CLOSING THE READING GAP WHOLE CLASS READING APPROACHES

Activating prior knowledge

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'.

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

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.

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

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

Children work in pairs or triads. Each group may:

- all have the exact same short section of text, or
- a longer section might be split into short parts, so that each group has a different piece.

Step 4: Repeated choral reading

In their groups children read their section aloud. Echoing the initial reading by the adult.

Step 5: Close reading

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.

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)

Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group.

Prompts are provided to direct their reading.

Step 7: Practise

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

Each group performs their rehearsed

(Adult may record so that children can appraise their own performance).

Or

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

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.

Use prompts to support articulation of evaluations: I liked it when... because... 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.

Echo reading

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

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.

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.

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)

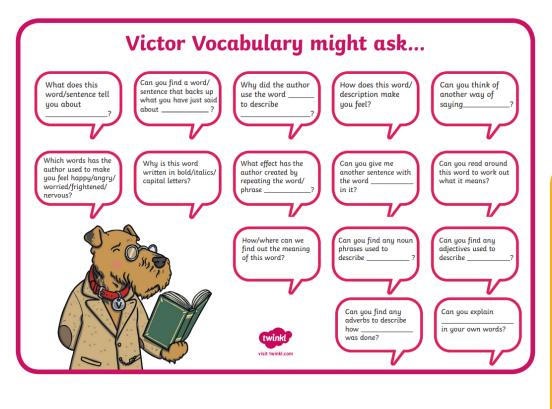
Repeated reading

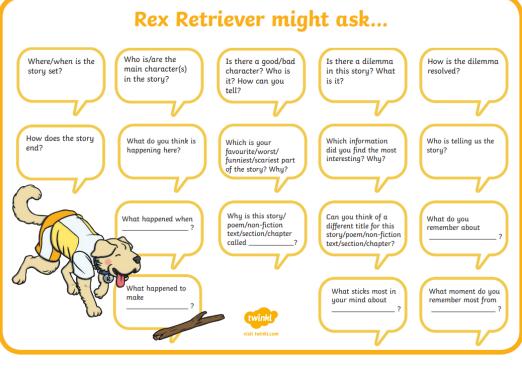
Used with both young and mature readers as a way to consolidate comprehension. Re-reading is often guided e.g. a second read to explicitly identify evidence for a causal argument in geography.

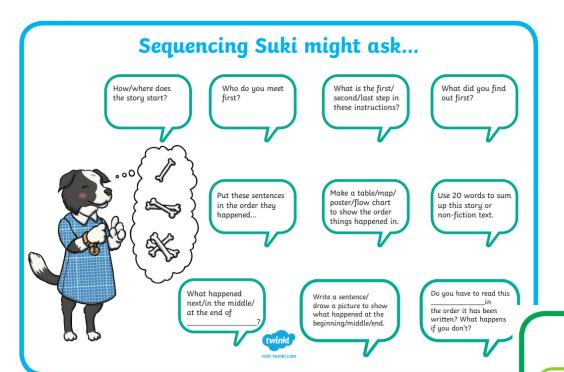
EYFS Reading diet with the use of VIPERS and Reading Dogs













What do you think is saying/thinking/ feeling at this point? Why?

What do you think the author meant

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 to back this up.

What do you think the word means? Why do you think that?

feels about

Does this tell us anything about

How did you feel when

Which bit made you

Can you describe how you felt when Why?

Why do you think

Is there anything you've just read which reminds you of something that has happened now? Why? How?

What can we guess about where/when this is taking place?

What would _ say if _

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?

this book/section/ chapter will be about?

What features might you expect to see in this sort of text?

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

you would like to find the answer to in

when

What do you guess