study: <ul style="list-style-type: none"> - Survey – scan text to get a general impression of the content - Question – think about what is being read and why - Read – read for a general impression, marking key words and ideas - Recall – from memory, note what you can recall - Review - at a later date, check what you remember and review text again if you have forgotten anything important. Review is critical because the more often the pupil reviews the work the more likely he/she is to remember it. |