



Reading focus in school

- Historically reading had been a strength in school when we compared our data to national.
- In 2015 we had 89% of children reaching the national standard which was in line with the national, however we had a higher proportion achieving the higher standard than national.
- In 2016 with the introduction of the new test, we fell below the national standard with 59% of children reaching the national standard compared to 66% nationally. Only 15% of our children reached the higher standard but 19% nationally achieved this.

Reciprocal Reading



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- To improve reading and standards
 - To develop language
 - To encourage independence
 - To improve listening skills
 - To develop cooperation
 - To help with writing development
 - To improve speaking skills

 - *Texts should be accessible but provide challenge.



20 min daily reading slot on the timetable

- Class to be put into 5 groups. 5 reading related activities to take place over the course of a week (a carousel style).
- A guided reading session is to take place every day with the teacher - different group each day so all are heard.

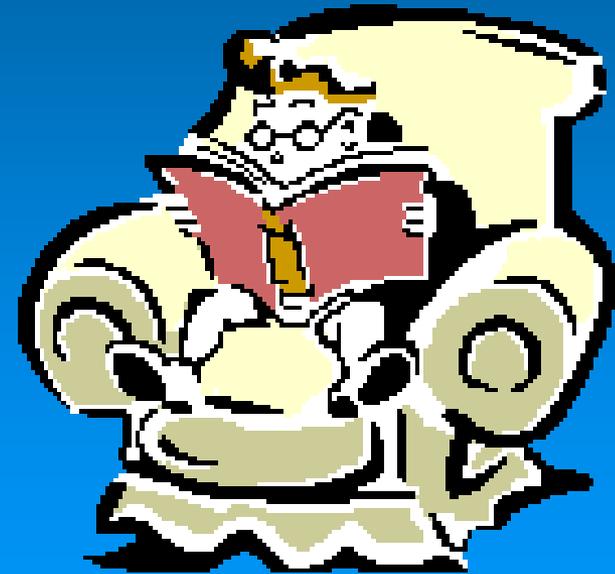
The Roles!

- A questioner
- A clarifier
- A predictor
- A summariser
- There is also a group leader or
- **BIG BOSS**



You will be using 4 reading strategies:

- Predicting
- Questioning
- Clarifying
- Summarising



The Big Boss



- Decides who will do each job.
- Tells the group what to read.
- Makes sure everyone is joining in.

The Questioner

- Ask questions which will help the group to understand what has been read.
- Thinks of questions to ask as they read the text.
- Who...
- What...
- When...
- Where...
- Why...
- How...
- What if...



The Summariser

- Tell the group what you have read in your own words.
- Only tell the important information, not the little details.
- Keep it as short as you can!
- It is a reminder of what has been read so far.
- The most important ideas are ...
- The main idea is ...
- This part was about ...
- First, Next, Then, ...
- This story takes place in ...
- The main characters are ...
- The problem of the story is ...



The Predictor



- Use what you have read or clues from the illustrations to help figure out what the group will learn or what will happen in the text.
- You can change your predictions as you read on!
- You need to be able to find the evidence to back up your predictions.
- I think
- I wonder if ...
- I imagine ...
- I suppose ...
- I predict ...
- I think this text will be about...
- **BECAUSE**

The Clarifier

- You must clarify whenever you:
- Read a word you don't understand.
- Find that sentence doesn't make sense.
- Are confused by what you have read.
- Use context clues first but have a dictionary on hand.
- Think about what you did to help you understand.
- Explain that to the group and tell them what you think it means.



What does a classic RT lesson look like?

Small group of children

- One pupil acts as a "teacher" (Big Boss). They lead the group through a structured dialogue discussing each of the 4 strategies outlined in turn.
- Step 1 - Big Boss begins by asking group members to make predictions about what they are about to read.
- Step 2 - Big Boss reads a small section of text to the group or asks another child to read.
- Step 3 - Big Boss asks the Questioner(s) if they have any questions. These can be answered by anyone in the group.
- Step 4 - Group are asked by the Big Boss to list unfamiliar words or phrases or to outline sections of the text that they are unsure of. Clarifier has the chance to explain the meanings of the identified words and phrases. If they can't, it is opened up to the rest of the group. If no one can clarify the meaning, the Clarifier can consult a dictionary.



Step 5 - Big Boss asks the Summariser to summarise the piece of text that has just been read - put a time limit on it or a limit on the number of points they can make.

Step 6 - The cycle begins again. Pupils are asked, by the Big Boss, to make predictions about the next section of text before going on to read it.

In then following sessions, children will take on a different role although when training the children at the start, it would be beneficial to let them have their role for a number of sessions.



Example of a 20 min slot

- Monday - Group 1: Guided Read with teacher
- Group 2: Free read (book corner)
- Group 3: Choice from reading journal
- Group 4: Short comp activity
- Group 5: Vocab activity

- *Timetable

Group 1

Vocabulary activity

Group 2

Guided Reading

Group 3

Reading Journal

Group 4

Reading for pleasure

Group 5

Comprehension



Take home reading books.

We will still set the same take home reading books for reading homework (Oxford Reading Tree) however we now won't hear the children read that book as we are hearing them read their guided reading text. *BA sets.

The day you have your guided reading group, set their reading pages into their diary then. The following week, check it has been signed and set next pages. No more than this needs to be recorded.