

# We aspire to promote a love of Reading at Braeburn

Reading teaches children about the world around them. Through reading, they learn about people, places and events outside their own experience.

Reading helps you grow mentally, emotionally and psychologically.

One in five 11-year-olds in England cannot read well.

Children who cannot read well at the end of primary school are less likely to succeed in secondary school

In adulthood, they are likely to earn less than their peers.

Reading improves a child's vocabulary, leads to more highly-developed language skills and improves the child's ability to write well.



**Developing a love of reading can be more important to a child's educational success than their family's socio-economic background.'**

Organisation for Economic Cooperation and Development, 2002.

# Talk in the classroom

We tend to see 3 types of teacher-talk in classrooms:

- **Rote**- Teacher to class (drilling of facts/routines etc)
- **Recitation**- Teacher to class or teacher to group (questioning designed to test recall of events and to encourage children to work out answers from clues/cues in the question or text)
- **Instruction/exposition**-(Teacher to class, group or individual) Giving children instructions or explaining facts/principles etc

Less likely and forms part of the dialogic teaching process:

- **Discussion** (teacher-class, teacher-group or pupil-pupil) talking about ideas with a view of sharing them or problem-solving etc
- **Dialogue**- teacher-class, teacher-group, teacher-individual, pupil-pupil) gaining understanding through structured, cumulative questioning and discussion...clearing up misconceptions etc

## Dialogic Teaching

Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. ... **When students are given opportunities to contribute to classroom dialogue in extended and varied ways,** they can explore the limits of their own understanding.

Dialogic Teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that **enable pupils to reason, discuss, argue and explain rather than merely respond,** in order to develop higher order thinking and articulacy.

Peer-teaching or cooperative learning, whatever you wish to call it, is a form of dialogic teaching because it involves classroom discussion. ... Dialogic questions are **questions that encourage discussion, questions that are open, philosophical, and challenging.**

Rules for dialogic talk?

# Dialogic sentence stems

I would like to challenge...

I want to add to...

I agree with...

I disagree with the point...

I want to build on...

I need to clarify...

Our children use these sentences to structure their talk within the classroom...

# Reading for Real



# Reading for Real

What is it?	What isn't it?
<ul style="list-style-type: none"><li>● A framework for planning</li><li>● Planning and preparation of different levels of questions</li><li>● You modelling reading aloud to the children</li><li>● Immersive</li><li>● Whole class engagement in the same book (including all abilities)</li><li>● Dialogic teaching - active not passive learning</li><li>● Careful planning and organisation to create high-quality discussion</li></ul>	<ul style="list-style-type: none"><li>● An exhaustive list of questions</li><li>● All sections seen in all lessons</li><li>● A scheme or off-the-shelf package</li></ul>

# Benefits

Applies the principles of dialogic teaching to a reading model.

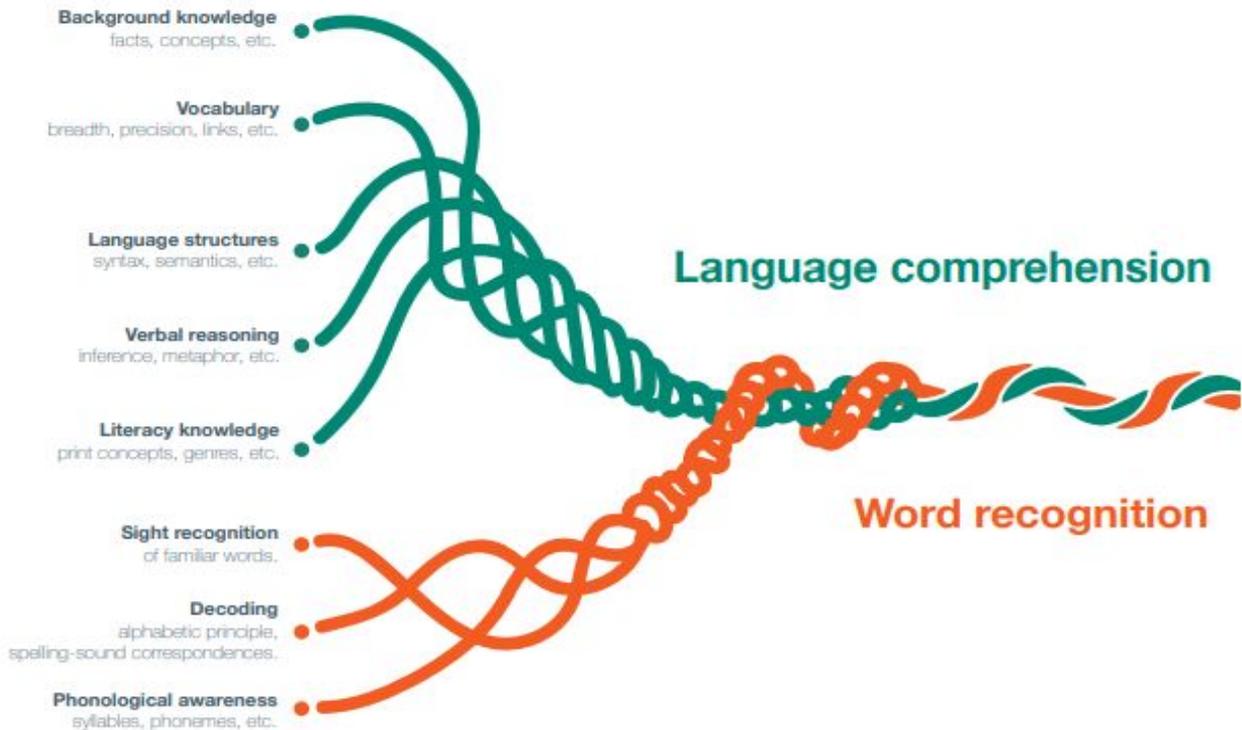
Enables high quality teaching of reading to be delivered and accessed across a broad and balanced curriculum.

Flexible to enable a natural flow to reading

Not designed to be an intervention but a tool to support and develop quality first teaching, so all children can make rapid and sustained progress.

There is no real reading without comprehension. Comprehension is the core to every lesson

**FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING<sup>7</sup>**



This just highlights how difficult it is to master reading so we can't just give children a book and say, "Off you go".

We need to teach them strategies to help them.

Word recognition is covered with our phonics programme and interventions.

Reading for Real is a programme to develop comprehension - it doesn't support fluency as the Teacher does most of the reading aloud.

# Outline of the programme

- Preparing to read - pre-reading activities
- Explore the text and assess literal comprehension- reading and securing meaning (first encounters)
- Inference- depth of understanding. When children are ready
- Beyond the book- explore the relevance of the text to their understanding and the wider world
- Reflection- emotional and cognitive responses. Teacher to also reflect

# Comprehension skills

We still need to teach comprehension skills explicitly and the Shine resources are really useful for this.

Automatic inference happens during reading.

[Skills posters](#)  
[Bookmarks](#)

Controlled inference happens with questions shared after reading.

Inference needs to be modelled from a young age.

There are over 31 different types of inference.

Inference happens at all stages so we will keep coming back to inference during this session.

# Pre-reading

Think about what children will need to know in order to access the text. This might include:

- Activation of prior knowledge
- Knowledge and context building
- Identification of key vocabulary which can be pre-taught. Reserve this just for vocabulary that is essential for surface level understanding.

- Watching a video clip
- Analysing photos
- Discussing background knowledge
- Looking at the features of a genre
- Debate
- Drama
- Vocabulary building
- A question to focus or introduce a purpose for reading.
- Generating authentic questions
- Predicting

Receptive vocabulary -  
reading and understanding

Expressive vocabulary -  
speaking and writing

# BUILDING A BETTER VOCABULARY



# Literal understanding

- Read aloud and rereading
- Exploration of text - literature circle style discussion
- Explaining the text (children explain the text)
- Checking literal understanding
- 'Think Alouds' to establish coherence
- Text marking and sticky notes to annotate a text
- Children generating authentic questions
- Graphic organizers to expose thinking e.g. journals

Repeat and reinforce what is said to support all children.

Our Assistant Teachers - add to the working wall, story mapping, supporting and questioning

# Think Alouds

OK, so I will just re-read from the beginning to check what's going on here...

So far, I think I have learned that...

I don't understand what this bit means...

Ah, now I see why the author said... that makes sense now

This bit made me think of something I read... (or have seen, or happened to me)

I wonder why...

As teachers we use 'Think alouds' as a way to guide and model thought processes helping with inferential thinking.

# Coherence inferences (automatic)

anaphors	bridging	predictive
Dan was very late. He got the bus.	A new house was built. The children destroyed it. The parents weren't very happy.	I think the boy will go outside because he was looking out of the window and he wrapped a scarf around his neck.
Pupils need to link the pronoun to the name.  Number of pronouns in the text? Distance between the name and pronoun? Child's memory?	The new sentence is linked to the previous one. They weren't happy because...  Research shows that explicitly teaching bridging improves progress.	Prediction is not just at the start. It is constant.  Plausibility? Clues? Demonstrating awareness of genre?  Wild predictions cause confusion.

These are needed for literal understanding.

# Digging Deeper

- Developing interrogative inferencing
- Refining response
- Elaboration & visualisation
- Writer's intention
- Character motivation
- Cause and effect thinking
- Compare and contrast thinking
- Questions to promote deeper thinking
- 'Think alouds' to demonstrate interrogative inferencing

# Interrogative inferences (controlled)

elaborative	deductive	inductive
<p>Visual representation of what you have read. Children have built a picture in their head so everyone's will be slightly different. Share ideas and explain (inter-thinking).</p> <p>Journals? Label with evidence? Sketch while listening to a section of the text?</p>	<p>Logical process where the answer is either correct or incorrect. The answer can be found in the text.</p> <p>Does it state the answer? Does the text contradict the question? Are there clues to show you it is correct or incorrect?</p> <p>Vocabulary can differ</p>	<p>A likely conclusion Use of background information Compare and contrast with chapters in the text, characters, other texts Character's thoughts, points of view, author's intention, themes</p>

These are needed for a deeper understanding.

# Beyond the Book

- During and After reading
- Text to world question
- Identifying and understanding themes
- Writer's intention
- Evaluation and appreciation
- Reviewing the book (thinking about it as a whole)

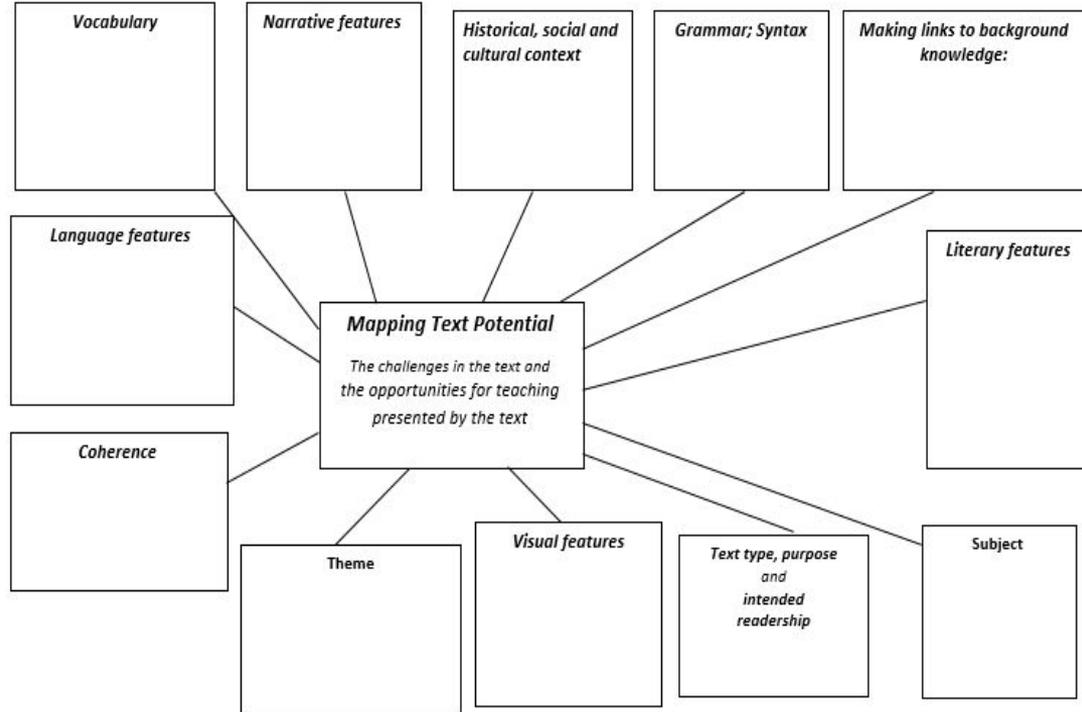
# Reflection

- What do I know that I didn't know before?
- How do I feel?
- Did I have the right tools?
- Has it altered my thoughts?
- What new skills have I learned?

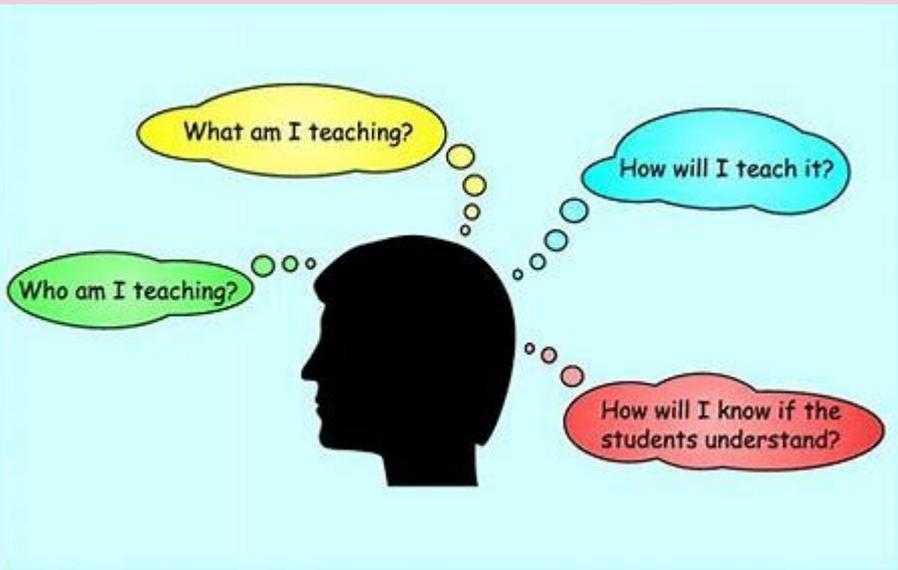
# R4R Planning

	Teaching focus	Resources
Lesson 1	Which stage/stages?  Teaching Process:-  Final Reflection:-	
Key question:-	Key vocabulary	
Prompts:-		
Teacher notes		

## Exploring what the text offers



# Braeburn's Planning



WHAT DO I WANT THE CHILDREN TO HAVE COMPREHENDED BY THE END OF THIS LESSON?  
Setting the big picture

WHAT CUMULATIVE QUESTIONS DO I NEED TO ASK?  
3 different types + prompts

WHAT RESOURCES DO THE CHILDREN NEED TO HELP GET TO THIS POINT?  
Graphic organisers

WHEN IS THE BEST TIME TO USE THESE RESOURCES?  
During/after?

WHAT AM I GOING TO DO AFTER THIS LESSON?  
Building on the skills and knowledge

Year:	Term:	Week:
	Monday	Tuesday
What is the learning intention?		
Assessment links - What skills are you focusing on?		
Oracy objectives		
Sections of the lesson  including: use of AT, vocab, questions, journaling, challenge and support		
Who are your focus children?		

