

How we develop reading in the classroom



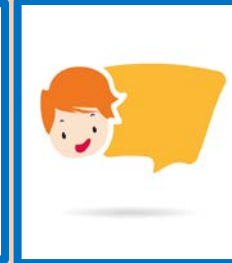
The Learner:
who am I teaching?
ECAD4017
January 2026

During lectures, please



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

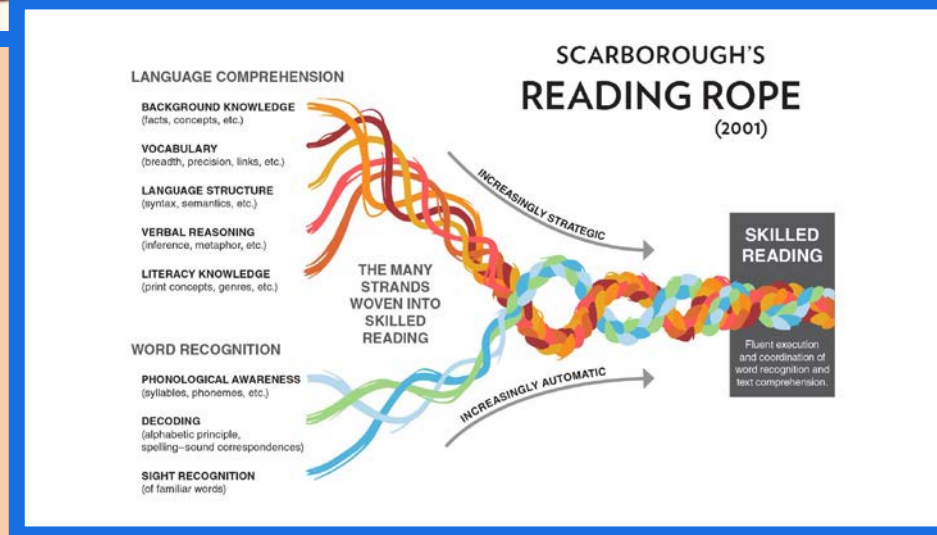
WMS4:
Literature
fires
imagination
and inspires
creativity

Our first lecture



The English Alphabetic Code									
simple code		complex code							
phonemes	graphemes key words key pictures								
/s/	 snake	 glass	 palace	 house	 cents	 city	 bicycle	 scissors	 castle
/a/	 apple								 pseudonym
/t/	 teddy	 letter	 skipped						
/i/	 insect	 cymbals							

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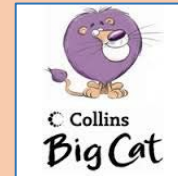


Red Words	Red Words	Red Words
he	my	what
she	do	by
we	said	why
me	your	does
be	have	now
you	like	who

You learnt that the 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.





Aims of this session

- Consider the different types of reading activities that occur in classrooms to support children as they learn to read.
- Observe some shared reading.
- Learn about the higher order strategies we used when we read and how these are developed in the classroom
- Look at how we can develop children's literacy skills using other areas of the curriculum

Different types of classroom reading

- Reflect upon the different types of activities you remember doing in the classroom when you were a child / pupil?
- Share your experiences with your group.



Different types of classroom reading

Sight reading activities

Phonic activities

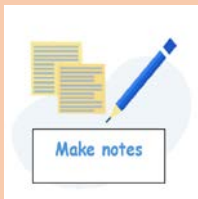
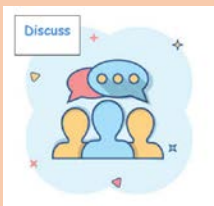
Modelled reading

Shared reading

Guided reading

Independent reading

Class story



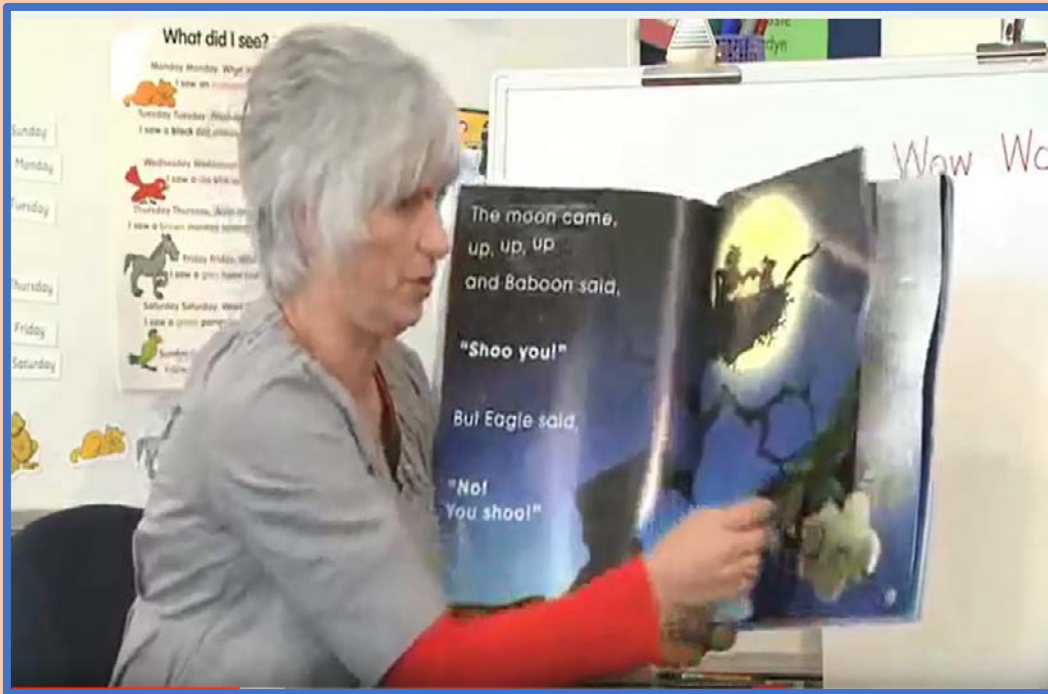
Different types of classroom reading



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

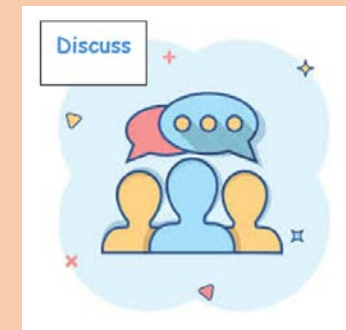
[Different types of classroom reading.docx](#)

Let's look at some reading in the classroom - Shared Reading



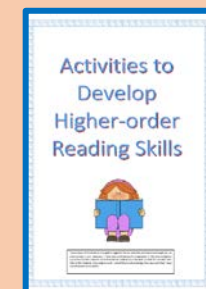
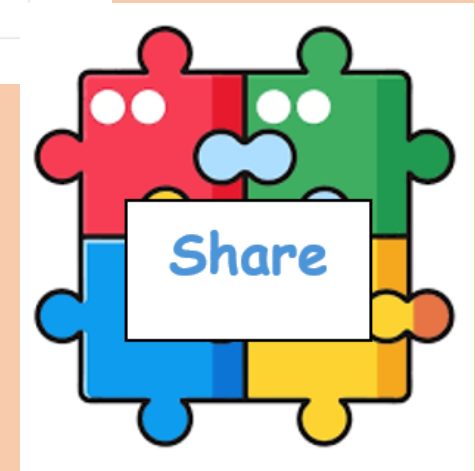
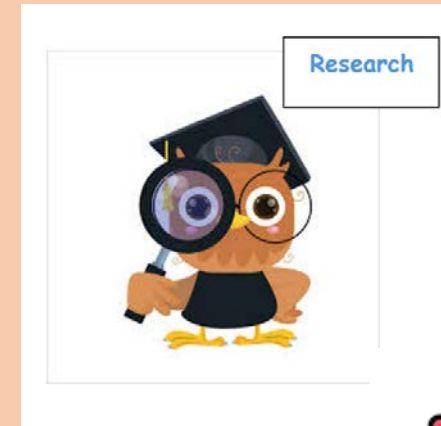
What other reading skills does the teacher enable the children to develop?

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



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"



Using stories as a stimulus for learning

Task

Read this book and look at the Planning Across AoLEs sheet I have put in the file;
Look at how I have drawn out parts of the story to use as stimuli for work in other AoLEs;
Do you think these would work in a Year 1 or 2 classroom?

Read and compare



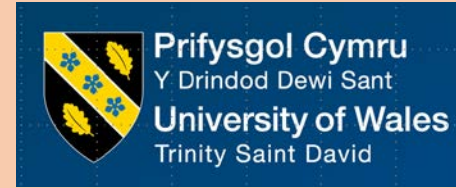
[Sunk.pdf](#)

[Planning Across AoLEs.docx](#)

An example of what planning across AoLEs could look like for Year 1.

Week 1 - This week's story: Sunk!		This week's focus: Humanities - history of pirates / visit
	Learning objectives	Learning activities
Skills & Numeracy	Identify the main events, characters and changes, e.g. in a journey to school or a story. Begin to identify differences between maps of the UK at different times. Map the journey of a character from a different time in the past. Use a range of historical sources, including artefacts and buildings, to identify the location of a place. Identify the location of a place.	Creating 'Sunk!' comic. Visit to Seaford Museum. Seaford Museum of Ships - timeline. Look at pictures, books and other resources. Look at maps to identify.
Science & Technology	Identify the location of a place. Identify the location of a place.	Look at characteristics of the animals from the story and visit.
Expressive Arts	Identify the location of a place. Identify the location of a place.	Start designing a model ship.
Health & Well-being	Identify the location of a place. Identify the location of a place.	Reflect on the best part of the story and think about what makes a good friend. Make a map using large equipment and tape.

Brainstorming cross-curricular planning



Language, literacy & communication

Role play

Theme specific vocabulary

Writing letters to put in bottles

Follow direction

Writing directions

Use rhythm: songs and poems

Welsh vocabulary

Story about pirates in Welsh?

Maths & numeracy

Counting golden coins

Treasure hunt

Making plans and/or maps

Health & well-being

Friendship

Keeping fit & healthy on board ship

Use large apparatus to build a ship



Humanities

Finding out about local pirates

- visit to the waterfront museum

Finding out about local shipwrecks

World geography

Reading maps

Science and technology

Floating & sinking

Different types of animals

Building a boat

Designing a flag

Expressive arts

Sing sea shanties

Range of art activities could link to this theme

Curriculum for Wales

Using a story as a stimulus

Navigating the Curriculum for Wales framework

 ADDYSG CYMRU
EDUCATION WALES
canhadebth on cenedl | our national mission



The four purposes

The four purposes are the starting point and aspiration for schools' curriculum design. They should guide a school's vision and process of curriculum and assessment design.

ambitious,
capable
learners

enterprising,
creative
contributors

ethical,
informed
citizens

healthy,
confident
individuals

Creating a vision for curriculum design

As you develop your curriculum and assessment arrangements, these sections set out the considerations for curriculum design across all parts of your curriculum.

Designing your curriculum

Progression and Assessment

Areas of learning and experience

The curriculum organises subjects in Areas. These promote continuity and progression in learning while maintaining disciplinary learning. Each Area contains statements of what matters, principles of progression, descriptions of learning, and a designing your curriculum section.

Expressive
Arts

Health
and
Well-being

Humanities

Languages,
Literacy and
Communication

Mathematics
and
Numeracy

Science
and
Technology

Cross-cutting themes

The cross-cutting themes in Curriculum for Wales should be embedded in learning across the curriculum.

Relationships
and sexuality
education

Human rights

Diversity

Careers and
work-related
experiences

Local, national
and international
contexts

Integral skills

The four purposes are underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value, including financial, cultural, social and learning value.

Creativity and
innovation

Critical thinking
and
problem-solving

Personal
effectiveness

Planning
and
organising

Cross-curricular skills

Literacy, numeracy and digital competence are mandatory cross-curricular skills within Curriculum for Wales. It will be the responsibility of all practitioners, across all Areas, to develop and ensure progression in these skills.

Literacy
Framework

Numeracy
Framework

Digital Competence
Framework

The journey to curriculum rollout

This provides a common set of expectations, supporting information and key questions to support schools and settings in the ongoing process of curriculum design.

1. Purpose

2. Challenges all learners

3. Blend of approaches

4. Promoting problem solving, creative and critical thinking.

5. Building on prior knowledge

6. Authentic contexts

7. Assessment for learning

8. Cross curricular across AoLEs

9. Developing Skills - literacy, numeracy and DCF

10. Take responsibility for own learning

11. Social and emotional development

12. Encourages collaboration

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

This could be useful: overview of the AoLEs

What Matters Statements		
Science & technology	Humanities	Expressive arts
1. Being curious and searching for answers is essential to understanding and predicting phenomena. 2. Design thinking and engineering offer technical and creative ways to meet society's needs and wants. 3. The world around us is full of living things which depend on each other for survival. 4. Matter and the way it behaves defines our universe and shapes our lives. 5. Forces and energy provide a foundation for understanding our universe.	1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future 2. Events and human experiences are complex, and are perceived, interpreted and represented in different ways 3. Our natural world is diverse and dynamic, influenced by processes and human actions. 4. Human societies are complex and diverse, and shaped by human actions and beliefs. 5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	1 Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. 2 Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts. 3 Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
Health & well-being	Languages, literacy & communication	Maths & numeracy
1. Creating combines skills and knowledge, drawing on the senses, inspiration and imagination 2. How we process and respond to our experiences affects our mental health and emotional well-being. 3. Our decision-making impacts on the quality of our lives and the lives of others. 4. How we engage with social influences shapes who we are and affects our health and well-being. 5. Healthy relationships are fundamental to our well-being	1. Languages connect us. 2. Understanding languages is key to understanding the world around us. 3. Expressing ourselves through languages is key to communication 4. Literature fires imagination and inspires creativity.	1 The number system is used to represent and compare relationships between numbers and quantities. 2 Algebra uses symbol systems to express the structure of mathematical relationships. 3 Geometry focuses on relationships involving shape, space and position, and measurement focuses on 4 Statistics represent data, probability models chance, and both support informed inferences and decisions.



Languages, Literacy & Communication: Progression Steps



[LLC Progression Steps.pptx](#)



Learning across AoLEs

Task

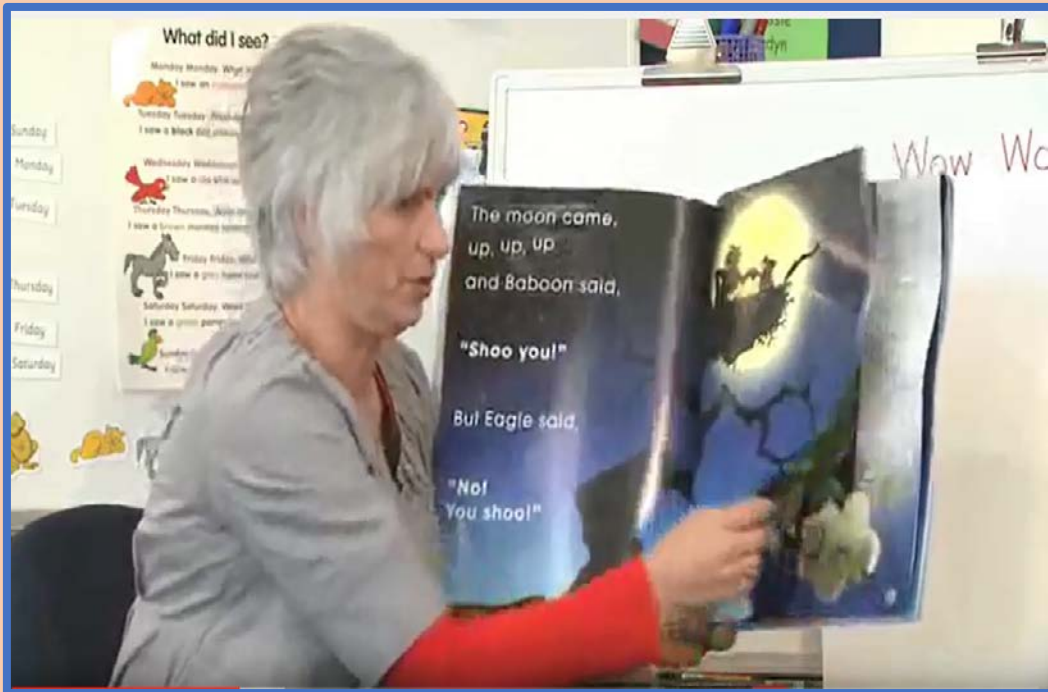
Think about the story of the Three Bears;
What aspects of the story could you use to develop each
of the AoLEs?
Complete the Three Bears Planning sheet I have put in
Teams for you.



A planning sheet for the story of the Three Bears, tilted at an angle. It features a central illustration of a bear family in a forest. Surrounding the illustration are six empty rectangular boxes for notes, each labeled with an Area of Learning and Experience (AoLE): Expressive Arts, Maths & Numeracy, Science & Technology, Humanities, Health & Well-being, and Languages, Literacy & Communication. A central instruction box reads: "Put your ideas in the appropriate box."

[Planning for the Three Bears.docx](#)

Your task for next time

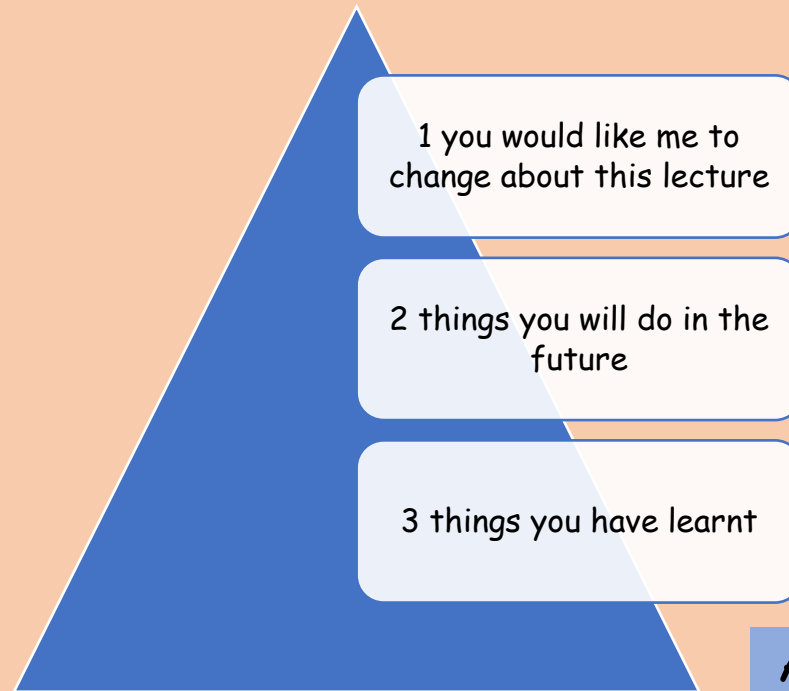


Prepare a book for a shared reading session.

Think about the teaching points you could make.

Be prepared to read the book **with** your group.

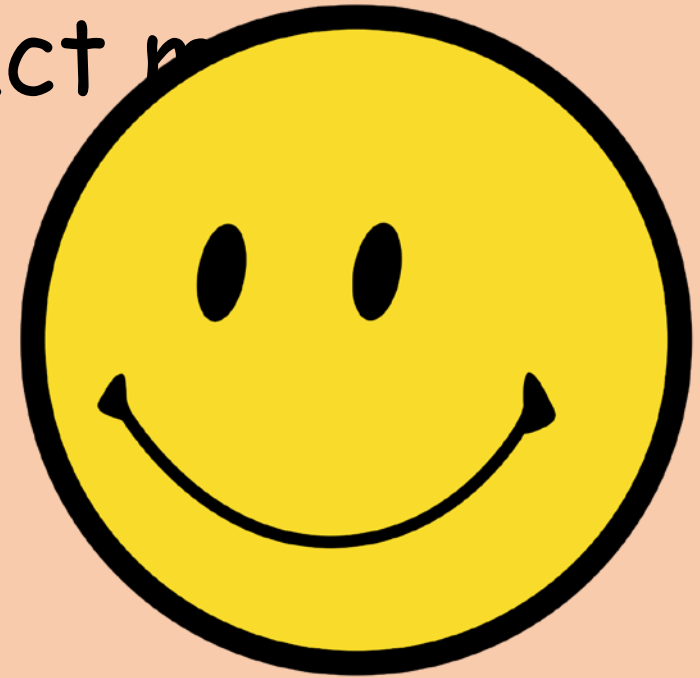
Review Your Own Learning



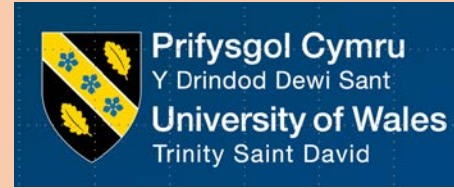
Activity: Self-review

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

jayne.morgan@uwtsd.ac.uk

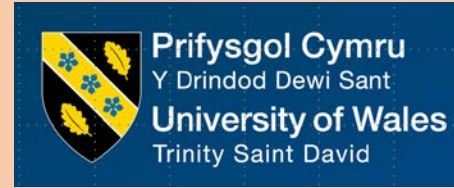


Essential reads



- Dehaene, S. (2009). *Reading in the Brain*. London: Penguin
- Such, C. (2021). *The Art & Science of Teaching Primary Reading*. London: Sage.
- Wyse, D. and Hacking, C. (2024). *The Balancing Act*. Oxford: Routledge.

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- Wyse, D. and Hacking, C. (2024). *The Balancing Act: An Evidence-Based Approach to Teaching Phonics, Reading and Writing*. Abingdon: Routledge.