

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.

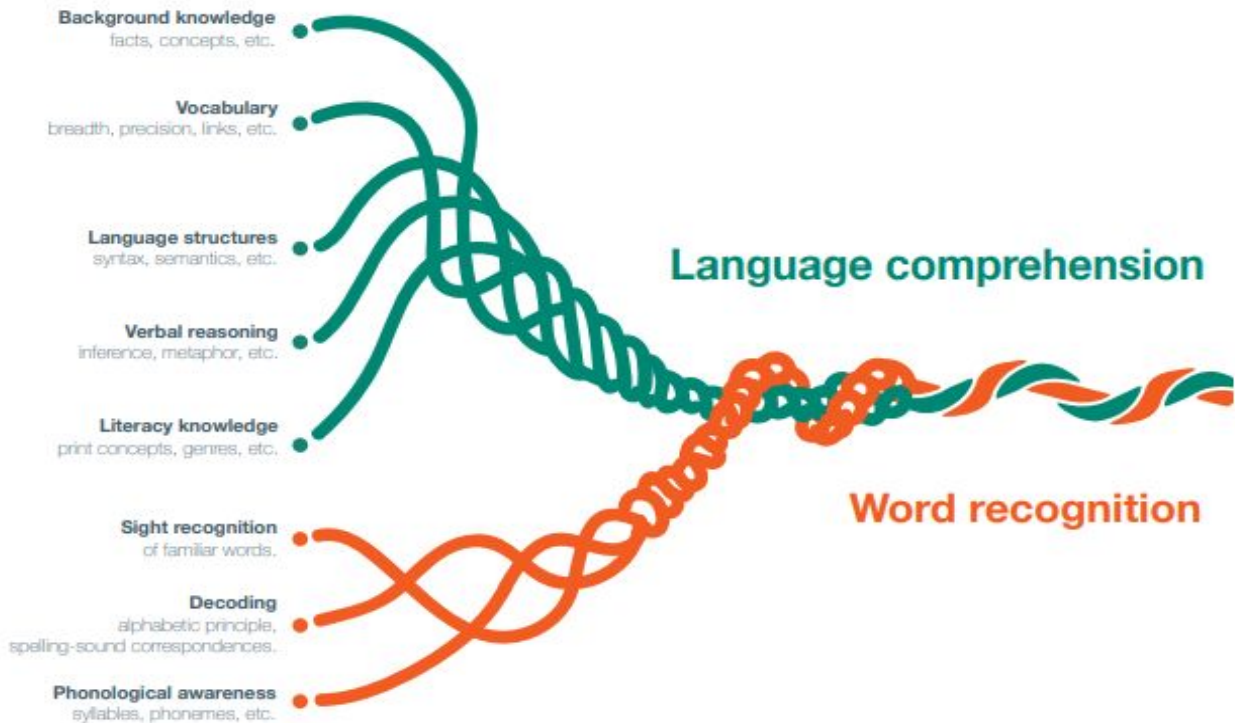


Reading for Real



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

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



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.

Outline of the programme

- Preparing to read - pre-reading activities
- Explore the text and assess literal comprehension - reading and securing meaning
- Inference - depth of understanding
- Beyond the book - explore the relevance of the text to their understanding and the wider world
- Reflection - emotional and cognitive responses.

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

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

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.

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.

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

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?

Supporting 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...

Supporting talk: 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...