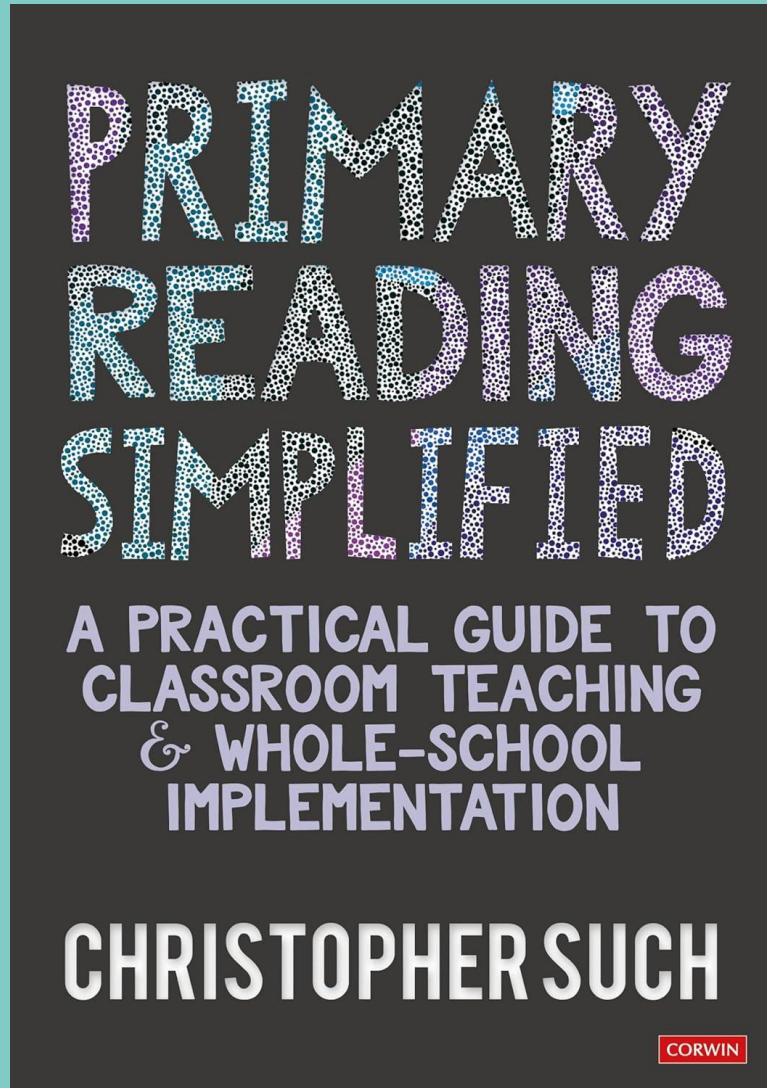


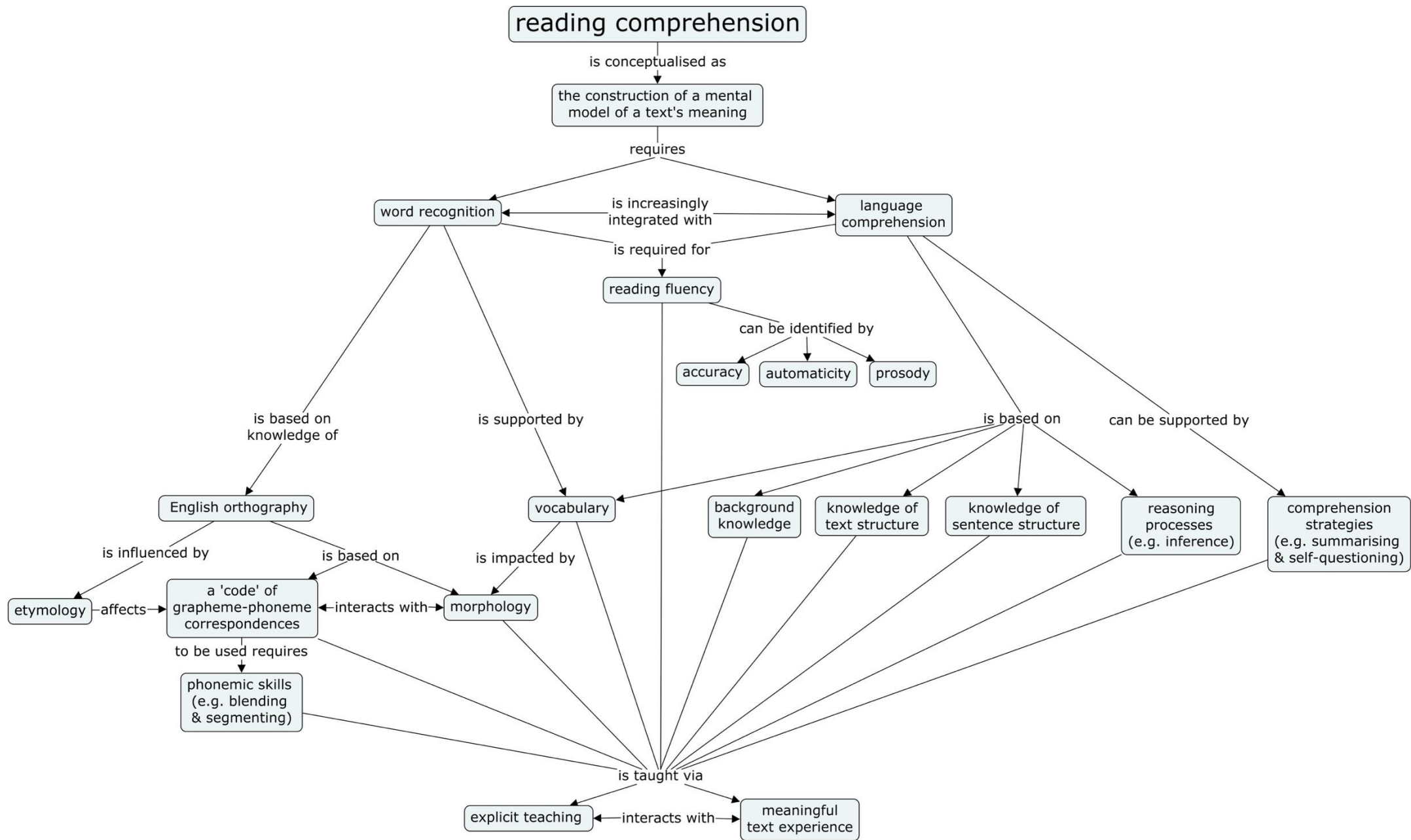


What Every Teacher Needs to Know About Reading

new to the
subject

exceptionally
knowledgeable





reading comprehension

is conceptualised as

the construction of a mental
model of a text's meaning

requires

word recognition

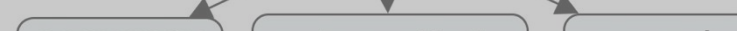
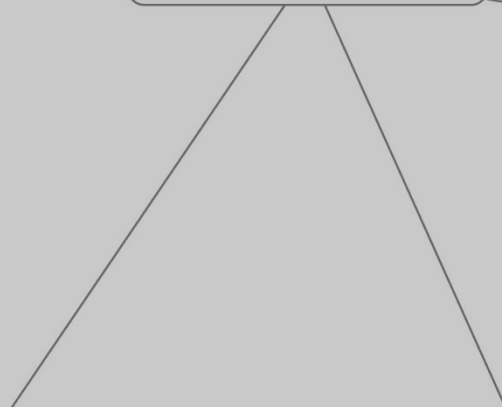
is increasingly
integrated with

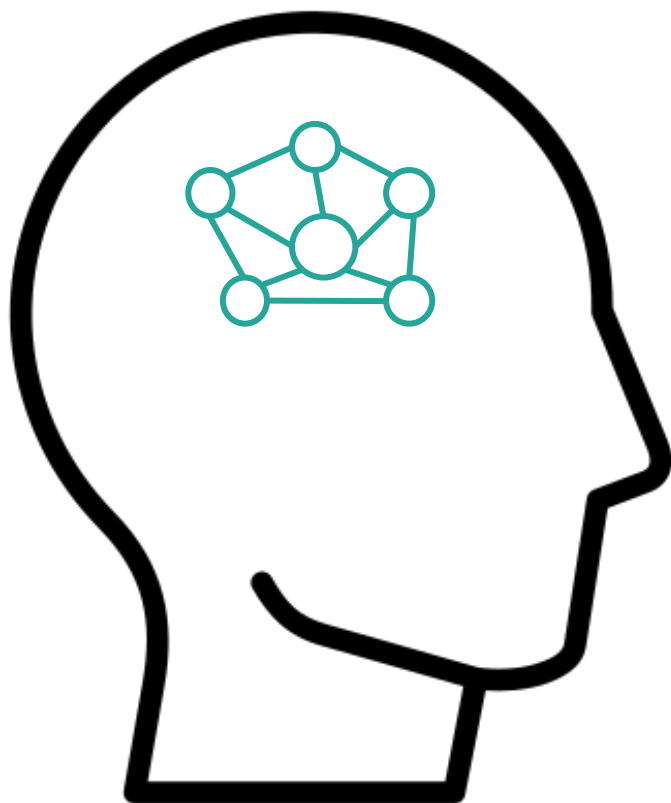
language
comprehension

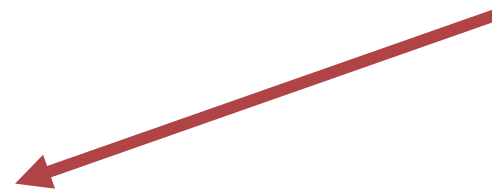
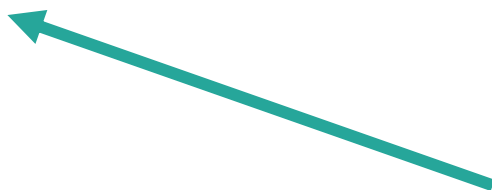
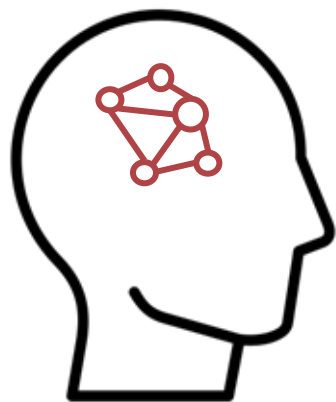
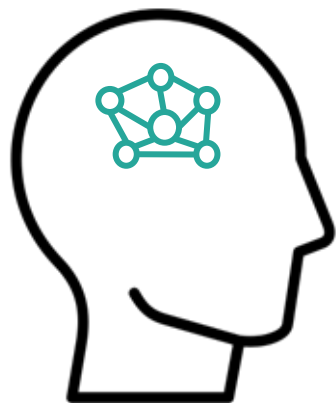
is required for

reading fluency

can be identified by







reading comprehension

is conceptualised as

the construction of a mental
model of a text's meaning

requires

word recognition

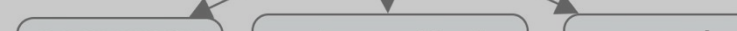
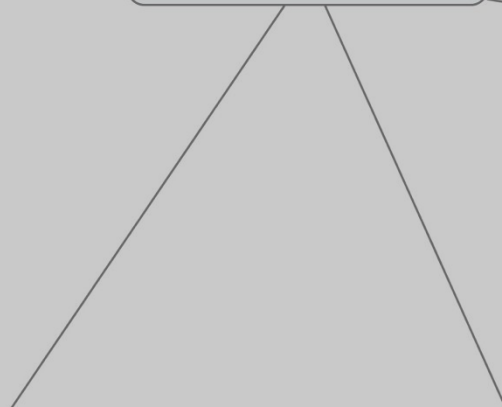
is increasingly
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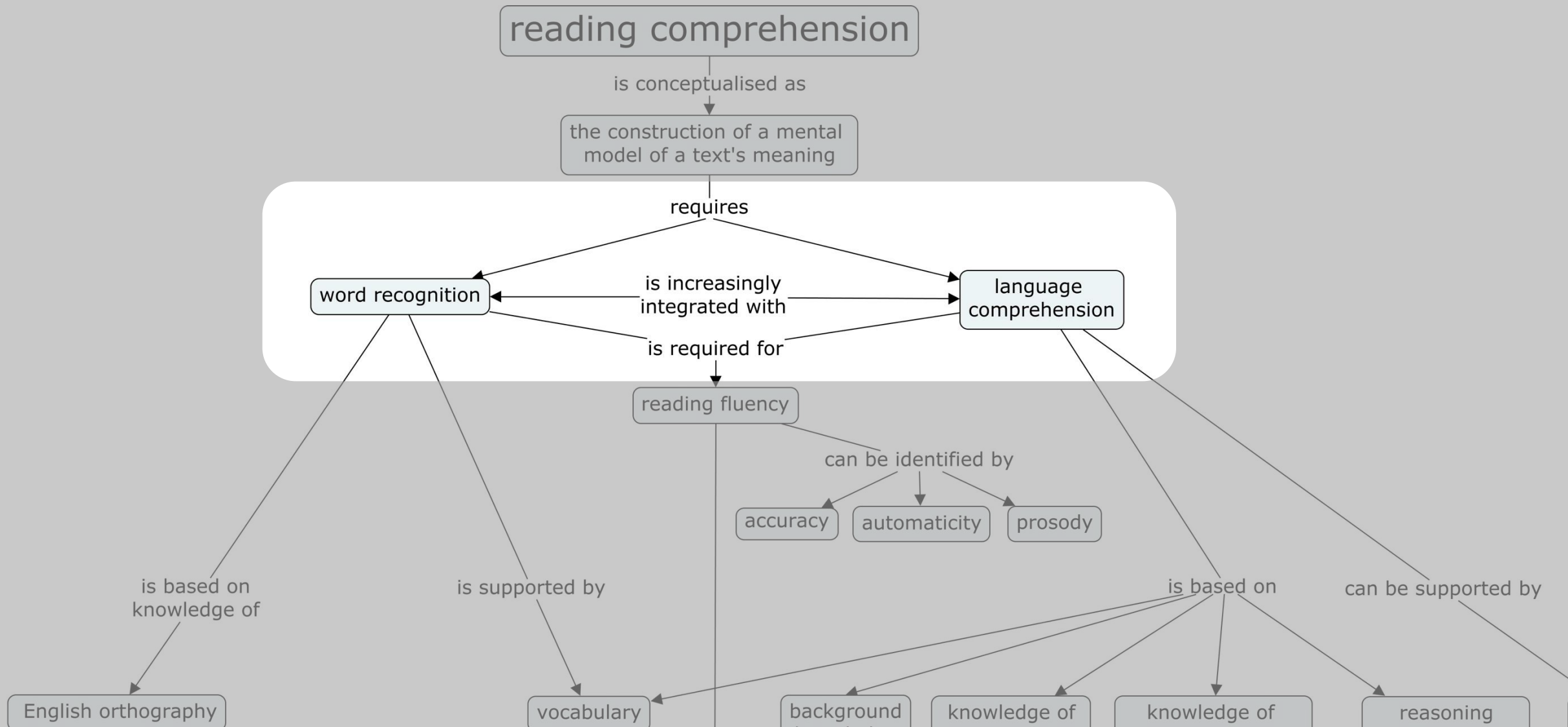
language
comprehension

is required for

reading fluency

can be identified by





*Gone to the shop.
Back in 20.*

The Simple View of Reading

$$WR \times LC = RC$$

word
recognition



language
comprehension



reading
comprehension



LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

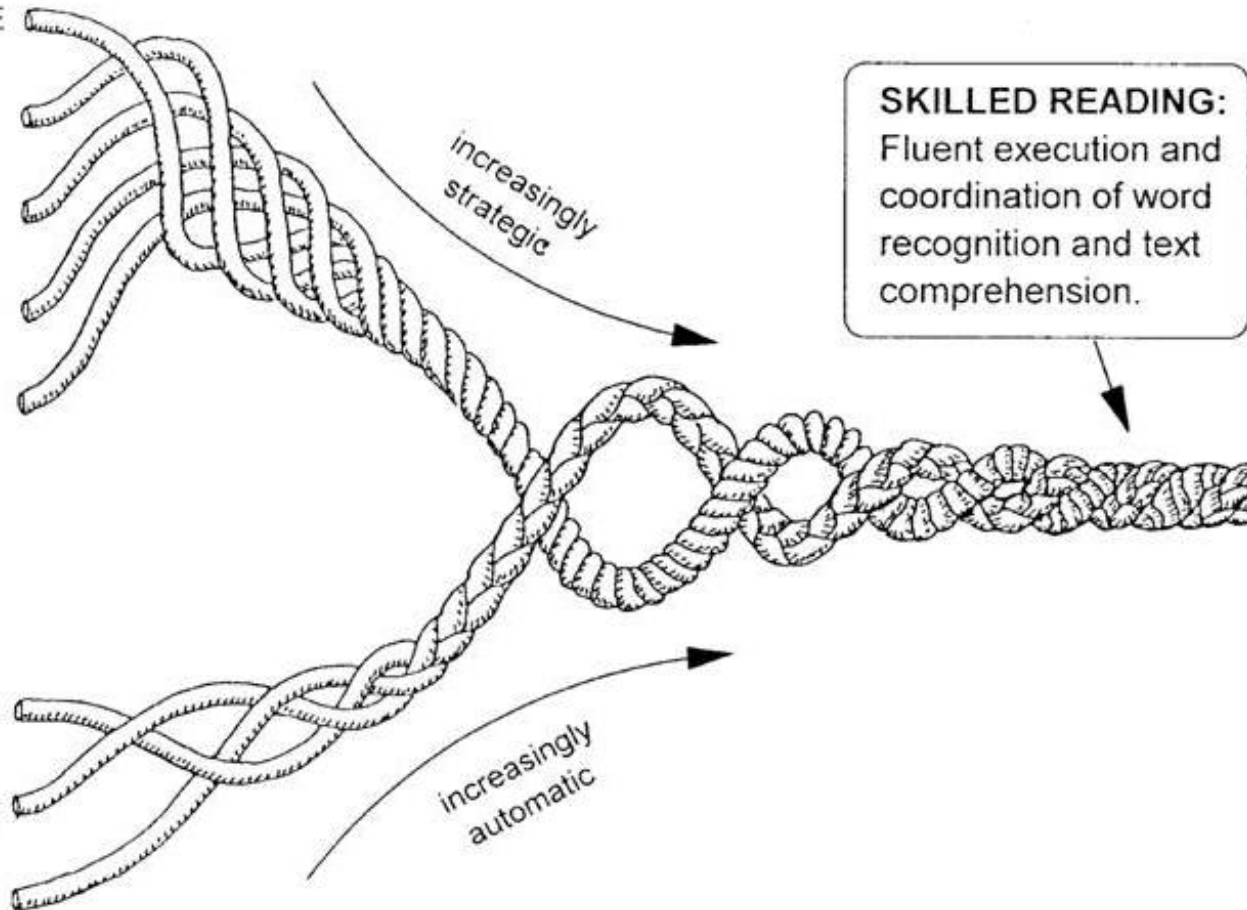
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:

Fluent execution and
coordination of word
recognition and text
comprehension.

$WR \times LC$

$WR \times LC$

```
graph TD; A[WR x LC] --- B[essential]
```

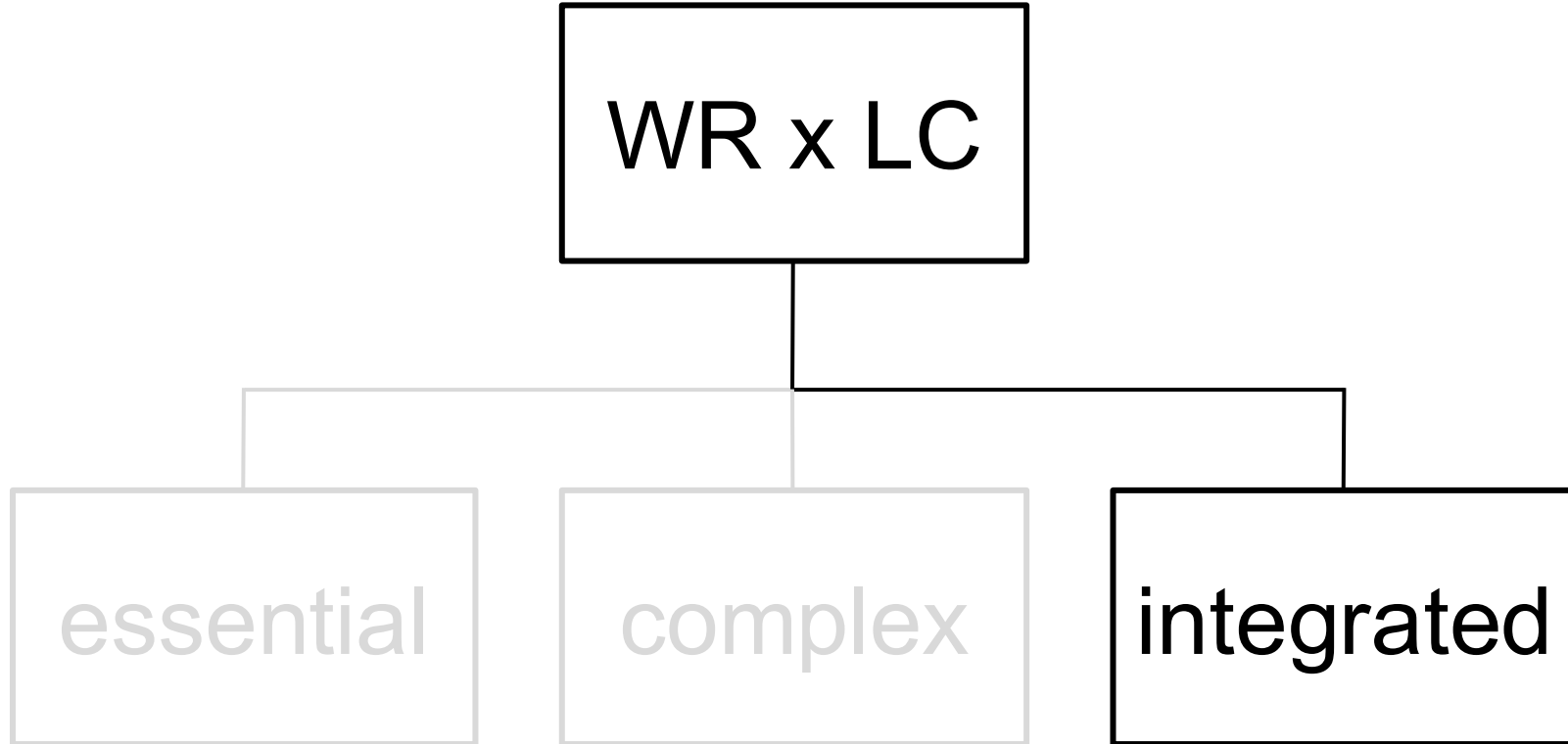
essential

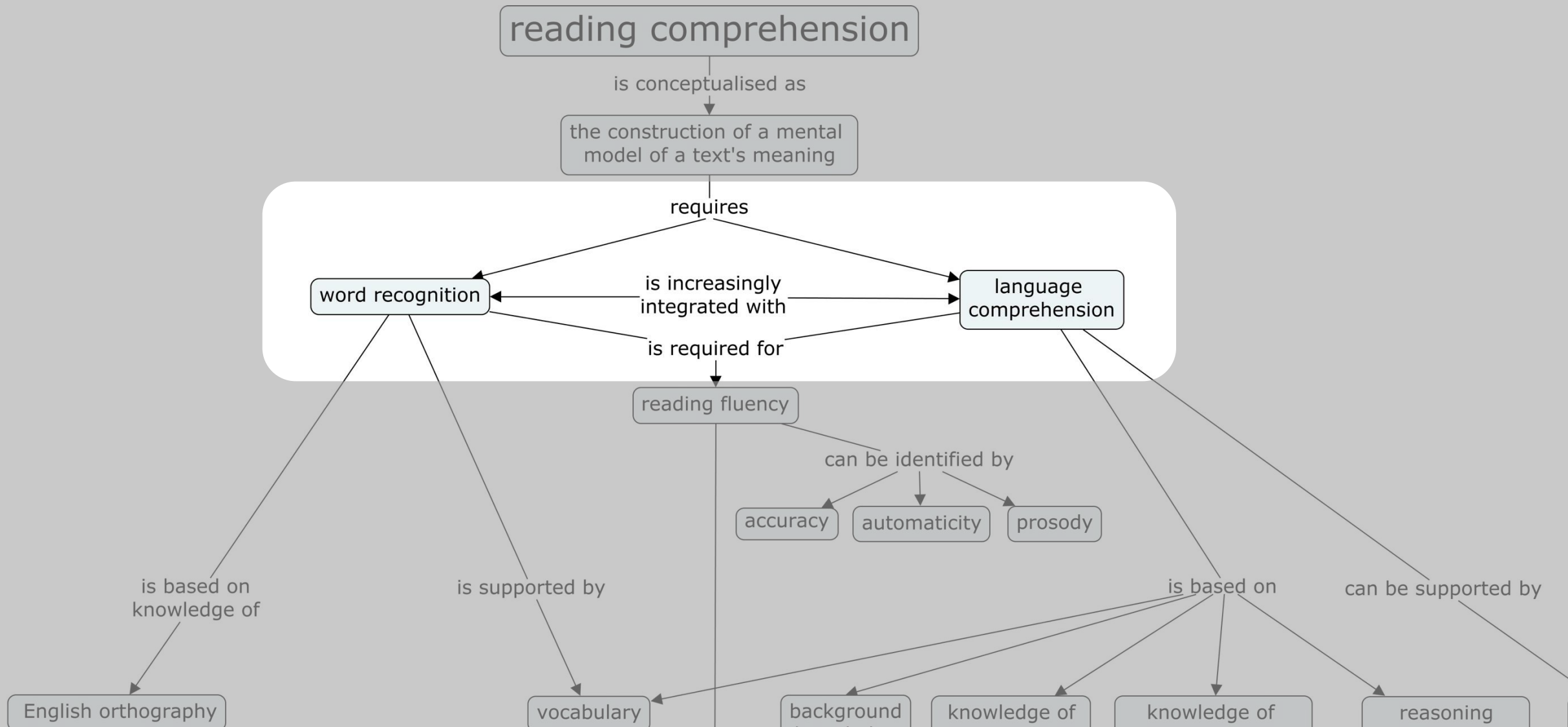
WR x LC

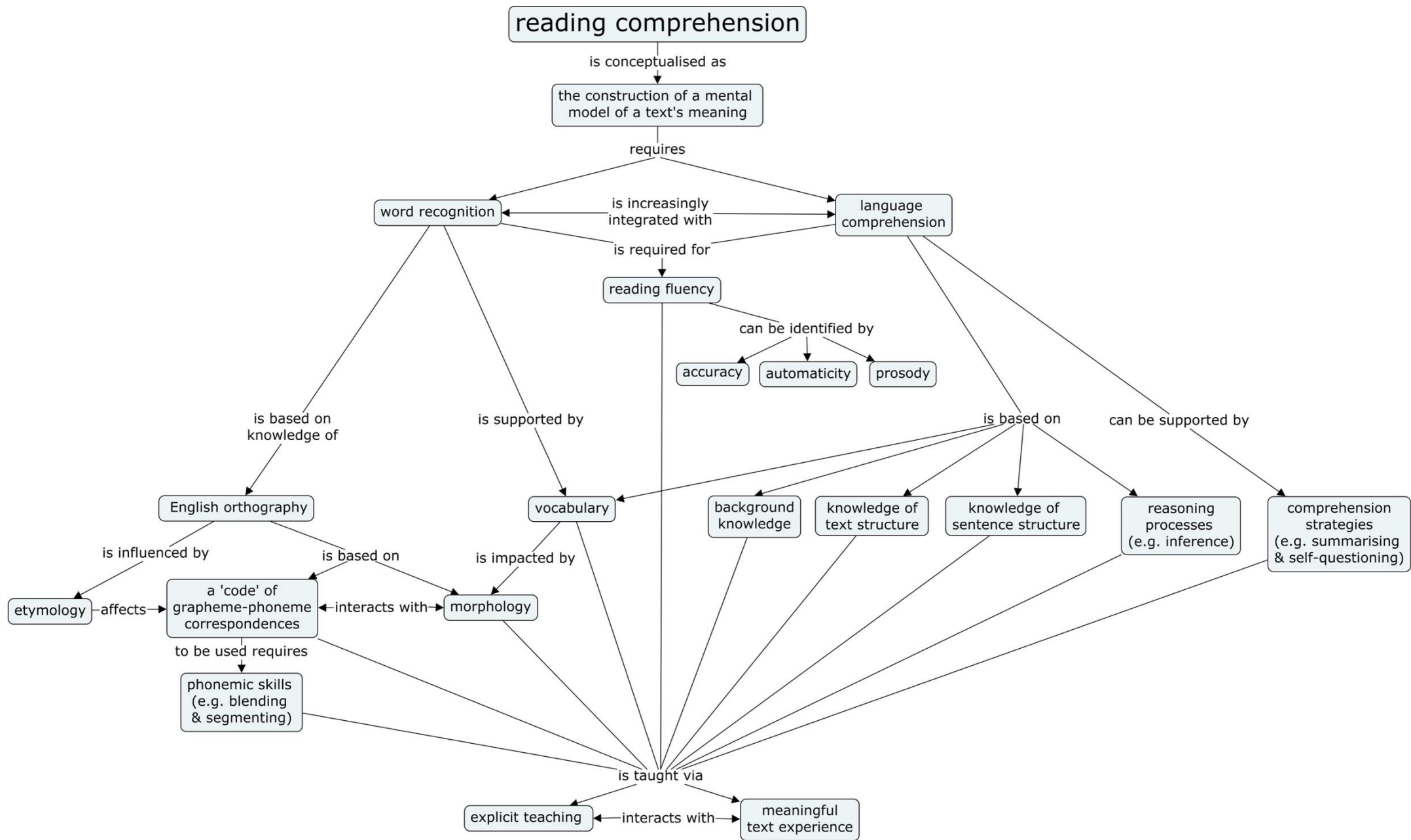
```
graph TD; A[WR x LC] --> B[essential]; A --> C[complex]
```

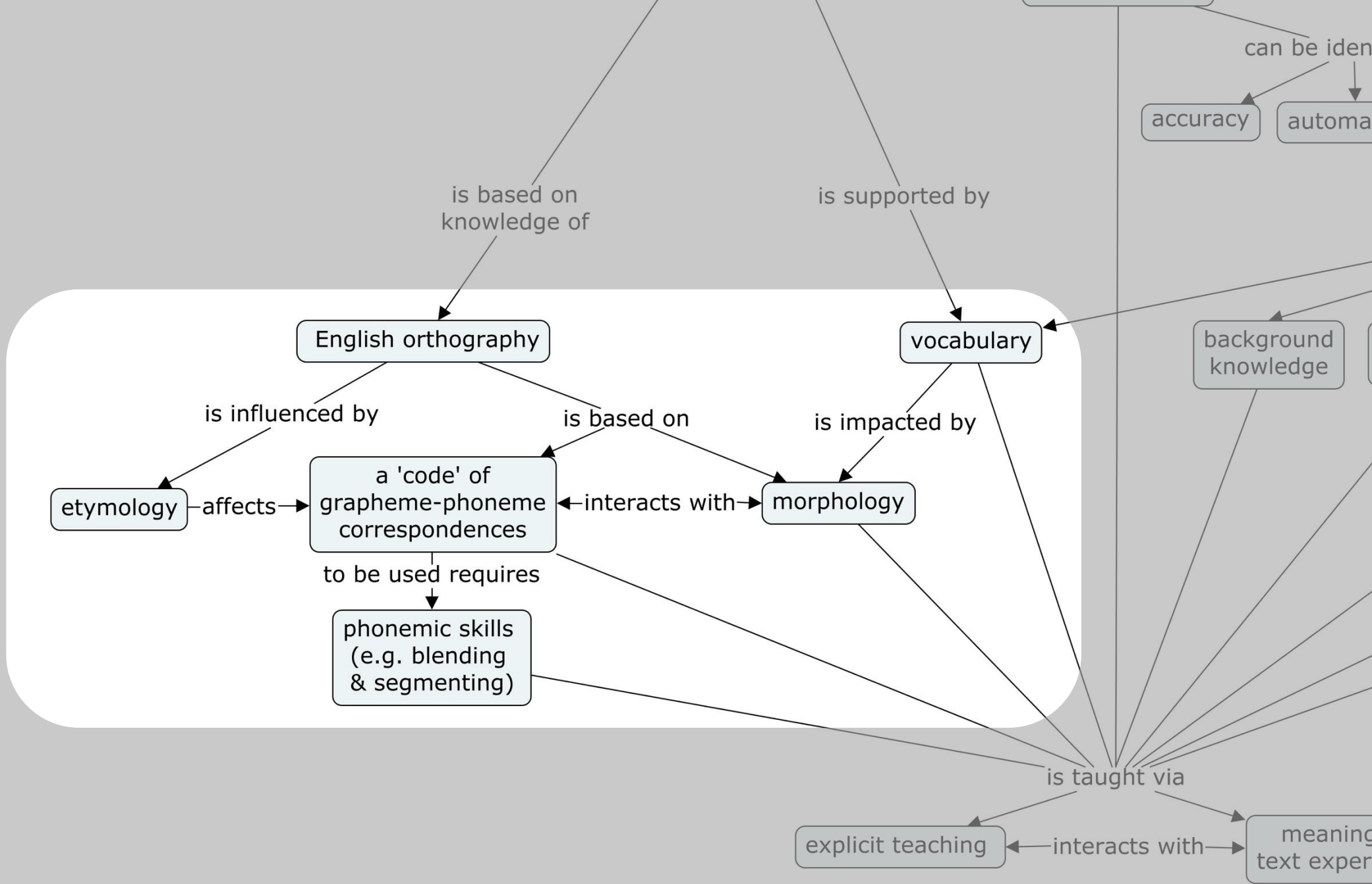
essential

complex



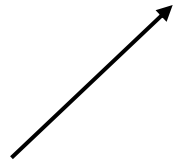




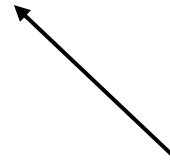


orthography

correct



writing





“I am a teacher of reading.”



sentence

“I am a teacher of reading.”



word

“I am a teacher of reading.”



syllable

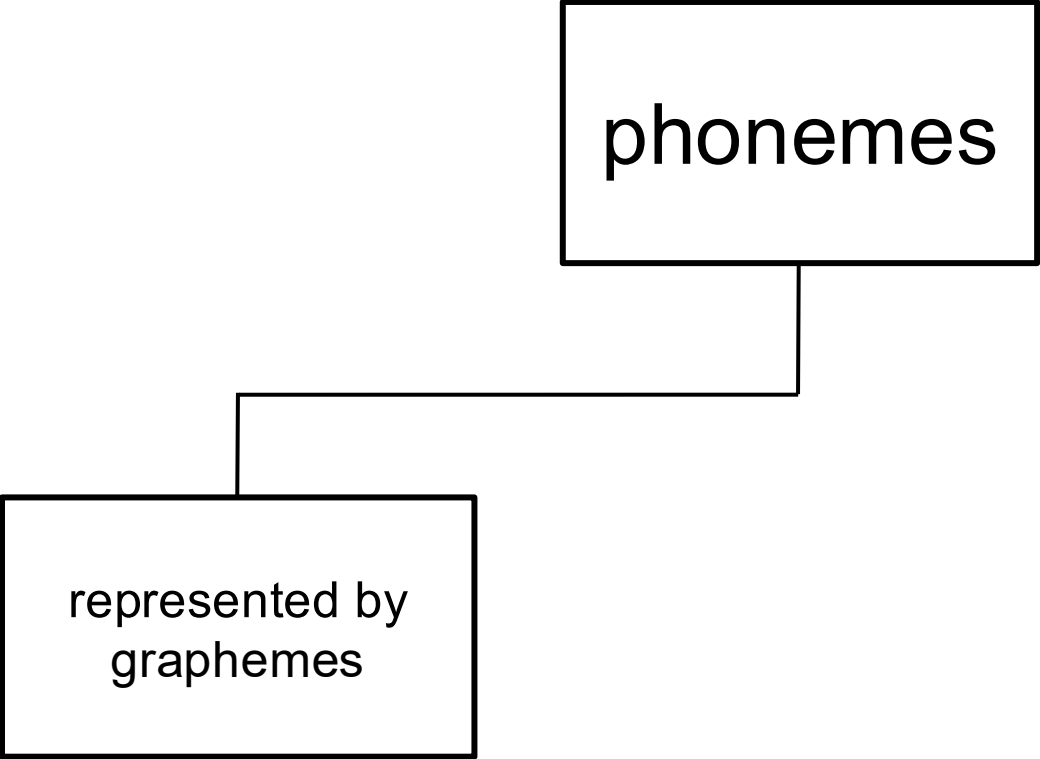
“I am a teacher of reading.”



phoneme

phonemes

phonemes



```
graph TD; A[phonemes] --- B[represented by graphemes]
```

represented by
graphemes

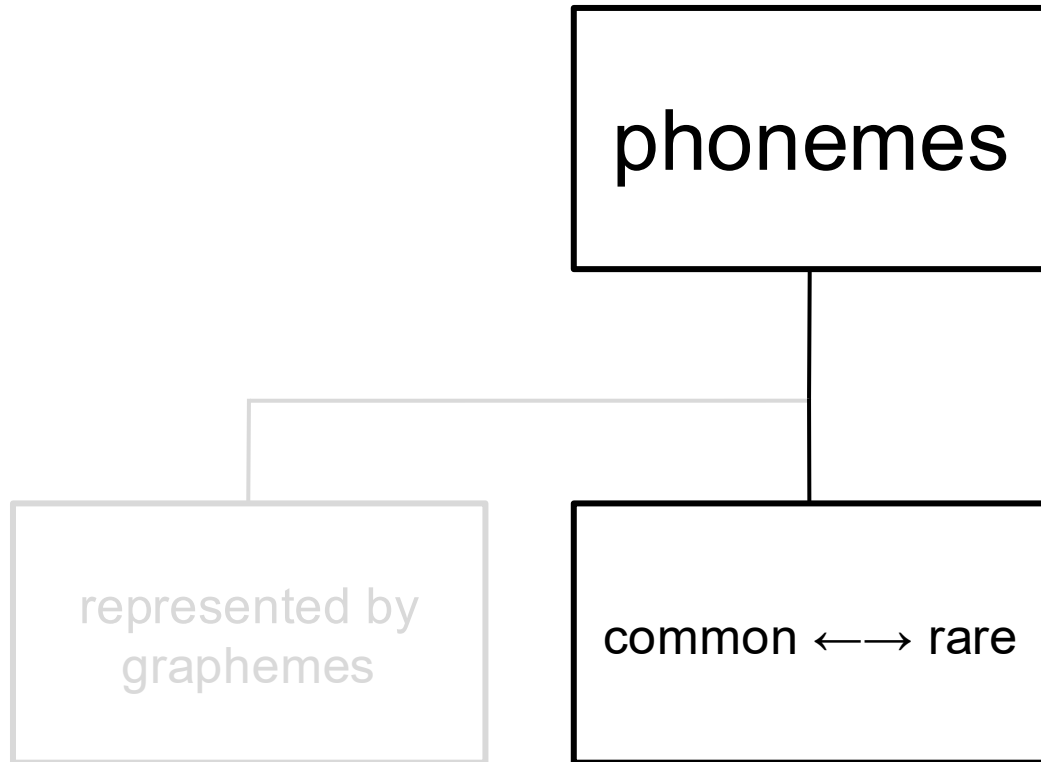
/sh/

shop

fish

wash

shelf



/sh/

shop

fish

wash

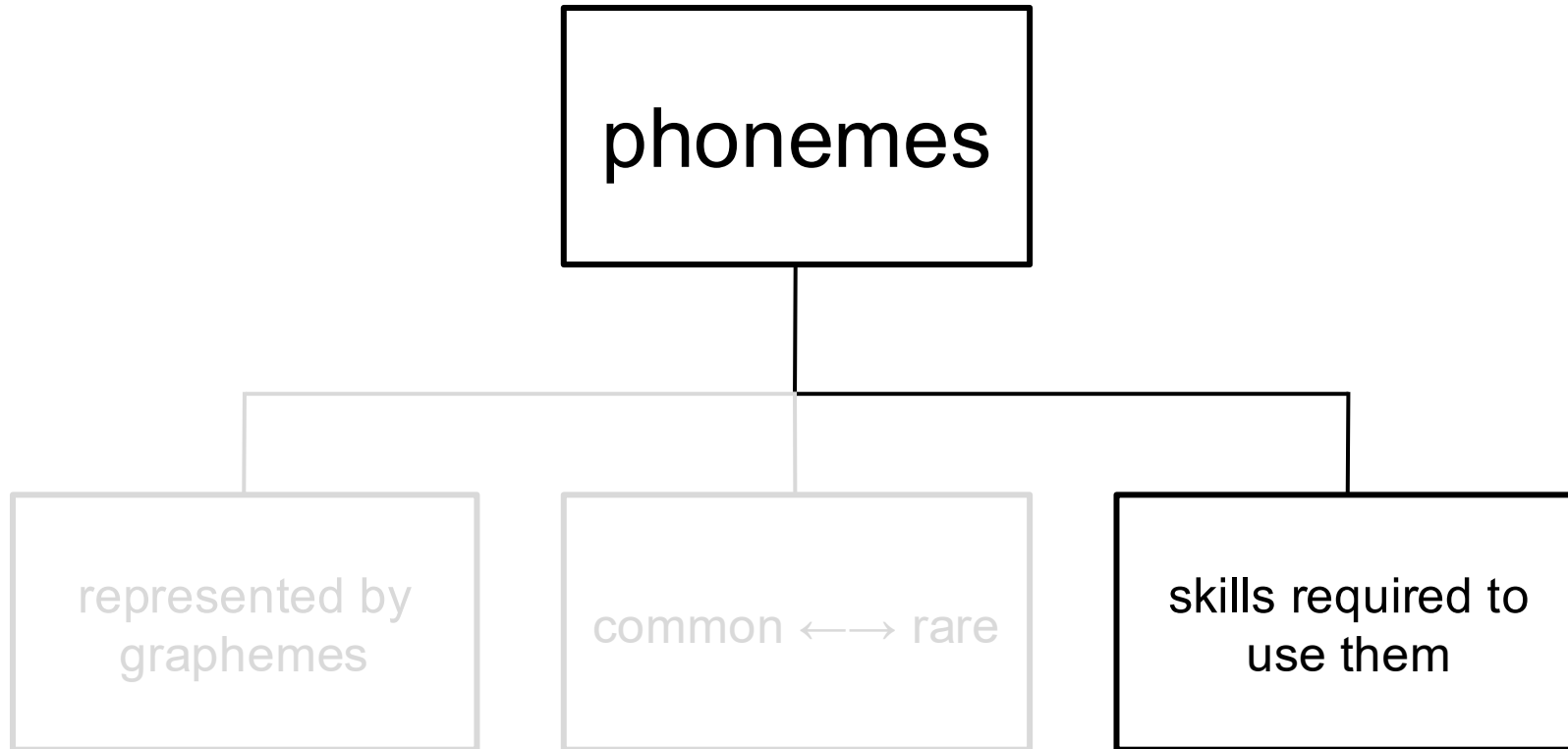
shelf

moustshe

nishe

brshoche

passhtiche



shot

shot

strap

Orthographic depth

- Orthographic depth is the degree to which the written form of a language is transparent to its spoken form
- Languages with high orthographic depth (e.g. English) have a large gap between the written and spoken forms
- Languages with low orthographic depth (e.g. Spanish) have a small gap between the written and spoken forms
- Orthographic depth is a key factor in determining the difficulty of learning a second language
- Languages with high orthographic depth are more difficult to learn than languages with low orthographic depth
- Orthographic depth is a key factor in determining the speed of reading
- Languages with high orthographic depth are read more slowly than languages with low orthographic depth
- Orthographic depth is a key factor in determining the accuracy of reading
- Languages with high orthographic depth are read with more errors than languages with low orthographic depth
- Orthographic depth is a key factor in determining the fluency of reading
- Languages with high orthographic depth are read with less fluency than languages with low orthographic depth
- Orthographic depth is a key factor in determining the comprehension of reading
- Languages with high orthographic depth are understood with less comprehension than languages with low orthographic depth
- Orthographic depth is a key factor in determining the enjoyment of reading
- Languages with high orthographic depth are enjoyed less than languages with low orthographic depth

Orthographic depth

- Correspondence between graphemes and phonemes

Orthographic depth

- Correspondence between graphemes and phonemes
- Italian, Estonian, Welsh – shallow

Orthographic depth

- Correspondence between graphemes and phonemes
- Italian, Estonian, Welsh – shallow
- **English – deep**

help



one morpheme

help

helpful



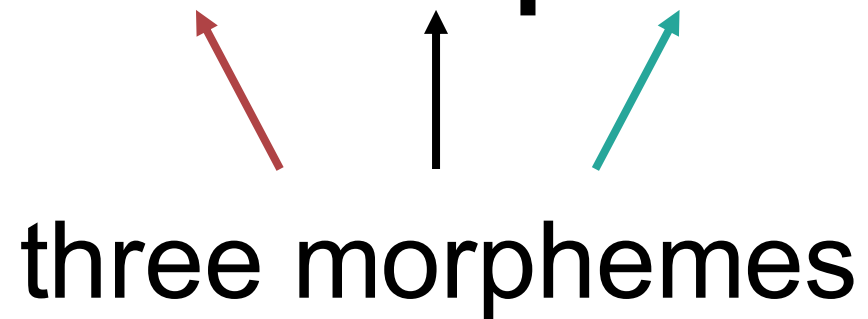
two morphemes

help

helpful

unhelpful

three morphemes



The diagram illustrates the morphological structure of the word 'unhelpful'. It is composed of three morphemes: 'un-', 'help', and '-ful'. Each morpheme is represented by a colored segment in the word: 'un' is red, 'help' is black, and 'ful' is teal. Three arrows point from the text 'three morphemes' below to these segments: a red arrow points to 'un', a black arrow points to 'help', and a teal arrow points to 'ful'.

walk**ed**

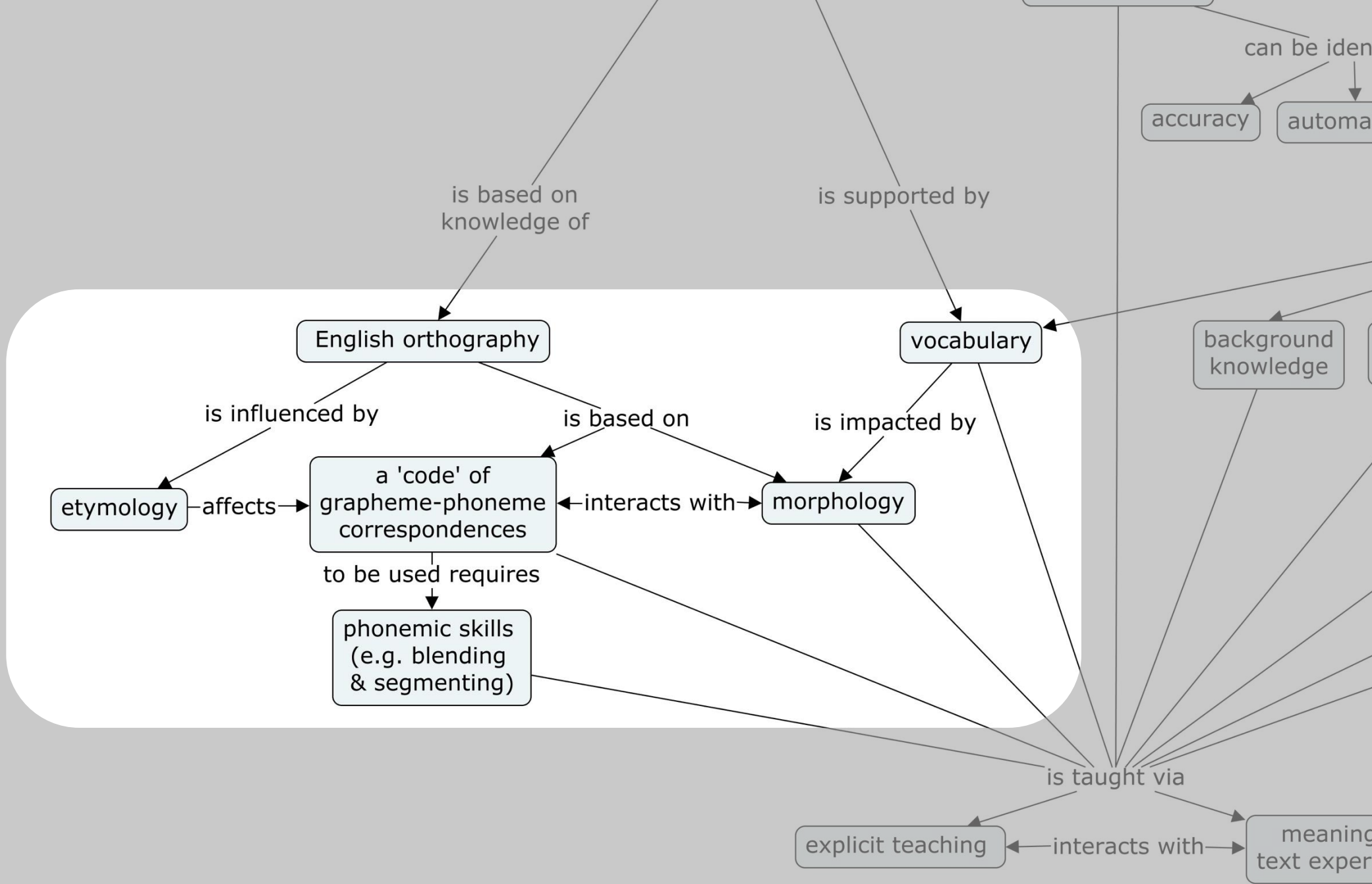
hint**ed**

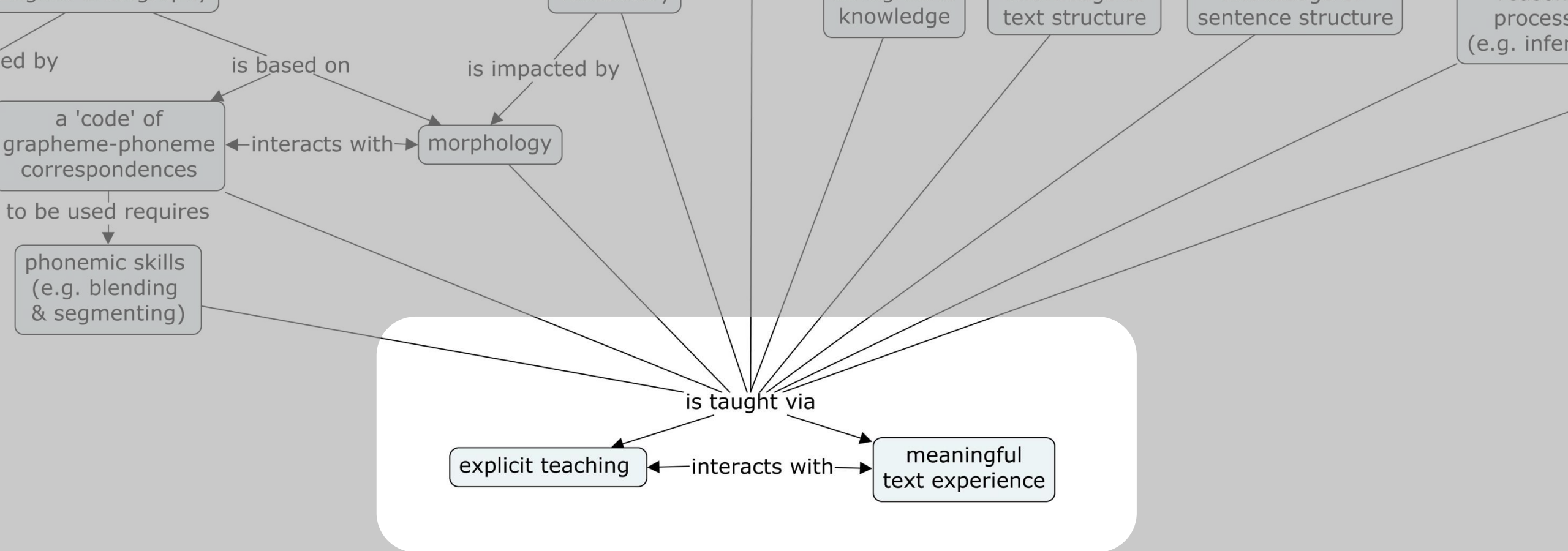
walked

hinted

optical

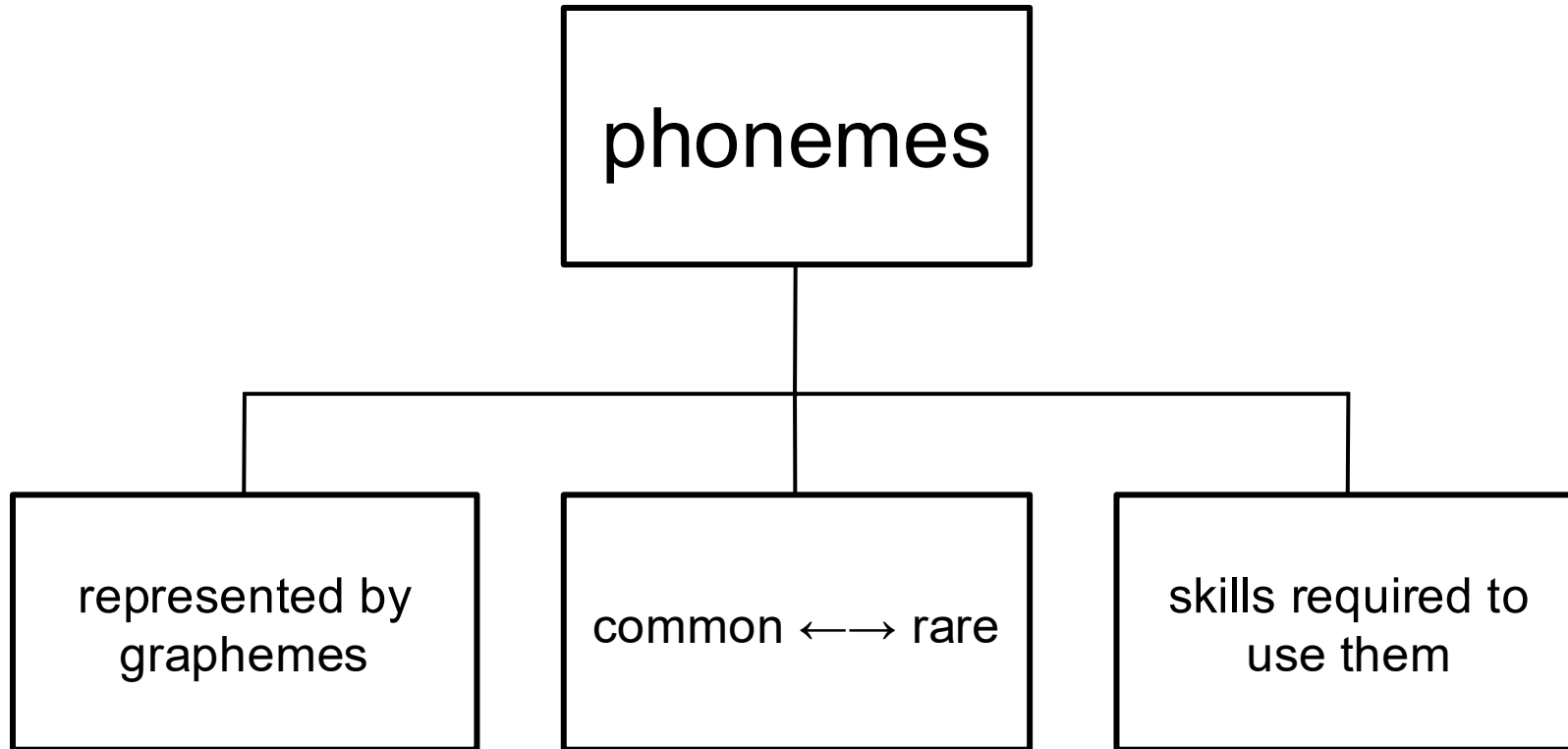
optician



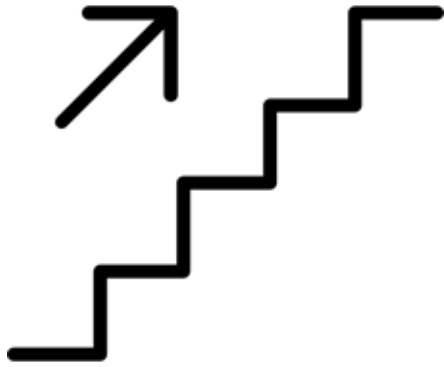


- Strong evidence for systematic phonics

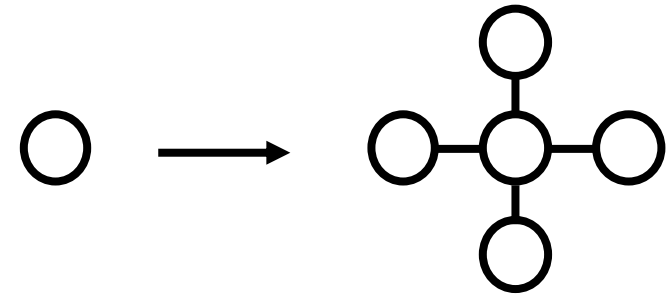
What do we mean by 'phonics'?



What do we mean by 'systematic'?



incremental



simple to complex

- Strong evidence for systematic phonics
- Teaching of spelling, including phonics, morphology and orthographic patterns

- Strong evidence for systematic phonics
- Teaching of spelling, including phonics, morphology and orthographic patterns
- **Lots of decoding practice**

Mispronunciation correction

wasp

watch

quality

squash

Mispronunciation correction

wasp

watch

quality

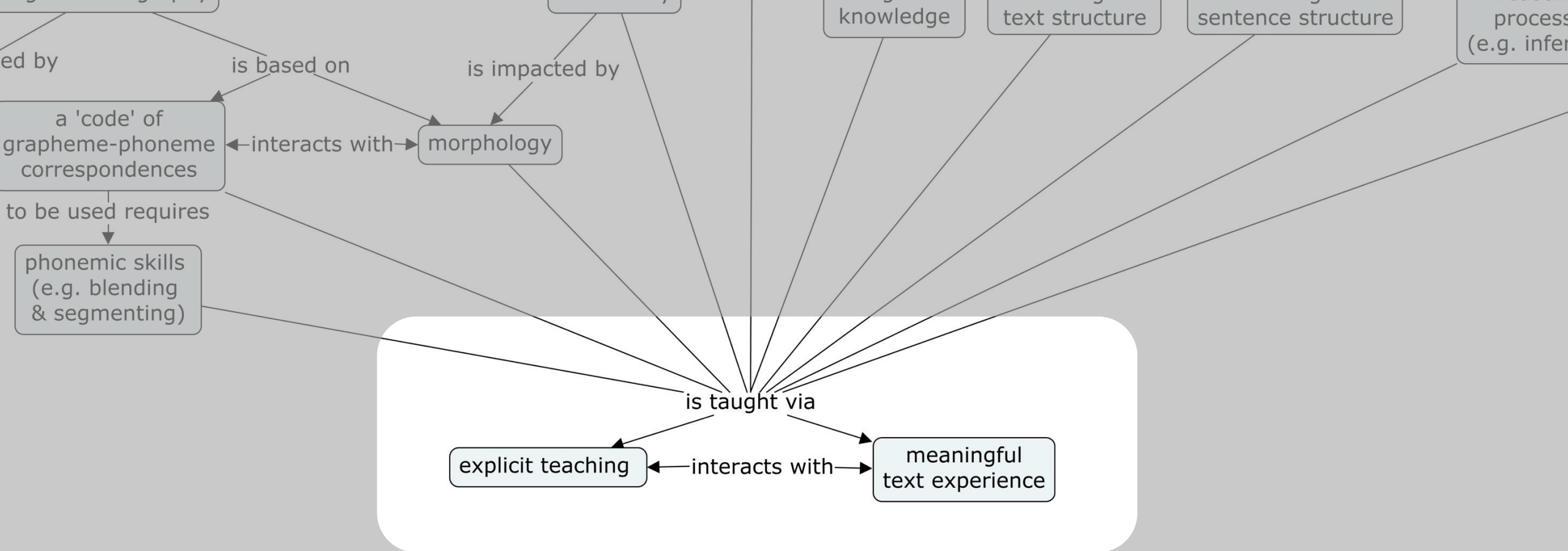
squash

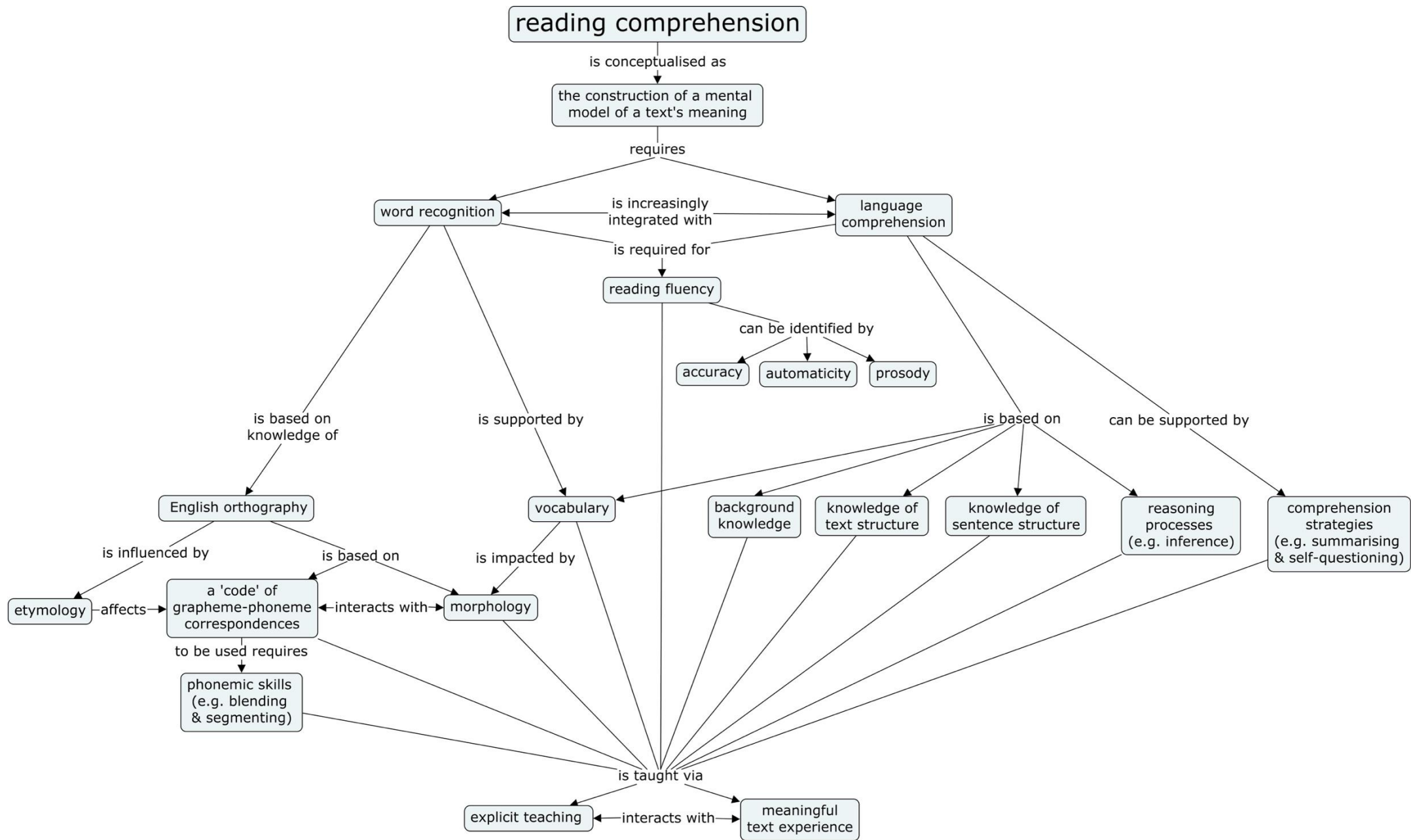
ballet

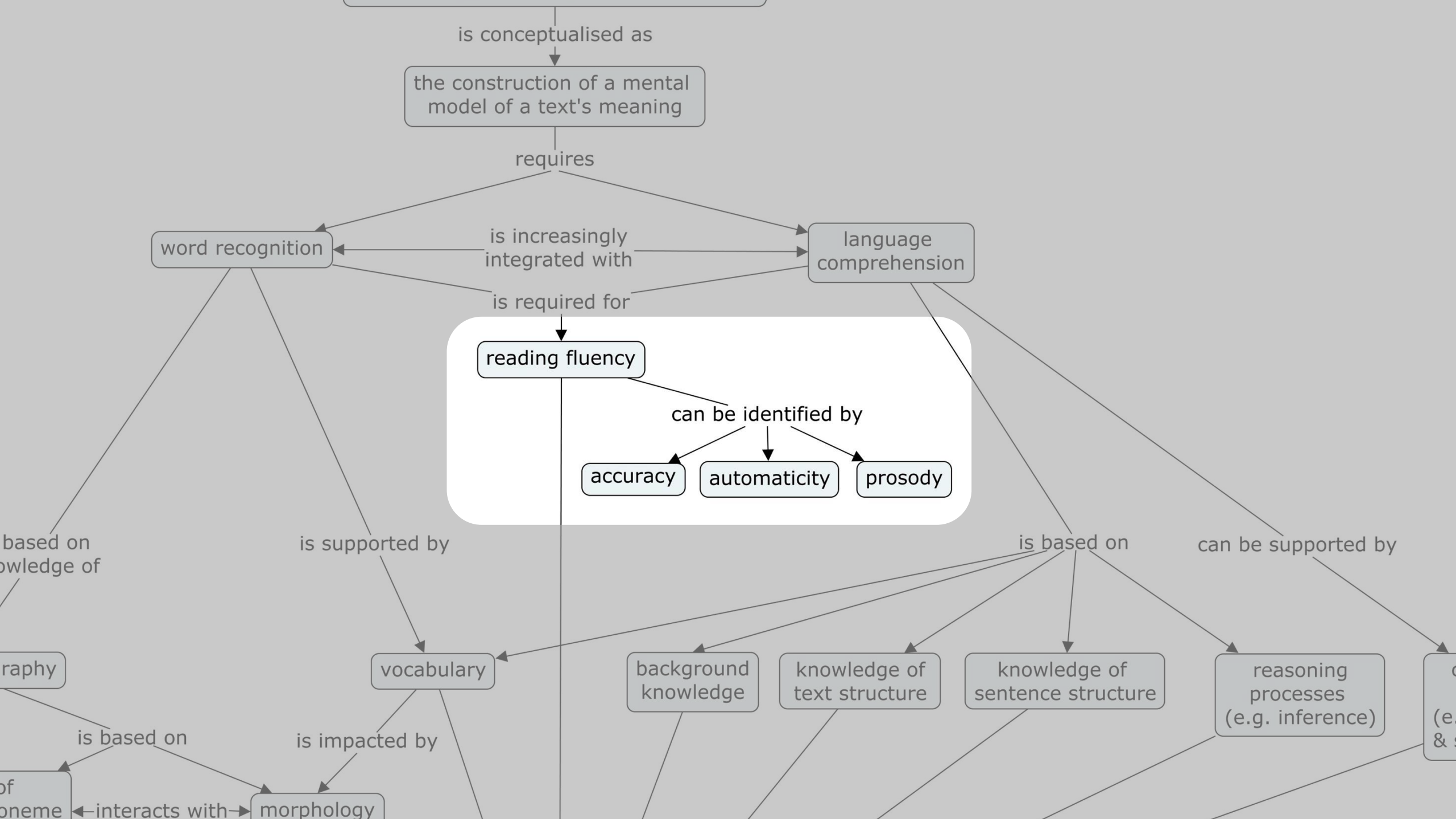
buffet

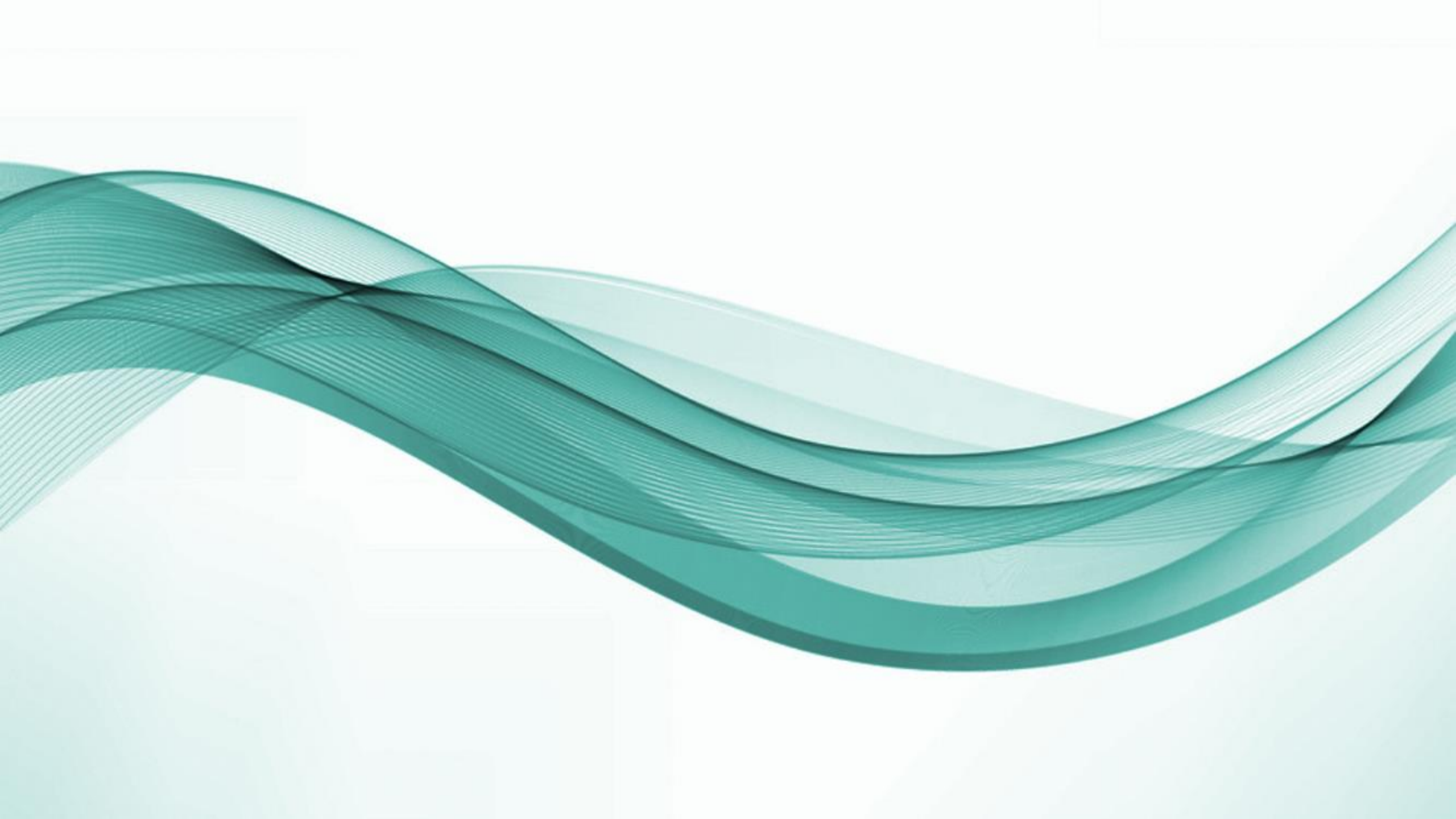
gourmet

bouquet











accuracy



automaticity



prosody



accuracy



automaticity

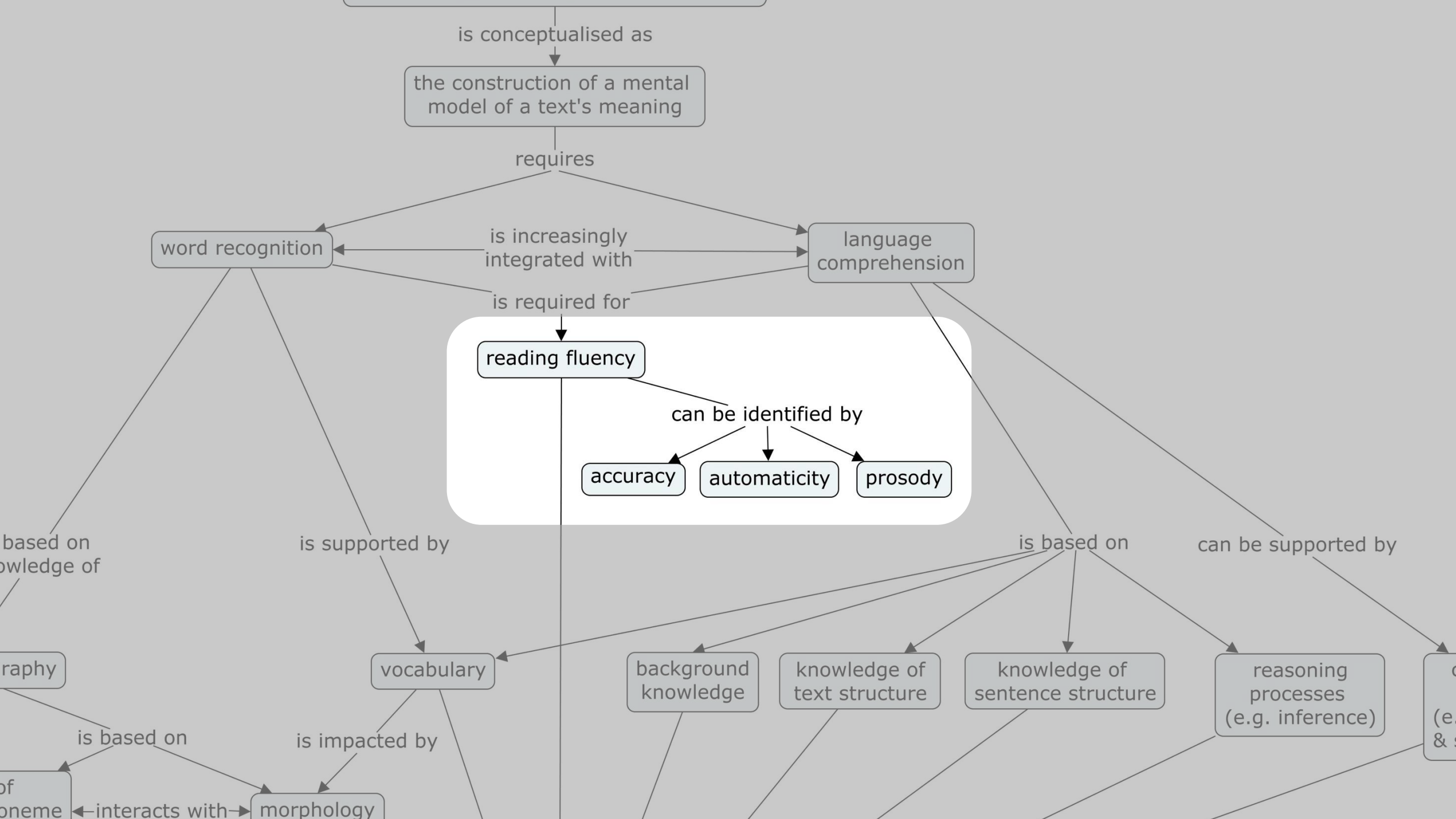


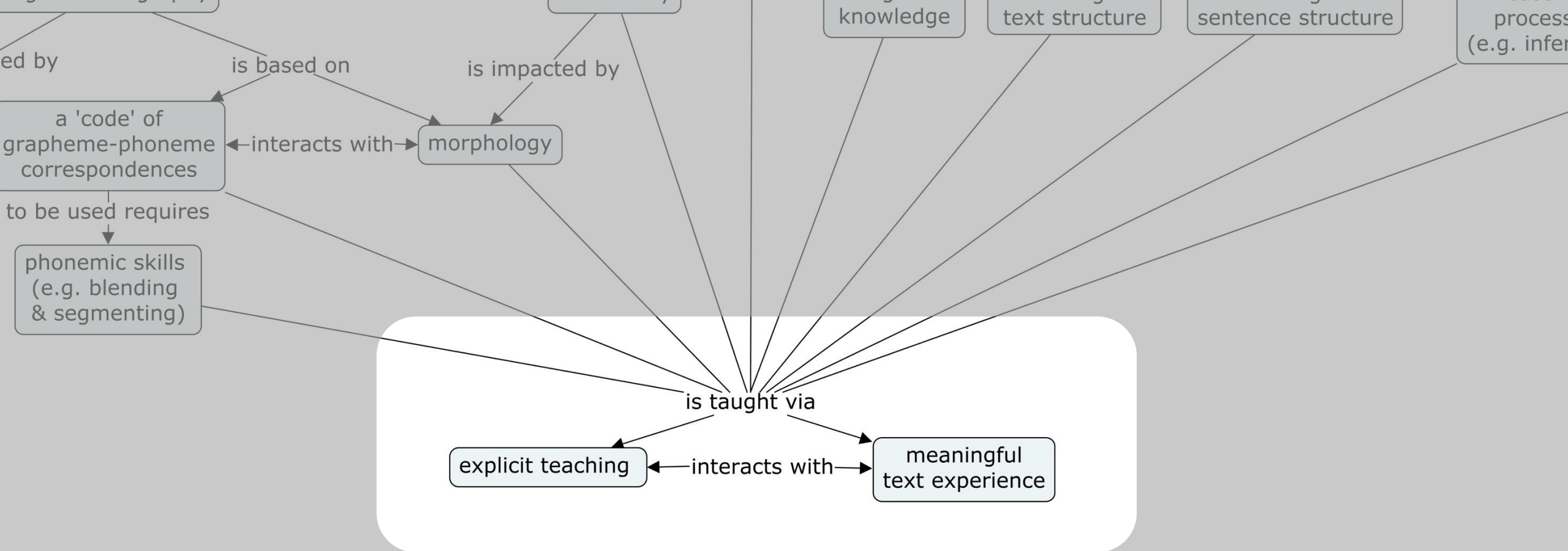
prosody

Caveat: these are only useful
proxies for reading fluency

A continuum not a dichotomy







- Lots of reading practice

1 2 3, 5 3 3

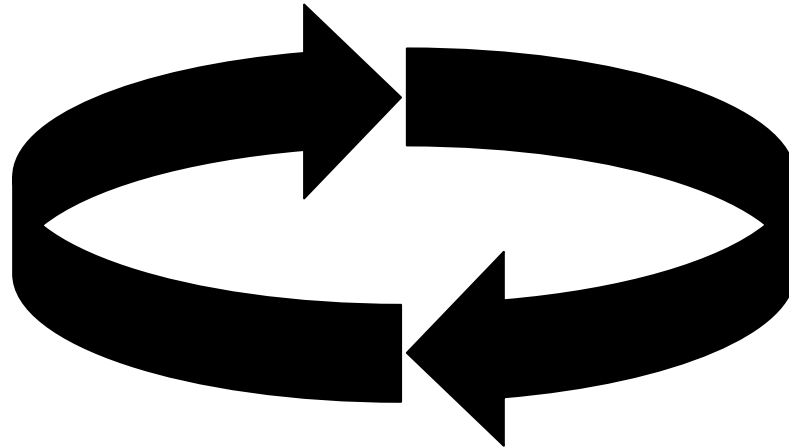
- Lots of reading practice
- Opportunities to reach fluency



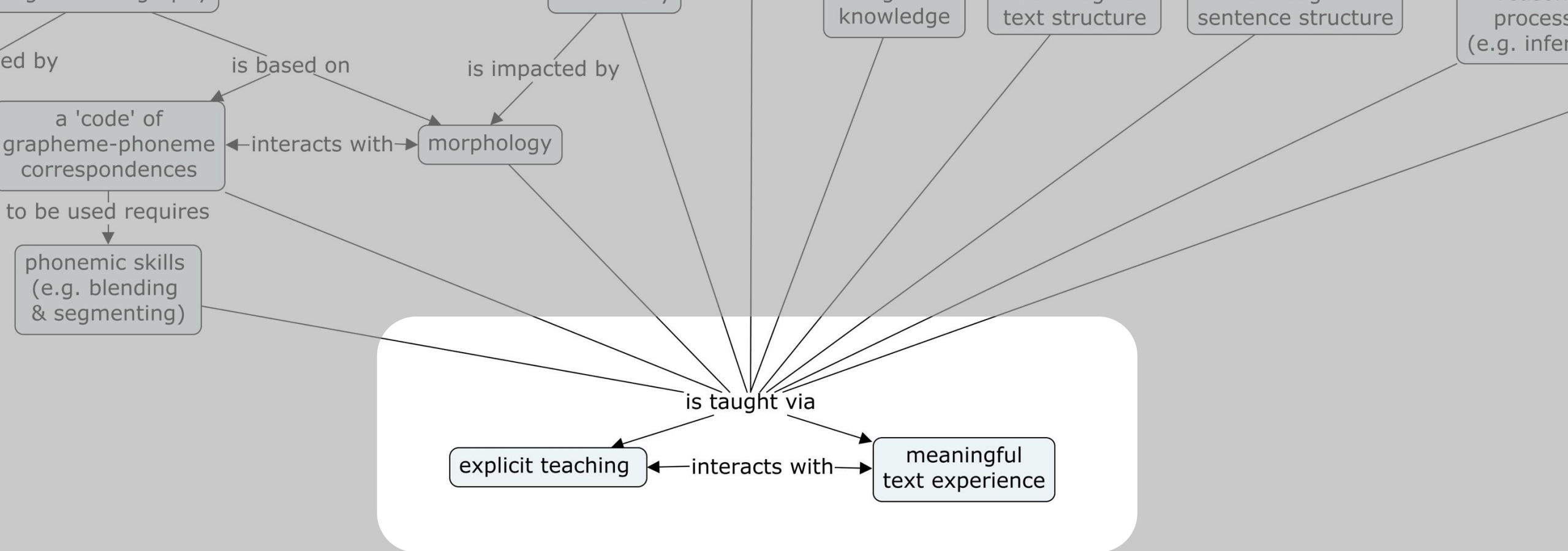
- Lots of reading practice
- Opportunities to reach fluency
- ***Not* a push for pace that is disconnected from accuracy or prosody**

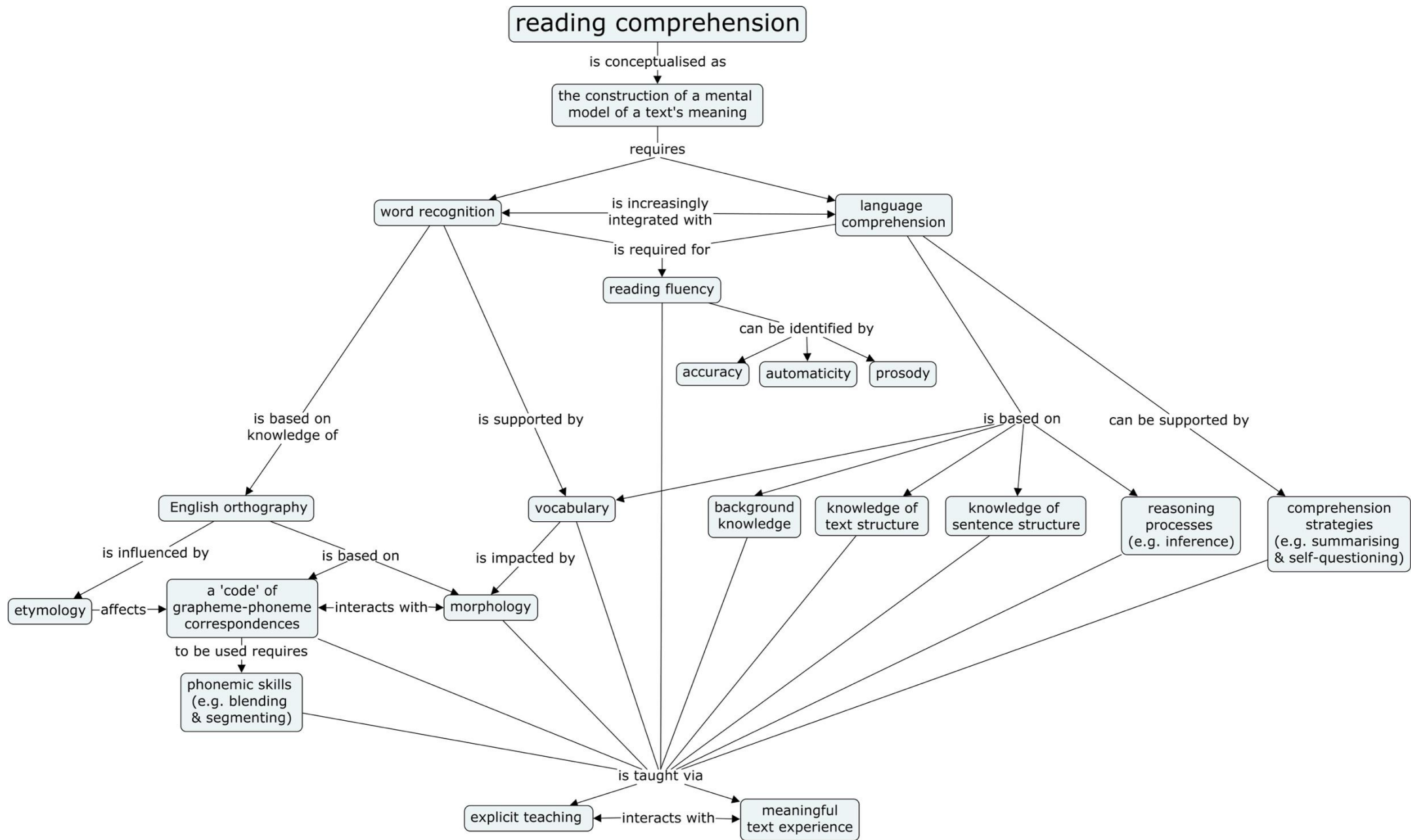


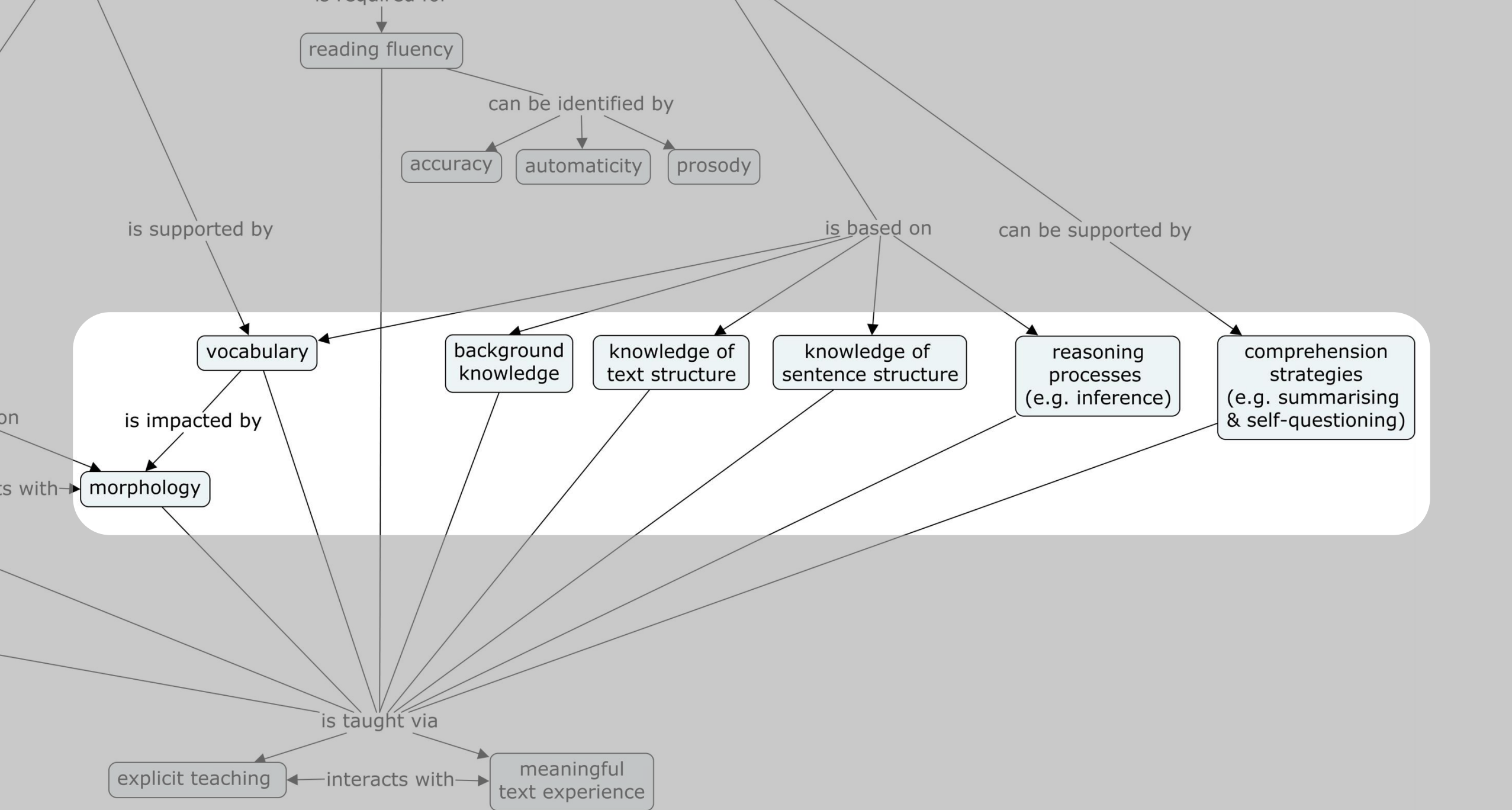
reading
fluency



language
comprehension







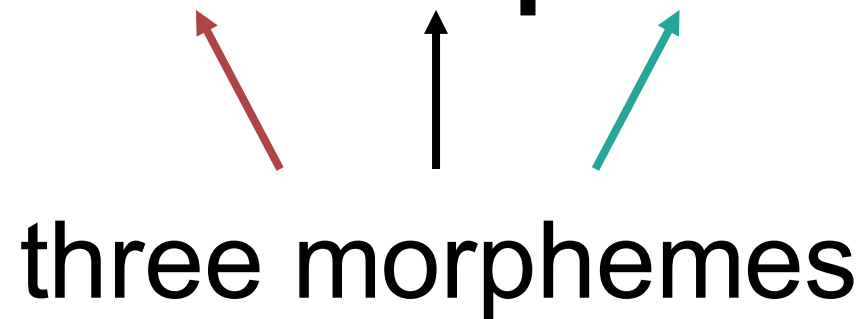
Vocabulary

help

helpful

unhelpful

three morphemes



The diagram illustrates the morphological structure of the word 'unhelpful'. It is composed of three morphemes: the prefix 'un-' (highlighted in red), the root 'help' (in black), and the suffix '-ful' (highlighted in teal). Three arrows point from the text 'three morphemes' below to each of these three parts of the word.

acro – top (e.g. acrobat, acronym)

acu – sharp (e.g. acupuncture, acute)

aer – air (e.g. aerial, aerospace)

ag – do (e.g. agent, agitate)

ambi – both (e.g. ambidextrous, ambivalent)

ann – year (e.g. anniversary, annual)

anti – opposite (e.g. antibiotic, antisocial)

aqu – water (e.g. aquarium, aqueduct)

Background knowledge

A possibility opened by quantum entanglement is testing for 'hidden variables', hypothetical properties more fundamental than the quantities addressed in quantum theory itself, knowledge of which would allow for more exact predictions than quantum theory can provide.

- Background knowledge is essential...

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- ...but we don't need to understand *everything* in advance.

- Background knowledge is essential...
- ...but we don't need to understand *everything* in advance.
- **Linked to vocabulary**

- Background knowledge is essential...
- ...but we don't need to understand *everything* in advance.
- Linked to vocabulary
- Suggests the importance of a carefully sequenced curriculum

Text structure

Text structure

- Expectations related to text type / genre

- Expectations related to text type / genre
- Organising features (e.g. sub-headings)

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- Organising features (e.g. sub-headings)
- **Ensure pupils familiar with wide variety**

Sentence structure

The schools that prepared properly benefited from the funding.

The schools, which prepared properly, benefited from the funding.

Inference

Emily kicked the ball into the back of the net and ran off towards the crowd with her arms held aloft.

- Context-specific – an emergent property

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- **Inseparable from other aspects of LC**

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- Inseparable from other aspects of LC
- Lots of time spent trying to teach pupils to be good at making inferences is perhaps unwise

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- **Ditto summarising, prediction, etc**

- Context-specific – an emergent property
- Inseparable from other aspects of LC
- Lots of time spent trying to teach pupils to be good at making inferences is perhaps unwise
- Ditto summarising, prediction, etc
- **All of these useful as pedagogical tools**

What about SATs?

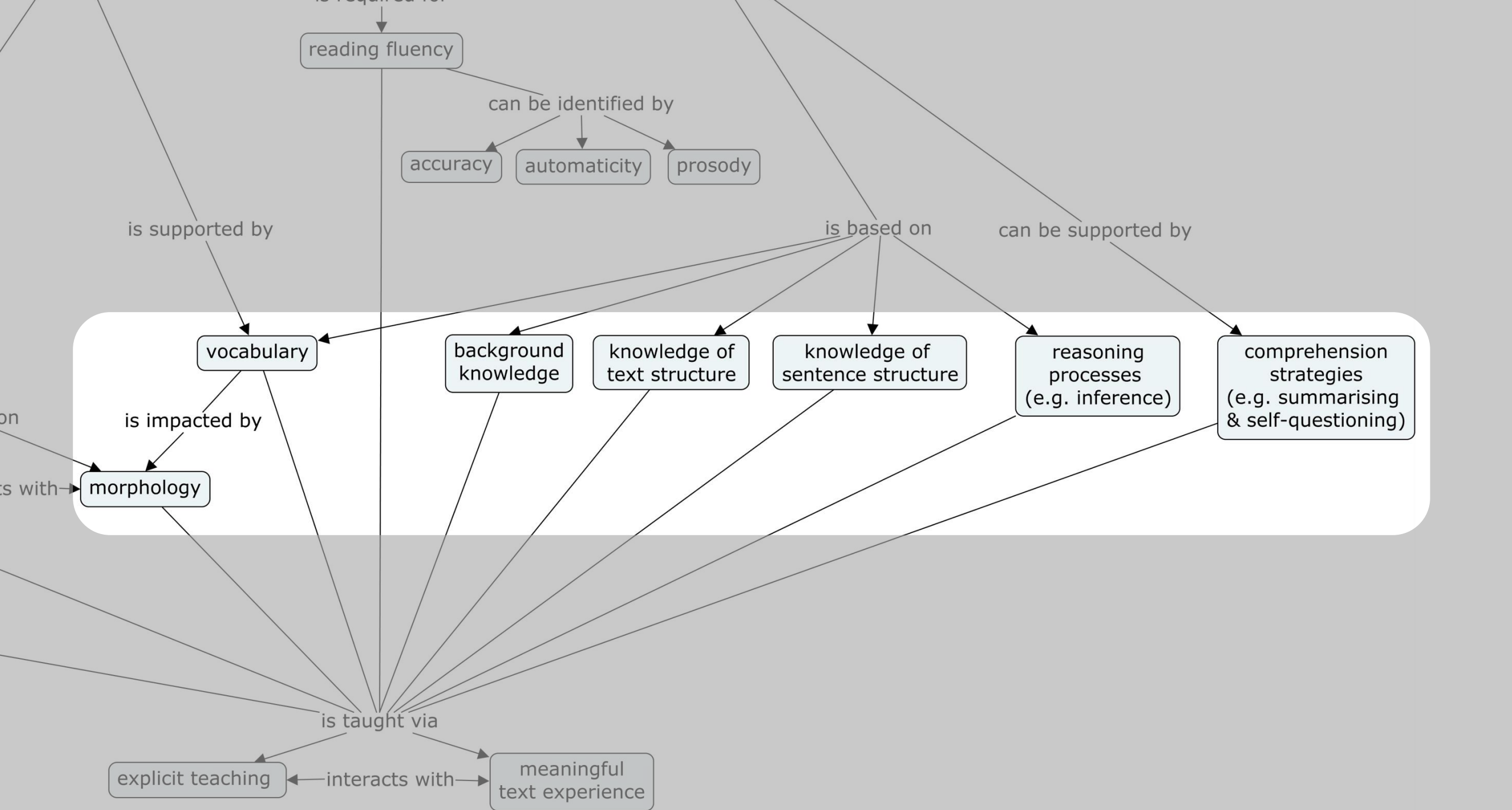
- Explicit preparation for the assessment in Y6

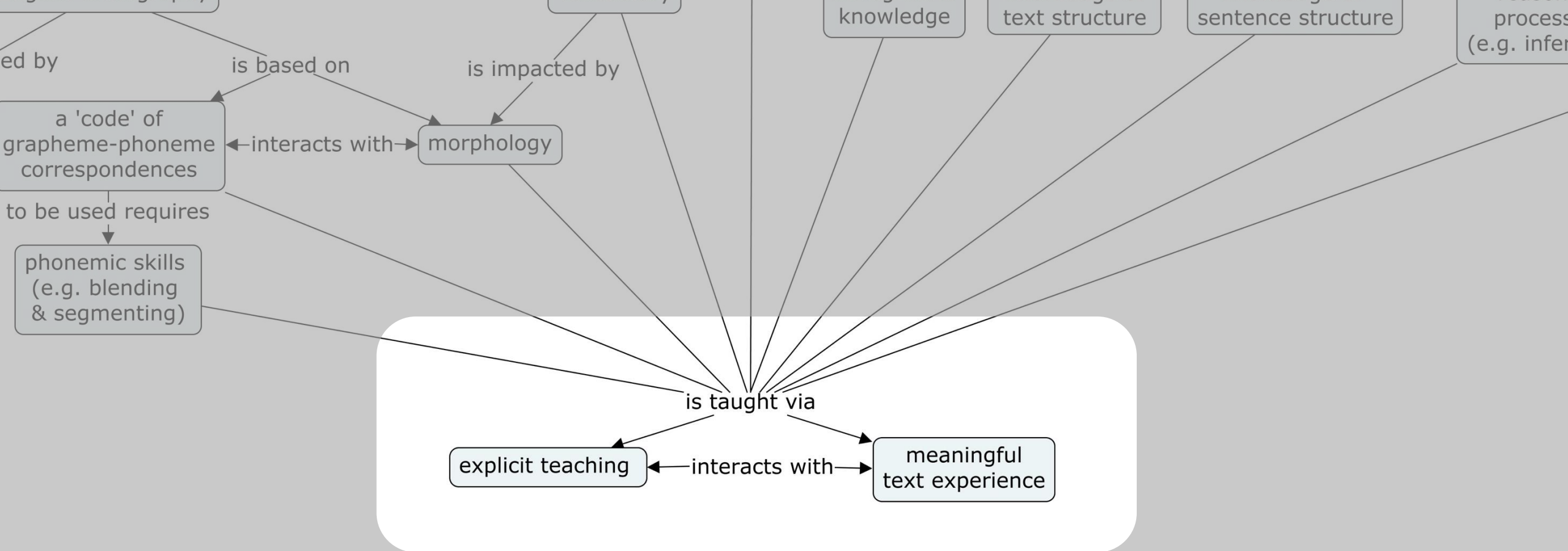
- Explicit preparation for the assessment in Y6
- **Familiarity with the structure of the test**

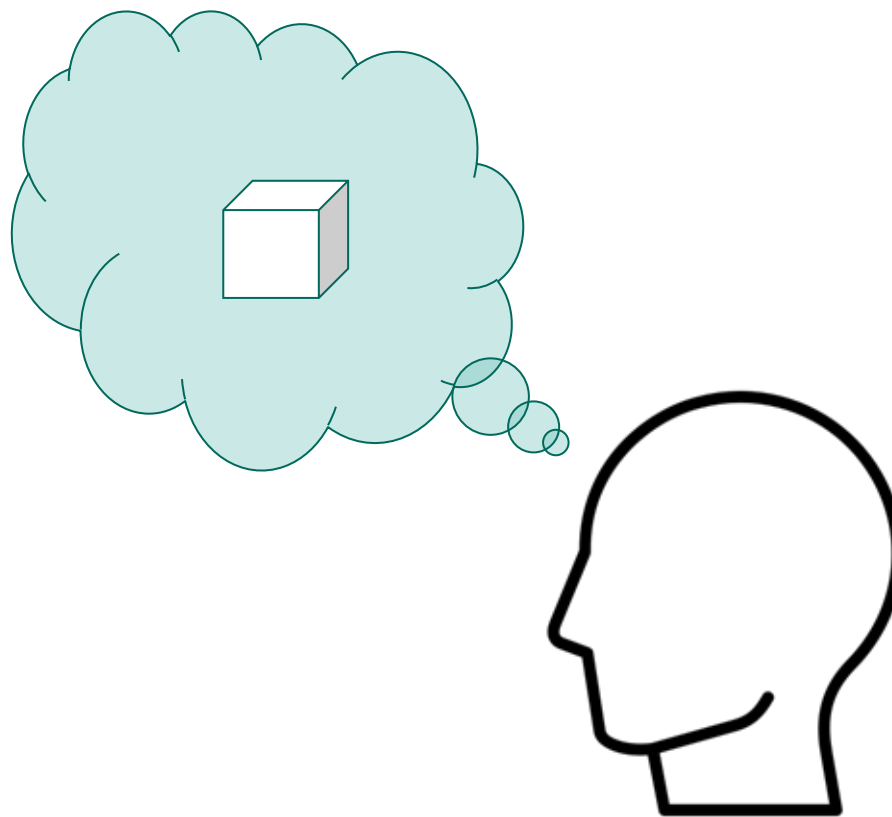
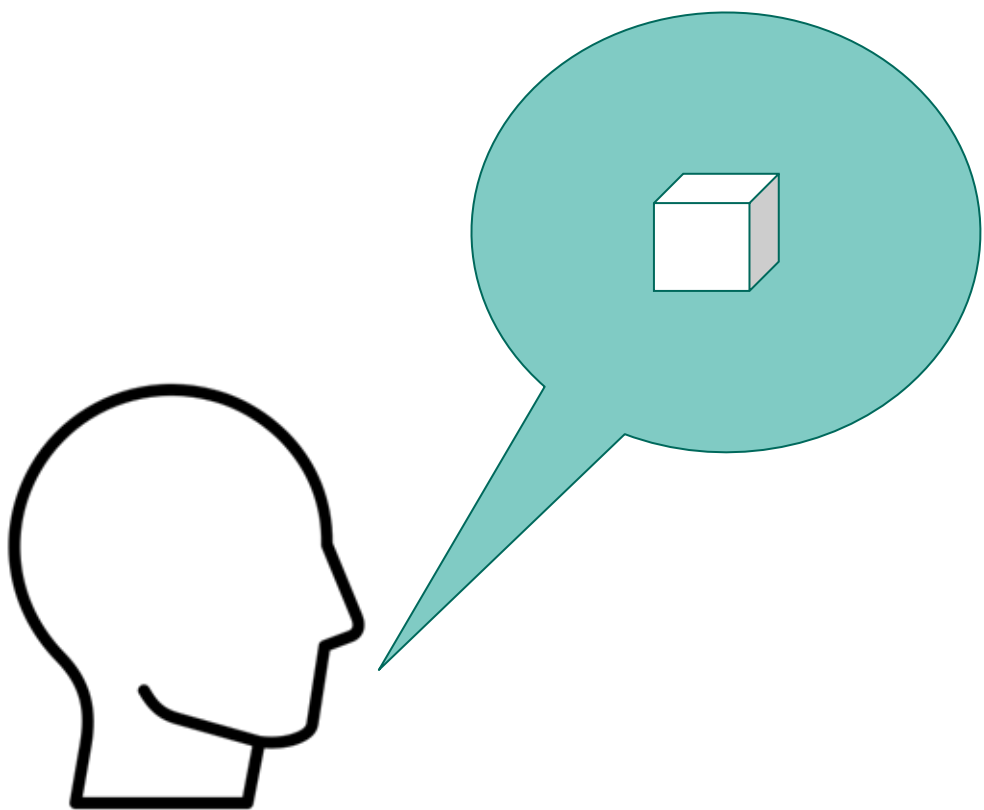
- Explicit preparation for the assessment in Y6
- Familiarity with the structure of the test
- **Test strategy**

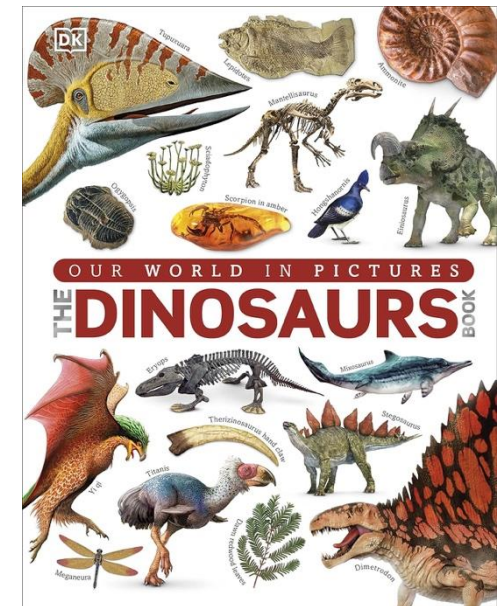
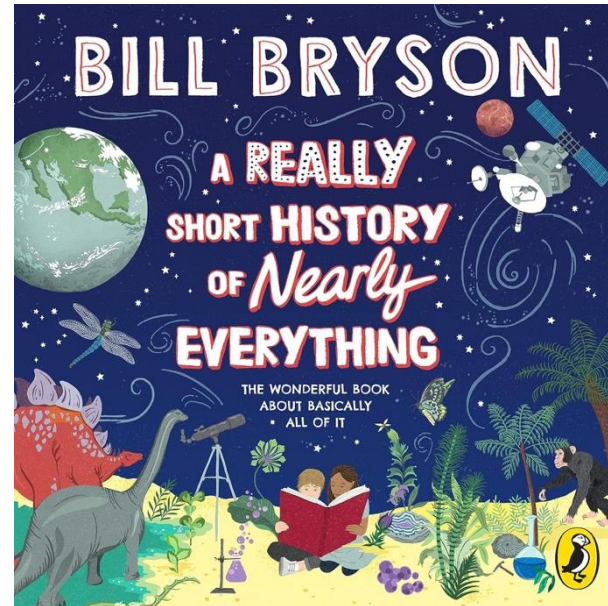
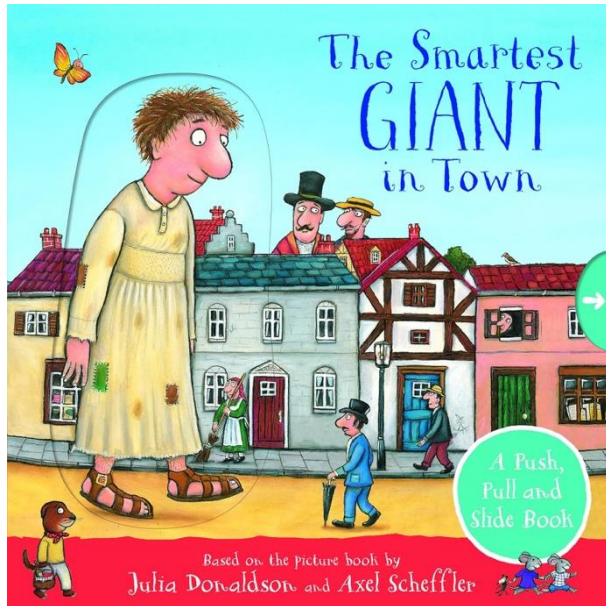
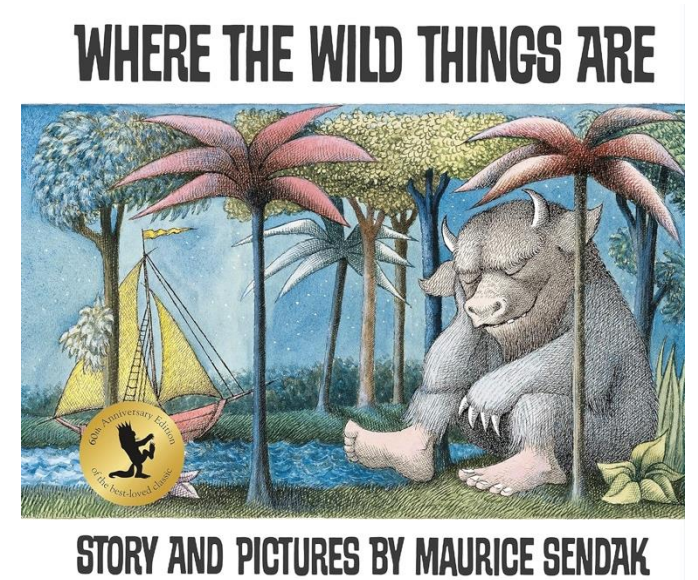
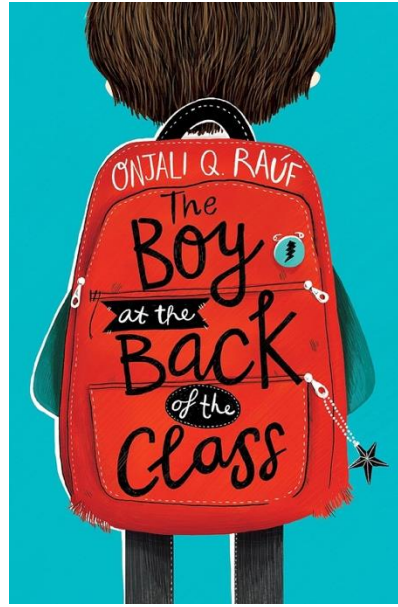
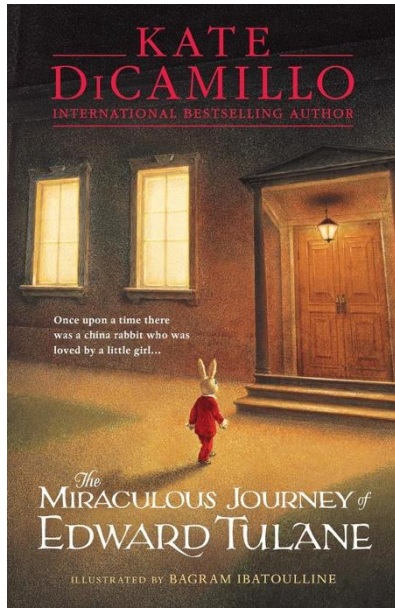
- Explicit preparation for the assessment in Y6
- Familiarity with the structure of the test
- Test strategy
- **Don't reverse-engineer reading instruction from the structure of the test.**

- Explicit preparation for the assessment in Y6
- Familiarity with the structure of the test
- Test strategy
- Don't reverse-engineer reading instruction from the structure of the test.
- **Vast majority of performance comes from fluency and knowledge of written language**









Inference skills

Prediction skills

Retrieval skills

Summarising skills

Explanation skills



Inference skills
Prediction skills
Retrieval skills
Summarising skills
Explanation skills

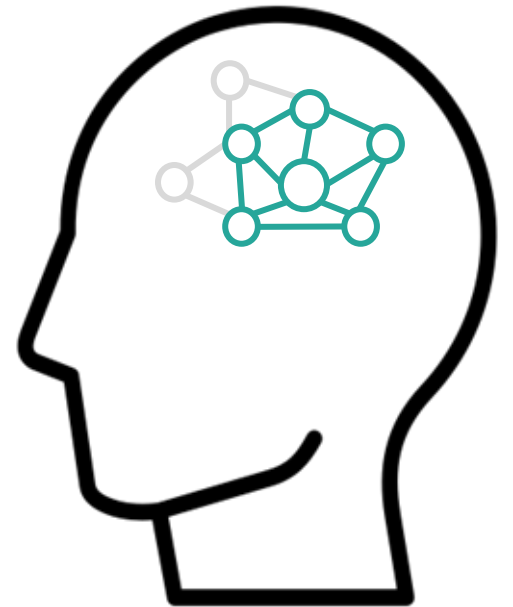


Meaningful teaching
of comprehension -
extensive exploration
and discussion of a
variety of carefully
chosen texts.

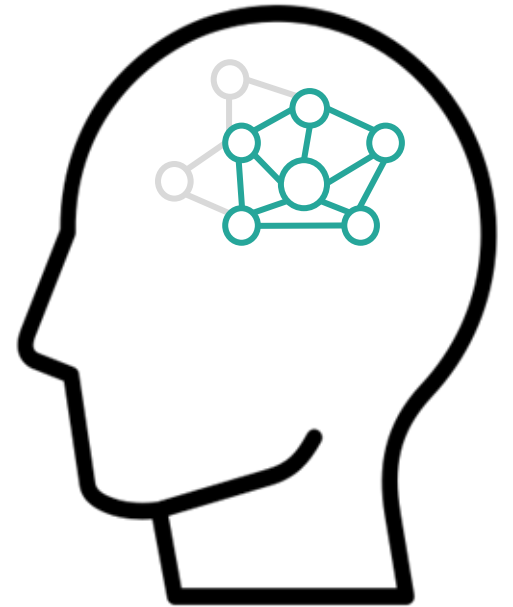


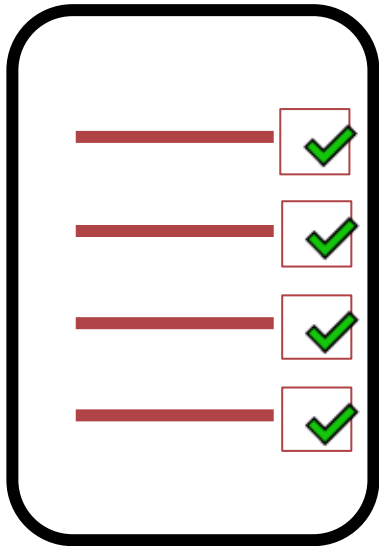


- vocabulary
- background knowledge
- text structure
- sentence structure

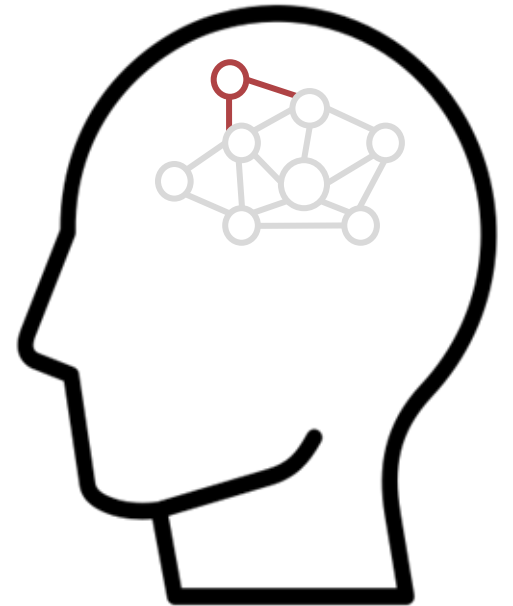


- Understanding of written English

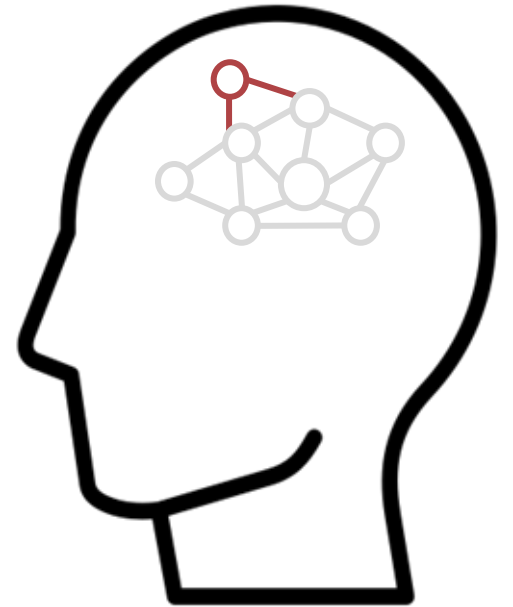




- summarising
- self-questioning
- activating prior knowledge

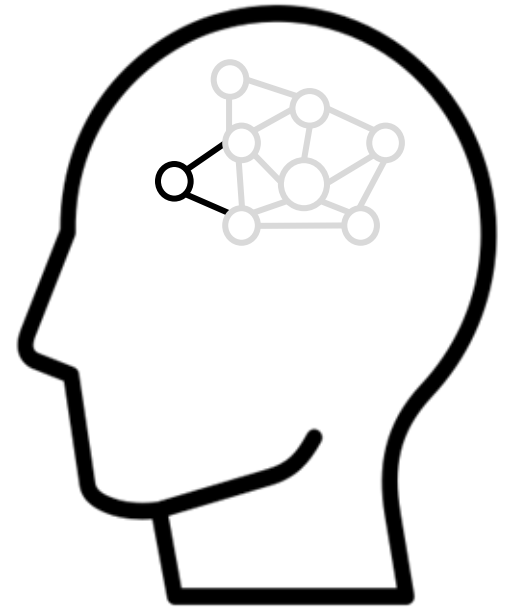


- Understanding of written English
- Strategies for active comprehension

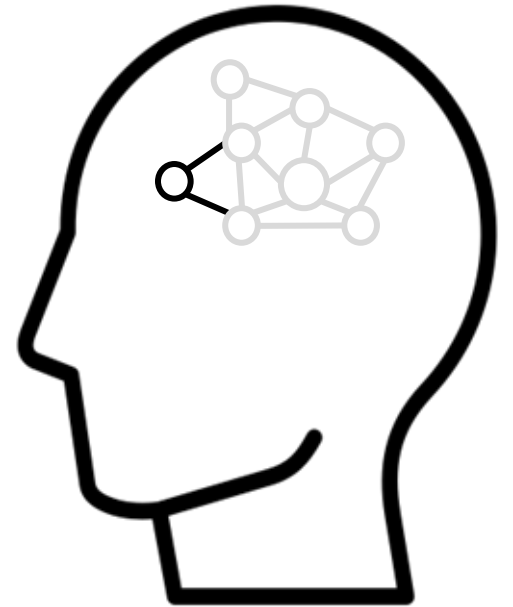


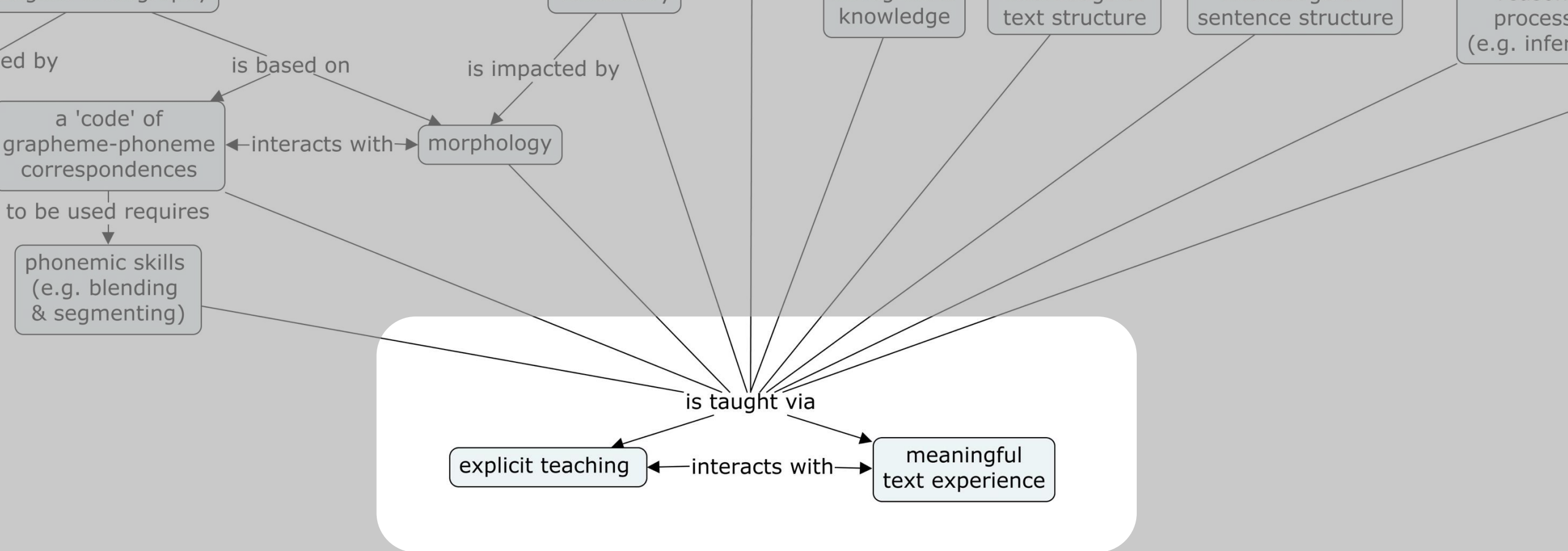


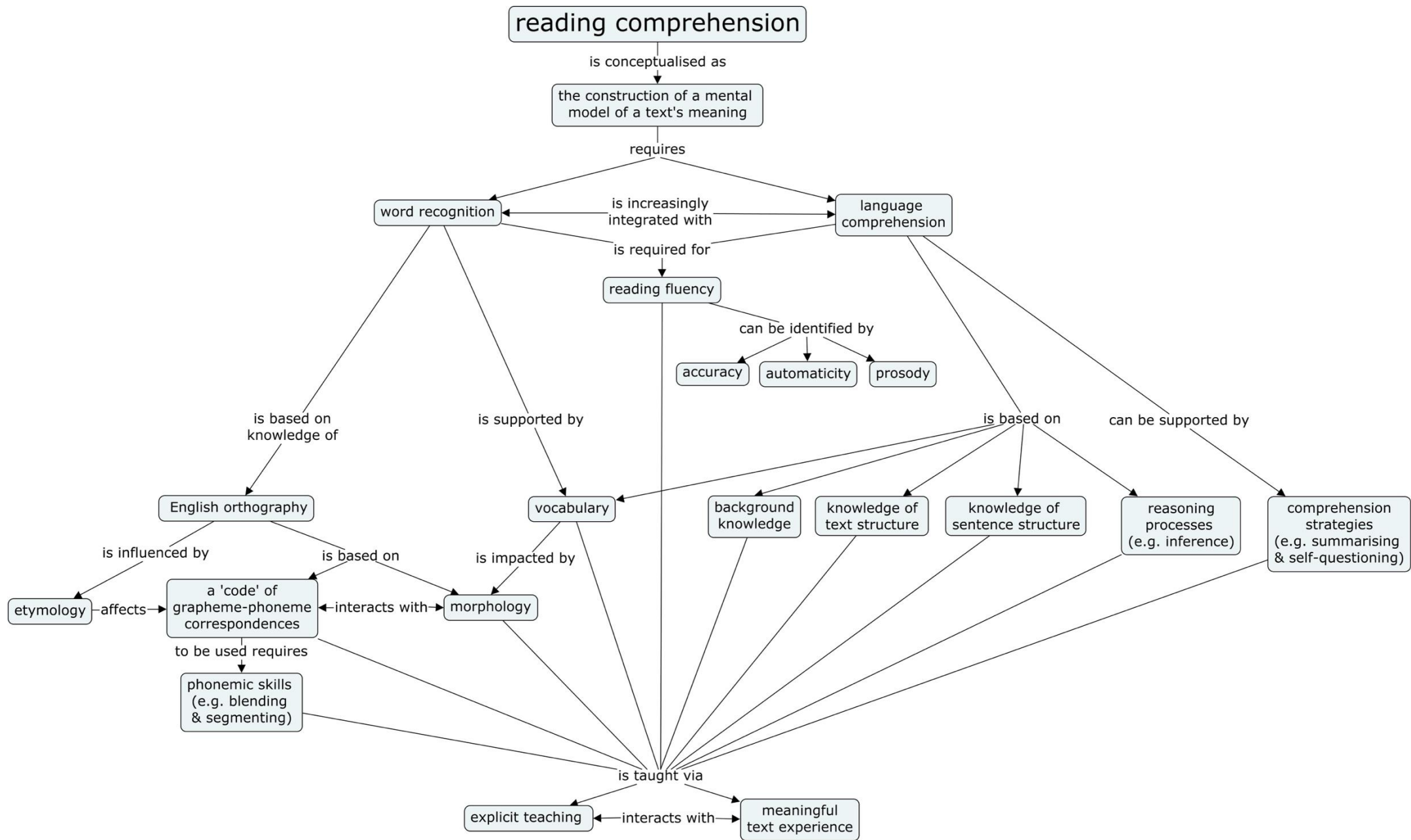
→ critical analysis
→ appreciation



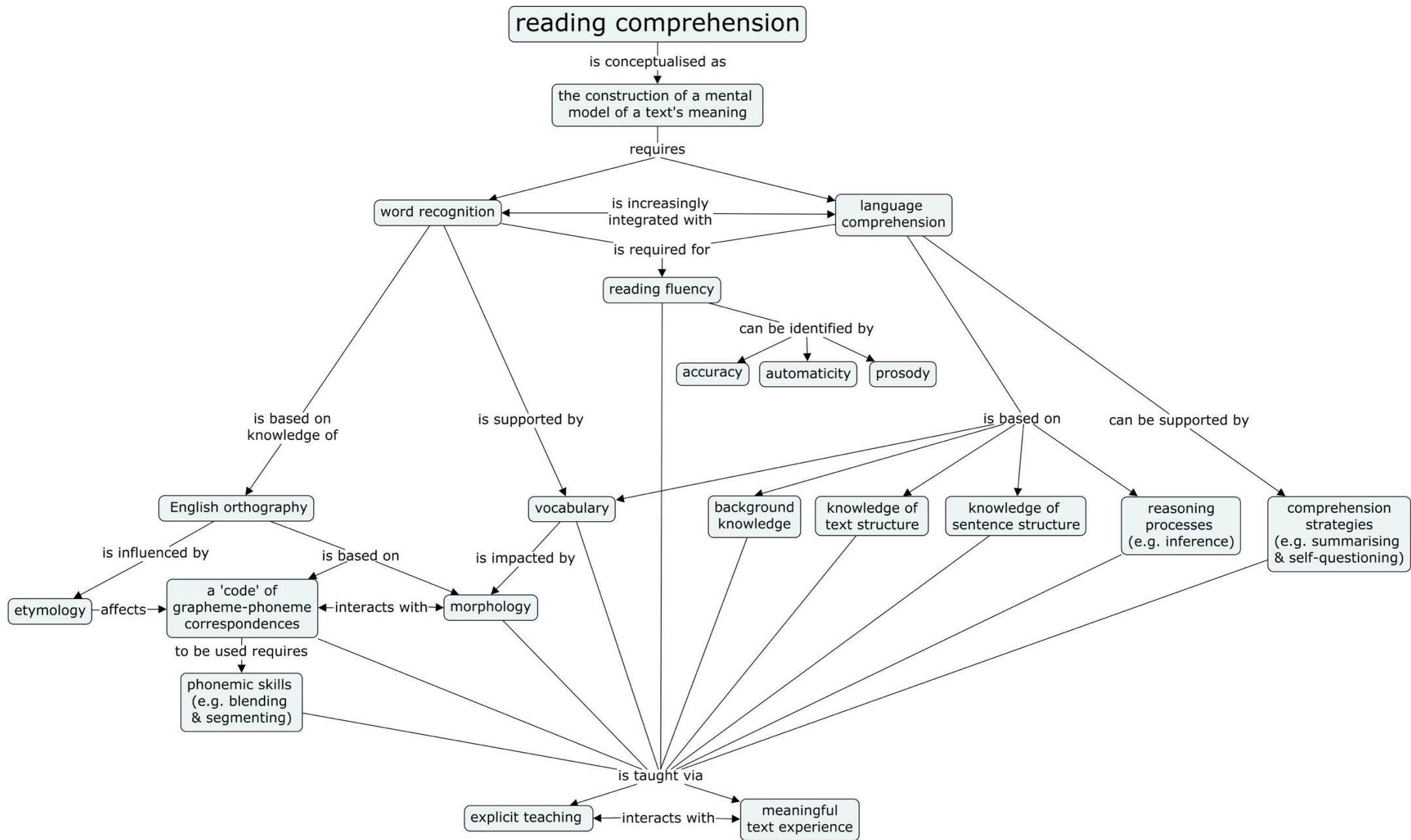
- Understanding of written English
- Strategies for active comprehension
- Dispositions for critical evaluation and appreciation







In summary...



reading comprehension

is conceptualised as

the construction of a mental
model of a text's meaning

requires

word recognition

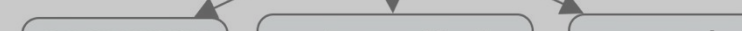
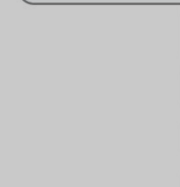
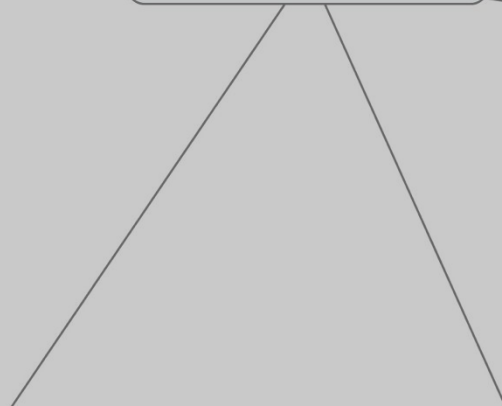
is increasingly
integrated with

language
comprehension

is required for

reading fluency

can be identified by



reading comprehension

is conceptualised as

the construction of a mental
model of a text's meaning

requires

word recognition

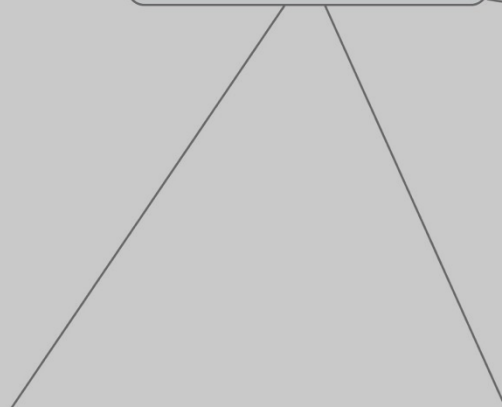
is increasingly
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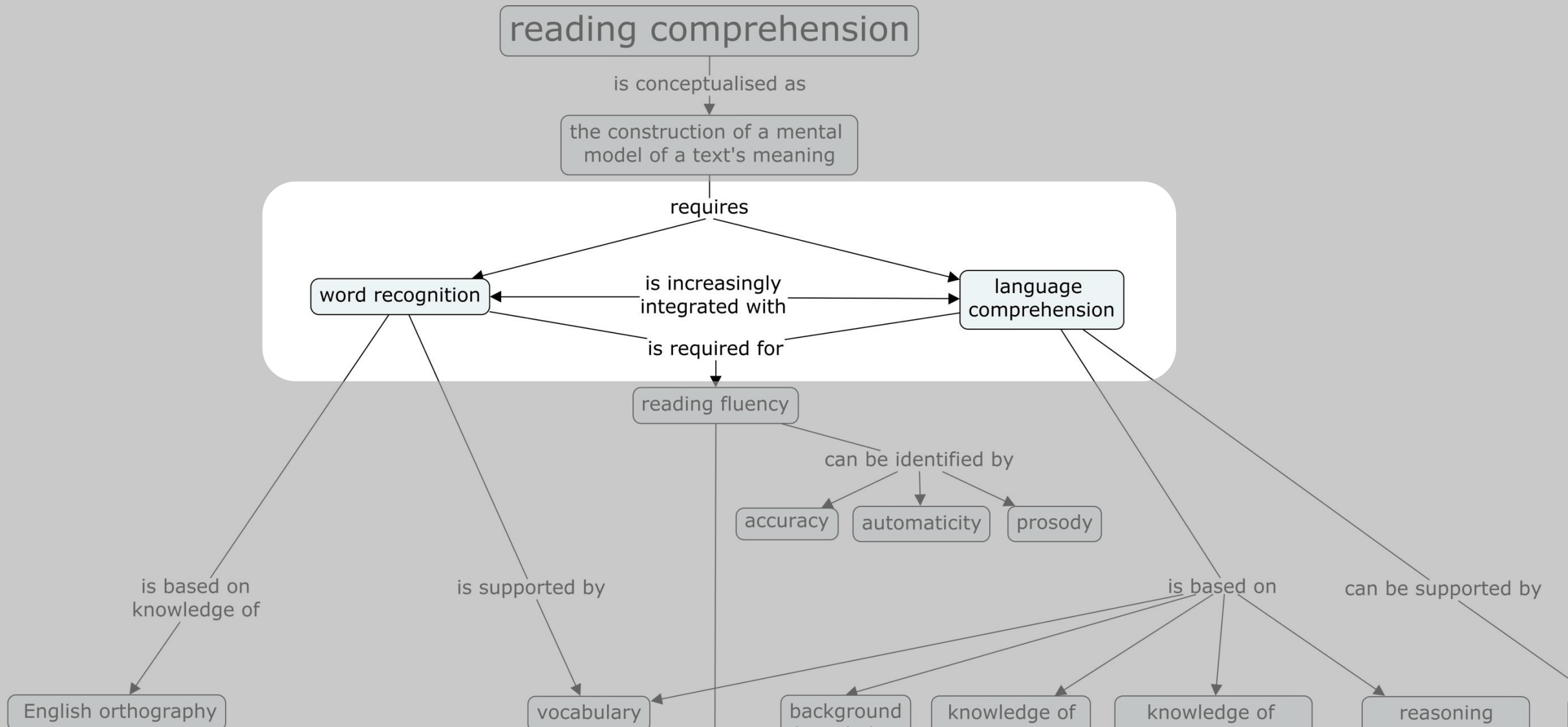
language
comprehension

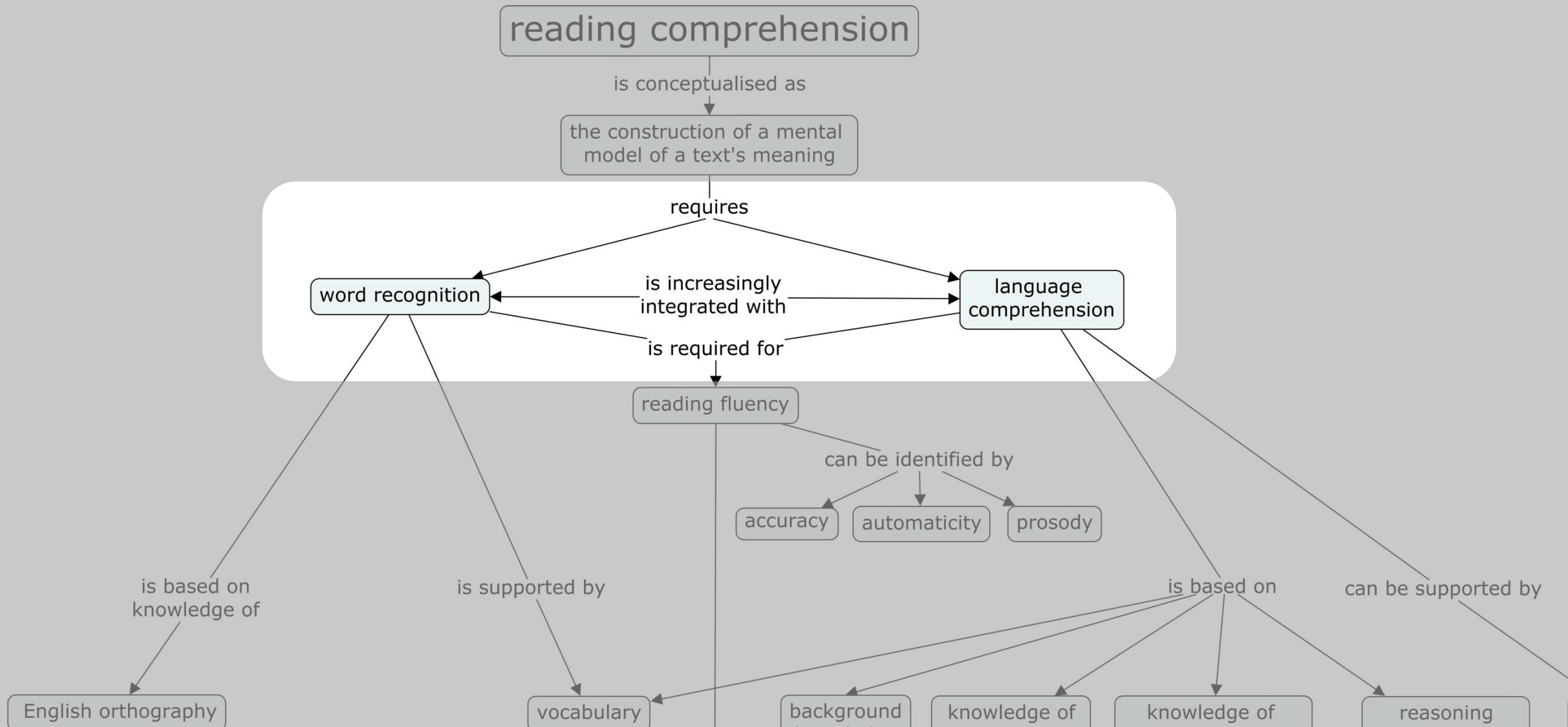
is required for

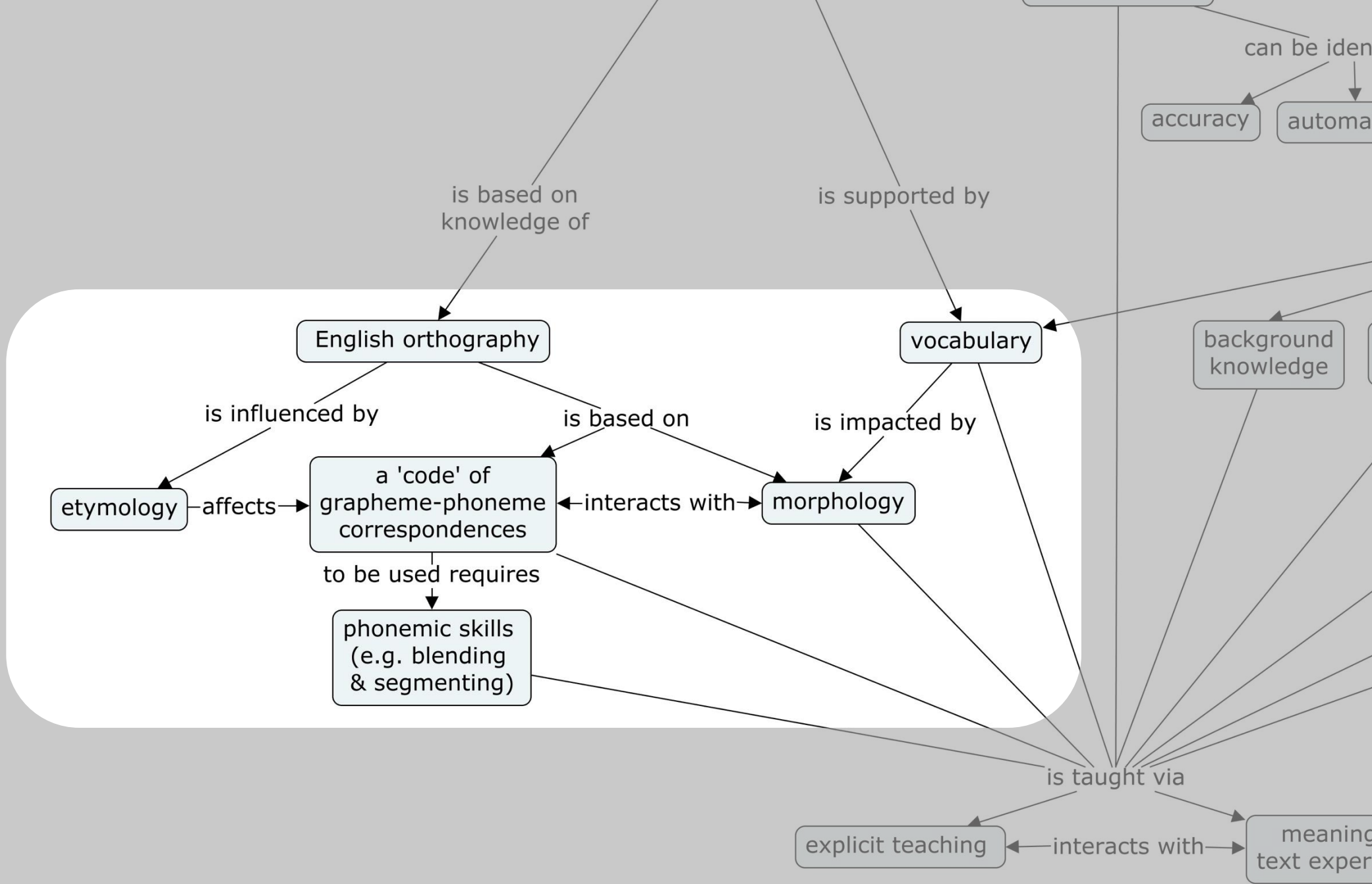
reading fluency

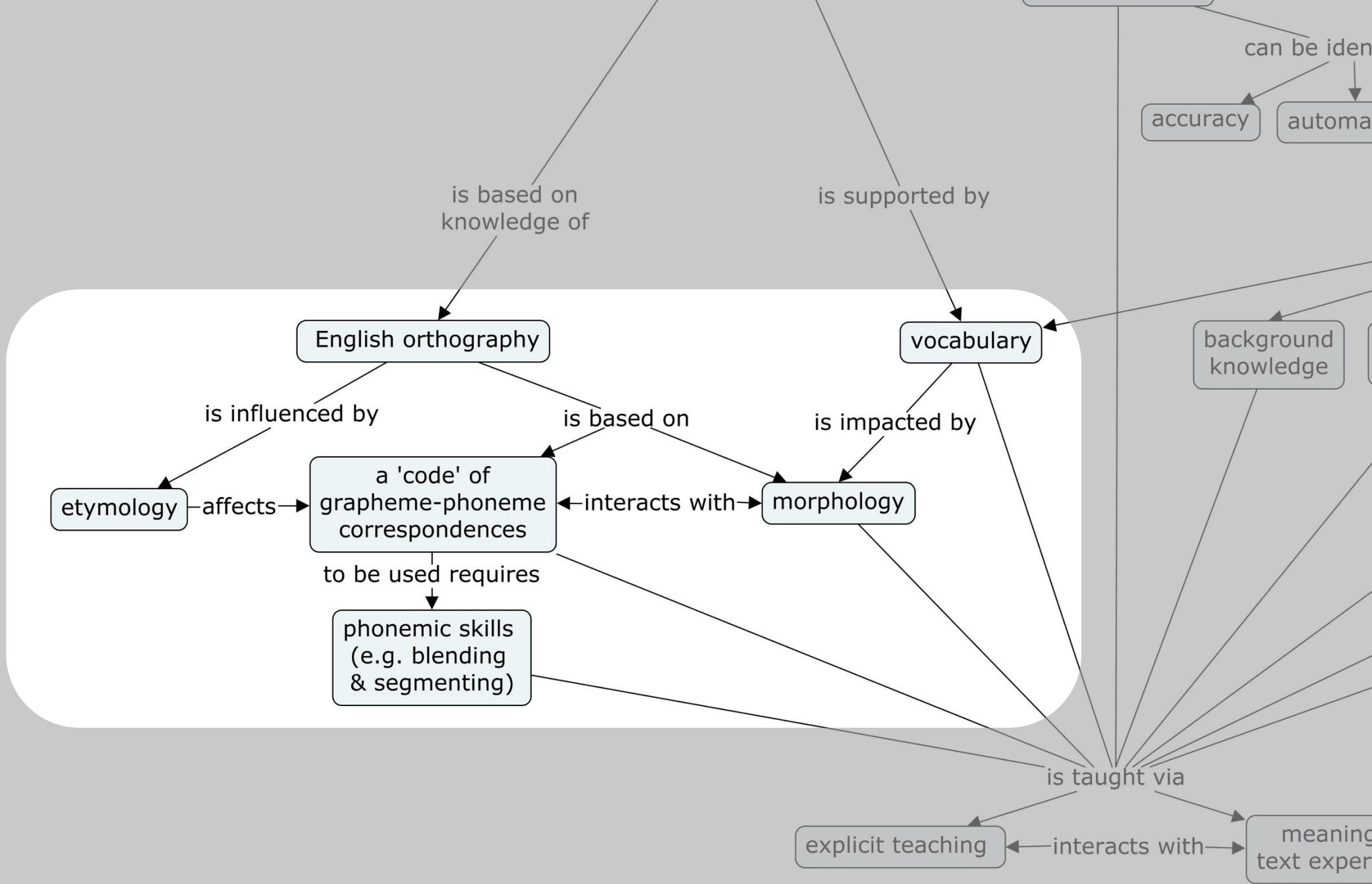
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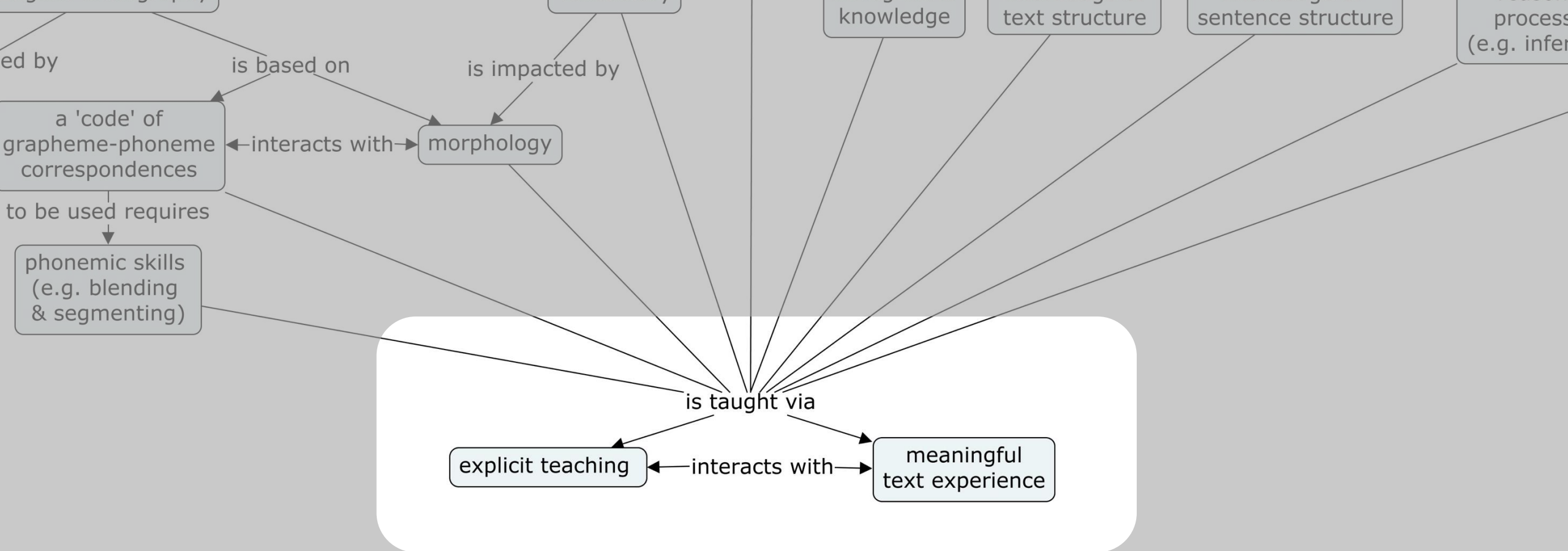


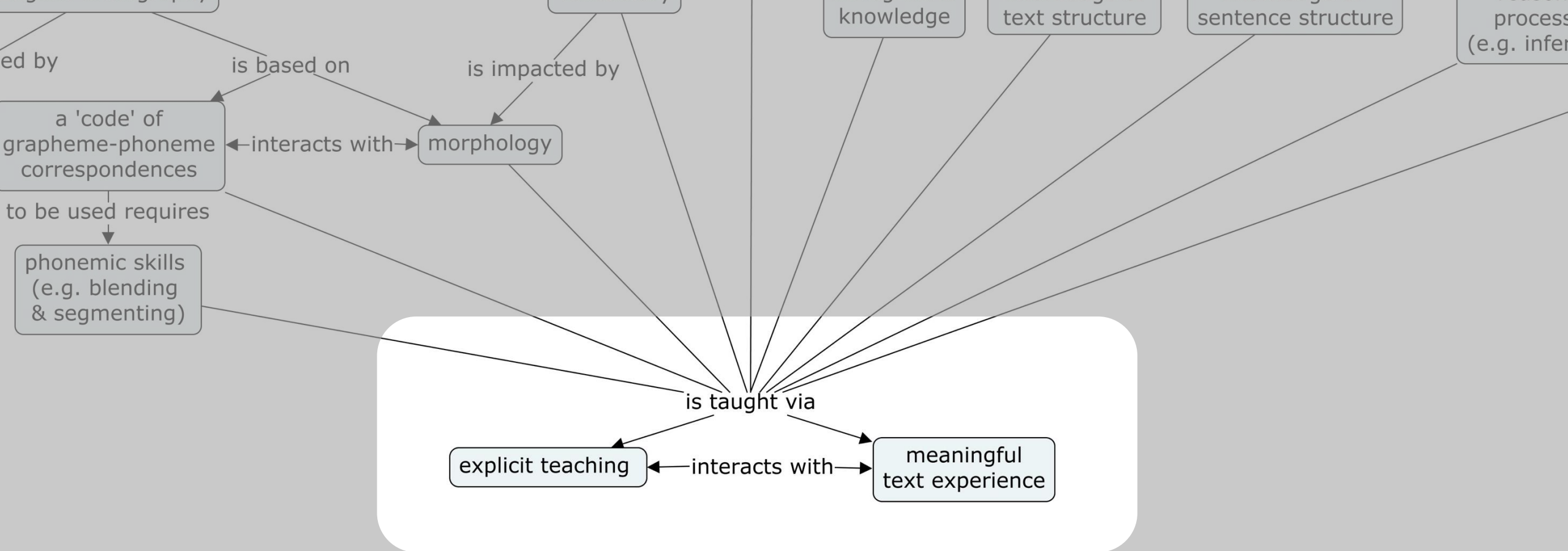


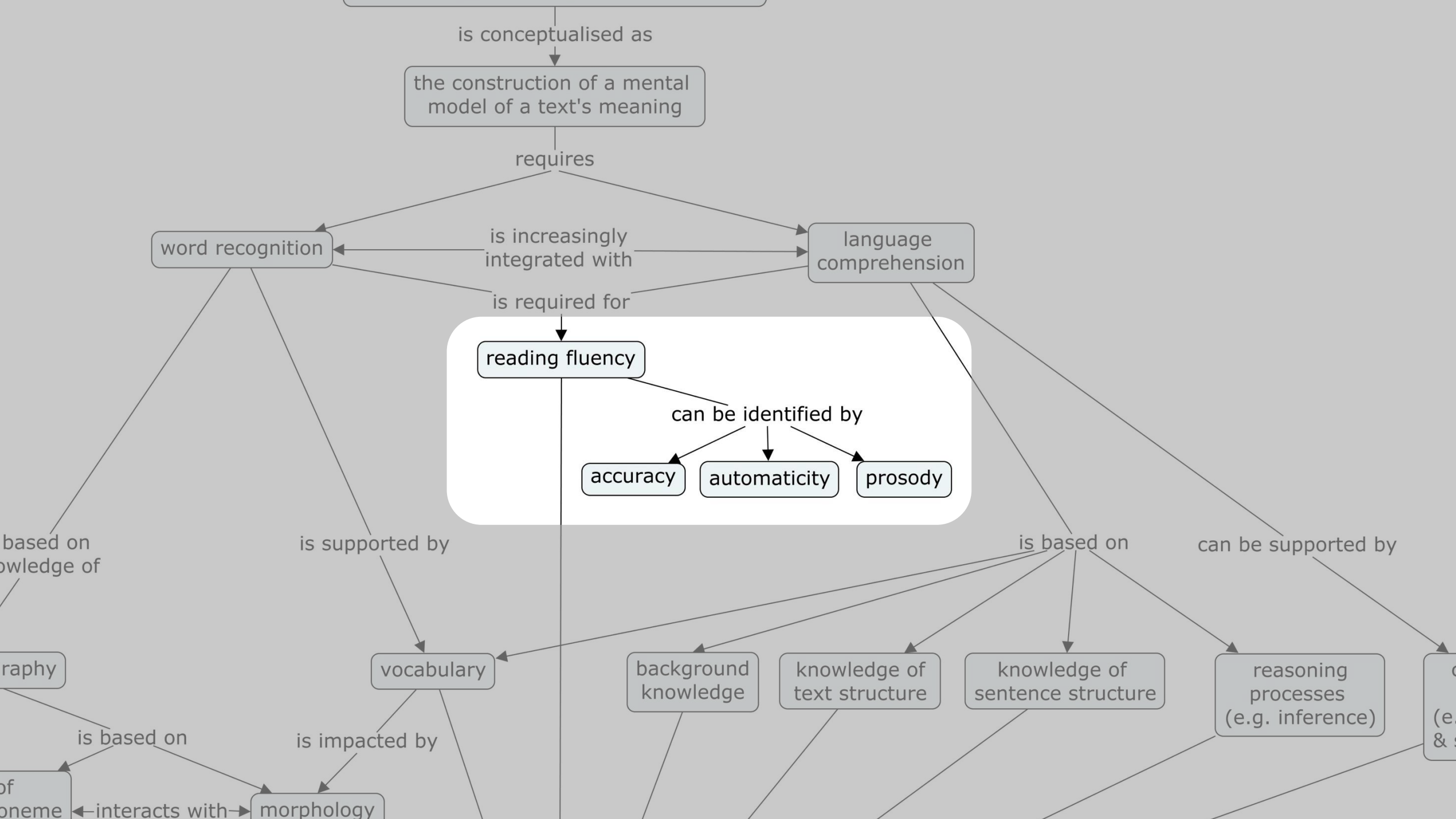


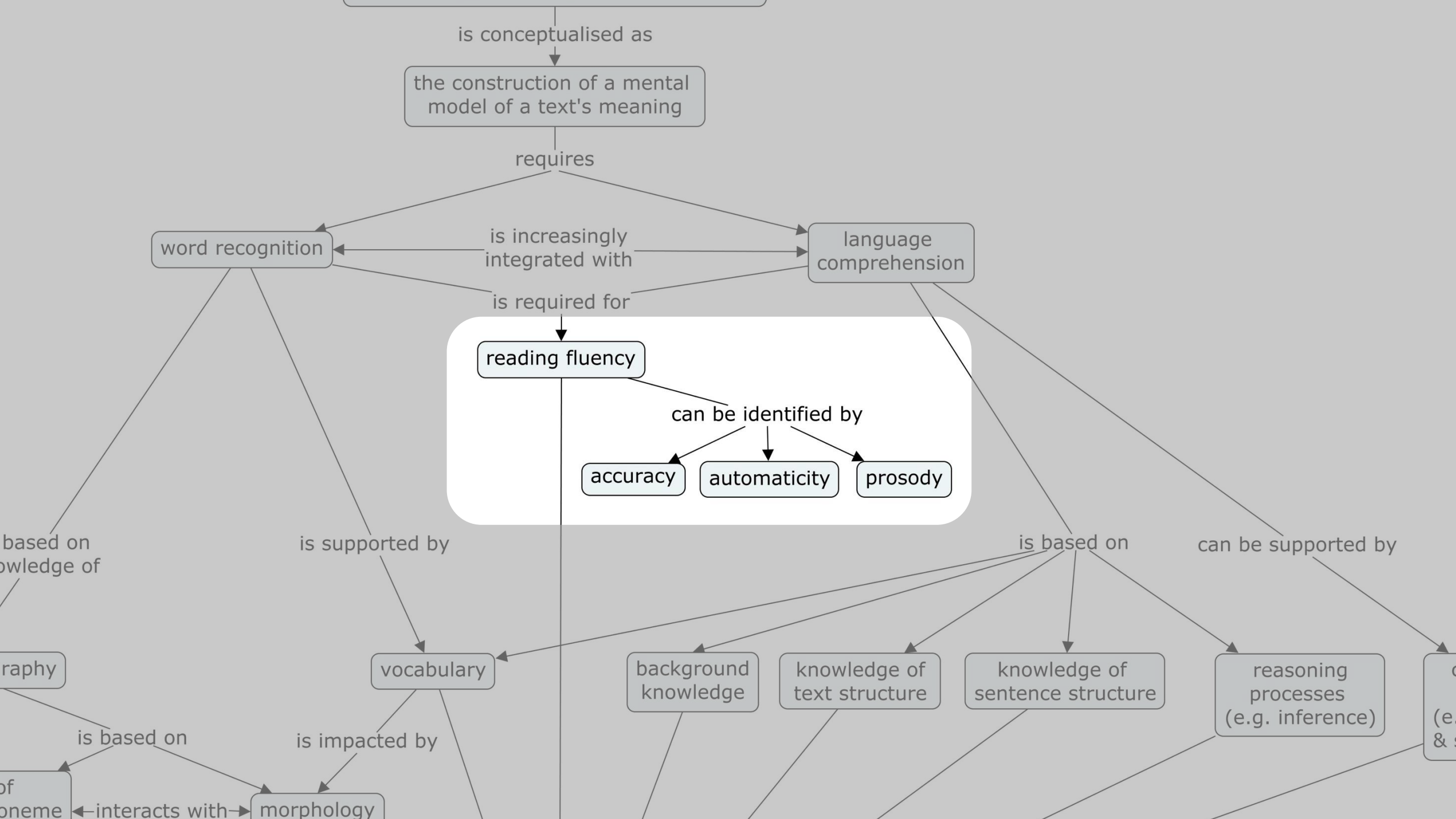


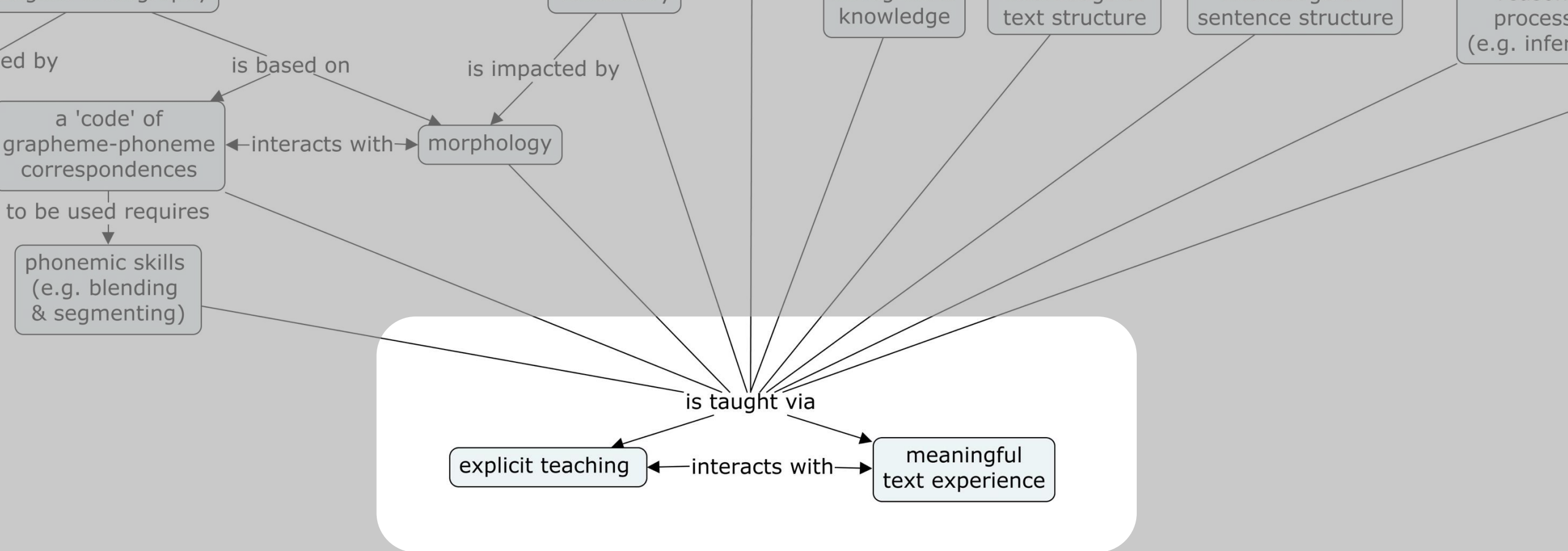


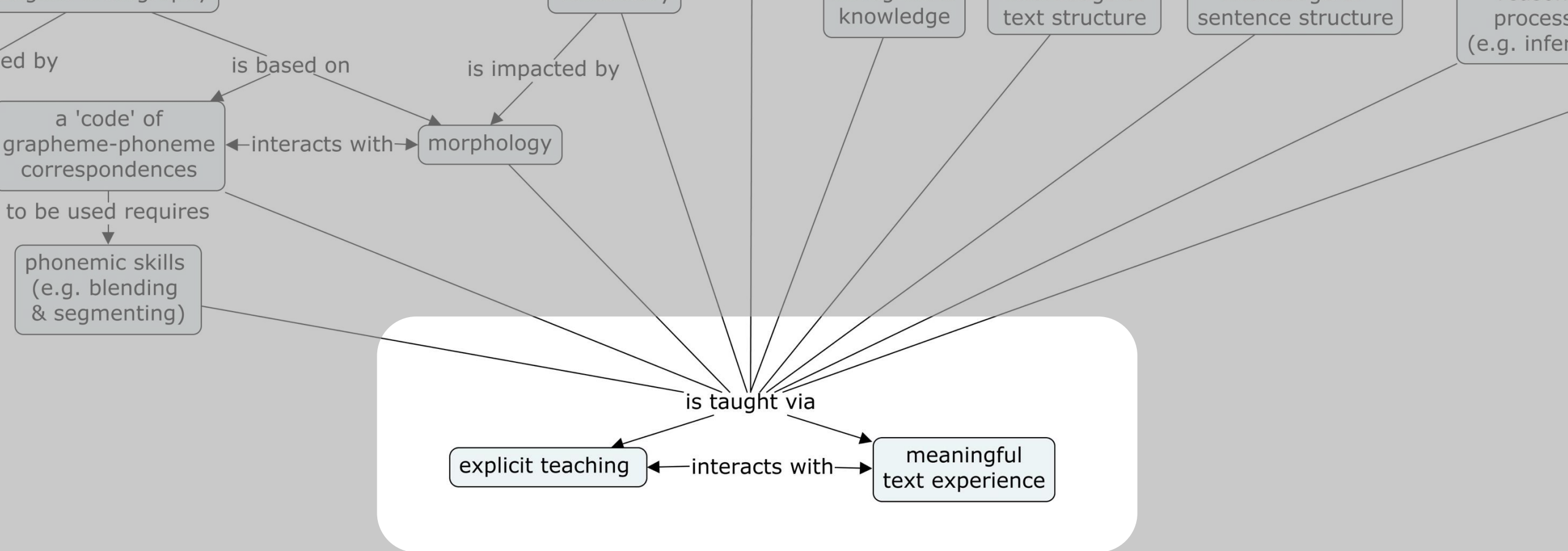


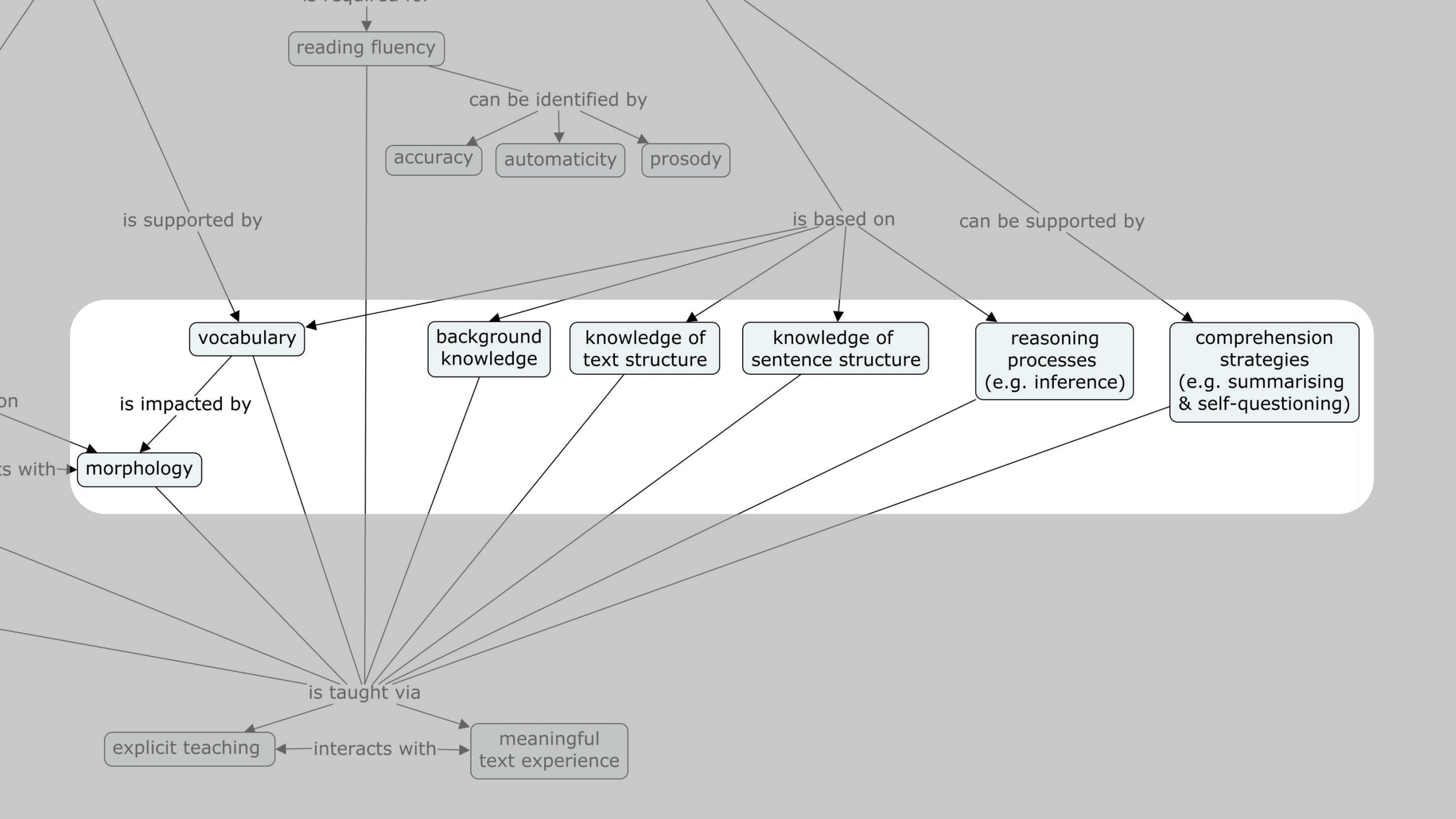


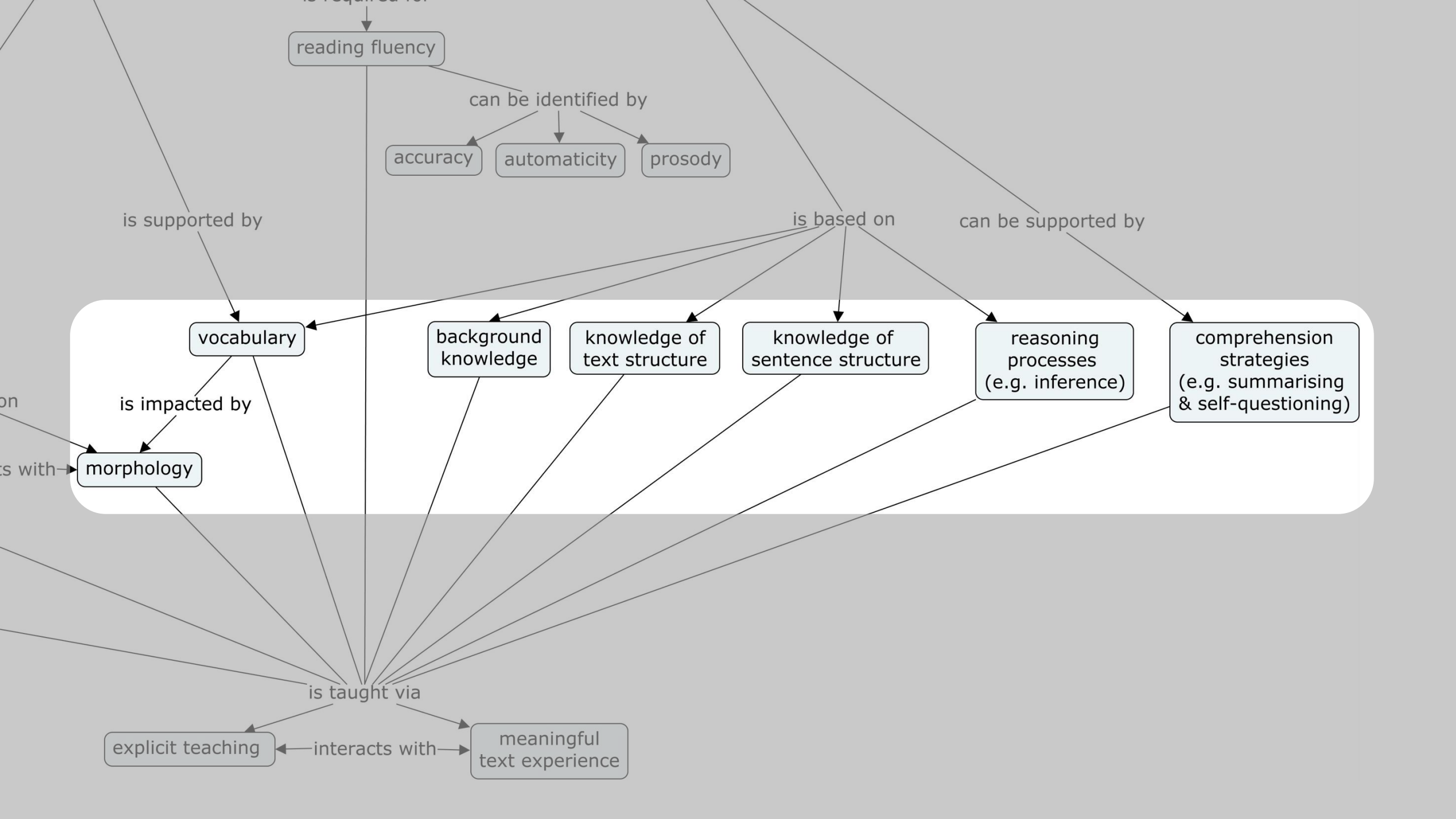


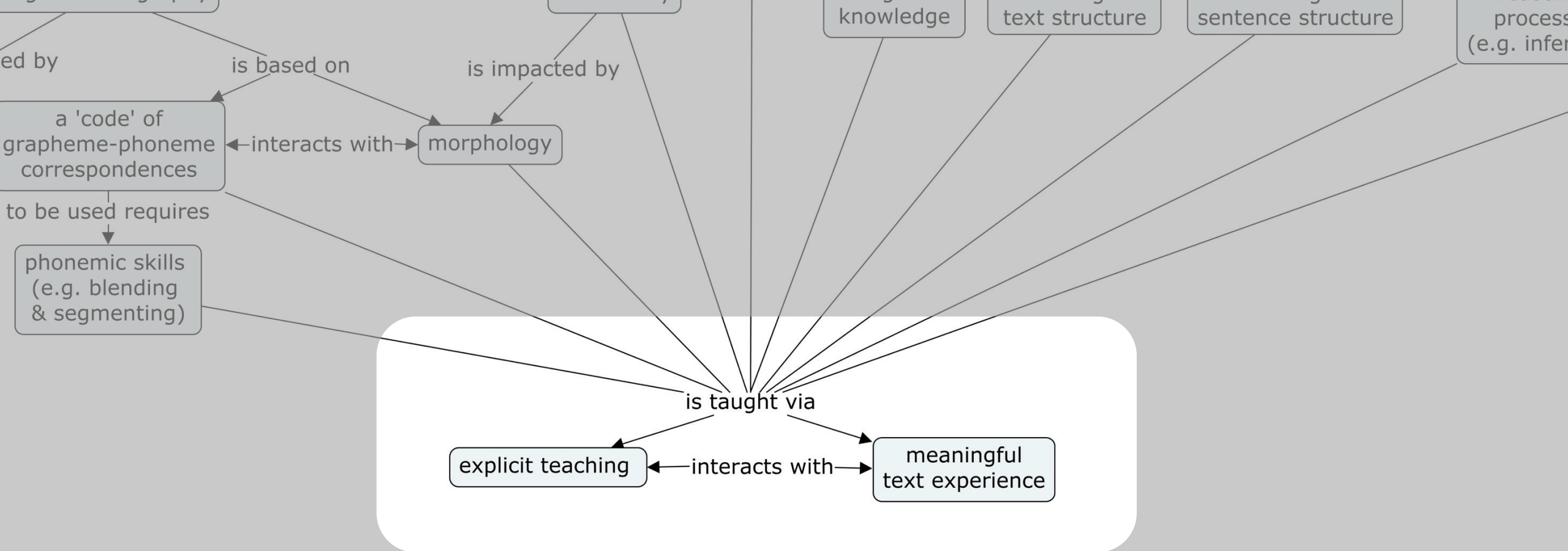


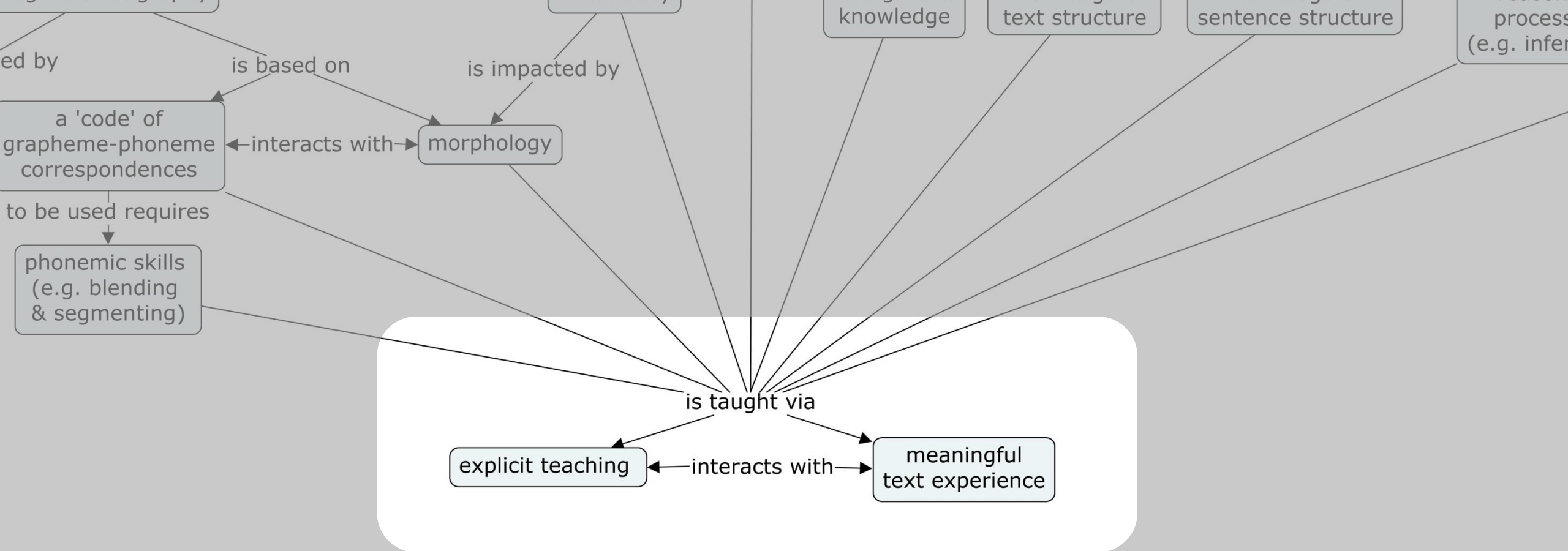


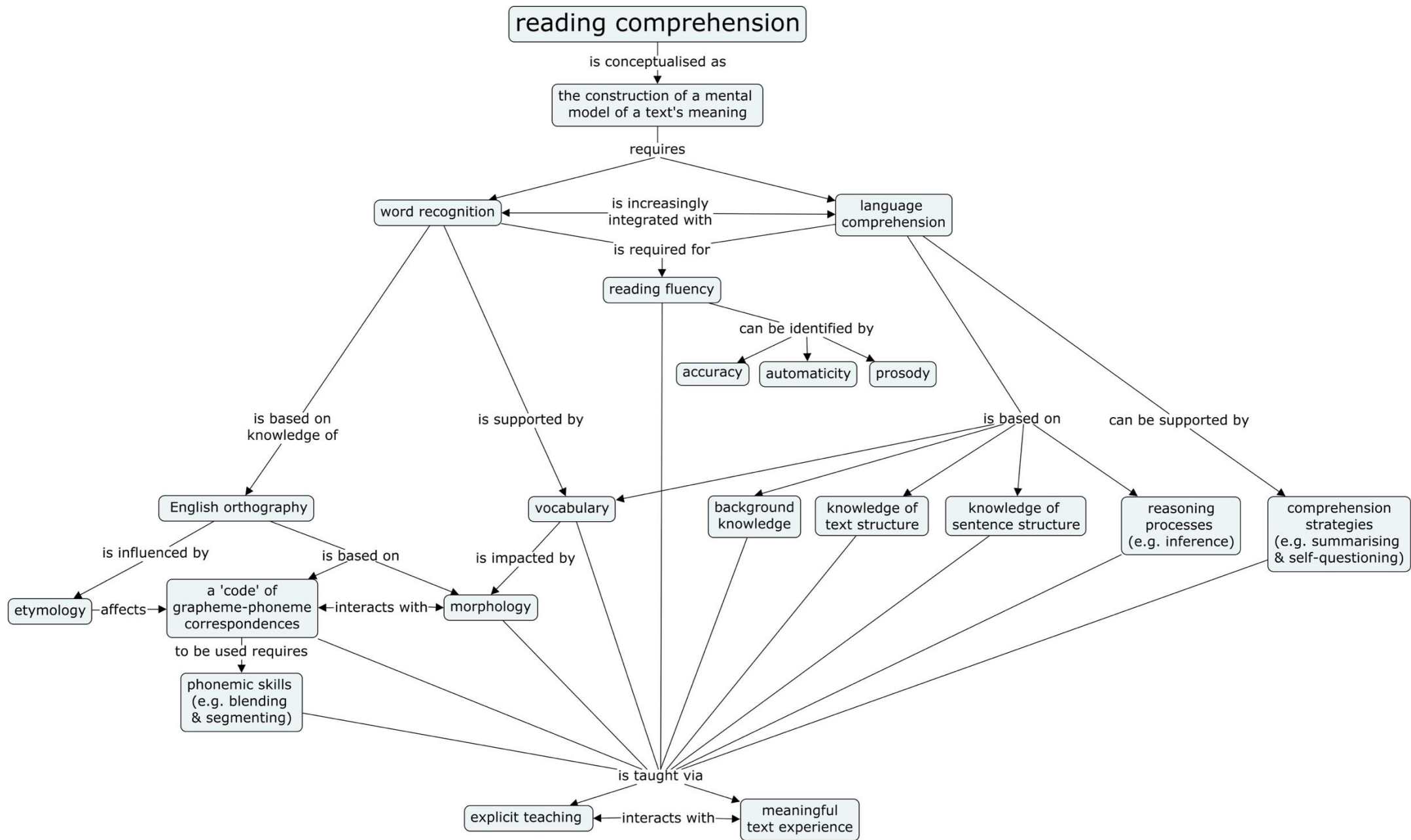


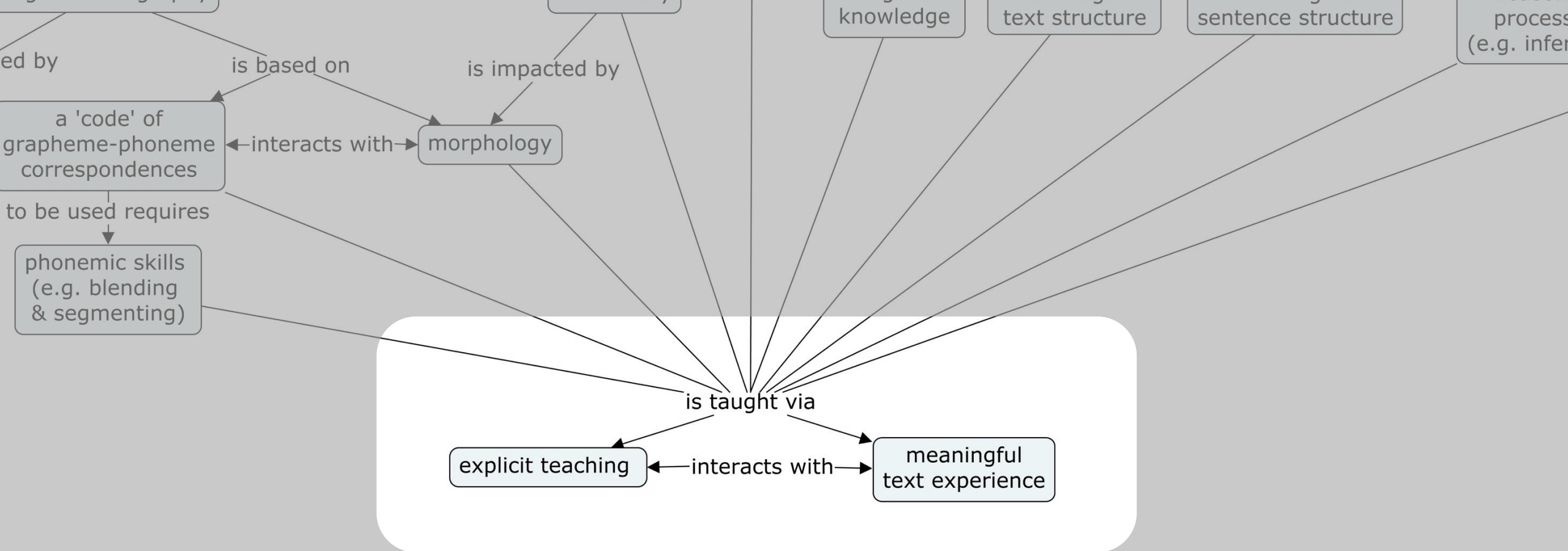


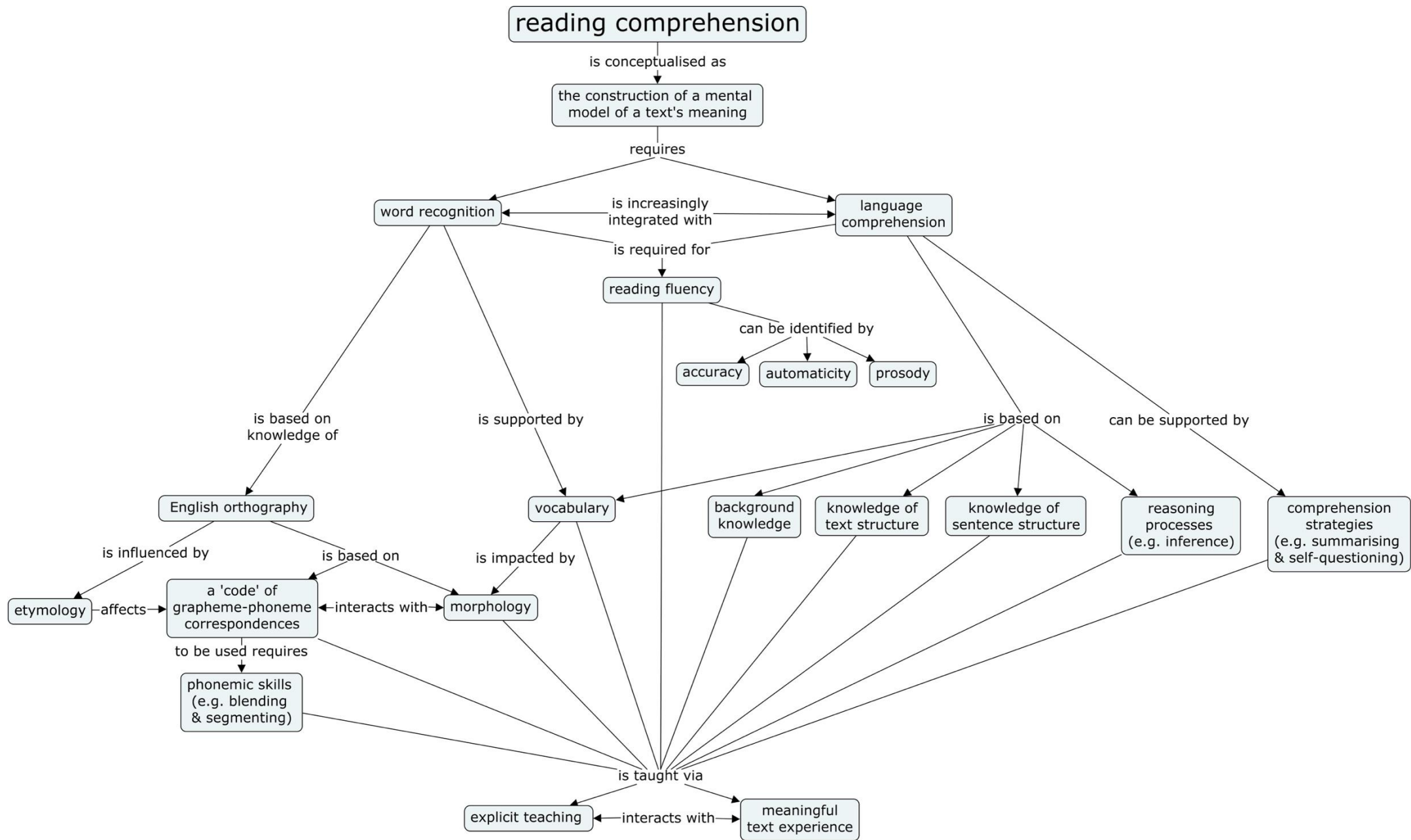




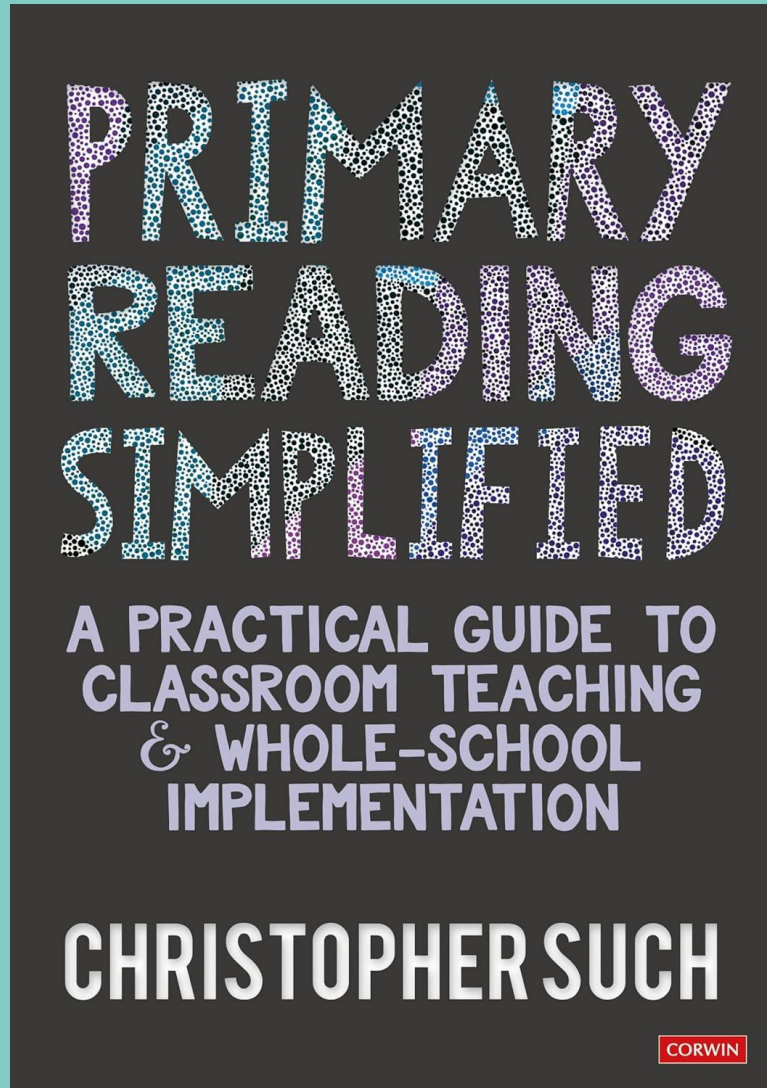








In summary...

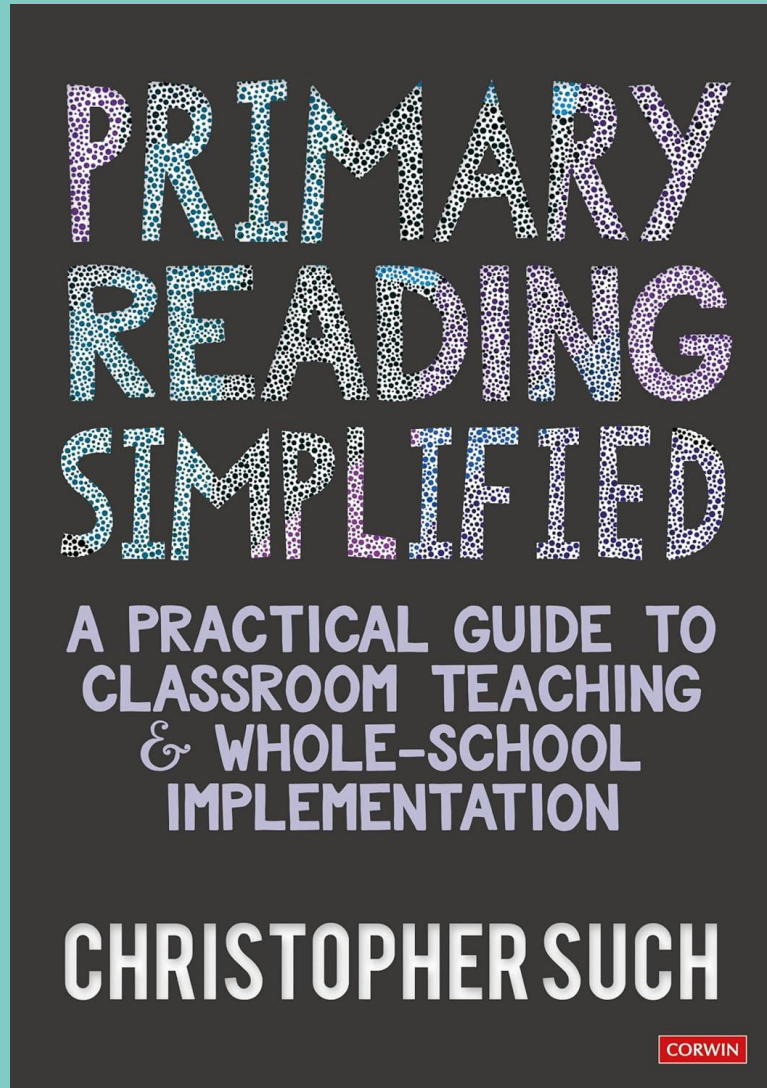


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YouTube:
The Reading Map – A Primer



A Meaningful Approach to Post-Phonics Reading Lessons

Recent trends

- Carousel guided reading

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 - **Attainment groups with different texts/activities**

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 - **Dysfluent readers without support**

- Carousel guided reading
 - Attainment groups with different texts/activities
 - Dysfluent readers without support
 - **Inefficient use of teacher's time**

- Whole-class teaching of ‘comprehension skills’

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 - **Diminished experiences of texts**

- Whole-class teaching of ‘comprehension skills’
 - Lack of accurate decoding practice for fluency
 - Diminished experiences of texts
 - Discussion limited to how to answer ‘SATs-style questions’

What about SATs?

- Explicit preparation for the assessment in Y6

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- **Familiarity with the structure of the test**

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- **Test strategy**

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- **Don't reverse-engineer reading instruction from the structure of the test.**

- Explicit preparation for the assessment in Y6
- Familiarity with the structure of the test
- Test strategy
- Don't reverse-engineer reading instruction from the structure of the test.
- **Vast majority of performance comes from fluency and knowledge of written language**

There isn't just one correct way to
teach reading...

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...but there are principles that an effective approach should follow.

- Fluency practice

- Fluency practice
- **Reading breadth**

- Fluency practice
- Reading breadth
- **Text discussions**

One way to achieve this...

fluency read - fluency practice

extended read - reading breadth

close read - text discussions

Why different structures?

Why different structures?

- **Balance**

Why different structures?

- Balance
- **Responsiveness**

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 2	fluency read	extended read	fluency read	extended read	fluency read
Year 3	fluency read	extended read	fluency read	extended read	close read
Year 4	fluency read	extended read	fluency read	extended read	close read
Year 5	fluency read	extended read	close read	extended read	close read
Year 6	fluency read	extended read	close read	extended read	close read

Why different structures?

- Balance
- Responsiveness
- **Practicability**

Why different structures?

- Balance
- Responsiveness
- Practicability
- **Cross-curricular application**

fluency read - fluency practice

extended read - reading breadth

close read - text discussions

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IMPLEMENTATION

CHRISTOPHER SUCH

CORWIN

Fluency Read

fluency read - how to run a lesson

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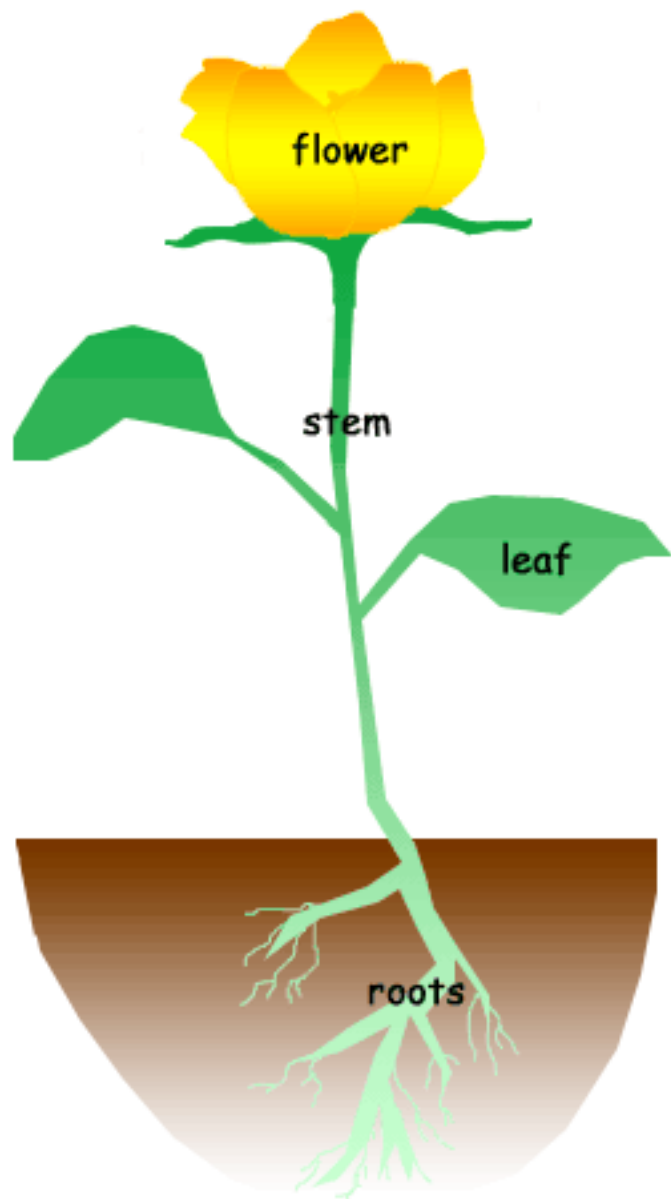
(a) Introduce the text and then read the text aloud while pupils listen.

Plants

Plants are made up of different parts that perform different functions. Most plants have roots, a stem and leaves. Some plants also have flowers. Roots anchor a plant to the ground. They also absorb water and nutrients from the soil. The stem holds up the leaves so that they can gather light to make food, and it holds up the flowers so that they can receive pollen and disperse their fruits. The stem also transports water and minerals from the roots to the other parts of the plant. The leaves make food by trapping light and using its energy. The job of a flower is reproduction.

fluency read - how to run a lesson

- (a) Introduce the text and then read the text aloud while pupils listen.
- (b) Discuss tricky vocabulary.**



fluency read - how to run a lesson

- (a) Introduce the text and then read the text aloud while pupils listen.
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- (c) Read for a second time while pupils follow along (or echo read).**

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fluency read - how to run a lesson

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- (c) Read for a second time while pupils follow along (or echo read).
- (d) Pupils in mixed-attainment pairs take turns to rehearse 3-4 times each; partner follows with ruler; 'float' (or echo read with group).**

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- (e) Text is performed by whole class, volunteers or selected pupils.
- (f) Text is discussed and comprehension checked/deepened.**

What function do leaves perform for a plant?

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Write down one more fact that we have learned about plants.

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Extended Read

extended read - how to run a lesson

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With weaker readers (usually Y2-Y4)

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(a) Read while pupils follow – most of the lesson spent reading at pace

extended read - how to run a lesson

With weaker readers (usually Y2-Y4)

- (a) Read while pupils follow – most of the lesson spent reading at pace
- (b) Pause briefly for...
 - (i) explanations (once every 1-2 pages)
 - (ii) discussion questions (3-4 times per lesson)

LOUIS SACHAR



There's a Boy in the Girls' Bathroom

From the author of the bestseller HOLE

Bradley Chalkers sat at his desk in the back of the room—last seat, last row. No one sat at the desk next to him or at the one in front of him. He was an island.

If he could have, he would have sat in the closet. Then he could shut the door so he wouldn't have to listen to Mrs. Ebbel. He didn't think she'd mind. She'd probably like it better that way too. So would the rest of the class. All in all, he thought everyone would be much happier if he sat in the closet, but, unfortunately, his desk didn't fit.

“Class,” said Mrs. Ebbel. “I would like you all to meet Jeff Fishkin. Jeff has just moved here from Washington, D.C., which, as you know, is our nation's capital.”

Bradley looked up at the new kid who was standing at the front of the room next to Mrs. Ebbel.

“Why don't you tell the class a little bit about yourself, Jeff,” urged Mrs. Ebbel.

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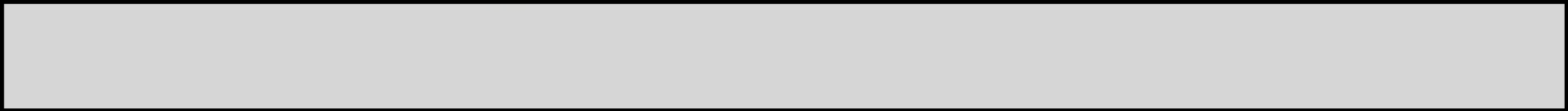
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"Class," said Mrs. Ebbel. "I would like you all to meet Jeff Fishkin. Jeff has just moved here from Washington, D.C., which, as you know, is our nation's capital."

Bradley looked up at the new kid who was standing at the front of the room next to Mrs. Ebbel.

"Why don't you tell the class a little bit about yourself, Jeff," urged Mrs. Ebbel.

The new kid shrugged.



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(a) Same as with weaker readers, except...

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- (b) Pupils sometimes asked to read sections of text independently.
- i. Section length increases with pupils' capability.
 - ii. Quick finishers write a one-sentence summary then re-read to check.
 - iii. Very weak readers may be supported through small-group teacher read-alouds while others read silently.
 - iv. Section briefly discussed after reading.

PRIMARY READING SIMPLIFIED

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IMPLEMENTATION

CHRISTOPHER SUCH

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Close Read

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(a) Read a chosen section of text (or linked extracts).

→ teacher-led, paired oral, silent read

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(c) Give all pupils the chance to respond and then scaffold.

→ Think-Pair-Share, MWBs, Pose-Pause-Pounce-Bounce

ONCE, IN A HOUSE ON EGYPT STREET, there lived a rabbit who was made almost entirely of china. He had china arms and china legs, china paws and a china head, a china torso and a china nose. His arms and legs were jointed and joined by wire so that his china elbows and china knees could be bent, giving him much freedom of movement.

His ears were made of real rabbit fur, and beneath the fur, there were strong, bendable wires, which allowed the ears to be arranged into poses that reflected the rabbit's mood – jaunty, tired, full of ennui. His tail, too, was made of real rabbit fur and was fluffy and soft and well shaped.

The rabbit's name was Edward Tulane, and he was tall. He measured almost three feet from the tip of his ears to the tip of his toes; his eyes were painted a penetrating and intelligent blue.

In all, Edward Tulane felt himself to be an exceptional specimen. Only his whiskers gave him pause. They were long and elegant (as they should be), but they were of uncertain origin. Edward felt quite strongly that they were not the whiskers of a rabbit. Whom the whiskers had belonged to initially – what unsavoury animal – was a question that Edward could not bear to consider for too long. And so he did not. He preferred, as a rule, not to think unpleasant thoughts.

Edward's mistress was a ten-year-old, dark-haired girl named Abilene Tulane, who thought almost as highly of Edward as Edward thought of himself. Each morning after she dressed herself for school, Abilene dressed Edward.

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The rabbit's name was Edward Tulane, and he was tall. He measured almost three feet from the tip of his ears to the tip of his toes; his eyes were painted a penetrating and intelligent blue.

Explain 'china', 'jaunty' and 'ennui'.

ONCE, IN A HOUSE ON EGYPT STREET, there lived a rabbit who was made almost entirely of china. He had china arms and china legs, china paws and a china head, a china torso and a china nose. His arms and legs were jointed and joined by wire so that his china elbows and china knees could be bent, giving him much freedom of movement.

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Is there anything you like or don't like about the way the author begins this story? (PPPB)

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The rabbit's name was Edward Tulane, and he was tall. He measured almost three feet from the tip of his ears to the tip of his toes; his eyes were painted a penetrating and intelligent blue.

Can you find any examples of the author repeating words? (MWBs)

Why might she have done this? (TPS)

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Re-read the second paragraph.

What words suggest that Edward is alive? (MWBs)

What words suggest that he is a toy? (MWBs)

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Think about the next part of the story that we have read.

Why might it be useful to have a character who is both alive and a toy? (TPS)

Does this remind you of any other stories? (PPPB)

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Edward's mistress was a ten-year-old, dark-haired girl named Abilene Tulane, who thought almost as highly of Edward as Edward thought of himself. Each morning after she dressed herself for school, Abilene dressed Edward.

Edward seems proud of who he is, pleased about his looks and his nature.

What words tell us this? (MWBs)

Do any words suggest that this pride goes a bit too far? (MWBs)

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We know that later Edward gets into all sorts of trouble and gets very messy.

Why do you think the author begins the story with Edward being proud and kept perfect? (TPS)

close read - how to run a lesson

(a) Read a chosen section of text (or linked extracts).

→ teacher-led, paired oral, silent read

(b) Ask questions that provoke pupils to think about the language choices you want them to consider, alongside their own subjective views.

(c) Give all pupils the chance to respond and then scaffold.

→ Think-Pair-Share, MWBs, Pose-Pause-Pounce-Bounce

(d) Reflect in writing where appropriate.

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What is Edward Tulane like at the start of the story?

And why do you think the author shows him this way given what happens in the story? (Written response in books)

At the start of the story, Kate DiCamillo showed us that Edward Tulane is...

I think she did this because...

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In summary...

There isn't just one correct way to
teach reading...

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...but there are principles that an effective approach should follow.

- Fluency practice

- Fluency practice
- **Reading breadth**

- Fluency practice
- Reading breadth
- **Text discussions**

fluency read - fluency practice

extended read - reading breadth

close read - text discussions

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 2	fluency read	extended read	fluency read	extended read	fluency read
Year 3	fluency read	extended read	fluency read	extended read	close read
Year 4	fluency read	extended read	fluency read	extended read	close read
Year 5	fluency read	extended read	close read	extended read	close read
Year 6	fluency read	extended read	close read	extended read	close read

fluency read - how to run a lesson

- (a) Introduce text and model read.
- (b) Briefly discuss vocabulary.
- (c) Model again while pupils follow.
- (d) Pupils practise.
- (e) Perform the text.
- (f) Discuss the text.

extended read - how to run a lesson

With weaker readers (usually Y2-Y4)

- (a) Read aloud while pupils follow.
- (b) Pause briefly for explanations and discussion.

With stronger readers (usually Y5-Y6)

- (a) Same as with weaker readers, except...
- (b) Pupils sometimes asked to read sections of text independently.

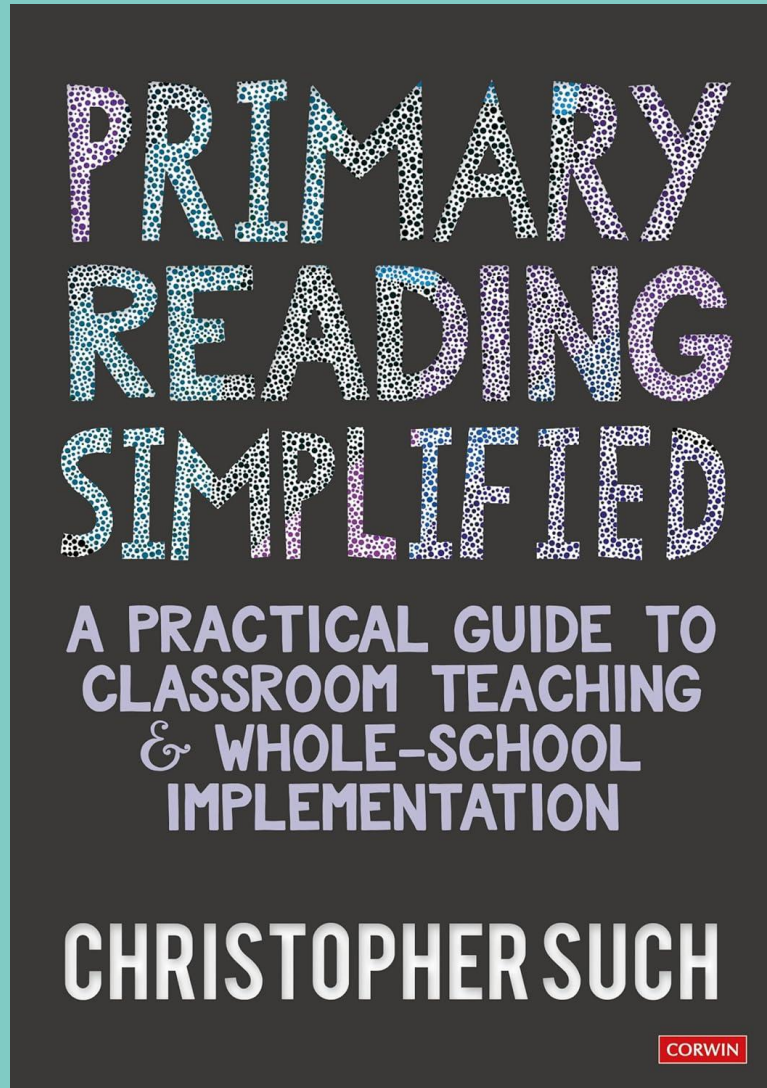
close read - how to run a lesson

- (a) Read a chosen section of text (or linked extracts).
- (b) Ask questions that provoke pupils to think.
- (c) Ensure all pupils are required to think about the questions asked.
- (d) Reflect in writing where appropriate.



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YouTube:
'The Reading Map – A Primer'