



Read All About It

Professional & Pedagogic Studies:
Leading the Learning: what, how and why am I teaching?
ECAD5012
Languages, Literacy & Communication
Session 1 (2hours)
2026-2027

During lectures, please



Please take notes
throughout this session
because I will not be
providing accompanying
notes.

Overview of sessions

1

Read all about it
Higher order reading
skills at KS2

2

The Write Stuff
Writing at KS2

3

**What else would you
like / need?**



Aims of this lecture

REVISION

What do you already know about reading?
Consider the different types of reading activities that occur in classrooms to support children as they learn to read



Think about our aims as we develop children's higher order reading skills.

Find about reading at PS2 and plan a lesson

.



Think about how you can ask to assess pupils' learning

Curriculum for Wales

The Languages, Literacy and Communication part of Curriculum 2022 is split into 4
What Matter Statements



WMS1:
Languages
connect us

WMS2:
Understanding
language is
the key to
understanding
the world
around us

WMS3:
Expressing
ourselves
through
language is key
to
communication

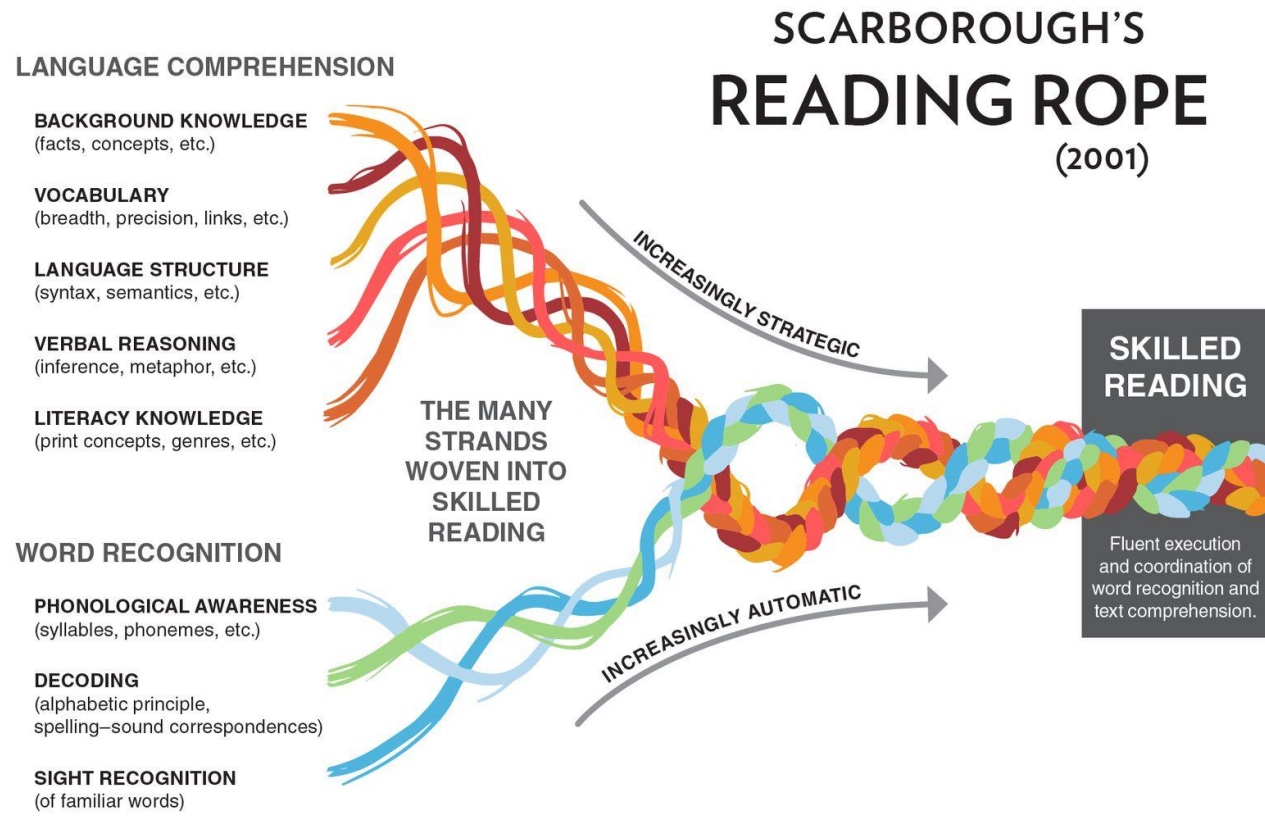
WMS4:
Literature
fires
imagination
and inspires
creativity

WMS 2: Understanding languages

- Languages and **literacy** are fundamental to human communication. They enable us to make sense of what is heard, read and seen, and thus to develop our understanding, empathy and our ability to respond and to **mediate** effectively.
- This Area aims to provide learners with opportunities to experience spoken and written language, as well as images, in a range of forms and **genres**. The rich and varied nature of these experiences can improve learners' ability to become creative and enterprising in their use of Welsh, English and international languages. They can also help learners to develop the skills to become unbiased and critically-aware interpreters of what they hear, read and see in order to interact as capable, informed citizens of Wales and the world.

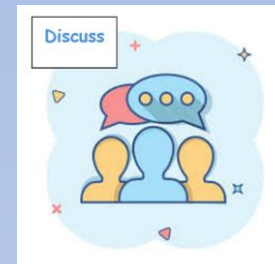


Reading: a story in 2 parts



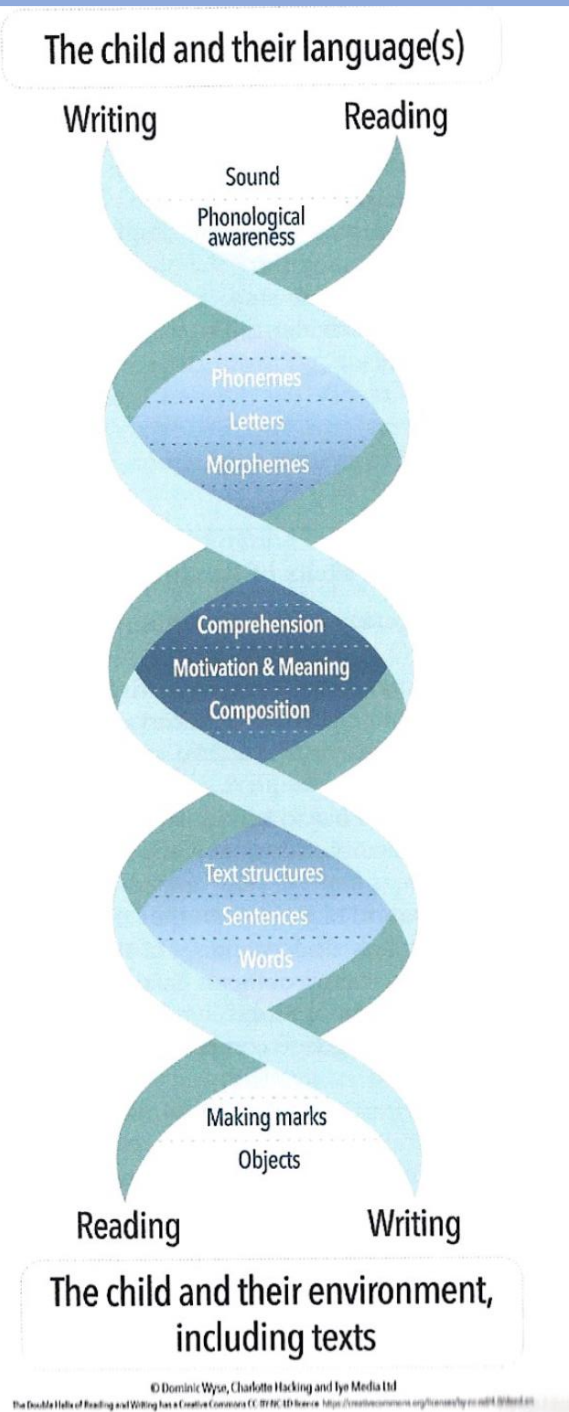
Task

1. Think about what kind of activities you saw on PTE that developed these different skills.
2. Then compare ideas amongst your group.



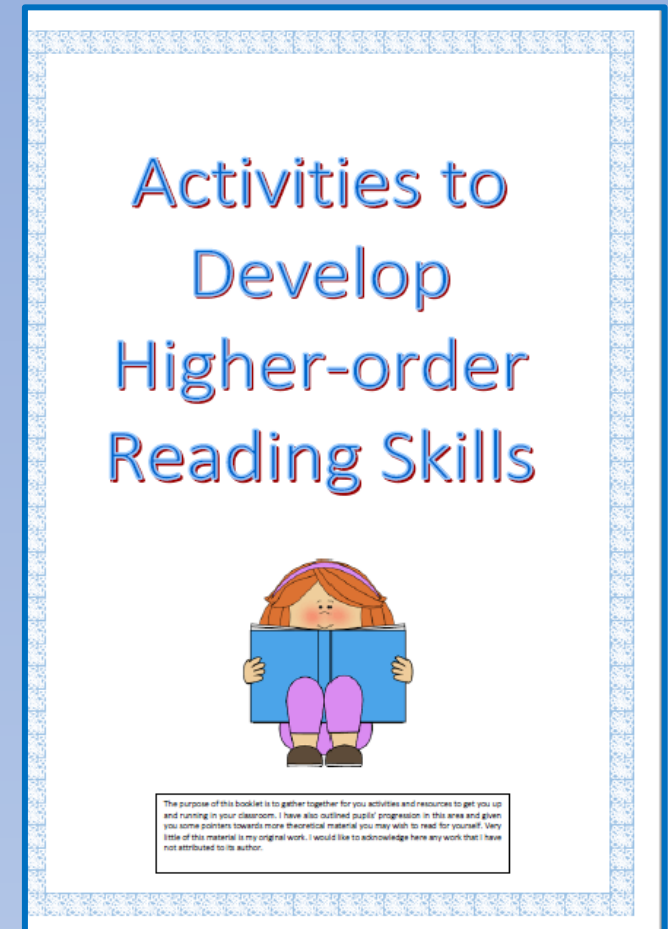
Wyse and Hacking advocate a balanced approach

Wyse & Hacking, 2024



Higher-order reading skills

- Predicting
- Sequencing
- Comparing
- Connecting
- Inferring
- Deduction and inference
- Synthesising
- Creating images
- Self-questioning
- Skimming
- Scanning
- Determining importance
- Summarising
- Reading information
- Reading for the "Big Idea"



How can we get children to engage with a text

Try this out
Graphic Modelling
p.22 of the Reading
Booklet

[Graphic Modelling -
Charlotte's Web.docx](#)

Peer assessment:
What this tell you
about the "child's"
understanding?

Excerpt from Charlotte's Web



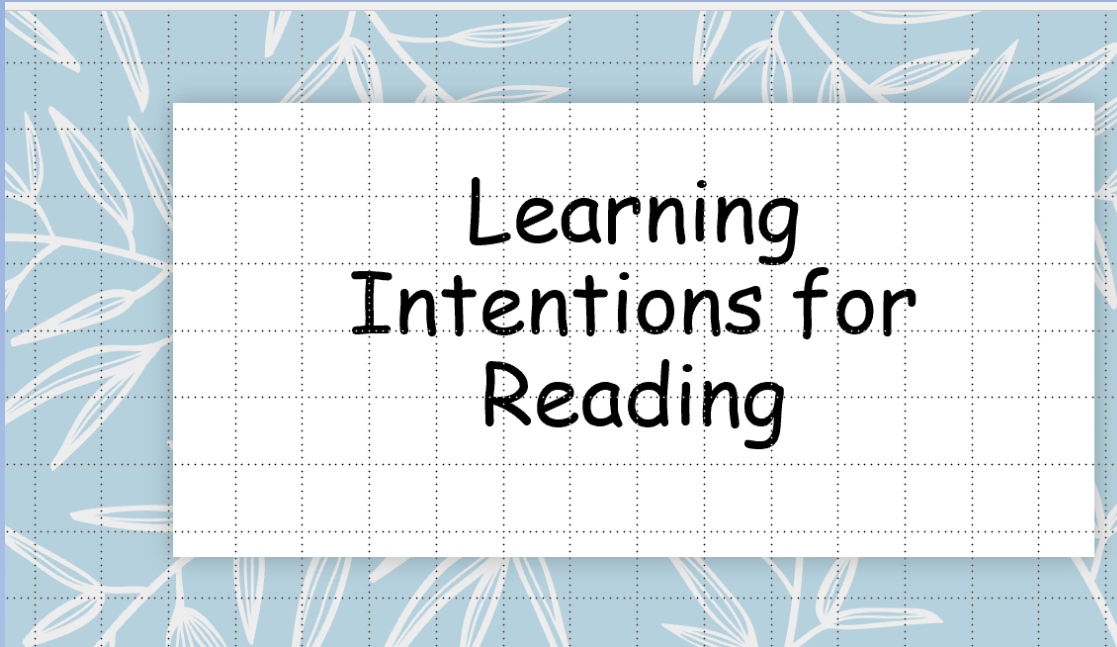
The barn was very large. It was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows. It often had a sort of peaceful smell as though nothing bad could happen ever again in the world. It smelled of grain and of harness dressing and of axle grease and of rubber boots and of new rope. And whenever the cat was given a fish head to eat, the barn would smell of fish. But mostly it smelled of hay, for there was always hay in the great loft up overhead. And there was always hay being pitched down to the cows and the horses and the sheep.

The barn was pleasantly warm in winter when the animals spent most of their time indoors, and it was pleasantly cool in summer when the big doors stood wide open to the breeze. The barn had stalls on the main floor for the work horses, tieups on the main floor for the cows, a sheepfold down below for the sheep, a pigpen down below for Wilbur, and it was full of all sorts of things that you find in barns: ladders, grindstones, pitch forks, monkey wrenches, scythes, lawn mowers, snow shovels, ax handles, milk pails, water buckets, empty grain sacks, and rusty rat traps. It was the kind of barn that swallows like to build their nests in. It was the kind of barn that children like to play in. And the whole thing was owned by Fern's uncle, Mr. Homer L. Zuckerman.

Think critically



Learning intentions



You can use this document to help you choose an appropriate Learning Intention. Don't forget to link it to a Descriptor of Learning

[Reading Learning Intentions.pptx](#)

<https://hwb.gov.wales/curriculum-for-wales>

Different types of classroom reading that develop children's skills

Shared
reading

Modelled
reading

Class
story

Guided
reading

Independent
reading

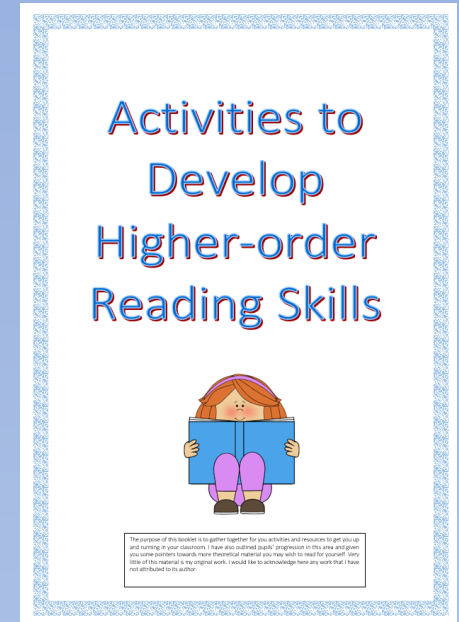
Planning a reading lesson

Use the template provided to plan a reading session for a Year 4 group.

You will need to:

- identify a learning intention
- think about how what you and the children will do as you read
- choose an activity could you give the children to consolidate their learning

You will find the reading booklet useful.



Activities to
Develop
Higher-order
Reading Skills

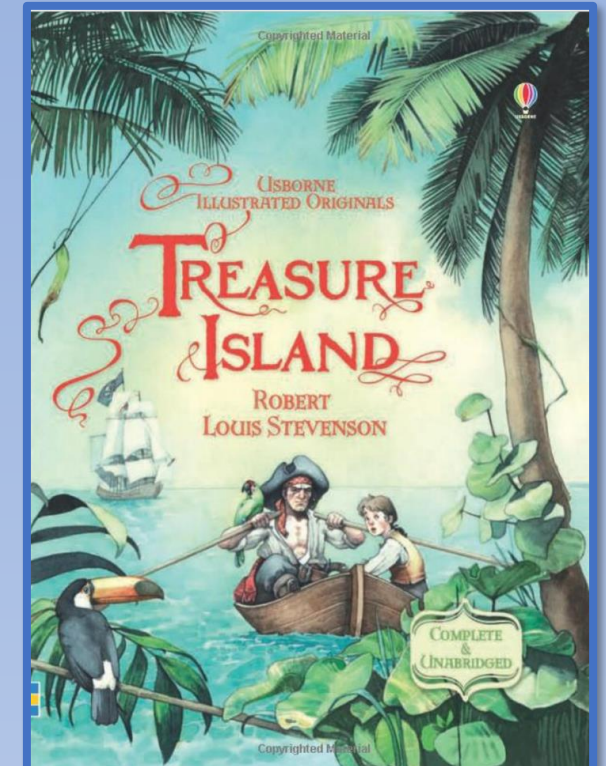
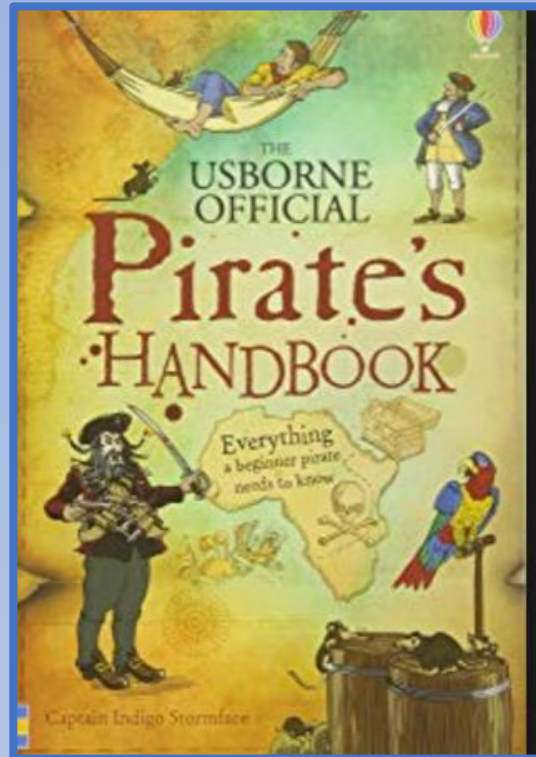
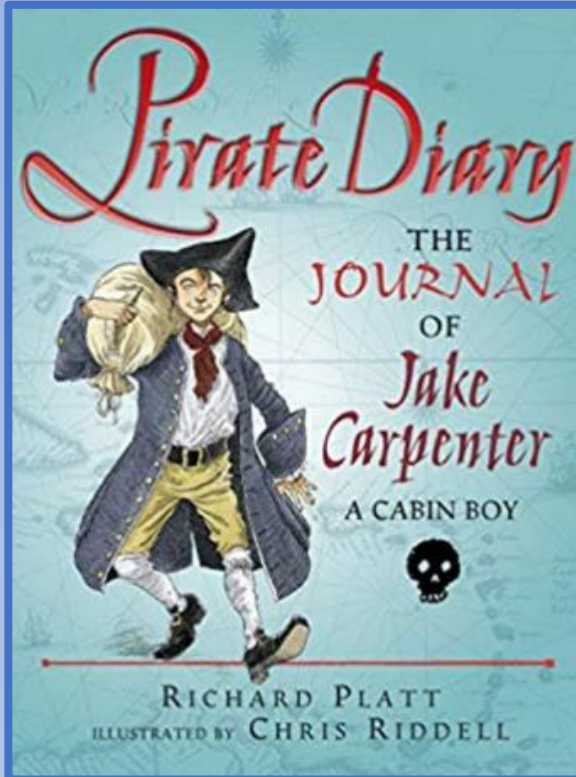


Let's plan a lesson a reading lesson

[Lesson Plan Template 2025-2026.docx](#)



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Our plan

Lesson Plan Template 2025- 2026.docx

Student-teacher:		Class / Group:	
AoLE or Subject:		Date (please note that this may be a continuous session):	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)			
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>			
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			

Assessment for Learning

AfL Toolkit

PGCE Primary

With thanks to Mike Gershon

[AfL Toolkit.pdf](#)

[Barrett Taxonomy Questions.doc](#)

The Barrett Taxonomy

Literal comprehension focuses on the ideas and information that are explicitly stated. A simple task in literal comprehension may be the recognition or recall of a single fact or incident. A more complex task might be the recognition or recall of a series of facts or the sequencing of incidents.

LITERAL COMPREHENSION	
Recognition	Recall
Details	What's this?
Main Idea	Who? What? Where? Why?
Sequence	What happened when or during _____?
Comparison	Find out what _____ is going to do
Cause and Effect	What did _____ do first/next/last?
Character Traits	Find/tell me the differences between _____ and _____
	Are _____ and _____ the same?
	Find similes: find metaphors
	Find out the reasons for _____?
	What caused _____?
	Find/tell me the words and phrases which describe the characters
	Write/tell me a list of all the details you can remember
	What happened to _____?
	Tell in correct order
	Look at the illustrations and retell the story
	How was this _____ different from the others?
	In what ways were _____ and _____ similar/different?
	Why was _____ so determined to _____?
	What was the purpose of _____?

Reorganisation requires the student to analyse, synthesis, and/or organise ideas or information explicitly stated in the selection. The student may utilise the statements of the author verbatim or may paraphrase or translate the author's statements.

REORGANISATION	
Classifying	Which of the following are _____?
Outlining	Which of the following does not belong?
Summarising	Divide the story into _____ parts
Synthesising	What has happened up to this point?
	Tell the story in your own words
	How long did the entire _____ last?
	How many times did _____ take place?
	On what day did _____ happen?

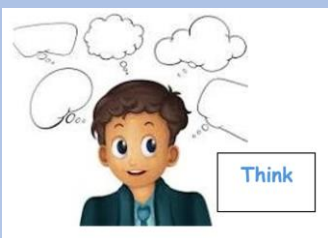
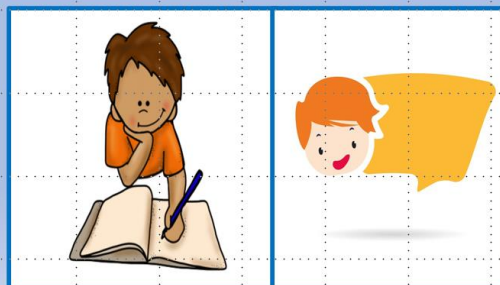
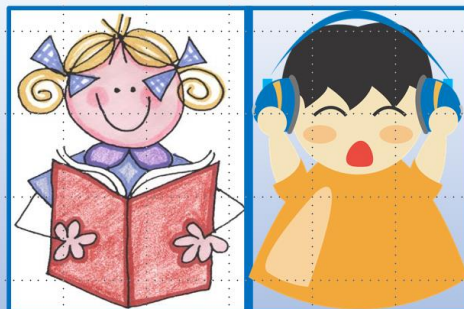
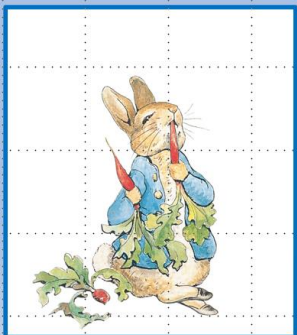
The student demonstrates inferential comprehension when he or she uses ideas and information explicitly stated, his or her intuition, and his or her personal experience as a basis for conjecture and hypotheses. Prior knowledge, regardless of where his knowledge came from, is an integral part of inference.

INFERENTIAL	
Supporting Details	Did he realise _____?
	Do you think _____?
Main Ideas	What is the main idea of this _____?
	Discuss the significance of _____?

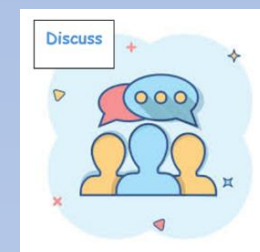
Progression Steps and Principles of Progression



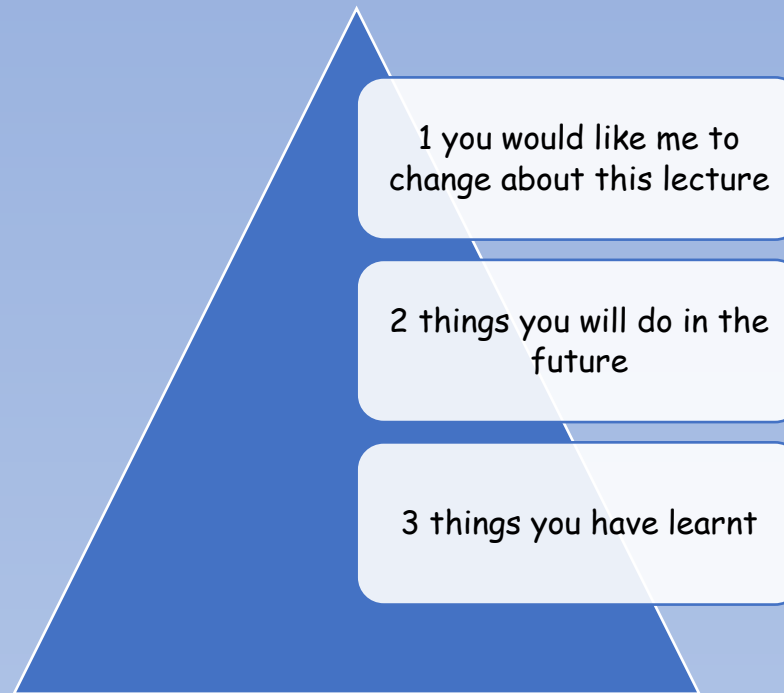
Languages,
Literacy &
Communication



[LLC Progression Steps.pptx](#)



Review Your Own Learning



If you have any questions following
today's session, please contact me

jayne.morgan@uwtsd.ac.uk



References

Department of Education WA (2013). *Reading resource book*. Perth: Government of Western Australia.

Gamble, N. (202) *Exploring Children's Literature*. London: Sage.

Medwell, J.A., Wray, D. and Minns, H. (2014) *Primary English: Teaching theory and practice*. United Kingdom: SAGE Publications.

Pinnell, G.S. & Fountas, I.C. (2010) *Research Base for Guided Reading as an Instructional Approach*. London: Scholastic

Scarborough, H.(2001) Not available but Blog available <https://www.lexialearning.com/blog/what-is-scarboroughs-reading-rope>

Such, C. (2021). *The Art & Science of Teaching Primary Reading*. London: Corwin.

Such, C. (2025). *Primary Reading Simplified: A Practical Guide to Classroom Teaching & Whole-school Implementation*. London: Corwin.

Waugh, D. and Neaum, S. (2013). *Beyond Early Reading*. Northwich: Critical Publishing.

Waugh, D., Neam, S. & Waugh, R. (2013). *Children's Literature in the Primary School*. London: Sage.

Wyse, D. and Hacking, C. (2024). *Balancing Act: An Evidence-based Approach to Teaching*