

Learning to Read



Professional & Pedagogic
Studies:

Leading the Learning: what, how
and why am I teaching?

ECAD4008

Languages, Literacy &
Communication

Session 2 (2hours)

October 2023

Curriculum for Wales Framework

Areas of learning and experience



Expressive Arts



Health and Well-being



Humanities



Languages, Literacy and
Communication



Mathematics and Numeracy



Science and Technology

Aims of this lecture



Think about the skills children need to develop in order to read



Learn about the different strategies we used when we read and how these are developed in the classroom.



Consider the different types of reading activities that occur in classrooms to support children as they learn to read.



Observe some shared reading.



Find out about our aims as we develop children's reading skills.



THE MOST IMPORTANT BIT

What skills do we use when we read?

Task

1. Have ago at reading this text.
2. Make a list of all the things you would need to know to be able to read these two paragraphs.
3. When you have finished, compare your list with those of your other group members.



Do you have
any idea what
it is about?

ذات مرة كان هناك ثلاثة خنازير
صغيرة وحن الوقت لمغادرة المنزل
والبحت عن ثرواتهم. قبل مغادرتهم
، قالت لهم والدتهم "مهما فعلت ،
افعلها بأفضل ما يمكنك لأن هذه هي
الطريقة التي تتعايش معها في العالم.

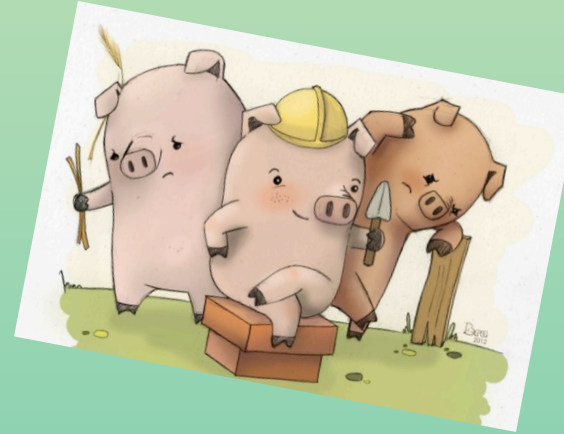
بنى الخنزير الصغير الأول منزله
من القش لأنه كان أسهل ما يمكن
فعله. بنى الخنزير الصغير الثاني
منزله من العصي. كان هذا أقوى
قليلاً من منزل من القش. بنى
الخنزير الصغير الثالث منزله من
الطوب.

Well here it is

Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes. Before they left, their mother told them " Whatever you do , do it the best that you can because that's the way to get along in the world.

The first little pig built his house out of straw because it was the easiest thing to do. The second little pig built his house out of sticks. This was a little bit stronger than a straw house. The third little pig built his house out of bricks.

One night the big bad wolf, who dearly loved to eat fat little piggies, came along and saw the first little pig in his house of straw. He said "Let me in, Let me in, little pig or I'll huff and I'll puff and I'll



- So what do children need to know?
- What do they need to be able to do?

The most basic things children need to know and / or do



Which way up the book should be;
In which direction the text goes - Arabic goes from right to left;
Some shapes have meaning - they are symbols;
Some symbols are letters;
Letters can represent sounds;
Groups of letters can make words;
An awareness of basic vocabulary;
The meaning of particular words - for instance, what does the word "straw" mean to most children?;
How to build the sounds into words that they may, or may not know.



When we are very proficient readers.....

"Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtt aer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteers be at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe."

What does this reveal about what
proficient readers can do?

Now we are going to look at the 4 main strategies readers use



Now we are going to look at the 4 main strategies readers use



Can young children read these words?



Reading Strategy

Word Recognition

Pad



What skills do we use when we read?

Reading Strategy

Use phonic
skills

What skills do we use when we read?

Reading Strategy

Use knowledge
of how the
language works



What skills do we use when we read?

Discuss the meaning of the following words:

- close
- mean
- reading



What skills do we use when we read?

Reading Strategy

Use
knowledge of

What do we do in the classroom to develop these skills?

Task

1. Think about what kind of activities might be used in classrooms to develop these different skills. You may already have seen or worked on these in schools.
2. Record your own ideas.
3. Then compare ideas amongst your group.



Different types of classroom reading



"Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteers be at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe."



Different types of classroom reading

Shared
reading

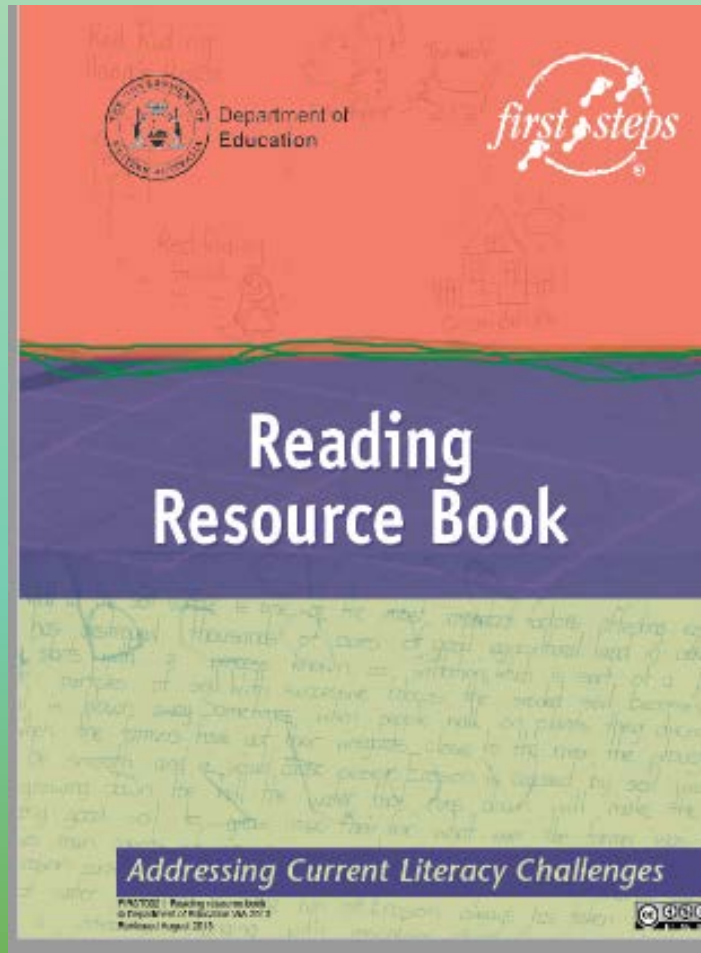
Modelled
reading

Class
story

Guided
reading

Independent
reading

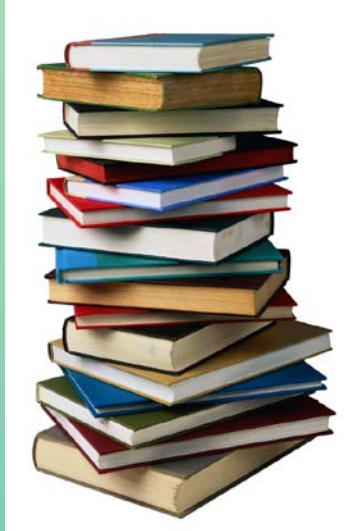
Characteristics of different types of classroom reading



Task

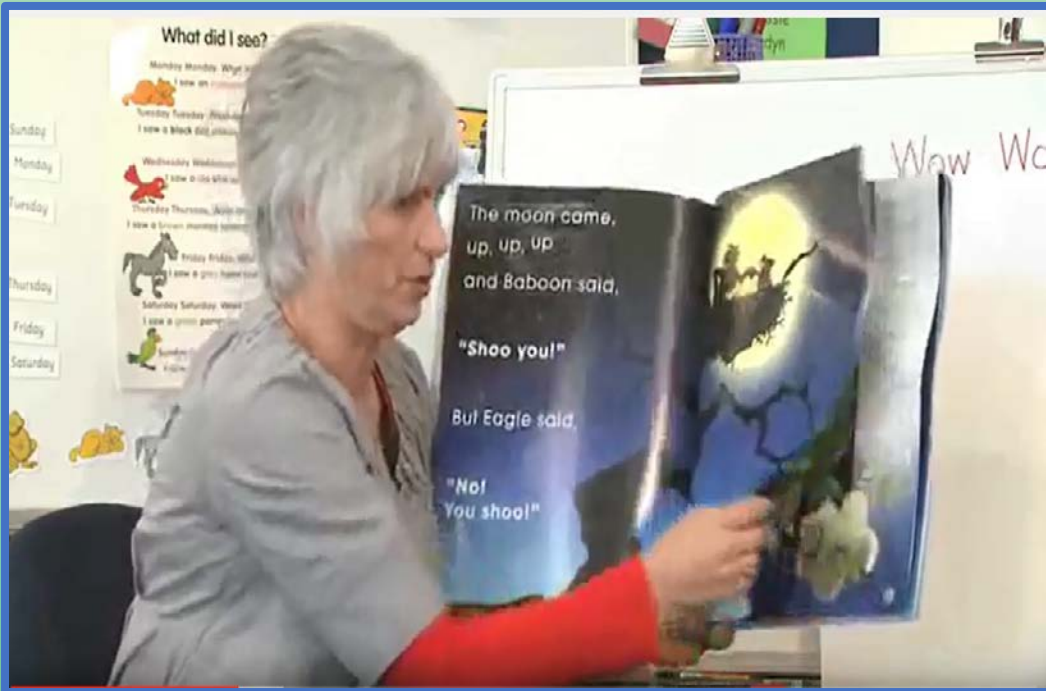
1. Work as a team to discover the characteristics of the different types of reading. Use this booklet I have put in the file.
2. Complete the table I have provided. **Please do not just skip to the next slide.**

Different types of classroom reading



Type?	Who reads?	Number of pupils?	Reading level?	How often?	Range of text?	Purpose?
The class story	Teacher	Whole class	Can be a lot higher than the children's level if the text is interesting	Daily works best, often at the end of the day as a "treat"	Lots of fiction, but some non-fiction too	For the teacher to model the reading process and for children to enjoy stories and books
Modelled reading	Teacher	Whole class	Just above pupils' level	Can be used often	Fiction or non-fiction	The goal is to model specific reading skills
Shared reading	Teacher and pupils	Whole class or group	At the pupils' level or above	Can be used often	All kinds	To teach specific reading skills
Guided reading	Teacher and/or pupils	3-6 children	Just above the children's own reading level	Regularly, as often as possible	Fiction or non-fiction	The goal is for pupils to become fluent readers who can problem solve strategically and read independently and silently
Independent reading	Individual pupil	1 child	The pupil's own reading level	As often as possible	A range of fiction and non-fiction as children get older	For child to practise reading, and to develop a love of books

Let's look at some reading in the classroom



<https://www.youtube.com/watch?v=jfGjgOc-rJw>

- Word
- level

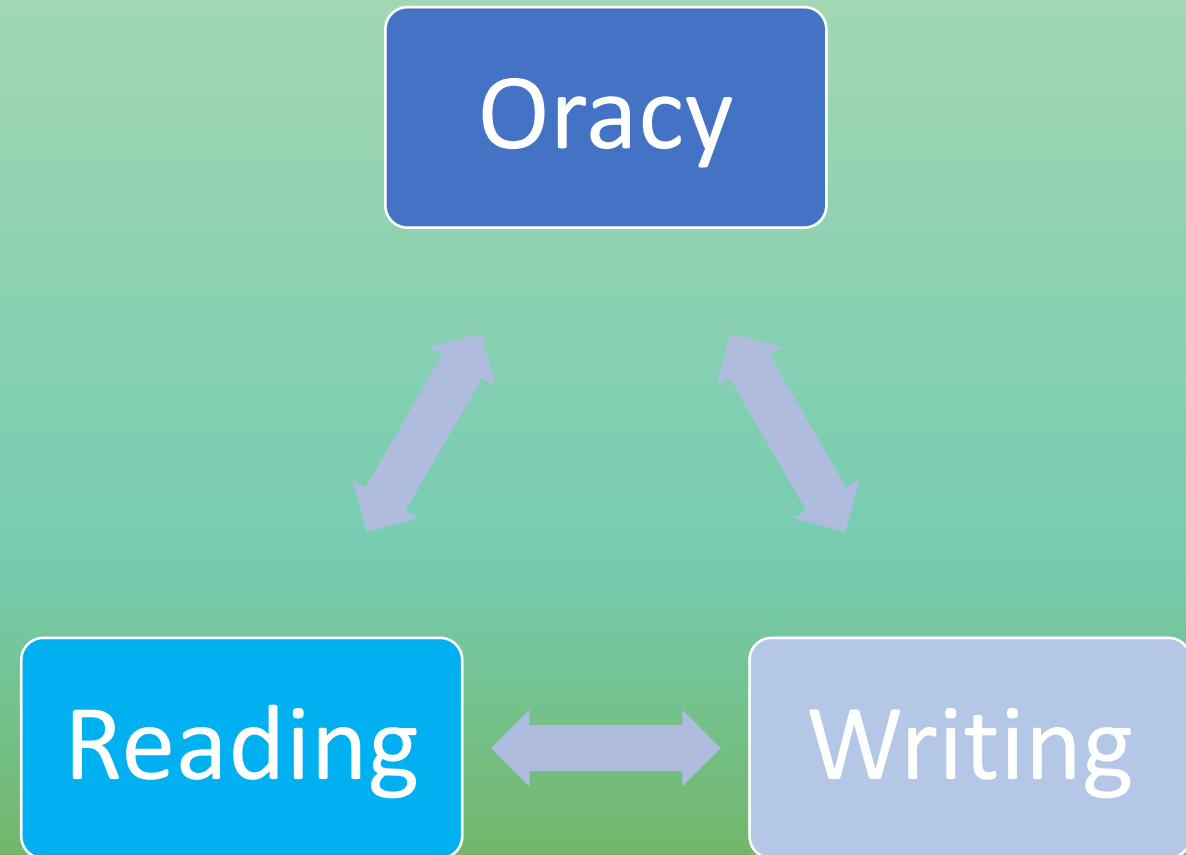
- Sentence
- level

- Text
- level

What do you think of this statement?

"Shared reading is an essential step in the effective teaching of writing. In the course of reading a shared text with a class, you can, as well as focusing on teaching them how to read this text, also teach a deal about how the text is structured. A highly developed familiarity with the structure of a text is necessary if children are subsequently to write texts like this themselves."

Medwell et al.(2014)



Preparing for shared reading

Did you hear how I said this word loudly?
That's because the author has put it in bold type so she wants to emphasise this word.

Did you hear how I grouped these words together when I read?
That's because they all go together as a phrase.

?

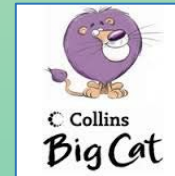
Did you hear how my voice went up slightly at the end? That's because the author has put a question mark here.

?

A key aim of early reading teaching is for pupils to develop fluency and accuracy



Fluency is the ability to read aloud with expression to demonstrate an understanding of the author's message.



Developing fluency and accuracy are important learning goals for any reader. At first, the mechanical process of decoding requires a lot of attention where learners develop knowledge and understanding of the alphabetic system and the sounds and structures of spoken language.



However, it is possible for readers to develop fluency and accuracy without understanding what they are reading.



Listening to independent reading

If the learner
makes a mistake
and corrects the
error...

**What
would
you do
if ...?**

If the learner
makes a
mistake which
does *not* make
sense...

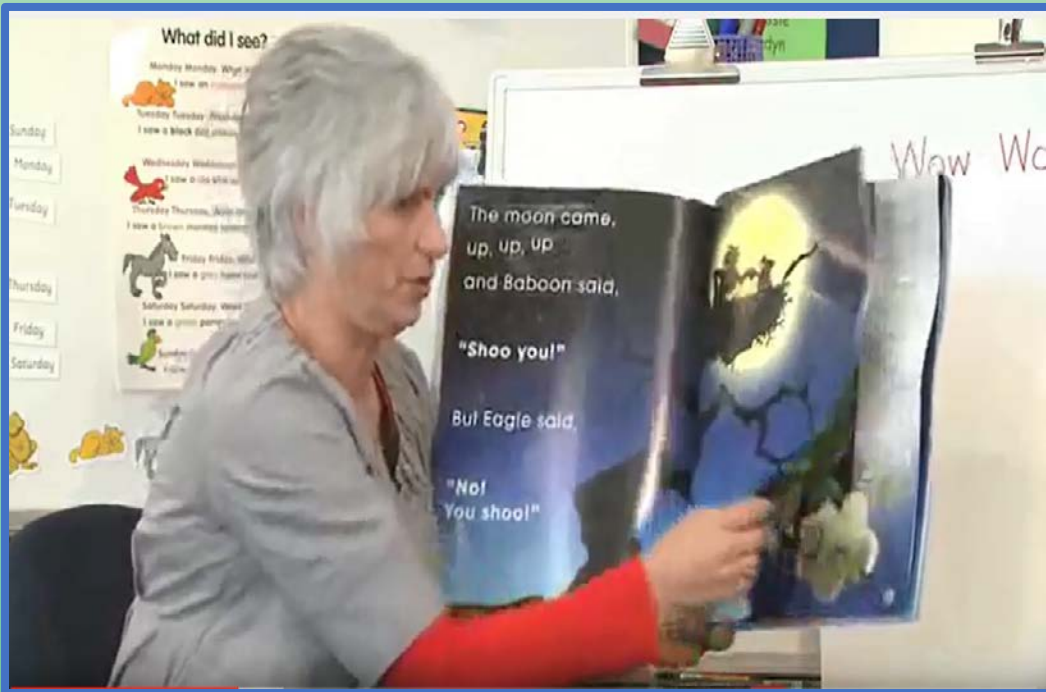
[Reading with individual children.doc](#)

If the learner
comes to a word
they don't know
and pauses...



If the learner
makes a
mistake which
does make
sense...

Your task for next time



<https://www.youtube.com/watch?v=jfGjgOc-rJw>

Prepare a book for a shared reading session.
Think about the teaching points you could make.
Be prepared to read the book **with** your group.

The most important bit!!!!

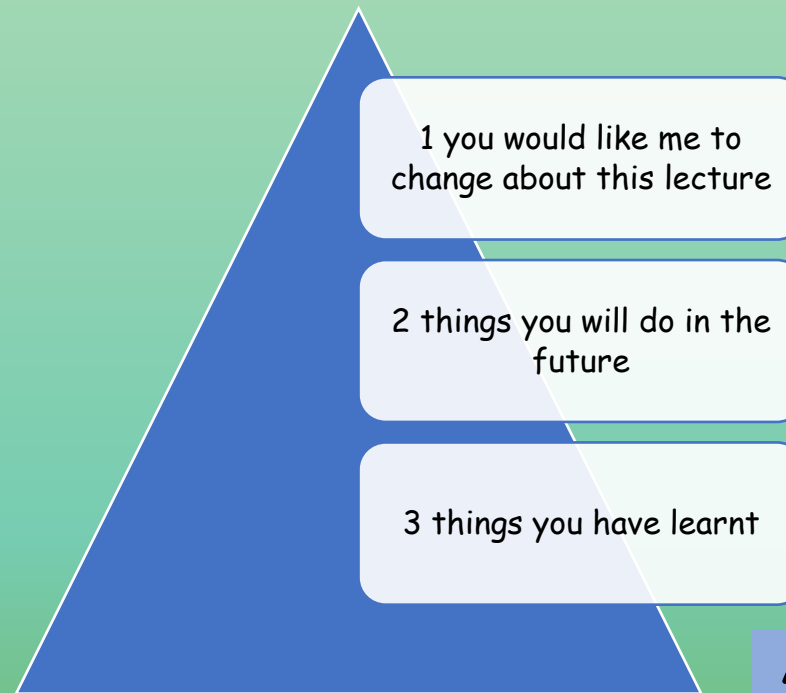
We want our pupils to develop a love of reading.



Review Your Own Learning



G107920 P&P3 Assessment February
2016



Activity: Self-review

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

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References

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Reading for pleasure - RfP

This is an online group I run. We meet once a month to share children's literature and to think of ways to encourage children to read.

Please email me if you are interested in joining.

Follow us on Twitter @AplpRf

