

	Introduction	4	1
	Good practice in teaching reading	5	
	How to use this book	6	
Section One	The reading curriculum	8	
	Reading to children	10	
	<i>Recommended teaching approaches</i> Reading aloud	10	
	Choosing texts to read aloud	11	
	Re-telling familiar stories	13	
	<i>Recommended teaching approaches Vignette Year 1</i> Learning by heart	13	
	The power of song	14	
	<i>Recommended teaching approaches Vignette Year R</i> Hearing language patterns	15	
	Reading with children	17	
	<i>Recommended teaching approaches</i> Shared Reading	17	
	Teacher modelling: thinking aloud	17	
	Guided Reading	20	
	Assessment and grouping of children	21	
	Target setting	24	
	Planning for Guided Reading	25	
	<i>Recommended teaching approaches Case Study Year R</i> Guided Reading	27	
	Reciprocal reading	29	
	Evaluation	30	
	Reading by children	31	
	Independent Reading	31	
	Creating a supportive reading environment	32	
	<i>Recommended teaching approaches</i> Independent tasks	33	
	Reading at home	34	
Section Two	What the reading process involves	36	
	Early concepts about print	37	
	Teaching print concepts	40	
	Teaching one to one correspondence	40	
	<i>Recommended teaching approaches Vignette Year R</i> Teaching print concepts	42	
	Teaching meaning	43	
	<i>Recommended teaching approaches Vignette Year R</i> Using meaning cues	44	
	Teaching structure - grammar	44	
	Teaching structure - punctuation	45	
	<i>Recommended teaching approaches Vignette Year R</i> Teaching grammatical structure and punctuation	45	
	Teaching visual information	46	
	Teaching phonics	46	
	The terminology of phonics	48	
	<i>Recommended teaching approaches</i> Graphic Information	49	
	Early progression in sources of information	51	
	Teaching reading strategies	53	
	<i>Recommended teaching approaches Vignette Year R</i> Cross checking self-monitoring and self-correcting	54	
	Teaching reading behaviours	56	
	<i>Recommended teaching approaches Vignette Year R</i> Developing fluency and phrasing	56	
	Children who experience difficulty with reading	57	
	<i>Recommended teaching approaches</i> Supporting children who are experiencing difficulties with reading	58	

2	Section Three Comprehension	59
	Moving to deeper understanding	59
	Structural features of text	59
	Vocabulary	60
	Prior knowledge or experience	60
	Grammatical skills	60
	Teaching reading comprehension	61
	Summarising	61
	Recommended teaching approaches <i>Vignette Year R</i> Summarising	62
	<i>Vignette Year 1</i> Summarising	62
	<i>Vignette Year 2</i> Summarising	62
	Predicting	63
	Recommended teaching approaches <i>Vignette Year R</i> Predicting	63
	<i>Vignette Year 1</i> Predicting	63
	<i>Vignette Year 2</i> Predicting	64
	Visualising	64
	Recommended teaching approaches <i>Vignette Year R</i> Visualising	64
	<i>Vignette Year 1</i> Visualising	65
	<i>Vignette Year 2</i> Visualising	66
	Questioning	66
	Literal questions	66
	Opinion-related questions	67
	Inferential questions	67
	Recommended teaching approaches <i>Vignette Year R</i> Questioning	67
	<i>Vignette Year 1</i> Questioning	68
	<i>Vignette Year 2</i> Questioning	68
	Connecting	69
	Recommended teaching approaches <i>Vignette Year R</i> Connecting	70
	<i>Vignette Year 1</i> Connecting	70
	<i>Vignette Year 2</i> Connecting	70
	Inferring	71
	Recommended teaching approaches <i>Vignette Year R</i> Inferring	71
	<i>Vignette Year 1</i> Inferring	72
	<i>Vignette Year 2</i> Inferring	72
	Section Four Assessing Reading	74
	Types of assessment	74
	Assessment at different stages of reading progress	74
	What needs to be assessed?	75
	Collecting evidence	75
	Guided Reading records	75
	Running records	77
	Taking a running record	78
	Three levels of analysis of a running record	80
	<i>Case study</i> Assessing Bradley's and Suzy's reading - moving into instruction	82
	The phonics check	93
	In summary	93
	References	94
	List of children's books	96
	Glossary	98
	Appendix / Photocopiable resources	99

List of Figures

<i>Figure 1 The NLS Searchlights model of reading</i>	4
<i>Figure 2 The Simple View of Reading</i>	4
<i>Figure 1.1 A typical reading curriculum overview for Year 1, term 1 (first half)</i>	8
<i>Figure 1.2 Example of Shared Reading as part of a unit of work (sessions 1 and 2)</i>	19
<i>Figure 1.3 Book Bands with suggested targets</i>	22
<i>Figure 1.4 Planning for a Guided Reading session - Reception</i>	26
<i>Figure 1.5 Guided Reading Record for Blue Group</i>	29
<i>Figure 2.1 Sources of information</i>	37
<i>Figure 2.2 Early concepts about print: opportunities for assessment</i>	38
<i>Figure 2.3 Early concepts about print: group assessment record</i>	39
<i>Figure 2.4 Rimes that make nearly 500 words</i>	51
<i>Figure 2.5 Early progression in sources of information for word identification</i>	52
<i>Figure 2.6 Self-monitoring leading to self-correction</i>	53
<i>Figure 2.7 Prompts for teaching reading strategies</i>	55
<i>Figure 4.1 Assessment at each stage of the Early Reading continuum</i>	76
<i>Figure 4.2 Running record sheet</i>	79
<i>Figure 4.3 Conventions for annotating running records</i>	80
<i>Figure 4.4 Bradley's running record assessment</i>	82
<i>Figure 4.5 Suzy's running record assessment</i>	85
<i>Figure 4.6 Summary of Bradley's and Suzy's assessments</i>	86
<i>Figure 4.7 Blue group running record assessment summary</i>	87
<i>Figure 4.8 Guided Reading planning for Blue Group</i>	88
<i>Figure 4.9 Completed Guided Reading record for Blue Group</i>	89
<i>Figure 4.10 Bradley's second running record assessment</i>	90
<i>Figure 4.11 Comparison of Bradley's first and second running record assessments</i>	92

Introduction

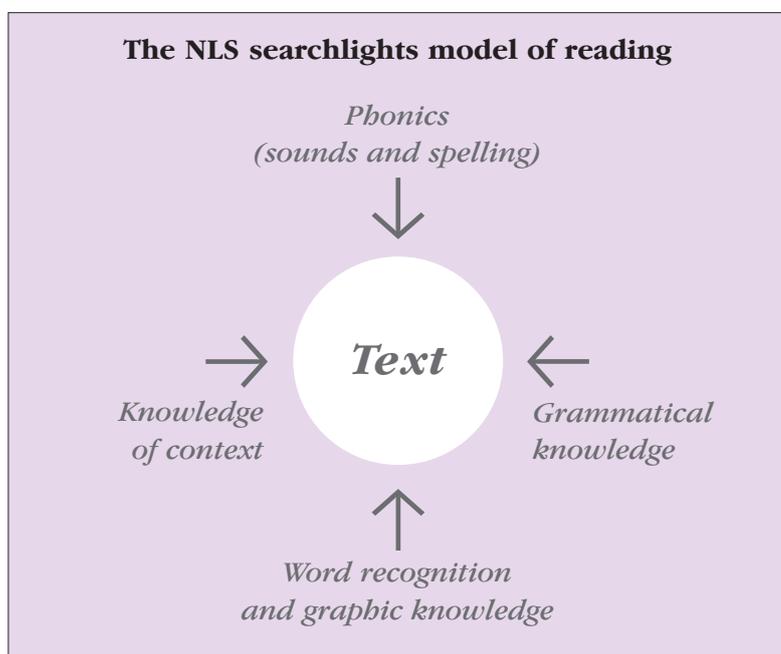
Reading is a skill we use every day. Whether a road sign, or a novel, at the supermarket or the library, reading is an integral part of our lives. It is not merely a functional tool to meet the demands of society but a mechanism by which we can acquire knowledge and new ideas, gaining a greater understanding of the world around us. It opens the door to a feast of imagination and creativity which provides enjoyment to reader and author alike.

Reading is not just pronouncing written words. Children who become avid and accomplished readers focus on making sense from the start: they develop a habit of mind that expects the words they decode to make sense. (Dombey et al., 2010:5)

As long ago as 1998 the National Literacy Strategy (DfEE, 1998), through the Framework for Teaching, introduced the notion of the Searchlights model of reading (Figure 1). This represents the reading process as involving four strategies or ‘searchlights’. In this model, readers use four sources of knowledge to support decoding and understanding of the text:

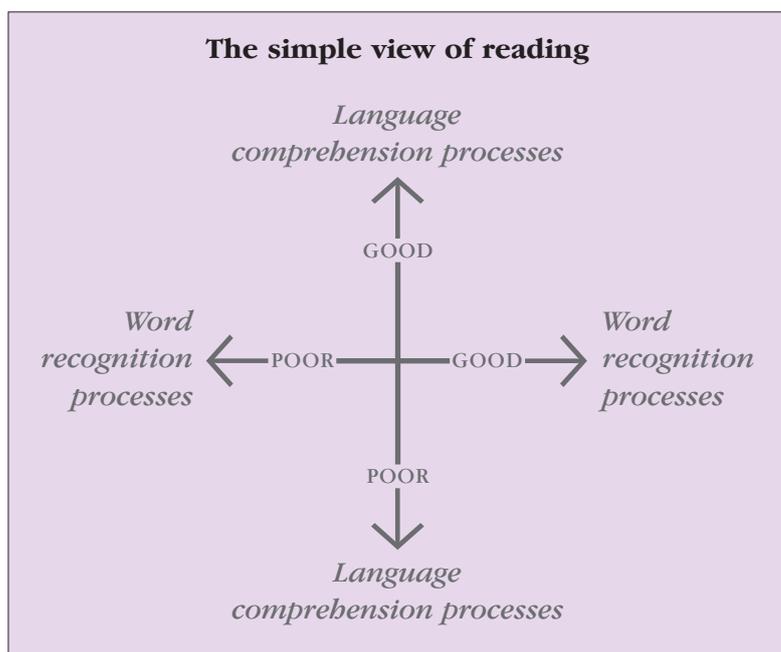
- phonic knowledge (sounds and spelling)
- grammatical knowledge
- word recognition and graphic knowledge
- knowledge of context.

Left: Figure 1 The NLS Searchlights model of reading



By 2006 the government had introduced the concept of the ‘simple’ view of reading (Gough and Tunmer, 1986; Rose, 2006). Gough and Tunmer emphasised that decoding and comprehension must both be present if children are to read for meaning. Rose (2006) expressed this diagrammatically (see Figure 2) as a means of identifying differences in the balance between decoding and comprehension.

Below: Figure 2 The Simple View of Reading



However, reading is not a ‘simple’ task. Word identification may well involve comprehension, particularly where words such as ‘read’ or ‘sow’ are involved. And reading is, of course, much more than word identification. It is a complex interaction between reader and writer that requires children to develop a range of information, strategies and behaviours which they can use independently, a knowledge and understanding of the world and a rich and broad vocabulary that they can bring to texts they read.

If children are to progress as readers, schools will need to provide key elements of good practice. At the heart of this is a strong emphasis on oral language development, which is particularly crucial in the early stages of reading.

Good practice in teaching reading

Good practice includes highly trained, effectively deployed staff with sound subject knowledge, a consistent approach across each year group and throughout the school and quality resources which are well organised. In addition, good practice requires rigorous assessments which are used effectively, daily reading sessions based on assessed needs and close monitoring of the assessment and teaching of reading throughout the school. Storytime, reading to children, literacy rich environments, including book corners, also play a key role and a high level of parental involvement is essential.

Learning to read should not be regarded as a hierarchy of skills from lower to higher order, but as a developmental language process. The approaches in the initial stages will colour the children's motivation and their perception of reading as a purposeful and valuable activity. (Clark, 2014:12)



Underpinning all of these elements, there needs to be a broad and rich reading curriculum which engages teachers and children alike - a curriculum which builds on children's own experiences and interests, makes use of the environment and fosters an atmosphere in which all languages, dialects and traditions are valued - a curriculum that promotes a positive reading ethos throughout the school.

Language is the tool through which ideas are stored in memory. For these reasons oral language is the basis of interpreting print. As a general rule anything children have difficulty saying cannot be easily read. There is usually a close relationship between a child's growth in oral language and his [sic] progress in reading. (Hildreth, 1959: 566)

In line with these principles for good practice, this book is designed to fit with the national curriculum for English which stresses skilled word reading involving 'both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words' (DfE, 2014: 14) in partnership with knowledge of language, and of the world, to support comprehension. The approach to comprehension in this book aligns with the NC statement that:

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. (DfE, 2014: ibid.)

national
curriculum

While many children in the UK bring knowledge of a language - or languages - other than English, the teaching suggestions work equally well with bi-/multilingual children or English first language speakers and the advice to parents has been developed in multilingual communities.

For the first five years the child's language growth is entirely dependent on what people say to him [sic] – on how much they speak to him [sic], about what things, in what dialect or language and in what manner, whether gentle and explaining or peremptory and imperative. (Clay, 1991: 70)

continuum, not necessarily tied to year groups.

This book offers practical guidance to those wishing to provide a full rich reading curriculum for children whilst ensuring that they meet the statutory requirements of the national curriculum for

A balanced approach means... ensuring that classrooms are filled with interesting written texts – on screen as well as on paper – and that children are given rich experiences to put these texts to use. (Dombey et al., 2010:7)

English. For that reason, although the curriculum emphasises phonics teaching and learning, the material presented here goes well beyond that element in taking a holistic view of what becoming a reader involves. This view is founded on three key elements in the reading process:

semantic (meaning), syntactic (sentence structure) and graphophonetic (sound symbol correspondence). All these **sources of information** need to be systematically taught to support children to:

- understand that reading has to make sense
- gain knowledge of sentence grammar and punctuation
- get to grips with visual information – the print on the page (grapheme/phoneme correspondences and other letter patterns including high frequency words)

as well as developing a range of **reading strategies** and **behaviours**.

How to use this book

Each section deals with essential parts of provision for reading. It need not be read in any particular order.

The first section **The reading curriculum** gives an overview of all aspects of teaching reading.

Section Two gives the details of **What the reading process involves**, from early concepts about print through to developing fluency.

Section Three **Comprehension** looks at all the skills needed for successful understanding, with vignette examples of sessions for each of Reception, Year 1 and Year 2 to support teaching.

The final section **Assessment of reading** provides step-by-step guidance for keeping informed assessments and records of progress.

Throughout the book there are key teaching points, some of them vignettes, drawn from examples of good practice and key questions to help focus on providing good practice. A glossary of terms is supplied at the end of the book.

Sources of Information for word identification

Meaning (semantic: pictures and context)

Does it make sense?

Structure (syntactic: grammar and punctuation)

Does it sound right?

Visual (graphophonic: phonics and graphic representation)

Does it look right?

Strategies (processing information)

- self-monitoring
- self-correcting
- re-reading
- reading on
- cross checking
- searching for more information
- orchestrating all sources of information.

Behaviours

- understanding that English print goes left to right
- reading fluently without finger pointing
- reading longer phrases and more complex sentences
- reading silently most of the time.

Sources of information, strategies and behaviours also support understanding.

Acknowledgements

I should like to acknowledge permission to use material developed by Barking and Dagenham Primary and Secondary English Teams. Material from the Reading Recovery Programme, developed in New Zealand, England and the USA have been an important source in putting this book together. Many thanks to all those people who have extended my knowledge and influenced my thinking, particularly my colleagues Sue Matthews, Jo Smith and Gill Stringer, for their generosity in sharing ideas so freely. Thanks are also due to Sue Bodman, Henrietta Dombey and Angela Hobsbawm for their helpful comments and to Seren Freestone, Rebecca Kennedy, David Reedy and Carolyn Swain. Especial thanks to Eve Bearne.