

Reading at KS2

Read All About It



Professional & Pedagogic
Studies:
Leading the Learning: what, how
and why am I teaching?
ECAD5008
Languages, Literacy &
Communication
Session 1 (2hours)
October 2024

During lectures, please



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

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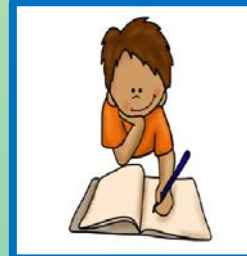


Think about how you can ask to assess pupils' learning



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.

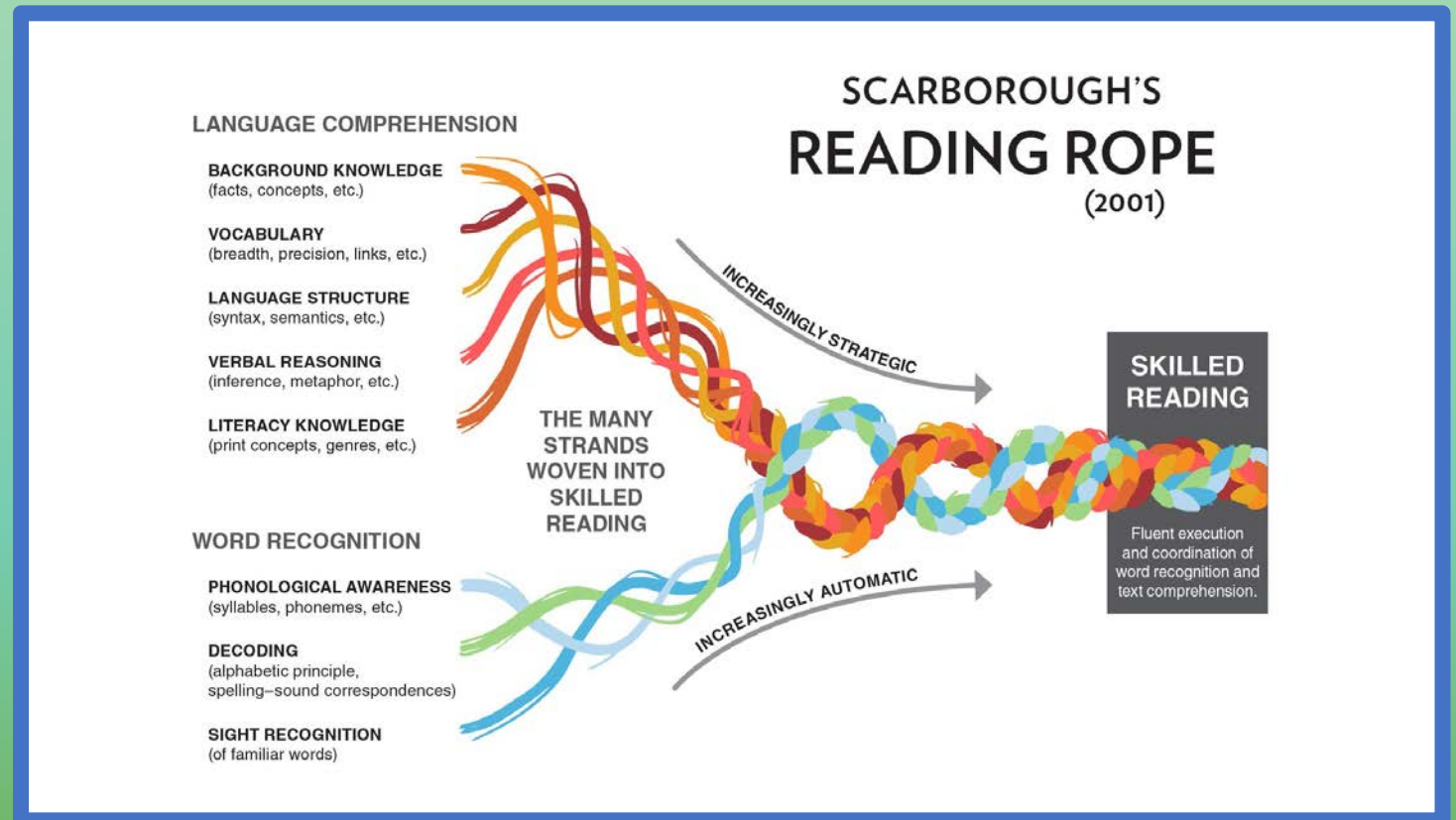
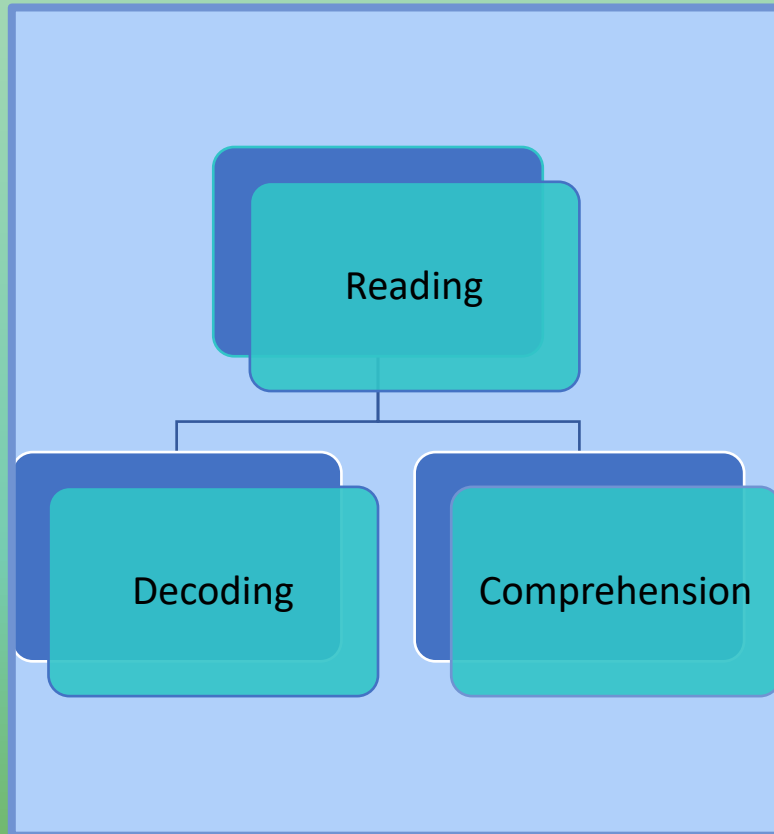
What do we do in the classroom to develop these skills?

Task

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



Reading: a story in 2 parts



Fundamentals of comprehension

1 Activating word
meaning - explicit
and inferred

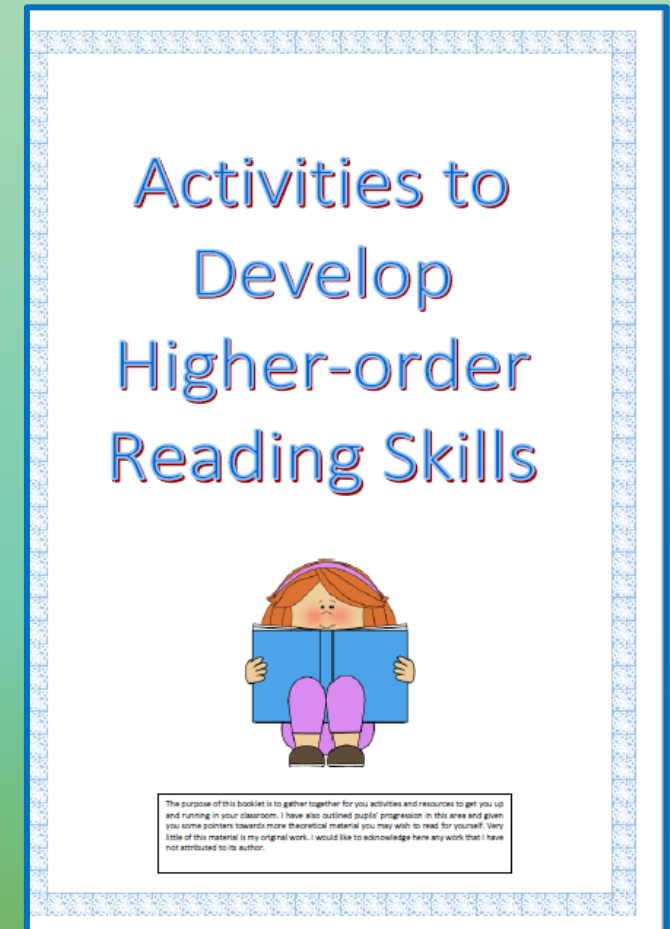
3 Making
inferences

2 Understanding
and linking
sentences

4 Understanding
context and of
text structure

Higher order reading skills

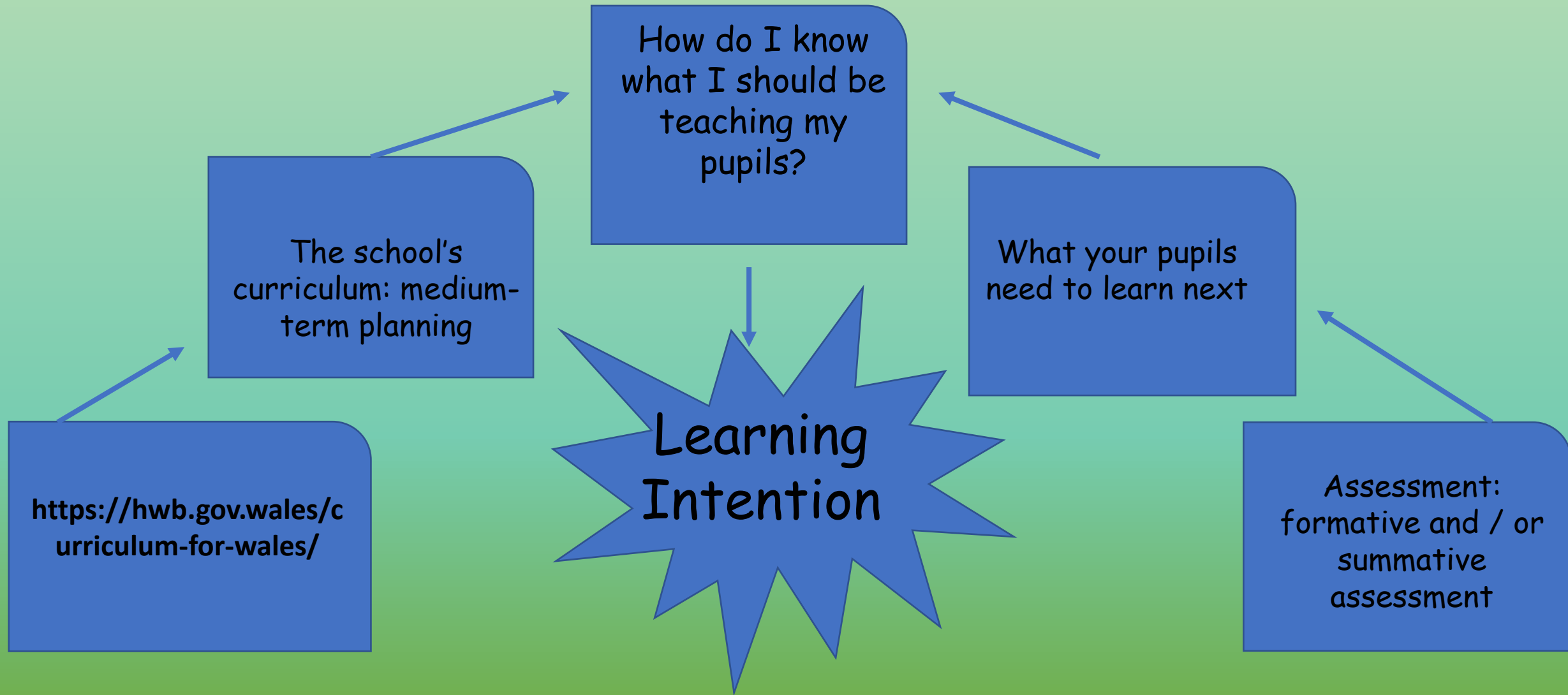
- Predicting
- Sequencing
- Comparing
- Connecting
- Inferring
- Deduction and inference
- Synthesising
- Creating images
- Self-questioning
- Skimming
- Scanning
- Determining importance
- Summarising
- Reading information
- Reading for the "Big Idea"



Looking at a plan

 Prifysgol Cymru Y Drindod Dewi Sant		Yr Athrofa Centre for Education		 APLP PDPA	
Student-teacher:		Class / Group:			
AoLE or Subject:		Date <i>(please note that this may be a continuous session):</i>			
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)					
Meaningful links across the curriculum Links to other AoLEs or the Cross-curricular skills frameworks					
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 What the pupils need to demonstrate to successfully meet the Learning Intention.					
Planning for misconceptions: Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.					
Strategies to support learners' Welsh language development					

What am I teaching this lesson?

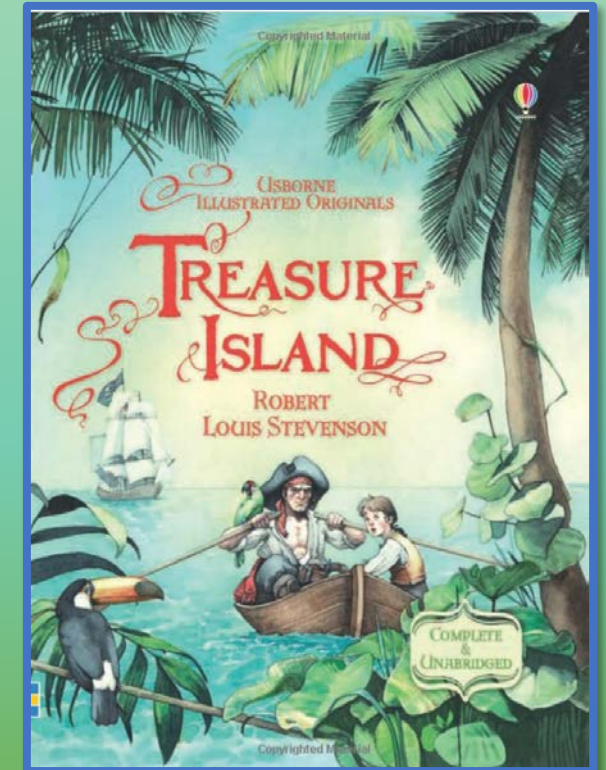
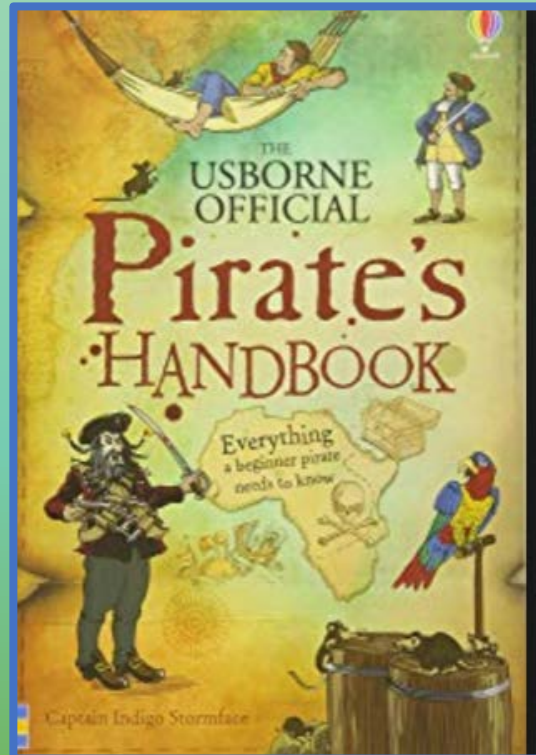
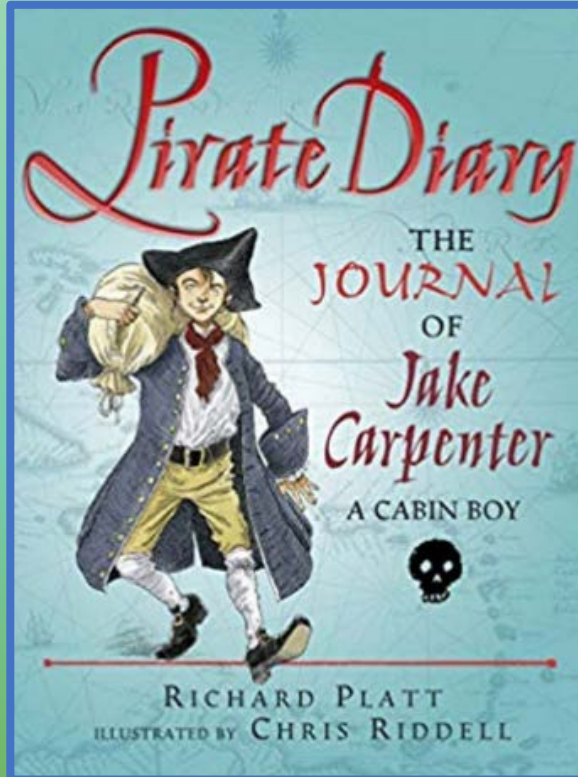


Let's plan a lesson

Activities to
Develop
Higher-order
Reading Skills



[Lesson Plan 24-25 \(1\).docx](#)



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 _____?

Different types of classroom reading that develop children's skills

Shared
reading

Modelled
reading

Class
story

Guided
reading

Independent
reading

What is Guided Reading?



- It is a context in which a teacher supports each reader's development of effective strategies for processing text at increasing levels of difficulty;
- The goal of Guided Reading is for pupils to become fluent readers who can problem solve strategically and read independently and silently.

Why is it important?

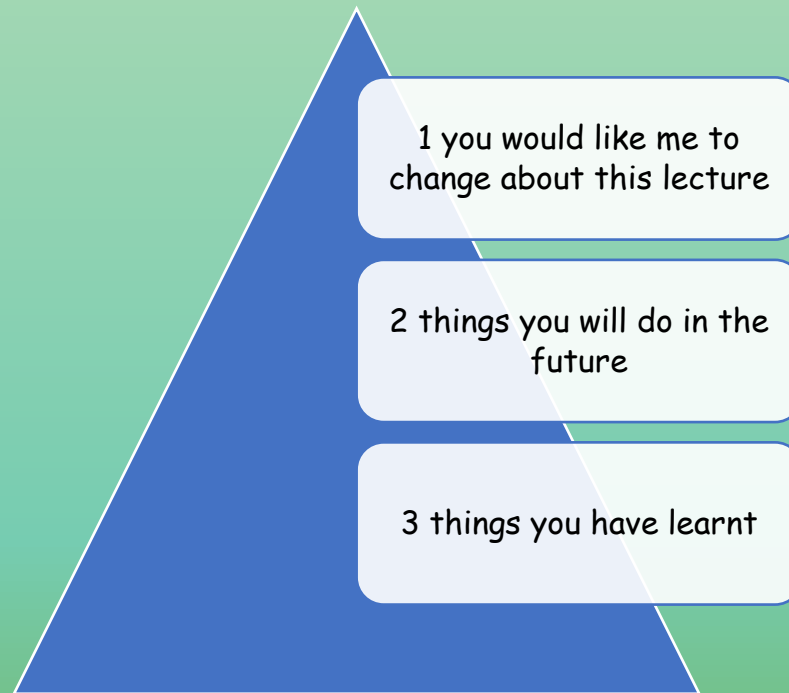
- It is the most effective way of teaching reading skills to pupils because it enables you to focus on the learning needs of a small group of children;
- In a small group, you are able to give each child a lot of attention but the pupils can also discuss the texts and the reading process and learn from each other.

The most important bit!!!!

We want our pupils to
develop a love of
reading.



Review Your Own Learning



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

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References

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