Guidance on the teaching of higher-order reading skills

INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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Audience

Teachers, literacy coordinators, headteachers and governing bodies of all maintained primary and secondary schools in Wales; institutes for teacher education and training, local authorities, teacher unions and school representative bodies; church diocesan authorities, national bodies in Wales and others with an interest in education.

Overview

This publication provides INSET activities for teachers focusing on the teaching of higher-order reading skills in all subjects across the curriculum at Key Stages 2 and 3.

Action required

To review policies and procedures to promote specific and effective teaching of reading across the curriculum at Key Stages 2 and 3.

Further information

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Or by visiting the Welsh Assembly Government's website
www.wales.gov.uk/educationandskills

Related documents

Guidance on the teaching of writing skills: INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3 (Welsh Assembly Government, 2010)

This guidance is also available in Welsh.

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Introduction

Why is this document needed?

The ability to read effectively is essential not only to the study of every subject in the school curriculum but also to learners' well-being as they work to understand much of the adult world. If teachers do not help learners to find their way through the maze of print that surrounds them, they will have failed to prepare them for the demands of a fast-changing world where the media play an increasingly significant role. Similarly, if teachers do not allow learners to become actively involved with literature, they will deny them an opportunity to share others' experience and 'to grow both emotionally and aesthetically, both morally and socially' (the Cox Report: *English for ages 5 to 16,* Department of Education and Science and the Welsh Office, 1989).

Although the teaching of initial reading is generally satisfactory throughout Wales, there is evidence that some learners do not make sufficient progress in subsequently developing their reading skills to enable them to read effectively. In some classrooms there is a lack of direct teaching of higher-order reading skills. This means that learners who have managed to succeed to some extent in initial reading are then left to their own devices with little or no further training. The danger is that these learners, realising that they are not progressing in any meaningful way, may well react against the whole process of reading and fail ever to become really effective interpreters of text on paper or screen. Of course, many learners do manage successfully to acquire and develop their reading skills in the course of their work but these skills are often caught rather than taught.

Evidence from the recent report *Best practice in the reading and writing of pupils aged 7 to 14 years* (Estyn, 2008) indicates that:

- In both key stages, learners develop higher-order reading skills best through reading a range of fiction and non-fiction texts that are written for different purposes and audiences.
- Learners achieve high standards in reading when staff use interesting texts to encourage learners' personal response and to extend their understanding.
- In the most effective teaching, staff use a range of approaches, including shared, group and guided reading to improve learners' fluency and comprehension skills.

- Learners' reading skills develop best when staff choose high-quality texts. This is because the quality of learners' own language is usually directly related to the quality of what they read and hear. Texts also include a range of media, such as videos, audio tapes and specialist magazines that challenge the assumption that reading is concerned only with books.
- In the best practice, staff:
  - help learners to become discerning readers, able to make judgements about the meaning, accuracy and quality of what they read
  - encourage learners to read widely for pleasure and develop leisure reading habits that are essential for life
  - enable learners to read in different ways for different purposes, such as scanning for headings and key words, predicting a character's reactions to events in a narrative and considering alternative interpretations of information
  - help learners acquire a range of information retrieval strategies, such as using indexes and information and communication technology (ICT) systems
  - make good use of initiatives, such as 'Shadowing the Carnegie Medal' and Basic Skills Cymru's 'Read a Million Words' to motivate pupils to read.

What are higher-order reading skills?

Learners' progress in initial reading is characterised by:

- an understanding of the purpose of print
- increasing control over the different ways meaning is derived from print
- developing knowledge and understanding of the alphabetic system and the sounds and structures of spoken language
- the ability to read a growing number of words
- growing competence and confidence in reading texts of gradually increasing complexity
- greater confidence in talking and writing about books and other reading material
- a growing ability to choose and respond to books
- growing independence which is demonstrated by the willingness of learners both to read for themselves and to read new and unfamiliar material.

An explicit part of teaching initial reading is to teach learners to use all the clues available to get meaning from the text – phonic, contextual, grammatical and graphic, including word recognition. At first, the mechanical process of decoding requires a lot of attention, but even then it is crucial that comprehension is never seen as an optional extra to be added on after the text has been read. What we traditionally call higher-order reading skills (i.e. the skills of location, reorganisation, inference, evaluation and appreciation) should be taught to learners right from the start of their reading journey.

At Key Stages 2 and 3 (the focus of this publication) decoding will be less of a problem for most learners and the aim will then be to teach learners to be more analytical about the text itself and their response to it. As learners become more effective readers, their developing cognitive skills will enable them to grapple with the complexity of English morphology (the way words are built up) which will underpin their spelling. They will also become more proficient at working out new word meanings as they become familiar with prefixes, suffixes and word roots. They will need to read texts for many different purposes as a large proportion of the curriculum will be text-based, from mathematical problems to science reports to history sources. Learners will need to learn to read in different ways for different purposes.

Key Stages 2 and 3 also mark an important phase of social as well as cognitive development. During these middle years, learners become more socially aware and interested in a range of issues beyond their immediate environment. Their reading can play a role in this development as they read to find out more, to understand the experience of others and to establish their own views, opinions and tastes.

Many learners will acquire initial reading skills during the Foundation Phase, others during the early years of Key Stage 2, while some will take longer and will need individual and/or specialised support to help them to develop their initial reading. A research report titled *What works for pupils in Wales with literacy difficulties? The effectiveness of intervention schemes* by Greg Brooks (Basic Skills Cymru/Welsh Assembly Government, 2009) focuses on the good practice taking place in schools across Wales and provides an exploration of the eight intervention schemes. Such schemes will provide necessary support but unless learners receive further explicit teaching about how to search for meaning within an increasingly challenging range of texts they will not become really effective readers. Moreover, learners need to understand that there are different kinds of reading – books/texts may be read for pleasure, for information, for instruction, for verification and so on – and that the purpose of their reading will affect the way they need to read.

When reading for different purposes, the fluent and effective reader will develop and refine different strategies that allow them to develop higher-order skills and to:

- read aloud for others and themselves
- read closely when absorbing information
- read thoughtfully when pondering over a challenging text
- skim a text quickly to gain an overall impression
- scan a section of a text to find a particular item of information
- read imaginatively when visualising or recreating things or situations described
- read responsively and actively when predicting the course of a narrative or an argument, or following a set of instructions
- read critically when assessing the force of an opinion or argument
- read analytically when analysing the writer's use of language
- read appreciatively, recognising the writer's skill in using ideas, techniques and effects
- read with an awareness of the writer's viewpoint, distinguishing it from the behaviour and attitudes of a character in a literary text

- realise that a text does not always mean what it says, understanding the nature of irony, bias and ambiguity and accepting the existence of multiple levels of meaning
- select appropriate sources and read in order to elicit information from a number of texts, identifying key points, collating information, making comparisons and synthesising material from different sources
- evaluate what they read in terms of quality, effect and reliability.

In order to make progress, learners need good teaching that includes the modelling of effective reading, regular opportunities to develop their skills alone or in groups of various kinds, and effective assessment practice that leads them to understand how best to improve their work. They also need access to high-quality texts of every kind.

What does this document aim to do?

The aim of this document is to provide guidance for teachers, and learning support assistants where appropriate, on ways to teach reading skills in order to help learners to become increasingly effective readers. The activities aim to outline the various elements of the teaching of reading that teachers need to consider.

This document is designed to raise awareness of the different skills that a learner has to grasp when learning to read and to counter the belief that, once learners can decode a text, they will automatically be able to understand what they read. This document does not address the initial teaching of reading but aims to identify strategies to help learners who have achieved the ability to decode text to identify areas for development and to improve their skills of selection, comprehension, evaluation and appreciation of text. The document suggests, therefore, that attention needs to be paid to the explicit teaching of individual skills in a systematic way, and at the time(s) most appropriate for the individual learner. Teaching in this way will ensure that learners are well prepared:

- for meeting the challenges of reading a range of texts effectively and for a variety of purposes
- to tackle the assessment tasks they will meet throughout their years at school, including the Year 5 Optional Skills Assessment Materials, GCSE and GCE examinations
- to cope with any other assessments and reading tasks they might encounter once they have left school.

It is crucial that the teaching of reading skills is carried out in a consistent way across the whole school. In a primary setting, there needs to be agreement on the organisation of the reading curriculum across a whole key stage. This will ensure that continuity and progression are achieved and learners are exposed to texts that are appropriate in their level of difficulty in terms of vocabulary and textual difficulty as well as in the challenge of their ideas. In a secondary setting, as learners move between different departments as part of their learning, this is particularly important. This means that reading skills need to be taught consistently not only by designated language teachers in the Welsh, English and modern foreign languages (MFL) departments but also by teachers of all other subjects that provide a range of contexts for reading across the school.

It is possible that some subject teachers will raise objections, saying that they:

- do not have the expertise in language to recognise the difficulties and/or
- do not have the time to teach their learners to read as well as to communicate relevant ideas and subject knowledge.

These are both relevant arguments and present a challenge to the literacy coordinator whose task will be to support these teachers. It is important that they recognise that without developing the ability to read for meaning, learners are unlikely to absorb and understand the required subject knowledge fully. In addition, there is a strong likelihood that they will become detached from the whole process of learning.

The sharing of information about an individual learner's strengths and areas for development in reading is of particular importance for all teachers of subjects other than English and Welsh who need to receive information about that learner's abilities from language teachers and/or literacy coordinators. This will enable all subject teachers to plan appropriately and to provide and/or mediate appropriate resources. Mediation of some of the challenges confronting readers as they try to understand a range of texts from across the curriculum is explored in the booklet *How to teach reading in Key Stage 3* (Basic Skills Cymru/Welsh Assembly Government, 2007).

Schools need not only to share information internally but also to share information at transition so that secondary colleagues can build on what has been taught at primary level. Common expectations will reinforce messages and help learners to refine their skills in all the reading they undertake.

The readability of texts that are presented to learners is of crucial importance and issues such as complexity of content, vocabulary/subject-specific terminology, sentence length, layout, font size and use of colour should be carefully considered, especially by secondary teachers of foundation subjects. Readability issues are described and addressed by various organisations and easily administered tests revealing the difficulty of a text can be found on the internet.

The *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008) makes it clear that teachers need to respond to learners where they currently are in their learning, not where they think they ought to be according, for example, to their age. Effective assessment procedures (formative, diagnostic and summative) will provide teachers with the necessary evidence for them to tailor the specific teaching of reading skills to meet individual needs within the class. In most classes, there will be learners with different reading ages and different reading problems. All teachers should ensure they are aware of these learners' needs.

What does it contain?

This document contains 10 units organised as in-service training (INSET) sessions, each of which can be used singly or as part of a continuing programme of work. Although the document is arranged in a logical sequence, it is not necessary to use the units in order. Each is designed to be free-standing and could be used alone to meet a particular need identified by teachers.

Units summarise current thinking on the most effective ways to teach and to achieve progression in reading, using available research and resources to provide a comprehensive one-stop shop for teachers in Wales. Clearly, a document of this kind cannot provide much more than the main points relating to the issues. References, therefore, are provided for those who wish to pursue the subject further.

English-medium and Welsh-medium documents have been developed in parallel. Most of the units are very similar in content and describe common, transferable skills.

Each unit is self-contained and includes tasks, supportive guidance and answers for the use of the group leader(s). The units can be used independently or, if a whole day is available for INSET, could be grouped so that three or four are chosen, as appropriate. The INSET might take place as a series of twilight sessions or as part of a non-pupil INSET day in individual schools, in a cluster of schools, or in a cross-phase working group.

Most of the tasks use adult texts, at the teachers' own reading level, since this best demonstrates the strategies used by good readers in their quest for meaning. It is hoped that working through the tasks will develop teachers' understanding of the processes they have followed and will give them the expertise and confidence to adapt the tasks for their learners, using similar strategies based on appropriate texts.

Unit overview

Unit 10: Assessing reading

1. Where is the evidence?
2. Formative assessment: assessment for learning
3. Progression in reading
4. Making a judgement about the work of one learner
5. Summative assessment (assessment of learning): the policy in Wales

Unit 1: Towards a definition

1. What is best practice in the teaching of reading?
2. Do we follow current trends?
3. What is reading?
4. Reading for meaning
5. Defining the skills

Unit 2: Developing the skills

1. Group prediction
2. Making quick decisions
3. Reading to find specific information
4. General discussion

Unit 9: Looking at literature

1. Why literature?
2. Using drama approaches: hot-seating
3. Improvisation and role play
4. Building up a fact file
5. Appreciating language use

Unit 3: Comprehension: a quest for meaning

1. What is comprehension?
2. Comprehension as a process
3. The comprehension exercise
4. Question setting
5. Using the guide to question setting
6. (optional) Developing learners' question-setting skills

Teaching reading

Unit 8: Interpreting the evidence

1. Distinguishing between fact and opinion; awareness of a writer's bias
2. Using primary evidence
3. Becoming familiar with subject-specific vocabulary
4. Using linguistic clues to meaning
5. (optional) Using the library/learning resource centre

Unit 4: Shared and guided reading

1. Shared reading
2. Guided reading
3. What features should be taught?
4. How do shared and guided reading differ?
5. Implementing one strategy

Unit 7: Developing research skills and organising information

1. Using reference books
2. Developing good habits
3. Taking notes
4. Collating facts and organising information

Unit 6: More active approaches to text

1. Graphic modelling
2. Reading for a purpose: identifying what you want to know
3. Reading for a specific purpose: extending the range of reading material

Unit 5: Into the text: active approaches

1a. Cloze procedure
1b. (optional) Scanning techniques
2. Preparing passages
3. Sequencing activities

Who is this document for?

This document is designed to be used in school or cluster-based INSET for national curriculum English and Welsh at Key Stages 2 and 3, or for promoting language and literacy across the curriculum in line with the 'Developing communication across the curriculum' section of the *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008). It could be used by:

- teachers of English and Welsh
- teachers of all other subjects in primary, special or secondary schools
- learning support assistants who work to improve reading skills
- literacy coordinators
- senior managers with responsibility for language and literacy across the curriculum
- local authority (LA) advisory officers
- initial teacher education and training (ITET) tutors.

Although the guidance may be of greatest importance to teachers/coordinators of English and Welsh, it is relevant to all teachers in primary, special and secondary schools and can be used to inform all teachers about ways to improve learners' reading, whatever their subject specialism. This work should be led by the school's literacy coordinator, supported by senior management and, where necessary, by the expertise of language teachers. Such an initiative might help address the problem identified in *Best practice in the reading and writing of pupils aged 7 to 14 years* (Estyn, 2008) which states:

> '…in around a third of schools, particularly secondary schools, work to develop pupils' communication skills across the curriculum remains underdeveloped.'

Most units will be appropriate for use with all teachers in primary, special and secondary schools where their subjects will support the application and reinforcement of the skills that are the unit's focus. The document might well be used, for example, if a school's self-evaluation process has indicated that the standard of learners' reading is a problem either in English, Welsh or in subjects across the curriculum. In a Welsh or bilingual school setting, it might be more useful to use the Welsh version of the document for the majority of units, looking at the English units to support this work and provide further examples.

Each unit is structured so that it can be delivered without the need for extensive preparation by the group leader. This might be the English and/or Welsh language coordinator of a primary or special school and/or the appropriate head(s) of department in a secondary school, a member of the school's senior management team or the LA advisory team, or a tutor in initial teacher training.

The development of reading skills should be part of a whole-school strategy, led by a senior teacher, that involves every teacher in the school. The document aims to provide material that might form part of whole-school training as well as work in LAs and ITET. It is essential that a member of a school's, LA's or ITET institution's senior management team is responsible for monitoring the training and the subsequent evaluation of its impact.

Using the units for INSET

Before using any of these units, read through the whole unit carefully and consider the following points.

Aims	**What do you want to get out of the session?** How does it answer identified needs? How will it help you to implement national curriculum English/Welsh and the skills framework and/or provide guidance for teachers of other subjects across the curriculum? What outcome will there be? Which of these (or other) success criteria are relevant to the unit in use? Teachers show: • increased understanding of the need to improve learners' reading • increased understanding of how reading demands can be adapted to suit the learning needs of individual learners • increased awareness of a range of strategies to teach reading • increased awareness of the need to provide high-quality texts of all kinds for learners to use • increased confidence in using methodology that was previously unfamiliar to them.
Time	**How much time do you have available?** Most of the units take between 1½ and 2 hours to complete. Some can be broken down into shorter sessions. Don't attempt to do too much in one session. Decide how much time you are going to allow for each of the tasks and stick to your decision as far as possible.
Place	**Where would be the best place to carry out the INSET activity?** Will there be a break? Do you have tea-/coffee-making facilities?
Resources	**What do you need to have available?** Specific resources are listed on each INSET unit. Do you have enough copies of the resources for all group members? Do you need paper, highlighter pens, flip charts, an overhead projector (OHP), a computer, projector or interactive whiteboard? Do you have enough copies of the relevant national curriculum Orders to hand in case group members wish to refer to them?
Which units will be used?	**Which units are most relevant to different audiences?** Decisions will need to be based on needs identified through self-evaluation in schools or cluster groups. For example, all teachers in a primary school or all members of English/Welsh departments in a secondary school might use: • all units singly over a long period as twilight sessions • all units as the content of three or four non-pupil days • one or two units to meet an identified need.

	A cross-phase cluster group might: • focus initially on Unit 10 as part of a cross-phase moderation exercise • use units such as Unit 3 to ensure common pedagogy and consistent messages to learners across phases. Teachers from subjects across the curriculum in a secondary school might use: • Units 1 to 8 as a means of extending their own teaching methodology and helping learners to improve their reading skills.
Introduction	**How will you start the INSET session?** Do you need to remind people of the purpose of the session? Did you ask them to do anything in advance or to bring something to the meeting?
Conclusion	**How will you bring the INSET session to a close?** Do you need to summarise what has been learned or what decisions have been made? Do you have to distribute any information or resource sheets? Do you need to agree on a next step or to suggest a classroom activity to be carried out before the next session?
Evaluation (at the end of the INSET period when outcomes are available)	**What are the benefits for teachers and, ultimately, the learners?** To what extent do teachers show: • increased understanding of the need to improve learners' reading • an increased willingness and ability to evaluate their own practice • increased understanding of how reading demands can be adapted to suit the learning needs of individual learners • increased awareness of a range of strategies to teach reading • increased awareness of the need to provide high-quality texts of all kinds for learners to use • increased confidence in using methodology that was previously unfamiliar to them. To what extent have learners of all abilities: • benefited from exposure to the modelling of effective reading • become more familiar with ways to improve their reading • shown greater understanding of what they read • achieved higher standards of reading performance overall • shown increased enthusiasm for reading?

During the INSET session, make sure that you keep to the allocated time. Keep your group members working on the task in hand (it is very easy to get sidetracked into lengthy discussions that are not relevant). Try to involve everyone in the tasks as well as the subsequent discussion, and focus on what can realistically be done.

Unit 1: Towards a definition

Unit 1
Towards a definition

Aim: To explain the rationale for this guidance, to work towards a definition of reading and to agree on a list of higher-order reading skills.

Time: 2 hours approximately

Preparation: Read the Introduction and the whole of Unit 1.

Make sure you are familiar with the relevant Programme(s) of Study for Reading in the national curriculum Order for English/Welsh, and/or the reading requirements for other subjects of the curriculum and the *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008).

Find data relating to attainment in the three attainment targets for English/Welsh in your school/cluster/LA for the past two years – e.g. Data Exchange Wales initiative (DEWi) data, information from primary schools via the transition plan and gender-specific data.

Find school data relating to learners identified for Basic Skills Quality Standards as belonging to the target group for literacy support.

Make necessary photocopies/slides or overhead transparancies (OHTs).

Resources: Copies of the national curriculum Orders for English/Welsh and/or other national curriculum subjects as appropriate.

Copies of the Estyn publications *Best practice in the reading and writing of pupils aged 7 to 14 years* (2008) and *Sharing good practice in developing pupils' literacy skills* (2009) which is only available on the website.

Copies of the appropriate Tables 1 to 6 from *Best practice in the reading and writing of pupils aged 7 to 14 years* on OHT/PowerPoint, for use with the group as a whole.

Copies of data on Sheet 1.2, updated as necessary.

School/Departmental standardisation portfolio of moderated Key Stage 3 work in English/Welsh and/or other subjects where appropriate.

Hard copies of school/cluster/LA data including the appropriate national core data set(s) and/or this information on OHT/PowerPoint slide.

Required ICT equipment.

Copies of Sheets 1.1 to 1.8 for each member of the group.

Task summary

Task 1: What is best practice in the teaching of reading?

Task 2: Do we follow current trends?

Task 3: What is reading?

Task 4: Reading for meaning

Task 5: Defining the skills

Task 1 | What is best practice in the teaching of reading?

Using the rationale from the Introduction (see Sheet 1.1) present the findings of the Estyn report, *Best practice in the reading and writing of pupils aged 7 to 14 years*, to the group and discuss. How does teaching in your school/cluster measure up against these findings?

Take about 10 minutes.

Task 2 | Do we follow current trends?

Teachers need to be aware of the wealth of data available to them that will allow them to compare what is happening in their particular school/cluster with the national picture. This data is only useful if it is passed on to those who need to see it and use it, and senior managers should provide and share this with staff.

With the whole group, look quickly at paragraphs 32 to 39 ('Standards in Welsh and English in key stage 2 and key stage 3') in *Best practice in the reading and writing of pupils aged 7 to 14 years*. This provides the national picture in recent years using past test results where appropriate, as well as information gained from Estyn's inspection of schools. You will see that, in general, the rate of improvement in reading from year to year is small. Look also at national data on Sheet 1.2, updated as necessary.

Note: Now that end of key stage assessment is in the hands of teachers at both key stages, it should be possible for schools to audit learners' performance in the three attainment targets from their own records. An individual school's data is now easily available and should be shared with all teachers and, as part of the transition plan between a primary school and its associated secondary school, with secondary colleagues.

With the whole group, present data about learners' performance in your school(s)/LA over the past two years in terms of individual attainment targets. Discuss:

- what this tells you about learners' reading performance – has it remained about the same or has progress been made? Is there a significant gender difference?

Take about 15 minutes.

Task 3 What is reading?

In pairs, consider the comments about reading on Sheet 1.3. Note the reading you have done this week.

Discuss what you think reading is and produce your own definition, making notes about your conclusions.

Take about 15 minutes.

Task 4 Reading for meaning

Reading is a complex process. It involves more than just reading the words; it involves getting at the message behind the words. We can be fooled into thinking that learners can read effectively when, in fact, they are merely efficient decoders who gain little understanding of the writer's message.

In pairs, read the extracts from published texts on Sheets 1.4 to 1.7.

This exercise puts you in the position of a learner reader. In your own words, make a brief summary of each passage.

Note whether or not this was easy to do.

Take about 15 minutes.

With the whole group, discuss this activity and share your responses.

The following questions may be helpful:

- Which passage(s) presented most difficulty?
- Why was this?
- Did the passage(s) intimidate you?
- How did you feel? Did you want to continue or did you feel like abandoning the whole thing?
- Did the symbolic or subject-specific language of some of the passages influence your understanding of their meaning?
- Could you read/decode the words – to yourself and/or aloud – but understand very little?
- Were your knowledge and prior experience important factors?

Has this activity changed your understanding of what reading is about? If so, change your original definition.

Take about 15 minutes.

Task 5 | Defining the skills

In pairs/small groups, ask group members to work through the following activity, taking about 10 minutes.

- Note all the reading you have done in your class in the past week.
- Record the purpose.
- Record the outcome.
- In the light of your list, consider the following:
  - Do we read all texts in the same way?
  - What kind of skills do we use when reading for different purposes, e.g. when reading a recipe, looking for a name in a phone book, looking something up on the internet, choosing a library book, reading for pleasure, using a train timetable or reading a study text?
- Make a note of your responses.

With the whole group, discuss your findings and collate them using a flip chart, board, OHP or whiteboard.

Agree on a list of higher-order reading skills needed by a reader to tackle the kinds of reading we all need to undertake in everyday life.

Check your list against the suggestions (from the Introduction) on Sheet 1.8. Note and discuss any similarities or differences.

Take about 40 minutes.

Sheet 1.1

Evidence from the recent report *Best practice in the reading and writing of pupils aged 7 to 14 years* (Estyn, 2008) indicates that:

- In both key stages, learners develop higher-order reading skills best through reading a range of fiction and non-fiction texts that are written for different purposes and audiences.
- Learners achieve high standards in reading when staff use interesting texts to encourage learners' personal response and to extend their understanding.
- In the most effective teaching, staff use a range of approaches, including shared, group and guided reading to improve learners' fluency and comprehension skills.
- Learners' reading skills develop best when staff choose high-quality texts. This is because the quality of learners' own language is usually directly related to the quality of what they read and hear. Texts also include a range of media, such as videos, audio tapes and specialist magazines that challenge the assumption that reading is concerned only with books.
- In the best practice, staff:
  - help learners to become discerning readers, able to make judgements about the meaning, accuracy and quality of what they read
  - encourage learners to read widely for pleasure and develop leisure reading habits that are essential for life
  - enable learners to read in different ways for different purposes, such as scanning for headings and key words, predicting a character's reactions to events in a narrative and considering alternative interpretations of information
  - help learners acquire a range of information retrieval strategies, such as using indexes and ICT systems
  - make good use of initiatives, such as 'Shadowing the Carnegie Medal' and Basic Skills Cymru's 'Read a Million Words' to motivate pupils to read.

Sheet 1.2

Key Stage 2 results by subject and attainment target, 2000–2009 – percentage of pupils attaining Level 4

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Subject										
English	69.4	73.3	75.8	76.1	76.6	79.3	78.6	78.6	79.8	81.0
English – Oracy							79.1	79.1	80.6	81.8
English – Reading							78.4	78.5	79.9	80.8
English – Writing							73.3	72.5	73.2	74.2
Welsh	66.4	69.6	73.6	75.6	76.7	76.3	75.5	72.8	77.0	79.9
Welsh – Oracy							79.4	76.0	79.9	82.8
Welsh – Reading							76.0	73.4	77.0	80.1
Welsh – Writing							65.1	64.1	67.7	70.8

Key Stage 3 results by subject and attainment target, 2000–2009 – percentage of pupils attaining Level 5

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Subject										
English	62.6	63.2	64.1	64.7	66.8	67.2	67.8	68.6	69.5	70.6
English – Oracy									69.5	70.8
English – Reading									69.0	69.7
English – Writing									65.5	65.3
Welsh (First language)	71.8	70.5	71.6	73.7	73.1	74.9	71.9	72.6	72.3	75.1
Welsh – Oracy									73.6	78.0
Welsh – Reading									70.5	73.1
Welsh – Writing									68.2	68.2

Note: In subsequent years, it will be necessary to update this data – see www.statswales.wales.gov.uk

Sheet 1.3

Reading is much more than the decoding of black marks upon a page: it is a quest for meaning and one which requires the reader to be an active participant.

(*English for ages 5 to 16*, Department of Education and Science and the Welsh Office, 1989)

Reading is power; you control it and make informed decisions.	Reading is information, is finding out.	Reading is seeing the world through other eyes, expanding your horizons.
Independent reading is crucial to reading development.	Reading is . . . one of the means by which we interact with the society in which we live. (*English for ages 5 to 16*)	Reading is asking questions of printed text – anything from poetry to price lists.
Reading is a way to visit other worlds, in the past, the present and the future.	Reading is food for the mind and the imagination.	There are many kinds of writing to be read but an active involvement with literature is essential.

Sheet 1.4

Read this passage and prepare a short summary.

A well-stocked vegetable garden can be hugely rewarding but for the fact that often so much of the produce is ready for harvesting at the same time.

One moment desperate for the taste of a home-grown lettuce, the next you are up to your armpits in them.

Bottling was how they once dealt with surplus produce – not lettuce but soft fruit. On one occasion when I was emptying the house which belonged to a deceased relative I discovered a stone floor pantry lined with bottling jars filled with soft fruit, apples and pears, even tomatoes and rhubarb, the only vegetable suitable for bottling.

Every jar was marked and dated, none older than three years, the maximum bottled fruit can be preserved. It was not difficult to imagine the amount of effort devoted to maintaining that stockpile every summer in tandem with the cultivation of the garden.

Now the kitchen gardener has a great ally – a freezer – to safely store all those vegetables and fruit that would otherwise go to waste, for there are few gardens that do not have a glut at one time or another.

Better than any other method, freezing preserves the texture, flavour, and nutritional value of garden produce and if the rules are followed it is difficult to distinguish the frozen from the fresh.

The cardinal rule is that only the youngest, freshest and best vegetables and fruit should be frozen and as quickly as possible after cropping. Any delay should not extend beyond a few hours and in that event the produce must be kept cool to prevent it wilting.

According to some, almost every vegetable should be blanched before it is frozen. I have not found that to be necessary, provided the produce is garden-fresh and processed on the day it is picked. Once dry, to avoid the risk of vegetables sticking together, I spread whatever I am freezing as a single layer on a tray before packing in boxes and polythene bags.

Never pack the freezer boxes too tightly, allowing half an inch of space because liquids expand when they freeze. Boxes and bags should also be tightly sealed so that air cannot circulate around the food while in the freezer.

Sheet 1.4 (continued)

The most economical way is to freeze the vegetables or fruit in boxes and then transfer the frozen blocks to polythene bags, unless the food is particularly fragile like asparagus spears, which need a rigid box to prevent them snapping into pieces.

Just about everything from the kitchen garden is suitable for freezing, even potatoes (after cleaning with a damp cloth) and homemade chips.

Tomatoes make great soup in mid-winter if frozen only as pulp or juice.

Incidentally, the storage life for some frozen produce usually extends from one growing season to the next, less than that for bottled fruit.

'Home Truths': an article from the *Western Mail Magazine*, 13.06.09, written by John Humphries.

Sheet 1.5

Read this passage and prepare a short summary.

Ecclesiastes: Chapter 12

1. Remember now thy Creator in the days of thy youth, while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them.

2. While the sun, or the light, or the moon, or the stars, be not darkened, nor the clouds return after the rain.

3. In the day when the keepers of the house shall tremble, and the strong men shall bow themselves and the grinders cease because they are few, and those that look out of the windows be darkened.

4. And the doors shall be shut in the streets, when the sound of the grinding is low, and he shall rise up at the voice of the bird, and all the daughters of musick shall be brought low.

5. Also when they shall be afraid of that which is high, and fears shall be in the way, and the almond tree shall flourish, and the grasshopper shall be a burden and desire shall fail; because man goeth to his long home, and the mourners go about the streets.

6. Or ever the silver cord be loosed, or the golden bowl be broken, or the pitcher be broken at the fountain, or the wheel broken at the cistern.

7. Then shall the dust return to the earth as it was; and the spirit shall return unto God who gave it.

8. Vanity of vanities, saith the preacher; all is vanity.

9. And moreover, because the preacher was wise, he still taught the people knowledge; yea, he gave good heed, and sought out, and set in order many proverbs.

10. The preacher sought to find out acceptable words; and that which was written was upright, even words of truth.

Sheet 1.6

Read the following passage and prepare a short summary.

Johnson claims two theoretical advances. The first, regarding hemispatial neglect, is unconvincing because it uses a pattern of "activation" – namely, both parietal lobes active for rightwards orientation, only the right parietal lobe active for leftwards orientation – as support for one theory, without reference to what the other competitor theories might themselves predict. It's trivial to generate scenarios within which either of the other two cited theories might predict the same pattern (though space forbids here). The activation pattern, and the behavioral data, also seem straightforwardly consistent with yet another theory, in which spatial attention is allocated by a single mechanism located in the right parietal lobe, with the attentional consequence of such allocation being activity in the parietal lobe contralateral to the oriented side.

Johnson's second claim relates to endogenous and exogenous orienting. He gives a long list of definitional and behavioural distinctions between the two types of orienting, and then asks whether functional neuroimaging can help choose between "the theory that invokes a single set of mechanisms for both types of orienting and the theory that invokes two different sets of mechanisms". But it's hard to believe that anyone faced with the definitional and behavioral distinctions could maintain that exogenous and endogenous orienting were literally the same thing (and, indeed, nobody is cited as believing that). In what way do the imaging data settle the more interesting question regarding whether there is any overlap at all between the two processes (as seems likely)?

Taken from *Neuroimaging and cognitive theory: a challenge unmet* by Dr MPA Page, 2008.

Sheet 1.7

Read this passage and prepare a short summary.

L'Automne (Lamartine)

Salut! bois couronnés d'un reste de verdure!
Feuillages jaunissants sur les gazons épars!
Salut, derniers beaux jours! Le deuil de la nature
Convient à la douleur et plaît à mes regards.

Je suis d'un pas rêveur le sentier solitaire;
J'aime à revoir encore, pour la dernière fois,
Ce soleil pâlissant, dont la faible lumière
Perce à peine à mes pieds l'obscurité des bois.

Oui, dans ces jours d'automne où la nature expire,
À ses regards voilés je trouve plus d'attraits:
C'est l'adieu d'un ami, c'est le dernier sourire
Des lèvres que la mort va fermer pour jamais.

Ainsi, prêt à quitter l'horizon de la vie,
Pleurant de mes longs jours l'espoir évanoui,
Je me retourne encore, et d'un regard d'envie
Je contemple ses biens dont je n'ai pas joui.

Terre, soleil, vallons, belle et douce nature,
Je vous dois une larme aux bords de mon tombeau!
L'air est si parfumé! la lumière est si pure!
Aux regards d'un mourant le soleil est si beau!

Je voudrais maintenant vider jusqu'à la lie
Ce calice mêlé de nectar et de fiel:
Au fond de cette coupe où je buvais la vie,
Peut-être restait-il une goutte de miel!

Peut-être l'avenir me gardait-il encore
Un retour de bonheur dont l'espoir est perdu!
Peut-être dans la foule une âme que j'ignore
Aurait compris mon âme, et m'aurait répondu!…

La fleur tombe en livrant ses parfums au zéphyre;
À la vie, au soleil, ce sont là ses adieux;
Moi, je meurs; et mon âme, au moment qu'elle expire,
S'exhale comme un son triste et mélodieux.

Sheet 1.8

Higher-order reading skills

When reading for different purposes, the fluent and effective reader will develop and refine different strategies that allow them to:

- read aloud for others and themselves
- read closely when absorbing information
- read thoughtfully when pondering over a challenging text
- skim a text quickly to gain an overall impression
- scan a section of a text to find a particular item of information
- read imaginatively when visualising or recreating things or situations described
- read responsively and actively when predicting the course of a narrative or an argument, or following a set of instructions
- read critically when assessing the force of an opinion or argument
- read analytically when analysing the writer's use of language
- read appreciatively, recognising the writer's skill in using ideas, techniques and effects
- read with an awareness of the writer's viewpoint, distinguishing it from the behaviour and attitudes of a character in a literary text
- realise that a text does not always mean what it says, understanding the nature of irony, bias and ambiguity and accepting the existence of multiple levels of meaning
- select appropriate sources and read in order to elicit information from a number of texts, identifying key points, collating information, making comparisons and synthesising material from different sources
- evaluate what they read in terms of quality, effect and reliability.

Unit 2: Developing the skills

Unit 2
Developing the skills

Aim: To gain understanding of the skills used during the process of reading for different purposes.

Time: Approximately 1½ hours

Preparation: Read the whole of Unit 2.

Familiarise yourself with all the materials and the tasks, especially the group leader's role in Task 1.

Make copies of Sheets 2.2, 2.3 and 2.4 for each group member.

Prepare slides of the contents of Sheet 2.1.

Resources: Slides of the passage on Sheet 2.1, ideally with two sections only on each slide.

Copies of Sheets 2.2 and 2.3 either for use on an interactive whiteboard or as hard copy for each group member.

Copies of Sheet 2.4 for each group member.

Projector/whiteboard and paper/pens/pencils.

Task summary

Task 1: Group prediction

Task 2: Making quick decisions

Task 3: Reading to find specific information

Task 4: General discussion

Introduction

It is important to teach learners that there are different kinds of reading that are appropriate for different purposes. They need to know instinctively which kind of reading strategy to adopt as they read as part of a range of activities across the curriculum and in the outside world.

The tasks in this unit aim to force the reader to make explicit their implicit knowledge of how to read for particular purposes.

Task 1 Group prediction

This is a shared reading task that allows the readers to discuss an unfamiliar piece of text, a section at a time, speculating about its meaning, predicting what might follow but always justifying their comments and predictions by referring to cues/evidence within the text. As successive sections are disclosed and further information obtained, hypotheses are tested and ideas are supported or rejected.

Work with the whole group.

Show the sections of the passage on Sheet 2.1, revealing one section at a time, in order, using an interactive whiteboard or appropriate presentation software. Allow the group members to read and discuss each section of the text in detail.

The following questions might be helpful:

- What is the passage about?
- What is the context?
- To what extent does prior experience influence your understanding?
- Which particular words are significant and what associations do we make when we read them?
- What do you think will happen next?

As you progress through the text, it will be helpful to ask:

- As you read further, are your perceptions about what is going on changing?
- If so, why?

By slowing down the reading process in this way, you will highlight the various skills used by the effective, active reader, such as:

- prediction
- inference and deduction
- making links with prior experience
- making links with prior knowledge.

Group or whole class prediction is a type of shared reading and works well in the classroom, particularly as a means of introducing a new text, topic or unit of work. It can be used with learners of any age or ability, from the Foundation Phase to those studying at Advanced level, post-16. Discuss the value of this technique with the group as a whole and consider when you might use it with learners in Key Stages 2 and/or 3 in English/Welsh and/or any other subject in the curriculum. Think, in particular, about its use with non-literary texts and share ideas. Unit 3 will address the whole area of shared and guided reading in further detail.

Take about 35 minutes.

Task 2 | Making quick decisions

Give each group member the information on Sheets 2.2 and 2.3. Ask them to decide which holiday they prefer and to note the ways they process the information in order to make a decision (i.e. which skills they use).

Allow only one minute for this task.

With the whole group, discuss the ways they tackled the task.

- How did the time limit affect the way they read?
- As they looked for information, on what did they focus (e.g. bold print, subheadings, capital letters, figures, particular words)?
- Which skills did they use?

Take 15 minutes in all.

Task 3 | Reading to find specific information

In pairs, ask group members to:

- read Sheet 2.4, an extract from *English: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008)
- locate information about the use of level descriptions
- write a short summary of the information.

Allow 15 minutes only for this task.

With the whole group, discuss the way they tackled this task.

- What process did they use?
- Were the skills used the same or different from those used in Task 2?
- Did they skim the whole text initially, then scan any section relating to level descriptions, then read more closely in order to assimilate the writer's message?
- Did they have to reread to make sure they had fully understood, and did they feel the need to reflect on their own understanding of the writer's meaning?
- Did they want to mark the text in any way?

Take a further 10 minutes.

Task 4

General discussion

Review the three tasks undertaken during this session. The group has looked at ways of making sense of unfamiliar texts for different purposes through prediction, skimming, scanning and close reading – all skills which are an integral part of fluent and effective reading.

Discuss how you can ensure that your learners acquire these skills and understand when to use them.

What kinds of activities and requirements in all curriculum areas would benefit from your learners' use of these skills?

Take about 20 minutes.

Sheet 2.1

Use this text to prepare a set of slides for Task 1 of Unit 2. Each section should be viewed separately and sentences/paragraphs should be generously spaced. Ideally each section, two at the most, should be on a separate slide/screen with the font scaled appropriately.

1. The boy with fair hair lowered himself down the last few feet of rock and began to pick his way towards the lagoon.

2. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead.

3. All round him the long scar smashed into the jungle was a bath of heat.

4. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.

5. 'Hi!' it said, 'wait a minute!'
   The undergrowth at the side of the scar was shaken and a multitude of raindrops fell pattering.
   'Wait a minute,' the voice said, 'I got caught up.'

6. The fair boy stopped and jerked his stockings with an automatic gesture that made the jungle seem for a moment like the Home Counties.
   The voice spoke again.
   'I can't hardly move with all these creeper things.'

7. The owner of the voice came backing out of the undergrowth so that twigs scratched on a greasy wind-breaker. The naked crooks of his knees were plump, caught and scratched by thorns. He bent down, removed the thorns carefully, and turned round. He was shorter than the fair boy and very fat. He came forward, searching out safe lodgements for his feet, and then looked up through thick spectacles.

8. 'Where's the man with the megaphone?'
   The fair boy shook his head.
   'This is an island. At least I think it's an island. That's a reef out in the sea. Perhaps there aren't any grown-ups anywhere.'
   The fat boy looked startled.

9. 'There was that pilot. But he wasn't in the passenger tube, he was up in the cabin in front.'
   The fair boy was peering at the reef through screwed-up eyes.
   'All them other kids,' the fat boy went on. 'Some of them must have got out. They must have, mustn't they?'

Sheet 2.1 (continued)

10. The fair boy began to pick his way as casually as possible towards the water. He tried to be offhand and not too obviously uninterested, but the fat boy hurried after him.
    'Aren't there any grown-ups at all?'
    'I don't think so.'

11. The fair boy said this solemnly; but then the delight of a realized ambition overcame him. In the middle of the scar he stood on his head and grinned at the reversed fat boy.
    'No grown-ups!'

From Chapter One of *Lord of the Flies* by William Golding (Faber and Faber Ltd, 1954).

Sheet 2.2

Hotel Elizabeth Orlando ****

Key facts Shuttle service to Universal Orlando® Resort • Lagoon-style pools • Friendly resort atmosphere

Key features 3 swimming pools • Whirlpool bath • Spa • Poolside bar

Meals Family restaurant • Open-air poolside restaurant • Fine dining restaurant • Market deli and café

Entertainment Lobby bar

Activities Health club • Sauna and steam rooms • Massage • Billiard table • Table tennis • Tennis courts • Games room • Kid's Club

Location 2.5 miles to Universal Orlando® Resort • 5 miles to SeaWorld Orlando® • 10 miles to Walt Disney World Resort

Room facilities Rooms have either a king-size bed or 2 double beds, bath, shower and WC • Air-conditioning • TV • Hairdryer • Iron and ironing board • Coffee and tea making facilities • Games consoles for hire • In-room safe • Interconnecting rooms (please request at time of booking) • Rollaway bed required for maximum occupancy

No. of rooms 1052

Other facilities Lobby bar • Gift shop • Laundry service • Sunloungers

Our opinion The good chidren's facilities, fine service and central location make the gold award winning Elizabeth resort so popular with familes.

At a glance

Palm trees, colourful blooms and a tropical-looking lagoon. The lush gardens at the Wyndham Orlando Resort are spread across an incredible 48 acres – quite an achievement.

Palm trees, colourful blooms and a tropical-looking lagoon. The lush gardens at the Elizabeth Orlando Resort are spread across an incredible 48 acres – quite an achievement for a hotel in the heart of Florida's International Drive. In fact, if you take a stroll through the immaculate grounds you'll probably spot an ibis or two wading in water. And this tranquil, everglade-like setting is just the ticket if you're looking to get away from it all. Plonk yourself down on a sunlounger and lap up the sunshine. Or perhaps take a refreshing dip in one of the three swimming pools. Relaxation aside, you'll no doubt want to hit some of Florida's famous theme parks, too. And you couldn't be in a better place. All of the big attractions are just a few minutes' drive away.

But if you want some time out from rollercoasters and killer whales, there's plenty on hand back at the hotel. Work up an appetite with a fast-paced game of volleyball. Indulge in some well-deserved 'me' time down at the health centre. Or maybe just enjoy a good old-fashioned American steak in Augustine's Grill. With a side order of fries, naturally! As to the accommodation here, it's all set out in attractive low-level 'villa' blocks that have an almost colonial look about them, what with their tiled roofs, veranda-like walkways and attractive hardwood floors. All in all, this is a great place to relax while still being at the centre of the action. Find the cheapest late deals to Elizabeth Orlando Resort leaving in the next six weeks.

Departures on or between Prices are in £s per person, 25% off children under 16											
All inclusive family room 2 adults, 2 children sharing	Nights	25 Aug 14 Oct	15 Oct 31 Oct	01 May 20 May	21 May 27 May	31 May 17 Jun	18 Jun 30 Jun	01 Jul 11 Jul	12 Jul 16 Jul	17 Jul 17 Aug	18 Aug 23 Aug
	7	700	700	795	800	900	900	1100	1100	1150	1150
	14	950	–	1005	1100	1200	1200	1300	1350	1400	1400
Transfers – coach - included taxi £28											

Sheet 2.3

Hardingstar Tainos ★★★★★

The vibrantly-coloured Hardingstar Tainos is an attractive, spacious complex, designed for maximum relaxation and romance.

The vibrantly-coloured Hardingstar Tainos is an attractive, spacious complex, designed for maximum relaxation. It is a modern adults-only hotel set in spacious grounds with bungalow-style buildings, with a peaceful romantic atmosphere making it ideal for couples and honeymooners. The rooms are split-level and tastefully decorated with a living room area and mini-bar stocked daily. The new spa offers a variety of relaxing treatments in tropical surroundings.
The hotel is situated on miles of stunning romantic white beach. We offer a cosmopolitan atmosphere and array of water sports including diving, snorkelling and water skiing. Try out the local nightlife to soak up the traditional atmosphere. The all-inclusive amenities make this a wonderful resort for the holiday of your dreams.

"Stylish and modern, the Hardingstar enjoys a superb location on the beautiful beach"

Options and offers

Free wedding package for groups of 17 adults or more staying for a week or 8 adults staying for 2 weeks.

Celebrate Honeymooners receive fruit, flowers and wine in their room on arrival, room upgrade (subject to availability), one honeymoon breakfast, one romantic dinner for two, late checkout (subject to availability) and private check-in (marriage certificate must be produced; valid for couples married up to 6 months on arrival).

★ On a beautiful white sandy beach • Extensive range of activities • Friendly, helpful staff

★ Gym • Tennis • Water polo • Scuba-diving lesson in the pool (1 per person per stay) • Windsurfing • Catamaran

★ Situated right on the idyllic white sandy beach; 400m away from more secluded beaches; 5km away from resort centre • 400m to the bus stop with local buses to hotel. Alternatively, it's a 10 minute taxi-ride away • 2 hour drive from Havana

★ Air-conditioned Junior Suites have two queen-size beds or one king-size bed, living area, direct-dial telephone, CD player, satellite TV, coffee maker, iron/ironing board, hairdryer, full bathroom and balcony or terrace.

Superior luxury private garden villas which are set in the hotel grounds and have a private pool, king-size bed, full bathroom, outdoor whirlpool, sauna, satellite TV telephone, living area with ocean view and private butler service are available at a supplement on request.

★ 272 rooms

- **Departures on or between**
- **Prices are in £s per person**
- **All-inclusive bathroom, balcony based on 2 adults sharing**

Nights	7	14
25 Aug to 14 Oct	1115	1605
15 Oct to 31 Oct	1115	–
01 May to 20 May	1175	1645
21 May to 27 May	1189	1705
31 May to 17 Jun	1245	1705
18 Jun to 30 Jun	1175	1645
01 Jul to 11 Jul	1205	1689
12 Jul to 16 Jul	1245	1749
17 Jul to 17 Aug	1285	1839
18 Aug to 23 Aug	1425	1945

Sheet 2.4

An extract from *English: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008)

The programmes of study set out the opportunities that learners should be given at each key stage and provide the basis from which you, as a teacher, can plan learning and teaching. They are divided into two sections, Skills and Range. The Skills section lists the skills to be developed in a subject and the Range section comprises the opportunities and contexts through which these skills should be developed and consolidated.

Ongoing formative assessment – assessment for learning – lies at the heart of good teaching. Through the assessments that you make in the course of your teaching, you will build up an extensive knowledge of your learners' strengths as well as the areas that need further development, and you will use this knowledge to help you plan for the next steps in their learning. Learners will also gain understanding of specific learning goals and the associated success criteria so that, supported by you, they can develop their capacity for self-assessment and peer assessment. In this way, they can establish their current position, set and move towards targets, and discover if and when the targets have been reached. Individual targets are linked to improving the quality of a learner's work, as highlighted through formative feedback, and are therefore linked to success criteria for specific tasks. Level descriptions do not make effective targets as these describe attainment across the breadth of the programme of study at the end of a key stage.

Level descriptions can help to inform your planning, teaching and assessment at Key Stages 2 and 3 by indicating expectations at particular levels and progression in the subject. Evidence from assessment for learning will indicate where more time is needed to consolidate learning and when learners are ready to move on. You may wish to keep some evidence so that you can discuss a learner's work and progress with them and/or with colleagues or parents/guardians. However, there is no statutory requirement to keep unnecessarily complex records or detailed evidence on every learner.

The essential function of level descriptions is to help you make rounded summative judgements at the end of Key Stages 2 and 3 about a learner's overall performance. Level descriptions are designed neither to be used to 'level' individual pieces of work nor for the production of half-termly or termly data. It is only by the end of the key stage that you will have built up sufficient knowledge about a learner's performance across a range of work, and in a variety of contexts, to enable you to make a judgement in relation to the level descriptions.

Sheet 2.4 (continued)

It may be that some learners will be more advanced in some aspects of the work than in others, and that no one level description provides an exact fit. That is to be expected, and the range of individual learners' work included in these materials illustrates the making of best-fit judgements under those circumstances. Many schools/departments have found it helpful to develop their own learner profiles to support moderation of end of key stage judgements. These profiles also help to maintain a common understanding of standards when they are reviewed annually and refreshed where necessary.

When making judgements at the end of Key Stages 2 and 3, you should decide which level description best fits a learner's performance. The aim is for a rounded judgement that:

- is based on your knowledge of how the learner performs across a range of contexts
- takes into account different strengths and areas for development in that learner's performance
- is checked against adjacent level descriptions to ensure that the level judged to be the most appropriate is the closest overall match to the learner's performance in the attainment target.

National curriculum outcomes have been written for learners working below Level 1. These are non-statutory and guidance on their use is planned.

Introduction to *English: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008).

Unit 3: Comprehension: a quest for meaning

Unit 3
Comprehension: a quest for meaning

Aims: To look at the process of comprehension.
To look at guidance for question setting.

Time: 2 hours

Preparation: Read the whole of Unit 3.

Familiarise yourself with the materials and the tasks so that you feel confident to lead the discussion as and when necessary.

Make copies of the required sheets for each group member.

Prepare a slide of Sheet 3.3 if you decide to go through it with the whole group as a shared reading exercise.

Resources: Copies of Sheets 3.1 to 3.4 for each group member.

Slide of Sheet 3.3.

Chosen equipment for shared reading session.

Flip chart and suitable pens, paper.

List of higher-order reading skills (from Unit 1) for reference, if necessary.

Task summary

Task 1: What is comprehension?

Task 2: Comprehension as a process

Task 3: The comprehension exercise

Task 4: Question setting

Task 5: Using the guide to question setting

Task 6: (optional) Developing learners' question-setting skills

Task 1 | What is comprehension?

In pairs/small groups, discuss:

- what group members think comprehension is
- current uses of 'comprehension' within the classroom.

Now report back to the whole group.

Compile a list of findings on the flip chart/whiteboard.

Take about 10 minutes.

Task 2 | Comprehension as a process

The process of comprehension has been likened to building bridges between what you know and what you read. In that respect, it resembles a problem-solving process and demands an active approach.

In pairs, read the passage on Sheet 3.1.

Read it aloud. Try to make sense of it.

Now read the questions on Sheet 3.2 and answer them.

Take about 15 minutes.

With the whole group, discuss how far you were able to answer the questions despite the fact that this is a 'nonsense' passage. The following questions may be a useful guide to the discussion:

- In your initial reading, did you gain any meaning from the passage?
- How did you come by your answers?
- Did the fact that the passage conforms to conventional grammatical structures help you to read it and 'understand' it?
- How far did the information contained in the questions influence your understanding?
- What part does syntax (grammar) and punctuation play in understanding the written word?
- How does knowledge of word families or semantic connections help you to reduce uncertainty?
- Did the space provided for the answer affect the length of your response?

Take about 15 minutes.

Note: It is quite possible to answer these questions, despite the fact that the passage is made up of nonsense words, because the reader brings a great deal of knowledge about language to the text. A reader can interact even with a text like this because this type of questioning allows the reader to answer without experiencing any real understanding.

Task 3 | The comprehension exercise

With the whole group, consider the following statements:

- Most learners are regularly required to undertake comprehension exercises as part of their language work and work in other subjects of the curriculum. Science textbooks, for example, frequently provide a passage explaining a set of facts, a process or a natural phenomenon followed by a set of questions aimed to check the reader's understanding.
- Many of the questions can be answered by looking for the relevant phrase/sentence that matches the question and copying it out as the answer. You do not need to understand the text to do this.
- Many of these exercises test knowledge only at the literal level and demand that learners locate facts, as indicated above, within a given passage. This ability is at the lowest level of the hierarchy of reading skills and does not really test understanding.
- Many learners are able to gain high marks on comprehension exercises of this kind but still do not have any real understanding of the passage (compare how you 'scored' in answering the questions on Sheet 3.2).
- Literal comprehension does not enable learners to draw on prior knowledge and experience or to interact with or interpret a text.
- The kinds of 'teacher' questions asked are very important. Closed questions limit the learner's involvement with the text. Open-ended questions encourage the use of higher-order reading skills such as inference and deduction, prediction, the stating of preferences, linking with experience and prior knowledge, etc.
- A focus on questioning is totally in line with the principles of developing thinking and assessment for learning addressed by the *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008) and by the current development programme being undertaken by the Department for Children, Education, Lifelong Learning and Skills (DCELLS).
- Asking the right questions is fundamental to comprehension.

Take about 20 minutes.

Task 4 | Question setting

With the whole group, consider the guide to question setting on Sheet 3.3. Discuss the implications for question setting in all subjects at Key Stages 2 and 3.

This hierarchy of reading skills is adapted from Barrett's Taxonomy in *Reading: Today and Tomorrow*, Melnik Merritt (University of London/Open University, 1972). Although more than 30 years' old, this taxonomy is still a useful guide to the kinds of questions that will elicit real understanding of text and allow meaningful assessment of reading skills. If these five 'levels' are represented in a set of questions to test comprehension, the range of questions which can be asked will be greatly increased. Learners' levels of understanding should increase correspondingly.

Take about 25 minutes.

Task 5 | Using the guide to question setting

In pairs, look at the passage on Sheet 3.4 which is taken from Chapter 4 of *George: An early autobiography* by Emlyn Williams.

Compile a set of questions about the passage, testing the five levels of comprehension previously discussed.

Take about 15 minutes.

With the whole group, review the suggested questions. On a flip chart, board or screen, list them under the five headings:

- literal
- reorganisation
- inference
- evaluation
- appreciation.

Take a further 10 minutes.

Before the next INSET session, and as an ongoing activity, ask group members to evaluate the comprehension activities that take place within their classrooms and to consider the most effective types of questioning for particular curricular activities.

Task 6 (optional) Developing learners' question-setting skills

This session has looked at teacher questions. Learner questions can be just as effective.

Discuss how encouraging learners to frame a set of questions about a text might help to develop their understanding of what they have read (see also Unit 6, Task 2).

Note: The comprehension exercise, though very widely used, is not the best way to ensure the learners' understanding of a text. Shared reading is more effective as it is an interactive process with a dialogue between the teacher and the learners, and therefore gives the teacher a more accurate picture of how the learners are extracting meaning from the text (see Unit 4).

Sheet 3.1

Read the following passage.

The plick squeen olligog jibbled camrully down to the savee. In it were vay clobfloes, perdigs and miniscatel. They criggled and stoed oumfully maficating in the humate kinshane. Suddenly a higantaic uglonerus came agristling towards them. Within a tumper, clobfloes, perdigs and miniscatel were no more. Slurpinated in one goblicate, they were mortrifipped for ever. Uglonerus himself then jibbled pomfully off, but his tumpertill would soon come. Uglonerus major was bidlen behind a higanteic cornupog, his own super goblicator at the ready.

Once you have made what sense you can of it, look at the questions on Sheet 3.2.

Sheet 3.2

Answer the following questions on the passage you have just read on Sheet 3.1.

1. What jibbled down to the savee?

   .....

2. What three fish were in the olligog?

   i) ..... ii) ..... iii) .....

3. What size was the uglonerus?

   .....

4. Describe what the clobfloes, perdigs and miniscatel were doing?

   .....

   .....

   .....

5. Where was the cornupog growing?

   .....

6. Make a list of all the living things mentioned in the passage.

   .....

7. What do you think the following words mean?

   bidlen ..... tumper .....

8. Find single words in the passage which mean the same as the phrases below:

   a) chewed up into pieces
   b) totally dead
   c) meandered happily
   d) a large mouthful.

9. Suggest what agristling might mean. Do you think the word sounds effective?

   .....

10. Was the kinshane humate or iclificle?

    .....

11. Suggest a title for the passage.

    .....

12. What do you think happens next?

    .....

Sheet 3.3

A guide to question setting

A comprehension exercise, oral or written, which will really probe understanding should include questions from most or all of these five 'levels':

1. **Literal comprehension**, which requires a learner to locate facts, ideas, particular information, a sequence of events, similarities or differences, characteristics of a person, etc., that are explicitly stated in the passage. For example:

   - What is the boy's name?
   - Who was the taller, Susan or John?
   - What are mammals?
   - Which is the tallest animal?
   - What is the capital city of Wales?

2. **Reorganisation**, which requires a learner to analyse, synthesise and/or organise the ideas or information that is explicitly stated in the passage (i.e. to **do** something with it). For example:

   - classifying – placing people, things, places and/or events into categories
   - summarising – condensing the content of the passage, using direct quotation or paraphrased statements
   - synthesising – bringing together ideas or information from more than one source/section of the passage
   - making a graphic representation of the facts, e.g. a map, a flow chart, a graph.

3. **Inferential comprehension**, which requires a learner to use the ideas and information in the passage, intuition and personal experience as the basis for making conjectures or hypotheses; to read between and beyond the lines. For example:

   - What else might the writer have included to make the passage more interesting to boys?
   - What kind of a place is St Lucia?
   - What do you think will happen next?
   - What is the writer's point of view?
   - What is the writer's purpose?
   - How would the boy behave if he were in a different place/time/situation?
   - Why does the writer use the word . . . ?
   - What does the writer mean by the phrase 'foxy eyes' or any other figurative expression?

Sheet 3.3 (continued)

4. **Evaluation**, which requires a learner to make a judgement based either on the passage alone and/or on the learner's prior knowledge and experience. For example:

   - Does this make sense?
   - Is the information accurate? Does it agree with what you have found out from other sources?
   - Could this really happen?
   - Does the boy behave in an appropriate way?
   - Is the character right or wrong to act as she/he does in view of the situation described?
   - Is the behaviour described right or wrong according to your beliefs?

5. **Appreciation**, which requires an emotional and/or analytical and/or aesthetic response from the learner to the content and style of the passage. For example:

   - How did the passage make you feel?
   - Is the argument clearly stated?
   - Is the sequence of ideas logical and coherent?
   - Which words were most effective?
   - Why did the writer choose those words?
   - Which description did you find most lifelike/frightening/effective?

Adapted from Barrett's Taxonomy in *Reading: Today and Tomorrow*, Melnik Merritt (University of London/Open University, 1972).

Sheet 3.4

I was a not unhappy child, and had no idea that through nobody's fault I was being starved of something as necessary to my nature as breath to the lungs: Romance. I was an exile from a country to which I could have given no name. It was early to be starved, I was not yet eight, but not only did I not know of the theatre, I had never heard a note of music – I discount the wheezy chapel organ – and no child or adult had ever *said* anything to me: it was with a shock of pleasure that I turned the pages of my first real book. It was like hearing a vast wind, then looking up and seeing, beyond the Glanrafon woods, a curtain of cloud sweep up and away in gigantic folds, revealing the world. For the rest of the holidays, there was not a free waking minute, free from washing or cleaning boots or seeing if there were any real eggs next to the pot one, when I was not immersed in *A Welsh Singer*. One morning I was so engrossed that when my mother put her head in and asked me to bring her the pepper, quick, I rose from my book, crossed to the cupboard, walked out of doors, and stalked down the back yard and into the petty; there I came to, gaping stupidly into distasteful depths and clutching a pepper-pot. I hurried out, red in the face, to meet Dad holding his sides.
"I've heard of other pots, Poll, but pepper!"
"It's that reading," said Mam, pursing her lips, "first his eyes will go and then his brain will turn to water."
"But Poll, pepper in the petty!"

'Allen Raine' had done this, a lady novelist who could have been dubbed the Marie Correlli of below stairs; but she wrote with sincerity and I am glad there was nobody to disillusion me. The story would appear unlikely to enslave a child whose one need was the escape-hatch of the imagination – a tale set in Wales and dealing with 'humble folk', even quoting the Welsh language, what was the escape? Romance. The initial familiarity was just enough to act as a spring-board, and I was off. I did not find the book easy to read, but it was written simply enough to encourage me to battle with the difficult parts. Anyway, after the first page, I grasped all manner of things with a bemused extra sense. The word 'enigmatic' came twice – 'her enigmatic eyes' . . . 'his enigmatic tone' – and this time Eng. Dic. did not fail me: 'full of mystery'. A rigmarole of words had become a treasure. Suspicious: mistrusting, (pronounced suspickuss). Cynical: unbelieving, (pronounced kinnical). Agitate: disturb, (pronounced aggie-tate).

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Unit 4: Shared and guided reading

Unit 4
Shared and guided reading

Aim: To teach at the point of reading, focusing on demonstrating and exploring the decisions effective readers make as they read and explore a text.

To focus on teaching individuals within a small group of learners with similar abilities/needs.

Time: 2 hours approximately

Preparation: Read the whole of Unit 4 and familiarise yourself with the processes described and the rationale for using the strategies with learners, especially the introduction to Task 2 – Guided reading, where your explanation will be very important.

For the shared reading task, choose an appropriate piece of non-fiction text since you looked at a piece of literary reading in Unit 2 – from a magazine, a textbook or other source. Sheet 4.1 provides an example if you require it. Consider the practicalities of carrying out the task and prepare the passage for sharing with colleagues – on an OHT, via a presentation package such as PowerPoint, on a screen projected from a computer, an interactive whiteboard or other means – and make sure the equipment is available and working.

Make copies of Sheets 4.2 and 4.3 for each group member

Resources: Chosen text and equipment for shared reading session.

Copies of Sheets 4.2 and 4.3 for each group member.

Task summary

Task 1: Shared reading

Task 2: Guided reading

Task 3: What features should be taught?

Task 4: How do shared and guided reading differ?

Task 5: Implementing one strategy

Introduction

Traditionally, teachers have spent a great deal of time hearing learners read individually. Some still do and there are major benefits for some learners, particularly those whose reading skills are below the expected level. If a teacher can read with an individual and take time to talk about reading strategies, about the book and about the learner's reading habits, this can be very supportive. However, research has shown that, even where discussion is good, this one-to-one interaction may not be the best use of precious time for learners who are reading at the expected level or above; and, more seriously, that the more mechanical practice of just hearing a learner read a section of a 'reader' is not only time-consuming but often unproductive for many learners who may merely be practising their skills rather than learning anything new. What occurs is generally repetitive. When learners stumble over a word the teacher will wait, then give a clue and, if that fails, tell them the word. Occasionally the teacher will refer to a more general rule. This hearing of learners' reading is a useful way to **assess** reading skills but it is not a good way to **teach** reading.

The two strategies described here – shared and guided reading – are the best ways to model and teach the reading process for the majority of learners.

If the questioning that is at the heart of these strategies becomes established in the minds of learners through regular exposure to shared and guided reading, it is highly likely that the learners themselves, when reading independently, will adopt the same approaches and go through them mentally as they search for meaning in a text.

Task 1 | Shared reading

In shared reading, the teacher's role is to make clear how good readers approach a text by modelling the process, demonstrating the ways an effective reader thinks as they read a text, so that learners can follow this example. This takes place in a whole-class situation. Everyone can see the text – on a screen, whiteboard, on paper or from a big book – and, because the teacher is the reader, he or she can support the learners to appreciate material that may be slightly harder than that which they could read on their own. Learners can concentrate on the meaning without having to decode every word for themselves. The teacher acts as model, demonstrator and instructor, leading a discussion about the interpretation of the text. The learners listen to the text read aloud, join in and follow the reading, and learn from the teacher's example of analysing the text.

Differentiation occurs as a result of the different levels of learner participation required by the teacher and, in particular, through the specific questions that teachers ask of individual learners. These should be tailored to match that learner's abilities and provide the learner with a chance of success when responding.

Shared reading is a powerful strategy that can help learners to develop their reading skills in a supportive, whole-class context, whilst simultaneously extending their subject knowledge.

Make sure the group members are seated so that they can see the equipment you have chosen to use for the shared reading session. Remember that in a classroom situation any learner with additional needs might need an adapted version of the text.

With the whole group, share the non-fiction text you have chosen to read. Sheet 4.1 provides an example if you need it. This passage is also used in Unit 6 of the partner publication *Guidance on the teaching of writing skills – INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3* (Welsh Assembly Government, 2010).

Read the passage together a section at a time (in a similar way to the group prediction exercise in Unit 2). You will need to simulate the role of the teacher, with group members taking on the role of the learners. At all times, emphasise the fact that reading is an active process by asking group members appropriate questions about the text such as:

- What is the passage about?
- What kind of text is it?
- What is its purpose?
- Is there any problem vocabulary? (If so, look at context clues to see if you can make an informed guess; if necessary, explain the word.)
- Is the meaning of any sentence unclear/difficult to understand? (If so, work it out together/explain if necessary.)
- Why has the writer used this/these particular word(s)? (Provide examples.)
- What associations do we have with this/these word(s)?
- So what is the writer trying to convey?
- How do the ideas link together?
- Does the text work/do what it is supposed to do?

Take about 30 minutes.

Task 2 | Guided reading

With the whole group, introduce the following facts about guided reading and discuss their implications for using the technique in your school(s). You will need to ensure that you, as group leader, are completely familiar with the rationale for this strategy and can present it with conviction, especially if it is not already recognised and used in your school(s). For the first part of this task, you are the teacher.

In guided reading, the teacher is consciously teaching reading to a small group of learners, acting as the expert who guides the learners through the text. This cannot be done in a whole-class situation where the range of abilities will be too wide. With small groups of learners at similar levels of attainment (identified through school assessment data) the teacher can provide guidance that meets the needs of the whole group, rather than working with learners one by one, even though the teacher will listen to learners read individually within the context of the group. By working together, assimilating the guidance given to each member of the group, the learners can also learn collaboratively with and from each other, discussing texts and putting their heads together to find information.

The obvious aim of guided reading is to enable learners to become independent, to be able to read, understand and appreciate texts on their own without the teacher's help. Through regular guided reading sessions learners will gradually internalise the teacher's prompts and cues so that the external support becomes part of their own way of doing things. They have to be taught to do this.

The teacher can harness learners' growing maturity by teaching four strategies that learners can use to explore any text. The teacher models ways of:

- clarifying (What does . . . mean?)
- predicting (What might the writer tell us next?)
- asking questions (Why does . . . happen?)
- summarising (What's the main idea here? What's this passage about?)

and helps the group to practise them until they can use them independently. This approach is particularly helpful in subjects across the curriculum where subject-specific terminology and particular forms of presentation can pose problems for the reader. The responsibility for using the appropriate strategy is shared with the learners who can take turns to lead the discussion. The teacher becomes an ordinary member of the group, extending ideas when necessary.

The texts used should be new to the learners and should be chosen to suit their reading abilities so that they can read with 90 per cent accuracy or more. Any one class will need a large and varied selection of sets of texts for guided reading sessions, but this means that introducing guided reading across a whole school has major resource implications – an issue that needs to be addressed on a whole-school basis.

Most publishers now produce levelled guided reading texts in all genres, some of which offer teachers' notes on delivering guided reading and on the content, style and textual features of the books – but these are expensive. However, it is not always necessary to buy new texts. It is quite possible to make use of free resources such as sets of tourist or other information leaflets collected from the local area, holiday brochures, local directories, websites, or train or bus timetables – and these have the advantage of being 'real' and of presenting credible and authentic reading contexts. In addition, sets of good quality photocopies of passages taken from appropriate textbooks, novels or other prose texts, magazines, newspapers or other sources are acceptable alternatives. These require time for preparation but are comparatively inexpensive.

Having presented these facts, encourage the group to discuss the advantages and potential problems that might arise when using guided reading in your school(s) and try to find ways to make this possible.

Take about 30 minutes.

Task 3 What features should be taught?

In both shared and guided reading sessions, the teacher will draw attention to a range of features of text.

With the whole group, note down some of the things that might need to be highlighted and discussed/explained. Compare your findings with the suggestions on Sheet 4.2 and add to it as required.

Take about 15 minutes.

Task 4 | How do shared and guided reading differ?

With the whole group note the ways these two strategies differ, and discuss when and how often you might use them with your learners.

Sheet 4.3 provides a table outlining the differences between the two strategies but do not refer to this until the group has had an opportunity to come to its own conclusions.

Take about 15 minutes.

Task 5 | Implementing one strategy

The two strategies considered during this session – shared and guided reading – are important elements of the active and specific teaching of reading that are often absent from our classrooms. These strategies are relevant to readers of all abilities and should form part of every teacher's repertoire of teaching approaches. They can easily be adapted to suit all learners across Key Stages 2 and 3 and beyond.

Encourage teachers to consider the following:

- Will these strategies help my learners?
- In what ways will they benefit?
- How often should I use these strategies?
- When might I begin to use shared reading?
- How will I organise my class in order to carry out guided reading?

Make it clear that the processes need to be embedded as part of normal practice, but that success will not necessarily happen overnight and that teachers and learners will improve their techniques with practice.

Take whatever time is required/available. Encourage teachers to commit themselves to trying at least one of these strategies – preferably shared reading – before you next meet.

Sheet 4.1

Shared reading

Prepare a presentation of this passage – on OHT or slide to be shown on a screen/an interactive whiteboard – and carry out a shared reading session.

Each year group at this primary school has its own raised bed to work with in their organic garden, and between them they grow a fantastic variety of vegetables and fruit. While the younger ones are introduced to growing with spring onions and lettuce, the older learners are producing everything from sweet corn to prize parsnips.

The school first branched out into gardening through fruit, rather than vegetables. Villagers had expressed concern that local apple varieties growing in their gardens might be lost forever if they were not protected, so five years ago the school came to the rescue by creating an apple orchard in its grounds, using cuttings from all of those cherished varieties.

The following year, the school decided to create 'The Organic Garden'. Teachers and learners knew little about gardening to begin with. They had to learn by trial and error – providing some marvellous meals for caterpillars in the early days – but they are now harvesting plenty of wonderful vegetables and fruit that they have the chance to enjoy themselves.

Organic gardening has also inspired the children to look after themselves and their environment in other ways – their teacher describes this as the 'domino effect'. For example, the children were given an opportunity to try 30 different varieties of apples, in a bid to encourage them to enjoy healthy, fresh food. They are now happy to eat only fruit at break times, instead of chocolate and crisps, and this has helped to clear up the school's litter problem because the fruit peelings go straight into their compost bin.

Taken from *Food and fitness in the curriculum in Wales* (Welsh Assembly Government, 2009).

Sheet 4.2

Teaching points

These are some suggestions to compare with the group's list of features that should be highlighted during shared and guided reading.

- In reading non-fiction, help learners to access information through exploring the organisation of different genres. It might be helpful to refer to Unit 5 in *Guidance on the teaching of writing skills: INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3* (Welsh Assembly Goverment, 2010), which outlines the characteristics of different text types.
- Teach them features of non-fiction texts, e.g. subheadings, captions, key words, conventions of layout.
- In reading fiction, help learners to understand plot, setting, characters and theme through asking open-ended questions about the content of the text, how things are described, what people say and do, how a theme is manipulated and reinforced throughout a text.
- Ensure that you use a full range of question types to develop not only literal comprehension but also inference, deduction, evaluation, appreciation and personal response to the text.
- Help learners to develop their vocabulary by exploring new words, using context clues, looking them up if necessary and learning how to use them.
- Encourage learners to give opinions and provide reasons for them.
- Teach learners to support their opinion by referring to specific parts of the text.
- Teach learners how to skim and scan for information.
- Teach learners how to interpret and evaluate information, e.g. to recognise fact, fiction, opinion, bias. This is particularly important when reading media texts, the purpose of which is often to put forward a subjective or less than accurate point of view.
- Teach learners to clarify, predict, ask questions and summarise.
- Teach learners to appreciate the range of techniques writers use to convey their messages.

Sheet 4.3

Shared and guided reading: how they differ

Shared reading	Guided reading
The teacher models effective reading; reads the lines, between the lines and beyond the lines of the text, extracting meaning and interpreting it in relation to learners' experiences and knowledge.	Individual learners read the text to themselves and out loud to the teacher and the group using strategies they know. The teacher reinforces and extends these strategies, helping learners to understand the text fully.
The main focus is on finding meaning by interrogating the text, paying close attention to the words, the sentence structures, the punctuation and other features of presentation.	The focus is on developing and practising strategies to cope with unfamiliar text. Teaching will be tailored to the specific needs of the group members.
Most of the reading is oral. Predictions about the text that follows may be made; predictions will be confirmed or rejected as reading continues.	Some of the reading is silent as learners tackle a text for themselves then attempt to read it aloud, supported by the teacher and their peers who give them strategies to cope.
The teacher is prepared to do most of the reading; learners are encouraged to 'come in and out of the reading' as they can. Some in the group will read the text with the teacher; others will read very little of the text on their own but will be attending to the text and learning.	Learners will do most of the reading, supported by the teacher as above.
Will focus on both new, unfamiliar texts and familiar texts. Shared reading of a new text will have different purposes from shared reading of familiar texts. Each time a text is revisited, the teacher will have a new, or additional, purpose.	Will generally focus on new, unseen text. Learners will test their reading strategies on unfamiliar text; make predictions, check them, and either confirm or reject them. Guided reading of familiar texts will have different purposes.
Will usually involve a large mixed-ability group/class. The teacher and learners work cooperatively to develop meaning from the text.	Will usually involve a group of learners with similar ability/needs. Each learner is helped to read and understand the text independently, though the rest of the group will be involved. The rest of the class works silently on another task.

Unit 5: Into the text: active approaches

Unit 5
Into the text: active approaches

Aim: To raise awareness of active approaches to text that will help develop higher-order reading skills and also provide evidence for the assessment of reading comprehension.

Time: 1½ to 2 hours

Preparation: Read through the whole of Unit 5.

Resources: Read through the whole of Unit 5 and familiarise yourself with the content.

Collect a selection of texts of different kinds appropriate to the group members and their learners – subject-based non-fiction/textbooks, texts relevant to current topics, media text, fiction, poetry, etc.

Prepare a copy of Sheet 5.2 for use on a screen if required.

Make copies of Sheets 5.1 to 5.5 for each group member.

Check Appendix 2 of *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008) so that you are aware of the correct sequence of paragraphs for Sheet 5.3.

Task summary

Task 1a: Cloze procedure

Task 1b: (optional) Scanning techniques

Task 2: Preparing passages

Task 3: Sequencing activities

Introduction

There is a range of activities – traditionally called DARTS (Directed Activities Related to Texts) – that, when used in relation to non-literary or literary texts, will ensure genuine involvement with text by learners. These activities can be print- or screen-based. Indeed some of them are better executed using ICT than pen and paper, and for many learners, including some boys, this move away from traditional methods will prove to be a motivating factor. For example, cloze procedure on screen will encourage experimentation with and evaluation of choices; sequencing exercises are improved by the ability to move text freely around on-screen; highlighting on-screen can replace text marking on paper; even a 'traditional' comprehension exercise can be undertaken on-screen where half the screen might contain the text while the other half has the questions plus space for a written response.

Many learners will be more confident to try these activities knowing they can easily edit or amend incorrect or inappropriate responses later. Using 'drag and drop' allows the learner to make good progress without having to write or type out the words and therefore allowing them to concentrate fully on reading skills. Using ICT allows a teacher to model the process of responding to text very effectively for a whole class, and also allows learners to respond to text independently without having to use pen and paper.

Learners need frequent opportunities to practise these strategies. Particular attention should be paid to the scanning of screen-based text, such as that found on the internet, where the complexity of layout can make high demands on the reader.

In this unit and the next, examples of DARTS activities are introduced and group members asked to undertake some of them in order to increase their confidence in setting them up for learners and to develop their appreciation of the skills involved in actually doing the tasks. Coherent training and planning across the school should enable staff to become secure in teaching these skills efficiently.

Task 1a

Cloze procedure

Cloze procedure is a strategy used frequently at all key stages and in many curriculum areas. Unfortunately, its value is not always clear as it is often little more than a gap-filling exercise used to keep learners quietly occupied. Moreover, it is inefficiently used when teachers imply that there are definite right and wrong answers. And yet, used with a clear focus and a planned purpose, it can be a very useful strategy for language teaching, for subject teaching and for the assessment of reading comprehension. It can also be a great help in the development of higher-order reading skills, as it forces the reader to look at words in context.

In pairs, ask group members to:

- work through the cloze procedure passage on Sheet 5.1
- discuss the word choices with their partner
- note the strategies used in coming to a decision about which word to choose.

Take about 10 minutes.

With the whole group, review the choices made.

- Are they all the same?
- Are they right or wrong?
- What is the criterion for deciding whether they are right or wrong? Can you make such a decision?
- What did readers do to get at meaning?

List the strategies used by the group on a flip chart, screen or board.

Your list should include the following points:

- skimming the whole passage to try to get a feeling for the overall meaning; allowing the eye to move rapidly across each line of text, ignoring punctuation and small words such as 'in', 'the', etc., but allowing the eye to linger over and take in the more important words that are crucial to the theme of the text
- scanning particular words to gain detailed information; locating a specific detail such as a key idea, word, date, name or time in a piece of text
- predicting possibilities and trying them out in the context of the passage

- using context cues:
  - semantic cues which give information about the meaning/idea with which the word is associated
  - syntactic/grammatical cues that help the reader to decide what kind of word is appropriate, e.g. noun, verb, adjective, etc.
  - although not present here, some texts will include images/photographs, etc., that will provide graphic cues
- applying prior knowledge and prior experience of the topic and familiarity with vocabulary.

Take about 20 minutes.

Task 1b (optional) Scanning techniques

It may be that teachers are unfamiliar with the technique of scanning. Refer to Sheet 5.2 for guidance on this technique if necessary.

Take about 10 minutes.

Task 2

Preparing passages

With the whole group, consider Sheet 5.3 which provides guidelines for the preparation of cloze exercises. It might be useful to look at this together as a type of shared reading exercise and to think about what kinds of cloze exercises would be most suitable for different purposes and subject areas.

In pairs, ask group members to select two texts from those provided and, by making deletions, to prepare cloze exercises for different purposes for their learners.

Take about 15 minutes.

Ask the pairs to move into groups of four and review one another's work, making suggestions and comments.

Take a further 10 minutes.

Task 3 | Sequencing activities

These are best carried out as pair or group activities in class as they involve collaborative reading and rereading, and focused talk, during which learners must identify the cues within a text that indicate the order in which the writer has organised the material. They can be used equally successfully with literary and non-literary texts.

Activities might include the following.

1. Looking at a writer's signposts; sequencing paragraphs. This could be done with any text that is reasonably well written – literary or non-literary.

   In pairs, reorder the paragraphs on Sheet 5.4 taken from Appendix 2 of *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008).

   Note/mark the links in the text that enable you to do this.

   Note: The use of ICT would help this kind of task in the classroom.

2. Checking knowledge of the text as a whole; sequencing episodes, probably of a literary text but the technique could be adapted for use across the curriculum to check knowledge and understanding of chronological awareness in an account of a historical event, a process in science, etc.

   In pairs, choose a book familiar to members of the group.

   Prepare six (or more, if necessary) cards/pieces of paper on which you summarise key episodes in the narrative.

   Ask another pair to place the cards in their correct sequence.

   Discuss whether similar sets of cards could become a class resource/game. If learners prepared them, what skills would they have to use?

3. Mapping events: In pairs, using Sheet 5.5 or a similar chart, map the main events/parts of a familiar narrative, a period of change in history, a process in science, geography or design and technology, or other appropriate topic on the flow chart.

   The main events from a narrative, a news report or an account of a historical event might also be placed in sequence on a storyboard or a timeline (see Sheet 5.6).

Take about 45 minutes.

Further guidance about sequencing activities and their place in developing thinking can be found in the document *How to develop thinking and assessment for learning in the classroom* (Welsh Assembly Government, 2007) in the section headed 'Developing thinking tools'. This document can be found on the Wales Assembly Government website at www.wales.gov.uk/educationandskills

Sheet 5.1

Travel and tourism

Work in the tourist industry involves planning and arranging activities for tourists. These holidays have to be sold and a full back-up service provided to meet the customers' needs. Besides holiday travel, business ..... continues to grow each ..... . This is an important ..... of income. Air fares ..... getting lower and this ..... led to much more ..... travel than ever before.

The ..... industry may seem glamorous and ..... , but the reality ..... rather different. There are ..... in exotic holiday spots, ... there are many more involving routine office tasks. In this ..... staff are needed for clerical and sales ..... in offices ..... travel agencies. Junior staff may ..... reductions on holidays ..... occasionally have training trips. Couriers and representatives ..... abroad but many of ..... are employed on a temporary ..... .

If you want to ..... as a courier or ..... , being able to speak the ..... language will be ..... . In some other jobs, a ..... language may be useful, ... not essential. In many ..... a foreign language will not be ..... at all.

Tour ..... arrange the transport, accommodation and leisure ..... that make ..... a holiday package.

Travel ..... act like a link ..... the client and the providers, ... tour operators.

Tourist boards ..... travel in their country. They ..... research into current needs and future trends in tourism.

Guides usually have a specialised knowledge of one area and provide a service to visitors. They may take guided tours around an area or an important building such as a cathedral or stately home.

Sheet 5.2

Scanning techniques

The purpose of scanning is to be able to locate a specific detail such as a key idea, word, date, name or time in a text. Like skimming, it involves rapid movement of the eye across the page while skipping most of the text, but keeping the specific detail that is required at the conscious level.

Scanning strategies include:

- repeating the required word or phrase verbally or non-verbally to yourself while searching the text
- looking for key information or indicators, e.g. capital letters for name, numbers if searching for a date, checking subheadings for clues
- recognising key words in the task and looking for where they are repeated in the title or text
- colour matching, e.g. on maps where rivers are always blue, railways are black, etc.

A good short exercise is to give learners a passage of approximately 250 words – or fewer for less confident readers – containing a mixture of, for example, statistics, dates, facts and opinions, preferably related to the lesson content.

In pairs, give them no longer than two minutes to mark the text (possible in different colours) and identify:

- two key dates
- two key facts
- one strong opinion
- one key word that they expect to encounter again during the teaching unit.

Sheet 5.3

Preparing passages

These guidelines should be consulted before preparing any cloze procedure exercise.

Remember that, used effectively, cloze procedure can help both to improve and assess reading achievement. It requires a reader to probe the text to discover meaning.

Used without purpose and focus, however, and it can become an unproductive gap-filling exercise.

1. Leave one or more deletion-free sentences at the beginning of the passage to give the reader some idea of what the passage is about.

2. Deletions can be made according to a numerical system, e.g. every fifth or seventh word to be deleted. You may need to amend this system when a designated word is found to be inappropriate. Make sure the text contains cues to the missing words.

3. More useful is to delete words where there are significant cues – grammatical indications or cues referring to meaning within the content – which will force the reader to examine the context.

4. Try deleting all examples of one particular part of speech, e.g. adjectives or connectives. Think how this technique could help focus learners' attention on the function of that part of speech. Could it be used equally effectively for every part of speech?

5. Try deleting significant phrases or whole sentences and decide how effective this is in assessing a reader's comprehension of a text.

6. Try modified cloze procedure – a slightly different technique which gives the reader a selection of choices for the deletions and therefore gives the teacher greater control. If the purpose of the exercise is assessment rather than the raising of awareness about the text, this technique is very useful though there is a danger, as with any element of multiple choice, that the reader might choose the right answer through guesswork.

7. Use cloze procedure with poetry. This will help learners to understand both the content and structure of a poem because rhythm and rhyme will help them find appropriate words.

8. When using cloze procedure, you should always encourage the understanding of ideas and general appropriateness rather than insisting on one 'correct' answer. Reasonable synonyms should be accepted and learners should be encouraged to justify their choices by referring to cues within the text.

Sheet 5.4

Sequencing

Reorder these paragraphs, noting the links in the text that help you.

Some believe this is a fundamental criticism of some tests and question their value and content validity. Others, again, in pointing out the limiting nature of the assessment, stress that the elements included are generally not linked to the wider requirements of the national curriculum Orders. Older norm-referenced tests were devised prior to the current statutory regulations and not all have been updated. Vocabulary can become out of date and the use of certain phrases in some tests appears anachronistic and strange to the modern reader.

Whilst acknowledging these limitations, schools should recognise the possible use of impartial norm-referenced information provided by standardised tests in assessing certain skills on an individual or group basis, within a pre-determined timescale.

The issue of the variability of learner performance must also be recognised, particularly when dealing with young learners. For instance, learners could be unwell when undertaking the test; they could also be very nervous, which might affect their performance. Furthermore, the most reliable of tests can only estimate standardised scores within certain limits of confidence. Not all manuals make reference to this aspect.

As a consequence, it is acknowledged that some kinds of knowledge or skills lend themselves better to this form of testing than others. Test items tend to involve basic skills and do not assess more complex areas. Items involving higher-order skills tend to have low levels of reliability, particularly in terms of marking responses, and as such are generally avoided. This may not be true of more recently-constructed tests.

Norm-referenced tests cannot easily provide the detailed assessments required to influence learning and teaching across the breadth of the curriculum.

In selecting and using standardised tests, schools should do so with a clear understanding of their place within an overall assessment structure.

In a sense they are limited by their rigorous construction. Norm-referenced tests must include items capable of being administered and scored in a standard way. The marking scheme must be clear and unambiguous to ensure that there is uniformity in determining a correct response. The length of time to undertake the test must not be too long. Items incorporated in the test need to be graded in difficulty to be suitable for learners from a range of ability and backgrounds.

Taken from Appendix 2, *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008).

Sheet 5.5

Flow chart

Making a flow chart, on paper or using ICT, can help the learner follow the sequence of a process or story.

The following chart refers to a narrative. It can be adapted to suit an analysis of cause and effect in history or a process in science, geography or design and technology, etc.

Where does it take place?

Who are the main characters?

What happens?

How is it sorted out?

What is the point of the story?

Sheet 5.6

Storyboard

4	8
3	7
2	6
1	5

Unit 6: More active approaches to text

Unit 6
More active approaches to text

Aim: To explore strategies to help learners read to learn and to organise/use what they have found out.

Time: 1½ to 2 hours

Preparation: Read the whole of Unit 6 and make sure you are confident about the tasks involved.

Prepare a copy of relevant thinking tools taken from *How to develop thinking and assessment for learning in the classroom* (Welsh Assembly Government, 2007) available at www.wales.gov.uk/educationandskills

Prepare copies of documents listed below.

Choose a topic relevant to the group members and put together a selection of appropriate reference books that will allow them to fill in a KWLS (know, want, learned, still want to know) grid (see Task 2).

Collect a selection of local tourist information, bus and train timetables, etc., for Task 3.

Resources: Copy of the *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008) for reference.

Copies of *Why develop thinking and assessment for learning in the classroom?* and *How to develop thinking and assessment for learning in the classroom* (Welsh Assembly Government, 2007) for reference if required.

Selection of reference books from school resources appropriate to chosen topic.

Selection of local tourist information (as above) plus access to internet if possible.

Task summary

Task 1: Graphic modelling

Task 2: Reading for a purpose: identifying what you want to know

Task 3: Reading for a specific purpose: extending the range of reading material

Task 1 | Graphic modelling

In Task 3 of Unit 5, group members took part in some sequencing exercises which required them to place the events of a narrative or the stages of a process in chronological or logical order in a flow chart, storyboard or timeline. This is one kind of graphic modelling, i.e. presenting facts from a text in a visual form, and is a useful strategy for checking a learner's understanding of what they have read.

Other methods of graphic modelling include:

- illustrating a text, using the details provided to produce an accurate representation of the place, person or thing involved
- checking the illustrations in a published text to see whether they are, in fact, an accurate representation of what has been written – it is surprising how often the illustrator appears not to have read the text
- drawing a map, e.g. of a journey, of the route to school, of an abstract 'journey' through life
- drawing a graph, chart or diagram.

Discuss these activities with group members and ask them:

- to add any further examples that they have found to be useful in their own teaching (it would be helpful if the full list were circulated to all group members after the INSET session) – see also the suggestions about thinking tools to be found in the documents related to the Developing thinking and assessment for learning programme described on the Welsh Assembly Government website at www.wales.gov.uk/educationandskills

In pairs ask them to produce two examples that would be appropriate to their teaching – i.e. to specific subjects and/or to language/literary work mentioning specific texts.

As a whole group ask them:

- to share these ideas and discuss:
  - what skills are required to complete the tasks
  - how they might develop higher-order reading skills
  - how the use of these techniques could be strengthened in their school(s)
- how the use of these techniques could help provide evidence for the assessment of reading
- how such activities could be carried out using ICT, i.e. by using DTP/presentation/graphics/modelling packages so that competence in art is not a requisite for success.

Take about 35 minutes.

Task 2

Reading for a purpose: identifying what you want to know

When reading for information, learners need to frame their own questions to help them identify either:

- what they would like to find out, either to reinforce their current knowledge or to learn something new
- what they need to know in order to carry out a particular plan of action.

If they can also be taught to record the source of their information then this will be excellent training for future research work that requires the production of a bibliography.

This process is entirely in line with the principles of the 'Developing thinking across the curriculum' section of the *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008), where the headings 'Asking questions', 'Activating prior skills, knowledge and understanding' and 'Gathering information' make up much of the 'Plan' element of the progression table. Thinking skills and language skills in this respect are virtually interchangeable.

The most common method of teaching this process is to introduce learners to a KWLS grid, an example of which is provided as Sheet 6.1. Similar grids – KWL (know, want, learned) and QUADS (question, answer, detail, source) grids – are described in the 'Useful Developing Thinking Tools' section of the *How to develop thinking and assessment for learning in the classroom,* relating to the Developing thinking and assessment for learning programme described on the Welsh Assembly Government website at www.wales.gov.uk/educationandskills These grids can be adapted to suit work in all subjects of the curriculum.

Choose a topic relevant to the group members and distribute a selection of appropriate reference books. As a shared reading/writing exercise simulate a group of learners identifying key questions and filling in a KWLS grid (see Sheet 6.1) so that all are clear about how to use it.

Ask group members to discuss the issue of encouraging learners to frame their own questions either through the use of a grid or through requiring them to make up the questions for a comprehension exercise (using the full range of question types) as suggested in the optional element Task 5 in Unit 4. How would this benefit learners?

Take about 30 minutes.

Task 3

Reading for a specific purpose: extending the range of reading material

With the whole group, consider ways to ensure that learners read as wide a range of texts as possible and have a real sense of purpose for their reading. This will usually involve setting up projects that have a wider benefit in that they require an integrated approach to the overall development of speaking and listening, reading and writing skills, an approach that is recommended in the national curriculum Orders for English and Welsh. Communication requirements are also present in other national curriculum Orders, for example history and geography.

The following suggestions may be helpful in initiating the discussion.

1. Ask learners – in their classes in primary schools and their class groups in secondaries, perhaps as part of personal and social education (PSE), art and design, history or geography – to plan a class day trip, working in groups and choosing a venue from a suitable selection of publicity material/websites approved and provided by the teacher. Learners should then undertake further research about their chosen venue, planning any necessary transport, considering the timing of the trip, etc. This will involve a wide range of reading of a variety of texts.

   Each group must present their findings to the whole class, attempting to persuade the others to choose their trip.

   Let the class vote and choose. Ideally, the winning group should then go ahead and arrange the trip in reality – a task that has real relevance for the learners.

2. Ask learners to research and write the history of their school or village for a specified audience, such as:

   - learners in a school in another town or country, perhaps linked to their school through an ICT project or a twinning arrangement
   - parents/guardians and friends of the school as part of a fundraising initiative
   - a contribution to a wider town/village history organised by the community.

   Learners should research as widely as possible from local sources.

3. Ask learners to plan a week's holiday in your local area for a family of four living in London. Describe the ages and interests of the family members so that the holiday is arranged to cater for their tastes. Provide or ask learners to collect copies of local tourist leaflets, guidebooks, train and bus timetables, accommodation possibilities, restaurant lists and specimen menus, etc., as well as making reference to relevant websites, and ask learners to suggest a programme for each day.

What similar activities can group members suggest?

Using the selection of tourist information provided by the group leader and the internet if possible, spend remaining time carrying out suggestion 3 for the following rather stereotypical family, or make up one for yourselves.

Mother: aged 38; enjoys gentle exercise, reading, films, being pampered; needs to relax
Father: aged 40; active and energetic, enjoys all sport especially golf and swimming
Gran: aged 65; reasonably active; enjoys badminton and swimming, visiting gardens, stately homes, museums, etc.; happy to play with children, sit on beach, etc.
Boy: aged 10; very active; enjoys funfairs, leisure pools, beaches, physical and sporting challenges
Girl: aged 7; similar to boy but less developed physically; enjoys sport, beaches, parks, etc.

Bring the session to a close by noting together the demands of the task in relation to reading and organising information.

Take about 40 minutes.

Sheet 6.1

KWLS grid

What do I Know already?	What do I Want to know?	What have I Learned?	What was the Source of the information?

This grid requires learners to summarise what they already know about a subject, to identify what further information is needed, to note that information and to identify the source.

A similar grid is the QUADS grid, where a question is posed (by the teacher or a learner) and each learner undertakes research to find possible answers. Learners must summarise that information, producing clear, succinct answers in the 'Answer' column, recording any details that support their answer or which may be of interest to the discussion in the 'Details' column and identify the source(s) used in the final column.

Question	Answer	Details	Source

Unit 7: Developing research skills and organising information

Unit 7
Developing research skills and organising information

Aim: To explore ways of developing research skills.

Time: 1½ hours

Preparation: Read the whole of Unit 7 and make sure you are familiar with the contents.

Prepare copies of Sheets 7.1 to 7.3 for each group member.

Resources: Copies of Sheets 7.1 to 7.3 for each group member.

Task summary

Task 1: Using reference books

Task 2: Developing good habits

Task 3: Taking notes

Task 4: Collating facts and organising information

Task 1 | Using reference books

Although much research in schools will take place using the internet, it is still important that learners are confident about how to use a reference book. Teachers should check initially that learners are using alphabetic skills effectively as this competence cannot always be assumed.

In pairs, ask group members quickly to list activities that will familiarise learners with alphabetic skills and/or consolidate their understanding. Remind group members that these activities should be placed in a specific context and therefore have an inbuilt sense of purpose. These skills need to be taught to learners from an early age so that they become virtually automatic.

Sheet 7.1 provides some suggestions.

Additionally, the use of reference books can present the learner with a series of obstacles that have to be overcome, for example:

- where to look for information
- how a reference book is structured
- what exactly is meant by terms such as:

chapter	bibliography
volume	glossary
section	appendix/annex
table of contents	publisher
index	illustrator
encyclopaedia index	ISBN.

In pairs, ask group members to discuss ways to familiarise learners with these terms. This can be done both through shared reading and by devising brief exercises where learners are required to look things up for a particular purpose and use the information found.

Take about 20 minutes.

Equally important is that learners are taught how to select and use an internet search engine safely and efficiently. Staff specialising in ICT may be the best source of such teaching but all teachers need to be able to support learners in this activity.

Task 2 | Developing good habits

Go through the following statements with the group.

Unit 6 provides ideas and grids to enable learners to practise framing their own questions about what they want to know, recording that information and noting its source. These are the initial stages of the development of research skills and should be introduced to learners at as early a stage as possible so that good habits are developed.

For those learners who are practised in working in this way, the next stage is to require them to collate and synthesise the information they have found from different sources, to assimilate its meaning and to use it effectively to achieve a particular purpose, selecting only what is relevant. Only too often, teachers find that whereas learners can successfully find appropriate information to answer a query (from books, reference materials or the internet) they are less likely to select precisely what is needed for a particular task, tending instead to reproduce the whole paragraph, article or page found and present it as their own work. Unless this tendency is checked, learners will create problems for themselves in future external examinations and in some work environments. For example, in the revised specifications for GCSE, in place from September 2010, the current coursework element will be replaced by controlled assessment – a system where learners must complete tasks under supervision and without access to most pre-prepared notes and information, though not in formal examination conditions. It is therefore crucial that they have opportunities to develop understanding and assimilate information rather than relying on reproducing chunks of text that they can 'lift' from other sources. Such opportunities need to be a major part of teaching in the later years of Key Stage 2 and in Key Stage 3.

Research is, of course, a proper method of finding out facts but it is only when a learner demonstrates understanding of those facts by using them appropriately and expressing them in their own words that this understanding can be assessed. Question- and task-setting are crucial elements in this respect and the onus is on teachers to generate questions and tasks that require a learner to use the facts they have identified in a way that shows understanding. In some cases, of course, it will be necessary to quote certain facts to make a specific point in an argument but learners must then learn to acknowledge the source of these facts in a bibliography attached to their work. This will, for example, become an important skill for learners preparing for assessment at GCE level where extended projects are to be a new requirement.

With the whole group, invite discussion about the points raised above and the following questions.

- Do group members recognise the situation described?
- How can the grids provided in Unit 6 help to develop research skills?
- If learners merely plagiarise facts, what reading skills are they demonstrating? (See Unit 3 for hierarchy of reading skills.)
- How can effective question- and task-setting improve learners' responses?
- What kinds of questions and tasks will elicit reliable evidence of the learners' understanding of what they have read?

Take about 30 minutes.

Task 3 Taking notes

It is important to teach learners to take notes efficiently in order to avoid the mindless copying described above. The grids provided earlier can be one way of doing this but there are other strategies that can be employed, focusing on different kinds of reading.

In pairs, ask group members to discuss the note-taking skills learners need to use and list ways to develop these skills.

Sheet 7.2 provides some suggestions. Add further points as appropriate.

Sheet 7.3 provides an example of the kind of grid that might be useful to learners.

Take about 20 minutes.

Task 4 | Collating facts and organising information

Discussion in Task 1 might have resulted in the identification of a need for ways to help learners to collate and organise information from various sources, both literary and non-literary.

In pairs, ask group members to note as many ways as possible of encouraging learners to organise information systematically, including using ICT (for example, creating, naming and using appropriate folder and file structures).

- How can teachers assess understanding?
- How can learners verify the accuracy of what they have read?
- What do teachers need to provide to help learners collate information?

Sheet 7.4 provides an example of a resource grid which is a useful tool for the verification of facts. If learners research from as many sources as possible and record what they find on the grid, they can easily see what information is common to all sources. It is probable that information that is common to all or most sources is accurate.

It is important to note that, when assessing school resources, the quality and accuracy of reference books and ICT sources should be a matter of concern. Reference material that is out of date is of very limited use to learners. In addition, glossy information books that have impressive but inaccurate illustrations and very little supporting text – the sort that are often temptingly inexpensive – will not help learners to develop higher-order reading skills. With respect to ICT, an internet link will provide access to countless sources of information. Not all of these are up to date or accurate, but it is tempting to believe information that may be presented very convincingly. Learners should therefore be encouraged to think about the plausibility and accuracy of any information they find.

Take about 20 minutes.

Sheet 7.1

Alphabetic skills

Frequent short exercises in a meaningful context will ensure that learners develop and consolidate alphabetic skills. These are probably most relevant to Key Stage 2 but teachers of secondary learners should not assume their learners are conversant with the necessary skills but should check that all learners are aware of how to approach an information text. Examples include the following.

Alphabetical order
Making sure learners are familiar with using the alphabetical order of the second, third or further letters in a word to find it in a dictionary, etc.

Give lists of words beginning with the same letter and ask learners quickly to put them in alphabetic order – perhaps as a lesson starter or quick 'filler' activity.

Using an index
Most information books have an index at the end telling the reader the page or pages where certain information can be found. Usually, the main entry is in bold type but is often accompanied by several other page references where the information is mentioned.

Provide examples of such an index and give learners the task of finding out specific information.

Finding the right volume
Many encyclopaedias are in a number of volumes, arranged alphabetically or in broad subjects. Alphabetic indications are provided on the spines, showing what each particular volume contains – often subdividing letters of the alphabet and giving the second letter of the words within. For example, Volume1, Aa–Cu; Volume 2, Cu–Ea; Volume 3, Ea–Fr; Volume 4, Fr–Ha, etc.

Give learners a list of topics and ask them to identify which volume will contain the information they require.

Using an encyclopaedia index
An encyclopaedia with several volumes always includes an index to the whole encyclopaedia – often in the final volume. In this index, there will be headings and subheadings guiding the reader to the main article on a subject, as well as providing references to the subject that appear in other articles. After the heading or subheading, the number of the volume will be indicated followed by the required page number within that volume. For example:

Antiseptic	**1**:239
Disinfectant	**3**:243
Lister, Sir Joseph	**5**:164
Surgery	**10**:389

Give learners opportunities to practise using such an index, either in school or in a public library.

Sheet 7.2

Taking notes from a text

1. It is important that the learner is given a specific brief and clear guidance.

2. The learner should be aware of the context and purpose of the required investigation.

3. The learner should be taught how to approach a text:

   - to skim the whole passage to get the gist, making full use of structural signposts such as headings, titles, varied print size, diagrams, etc.
   - to scan for specific words relating to the information required, moving the eye downwards in the middle of the text, scanning to right and left, looking for the word, for capital letters or any other clue relating to that word
   - to read intensively around these 'clue' words, selecting the required information, highlighting it on paper or on screen
   - to summarise and record it in some way – on a grid, in a diagram or chart or as a series of points on a notepad/computer screen
   - to keep referring back to the original task/question and checking exactly what is required.

4. The learner should then reorganise the information according to the needs of the task, using only the notes (not the text) as a resource to enable the completion of the task.

This sequence may seem quite obvious to an adult but teachers should remember that such skills need to be taught as they do not come naturally to many learners.

Sheet 7.3

A grid for note-taking

A learner making notes on common garden birds and their habits might use a grid such as this – on paper or on-screen – to help select and organise appropriate information.

	Thrush	Blackbird	Robin	Sparrow
Nest: Position Materials				
Eggs: Number Description				
Appearance: Size Colour				
Habits: Social Territorial Annual routine (Do they migrate?)				

At first, teachers will probably have to provide similar grids for individual tasks but learners should be encouraged to produce their own to meet the particular needs of the task in hand.

Sheet 7.4

A resource grid

Reading a novel or an article might arouse interests that need to be followed up so that information can be verified and extended. A grid such as this allows the learner to record where further information is available and, in doing so, allows the learner also to make a judgement about the reliability of the information/reference books consulted.

For example, a learner reading the novel *The Runaways* by Victor Canning (Heinemann, 1972) might want to find out more about the life and habits of the cheetah. They could organise their research effectively and decide on the most reliable source by using a grid such as the one below.

A tick should indicate where there is some relevant information.

The information could also be noted on the grid and compared.

It will become evident that many so-called reference books do not provide even the most basic information. Such knowledge should help learners to become more discriminating about the way they research material and the sources they use.

	The Big Book of Knowledge	The Big Cats	Mammals of the World	Natural World	Other	Other
Size						
Appearance						
Natural habitat						
Speed						
No. of cubs						
Prey						
Family life						

The use of a database or spreadsheet on a computer would fulfil a similar purpose in allowing a learner to analyse sources of data and the data itself.

Unit 8: Interpreting the evidence

Unit 8
Interpreting the evidence

Aim: To explore ways to help learners to interpret and evaluate what they read.

To discuss library use, both within school(s) and in the local area.

Time: 2 hours

Preparation: Read the whole of Unit 8 and make sure you are familiar with the contents.

Prepare copies of Sheets 8.1 to 8.3 for each group member.

If appropriate, find data about library use in your school(s) and invite the school librarian(s) to join you, if possible.

Investigate the resources available from the local library and/or the school library service if there is one in your local authority.

Resources: Copies of Sheets 8.1 to 8.3 for each group member.

Paper, pens, pencils.

Flip chart/computer and screen/board for recording group findings.

Task summary

Task 1: Distinguishing between fact and opinion; awareness of a writer's bias

Task 2: Using primary evidence

Task 3: Becoming familiar with subject-specific vocabulary

Task 4: Using linguistic clues to meaning

Task 5: (optional) Using the library/learning resource centre

Task 1

Distinguishing between fact and opinion; awareness of a writer's bias

Teachers need to think about ways to help learners differentiate between fact and opinion, and distinguish between:

- what is known or what actually happened
- what the writer feels about it/what is the writer's point of view.

In pairs, look at the passage on Sheet 8.1.

- Underline the facts in one colour.
- In a different colour, underline any statement which is an opinion that makes a judgement or that contains any 'loaded' word or phrase.
- Rewrite the factual content of the passage.
- Summarise the writer's viewpoint.

With the whole group, compare findings.

Consider ways to help learners become aware that text does not only contain facts and that they should not automatically take a text at face value.

Consider which subjects of the curriculum require learners to read and evaluate text in this way.

Note: The highlighting task could be done very efficiently using ICT. If all non-factual material is then deleted by the reader, it would be very straightforward to identify the actual factual content.

Sheet 8.2 provides some observations that may be helpful. Discuss these with the group.

Take about 30 minutes.

Task 2 | Using primary evidence

Consider the example of primary evidence on Sheet 8.3. This is a double page from a Gwent School Log, dated April 1907.

In pairs, ask group members to work out a series of activities/questions based on the passage. Beside each activity, list the skills the learners should be using as effective readers.

Two possible examples might include the following.

- Owing to the age of the document, highlight words or phrases that have no meaning to the average reader in 2010 – e.g. Toronto work.
  - What would a learner have to do to answer the queries such documents present?
  - What skills would the learner need?
- Provide a series of statements about the school, some true and some false, e.g. Beryl Phillips was away by doctor's orders.
  - Locate the appropriate piece of evidence in the log book to support or reject these statements.
  - What skills would enable a learner to evaluate these statements?

With the whole group, discuss the activities produced and evaluate them. Consider what particular problems of reading and understanding are presented by pieces of primary evidence.

Take about 30 minutes.

Task 3 | Becoming familiar with subject-specific vocabulary

One of the problems with primary evidence is the use of unfamiliar and sometimes archaic terminology or vocabulary. However, unfamiliar vocabulary can be a barrier to a learner's understanding of any piece of text – archaic or modern.

It is the responsibility of each subject teacher to introduce, explain and consolidate the use of the subject-specific vocabulary pertaining to that subject. 'Word walls' are frequently used to display such vocabulary but these alone will not achieve the desired result of helping learners to use the words with confidence, particularly if they merely become 'wallpaper' and are not used in any way. Only when learners have discussed, practised using and assimilated the words will they be able to read and use them freely and effectively. A geography or science teacher might, for example, produce a series of exercises that require learners to develop their understanding of a set of terms relating to a specific topic by using them in different ways by, for example:

- labelling a map or diagram
- completing a cloze procedure exercise where context clues will help understanding
- matching words and definitions
- writing their own definitions
- 'testing' each other in pairs.

Alternatively, for example, in physical education subject vocabulary can be used when learners are communicating ideas and emotions, or when planning, analysing or improving their own and others' work. These exercises need not take a great deal of time (one or more could be used as a lesson starter, or a whole lesson could be used with learners moving round activities in a carousel format) but they will pay dividends in that learners' understanding and ability to read, talk or write about the topic will undoubtedly improve.

As a whole group consider any other methods that the teachers in the group may have used successfully to familiarise learners with subject-specific vocabulary.

Consider also whether the environment of your school supports learners in their understanding of subject-specific vocabulary. Can this aspect be improved in any way? How can learners be encouraged to become actively involved in extending their vocabulary and understanding?

Take about 25 minutes.

Task 4 | Using linguistic clues to meaning

Unit 8 of the partner publication to this document, *Guidance on the teaching of writing skills: INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3* (Welsh Assembly Government, 2010), examines elements of word structure and derivation that can be very helpful when a learner is trying to understand some subject-specific vocabulary.

Prefixes and suffixes, for example, that originate from Latin and Greek have meanings that can give useful clues to what a word means.

Ask group members to think of some of these and note them on a board or flip chart.

Compare findings with the lists on Sheet 8.4, which are taken from the publication referred to above.

Take about 15 minutes.

Task 5 (optional) Using the library/learning resource centre

As group leader, you will have to adapt this task to suit the make-up of the group and the circumstances of the school(s) involved. These will be very different in primary and secondary schools but a general discussion about library/learning resource centre use should nevertheless be useful for all involved.

With the whole group, discuss the function of the school library/learning resource centre. If it is available, consider data about borrowing figures, gender-specific information, etc., and consult the librarian if present.

Consider the following questions.

- What proportion of learners use the library/learning resource centre regularly? What do they use most – ICT equipment, reference books, fiction?
- What do they actually borrow?
- Is library/learning resource centre use timetabled?
- Is the library/learning resource centre open in lesson times, at break times, before and/or after school? How easy is it for learners to use it?
- What is the quality of the environment?
- Does the library/learning resource centre appear welcoming to learners?
- Is the library/learning resource centre educationally inclusive in promoting and achieving use by all groups of learners?
- Are there activities organised to promote reading and library/learning resource centre use, e.g. quizzes, competitions, author's visits, displays, etc.?
- Do teachers have an input into stocking the library/learning resource centre? Is there, for example, a library committee in a large comprehensive school?
- What is the relationship between the librarian and the rest of the school staff?
- How does the library/learning resource centre support the curriculum, including key skills and personal and social education?
- Does the library/learning resource centre support and get involved in school initiatives such as homework and writers' clubs?
- Is the library/learning resource centre used by and/or linked to the wider community?

- How is the library/learning resource centre included in the school development or improvement plan?
- What is the school library/learning resource centre budget?
- Who controls this?
- How is the use and impact of the library/learning resource centre monitored and evaluated? Does it contribute to raising standards?

It is likely that resourcing the library/learning resource centre is a major concern in schools and that they are unable to allocate the full amount recommended by the library service towards funding the library.

Consider how this situation might be helped.

- Does your local authority have a school library service?
- Are you making full use of this?
- Is there a local town library?
- Do you know what services are available there for teachers and schools? If not, it is worth finding out as there are, for example, block borrowing schemes for teachers'/school use available.

Remember that whereas schools often have libraries with insufficient stock but many potential users, town libraries are keen to attract more users and have books in plenty. It would seem to be sensible for schools to make more use of their local service.

Sheet 8.1

Fact and opinion; a writer's bias

Young people today are brought up to take violence for granted. They see it every night on their television screens, making no distinction between the actual brutalities of the newscasts and the fictional acts of violence in their favourite regular fantasies. When they do manage to wrench themselves away from the idiot-box for a few hours, what is their idea of pleasant relaxation? Breaking into telephone kiosks and vandalising them, terrorising and perhaps mugging harmless old ladies or, best of all, on a Saturday afternoon, hurling missiles at police and innocent spectators of the hooligans' favourite sport.

Everything about teenage culture is violent – their music, their language, their appearance. The pop-idols all wear rough scruffy clothing and take up an aggressive attitude towards society. Their so-called protest songs are only demands for the instant satisfaction of their most basic lusts and their cult films deal in massacre and mutilation. After one such edifying entertainment, I happened to see a group of thugs beating up one of their members outside the local cinema. Six to one, they were battering their victim as many more teenagers poured out of the cinema, their heads full of bloody images. Not one so much spared a glance at this real-life scene of violence, let alone offered any help to the unfortunate boy. Why should they? For them, it is as much a part of life as smoking, promiscuity and the chip shop.

Sheet 8.2

Distinguishing between fact and opinion

The 'Developing thinking across the curriculum' section of the *Skills framework for 3 to 19-year-olds in Wales* (Welsh Assembly Government, 2008) outlines progression in learners' consideration of evidence, information and ideas, and moves from the point where learners *begin to understand that some things are 'fact'* to the situation where a learner is able to *evaluate in order to gauge bias, reliability and validity.* This progression is echoed in several of the national curriculum programmes of study. For example:

- *History in the National Curriculum for Wales* (Welsh Assembly Government, 2008): the Programme of Study for Key Stage 2 specifically requires that learners be given opportunities to *distinguish between 'fact' and 'opinion'* and, at Key Stage 3, *to identify and begin to assess why some historical interpretations are more valid than others.*

- *Geography in the National Curriculum for Wales* (Welsh Assembly Government, 2008): the Programme of Study for Key Stage 2 requires learners to *make decisions about geographical issues by distinguishing between fact and opinion and considering different arguments.* At Key Stage 3, learners should have opportunities *to assess bias and reliability of geographical evidence to weigh arguments, make decisions and solve problems.*

- *Science in the National Curriculum for Wales* (Welsh Assembly Government, 2008): the Programme of Study for Key Stage 2 requires learners to *consider different interpretations and distinguish between 'facts', beliefs and opinions, giving reasons and begin to recognise bias.* At Key Stage 3, they should identify and assess bias and reliability.

Media texts such as newspapers, magazines, news broadcasts, documentary programmes and advertisements provide an excellent source of material for work on the recognition of fact, opinion, bias and reliability and can be relevant to work in a range of subjects. These are the texts that surround learners in their daily lives and it is the responsibility of teachers to help learners to respond to these texts effectively and with understanding. Learners need to question what they read, not to assume that all a text says is necessarily true. They also need to be helped to understand what to look for in order to understand the ways a writer might try to convince them to agree with a particular point of view.

Sheet 8.2 (continued)

A writer can give a particular bias to a piece of writing and/or try to persuade the reader to adopt a particular point of view by:

- careful selection of the facts presented
- using a particular tone
- omission of those facts that do not suit the purpose of the piece
- use of unchallenged generalisations
- use of exaggeration
- use of statements reflecting stereotypes
- use of comparatives such as 'more' (more than what?) or vague phrases such as 'up to' (what does this actually mean?) – advertisements on page and screen are full of examples
- use of emotive language
- use of rhetoric, especially rhetorical questions
- use of pseudo-scientific or technical language aimed to impress
- use of powerful images to shock, soften a message etc., especially in the printed media and on screen.

An example of primary evidence

Sheet 9.2 An example of primary evidence

1901.
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April 2nd Taught four "Nursery Rhymes" viz: "Baa, baa, black sheep" "Dickory Dock" "Ding dong Bell" & "Girls & Boys" began & teach "Recreation Drill." Taught Collect for 2nd Sunday in Advent.

" 3rd " Taught "Goosey, goosey gander." "Hey, diddle, diddle" "Humpty Dumpty" "If all the world were paper" "Lucy Locket" & "Yankee Doodle" words & music. Revised Chapters 1 & 2 S. Mark with 1st Class. Taught Std VII "Percentages". Placed Union Jacks & Royal Standards on school wall. In the afternoon taught the girls vi & vii "Crocheting" "Toronto work" & a little "Mountmellick." Allowed George Taylor to draw sketches of Royal Family he being the best drawer. Most of the children have violent coughs & colds.

" 4th " Taught "See-saw"
3rd Chap: S. Mark with 1st Class. Transcription of Catechism with 2 & 3. "The names of the 12 apostles learnt off by heart. During scripture lesson — the candidates are allowed time for private study on alternate days. Gave the infants a drawing lesson.

1901 175
easy objects. e.g. wheel, comb, brush, etc: History lesson and composition in 1st class "Queen Elizabeth". Finished one reader in lower group and began another. Gladys Phillips away by doctor's orders. Broke up for Easter week.

Average. 65·6 Percentage. 90·9

Visitors. Revd J. W. Jones. Revd W. Gill Gripper. P.C. Thomas.

April 15th Received a picture from Sir Donald Currie — "Norham Castle" also — one from Messrs Lever Bros re Soap. also hand books on same also — case of specimens from Reckitt Bros: Hull. Admitted Edith Pritchard aged 4 years. Gave a lesson on the 4th Chapter of S. Mark to 1st class & recapitulated the former chapters. Instead of Arithmetic took — Singing & Drill. Taught "Little Bopeep" "Three blind mice" & "Pussy-cat-cat, pussy-cat-cat" In the afternoon taught girls "Drawn thread work" wheels, crosses & open hemming. also spider stitch in crotchet. Std VI & VII only candidates — been through the geography of "England & Wales" & have today begun "Scotland". Admitted Edgar Lewis aged 5 years.

Sheet 8.4

Looking at the structure of words

English spelling is more regular than it seems and 80 per cent of words follow a 'rule'. There are fewer than 500 wholly irregular words and these need to be practised and learned in context. If teachers of all subjects of the curriculum focus attention on the patterns, the structure and the logic of words, learners will gain confidence as they realise that learning to spell one word can lead to being able to spell many more since words are linked and patterns repeated. They will also find connections that are central to subject understanding.

Encourage learners to break long words down into sections and find prefixes, roots and suffixes, and words within words.

Prefix: a group of letters placed at the beginning of a word to change its meaning. Learners need to note that the 'base' word remains exactly the same. There are many prefixes and these, like roots and suffixes, might form the basis of another class collection. They include the following:

Prefix	Meaning	Examples
con, com	with, together	converge, combine, compress
dis	opposite	disapprove, disagree, disappoint
un	opposite	unfair, unrealistic, unhappy
trans	across	transport, transfer, translate
micro	small	microscope, microprocessor, microfilm
audi	hear	audience, audition, auditory
re	again	reappear, revise, regain
extra	outside, more than	extraordinary, extravert
inter	between	international, intervene, internet
anti	against	antiseptic, antifreeze, antibody

Roots: the central part (morpheme) of a word. For example:

Root/base word	Meaning	Examples
port	carry	import, portable
sanct	holy	sanctuary, sanctify
sect	cut	bisect, section, intersect
spect	to look	spectator, spectacle, prospect
vert	to turn	revert, convert, vertigo

Sheet 8.4 (continued)

Suffix: a group of letters added to the end of words to change meaning. Their generic meanings are more difficult for young learners to grasp and may only confuse. However, grouping and discussing key words with the same suffixes can help learners make connections and help spelling. They include:

Suffix	Meaning	Examples
able, ible	capable or worthy of	achievable, flexible, laughable, notable
ance, ence, ant, ent	state	performance, permanence, immigrant, resident
ate, fy	to make or cause to become	create, celebrate, magnify, deify
ful	much, full of	beautiful, useful
ive	of, belonging to, quality of	adhesive, corrosive, persuasive, massive
ion, sion, tion, ation	condition or action	admission, perception, saturation, inflation
cy, ity, ty	quality, condition, a fact of being	infancy, quality, novelty

Word derivation (etymology)
Studying the origins of words or word parts is closely linked to work on prefixes, roots and suffixes. It is an interesting activity to undertake across languages and is recommended as a strategy to encourage language awareness in *Making the Link: Language learning 5–14* (ACCAC, 2003).

For example:

Word part	Meaning	Examples
aero	air	aeroplane, aerobics, aeration
bi, tri	two, three	bicycle, tricycle, binoculars, triennial
aqua	water	aquarium, aquarobics, aquaplane
super	greater	supernatural, superman, superpower
phobia	fear	claustrophobia, arachnophobia

Identifying derivations and their linked meanings might also lead learners to considering word families where patterns are repeated.

For example:

nation, nationality, national, nationalistic
science, scientist, scientific
create, creator, creature, creation
script, prescription, manuscript, description

Unit 9: Looking at literature

Unit 9
Looking at literature

Aim: To explore how engagement with literature through class and individual reading can enhance higher-order reading skills and lead to increased understanding.

Time: 2 hours

Preparation: Read the whole of Unit 9 and make sure you are familiar with the content.

Prepare copies of Sheets 9.1 to 9.3 for each group member.

Resources: Copies of Sheets 9.1 to 9.3 for each group member.

Copy of *Guidance on the teaching of writing skills: INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3* (Welsh Assembly Government, 2010).

Task summary

Task 1: Why literature?

Task 2: Using drama approaches: hot-seating

Task 3: Improvisation and role play

Task 4: Building up a fact file

Task 5: Appreciating language use

Task 1 | Why literature?

In pairs or small groups, discuss the following questions:

- What is literature?
- Why read literature in a crowded curriculum?
- What value does it have?
- Is it just the realm of English and Welsh teaching or can it be a help in other subjects of the curriculum? If so, which subjects?
- What kinds of literary work might support other subjects of the curriculum?
- How does a study of poetry, drama and/or prose help to develop higher-order reading skills?
- How will reading literature help learners to cope with the world outside school?

As a whole group, discuss the findings, collating them on a flip chart, board or screen. The points on Sheet 9.1 should emerge, and perhaps others, depending on the make-up of your group.

Take about 15 minutes.

Task 2 | Using drama approaches: hot-seating

This technique allows a learner to try to stand in someone else's shoes – either an imaginary or a real person. It might be used after reading a section of narrative and discussing the events. One learner, in role, should be questioned by the others about his or her actions, motives and so on. This activity will provide useful evidence through which the teacher might assess the learners' understanding of the character, the situation or the underlying issue. The technique can be used equally well in subjects across the curriculum to check and assess understanding of events and processes.

At first, the teacher or a particularly confident learner should be in the hot seat to allow the class to become familiar with the technique. The questioners may speak as themselves, be in character themselves, taking on the character of another protagonist in the text, or may assume roles entirely unconnected with the text.

The crucial element of hot-seating is asking the right questions – open questions that can elicit a full response. It might be useful to refer back to Unit 3, Sheet 3.3 where guidance on question-setting can be found. Learners need to become familiar with this range of question types so that they can work together to generate appropriate questions that will relate to what they want to know.

With the whole group, try out this technique with a text or situation that is familiar to all the participants.

For example:

- from a novel – a character from a novel that is a favourite and currently being read in your school
- from a poem – the Pied Piper after the Mayor has refused to pay him for ridding Hamelin of rats
- from a play – Bottom commenting on his treatment when he wears the ass' head in *A Midsummer Night's Dream*

or

- simulating a character from the past at an important point in the character's life
- simulating a person living in a country that is being studied
- in relation to a process or cycle in science.

Take about 20 minutes.

Task 3 | Improvisation and role play

After reading a piece of literature, or some other texts, learners' understanding can be reinforced by asking them to act out a particular scene or situation. If they have not used higher-order reading skills in their initial reading, they will find this task difficult. They may need to go back to the text to check details – this should be encouraged so that they understand the need to read thoughtfully and intensively if they are to understand what makes a character 'tick' or a series of events unfold in a particular sequence.

With the whole group, discuss how role play by a group or an individual in character could be used in your classrooms to develop and consolidate reading skills. This will be straightforward if the group comprises language teachers only but there will also be contexts where teachers of other subjects can see interesting possibilities.

Consider examples such as appropriate scenes from familiar texts or situations relevant to other subjects where role play might be a useful strategy for helping a teacher to assess understanding.

Take about 15 minutes.

Task 4 | Building up a fact file

Although reading literature should be pre-eminently for pleasure and the expansion of experience, the study of literature is a traditional discipline in schools as part of the national curriculum and the examination system for the language subjects. Traditional tasks relating to the study of literature often require a learner to write about character, plot and theme, providing evidence from the text to justify their personal responses and opinions. This technique is also a major requirement if learners are eventually to succeed in public examinations relating to literature, and learners should be taught strategies to collect such information from an early age. These activities will provide evidence of effective reading for the teacher and will also form a part of the study skills that will enhance learners' chances of future examination success.

With the whole group, consider ways to embed the study of literature with your classes and to help them to record and collate information that will inform their subsequent thinking and writing. What reading skills will they need to use?

Sheet 9.2 provides a possible proforma for this work, though responses should be recorded in whatever way best suits the learner. Consider this as an example and discuss any further suggestions of good practice from the group members.

Take about 20 minutes.

Task 5 | Appreciating language use

Writers use a range of linguistic devices to achieve particular effects. The effective reader needs to become familiar with these and to be able to identify and understand their use in the texts they read. The best way to achieve this is to note their use as a regular part of analysing texts of all kinds, teaching the structure of the devices and discussing their effect. This, of course, is secondary to the reading of a text as a whole, looking first at its meaning and then establishing how a particular device might help to communicate that meaning.

The use of linguistic devices should also be a part of teaching writing so that learners themselves experiment with writing for effect. These aspects are discussed in Unit 9 of *Guidance on the teaching of writing skills: INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3* (Welsh Assembly Government, 2010), and the following extract from that text is reproduced here.

> Progression in this respect cannot be set in stone – it will depend on the learners' abilities and interests and the texts they read. However, it would be sensible to concentrate initially on the effect of such devices as rhyme, rhythm and alliteration with which young learners will be familiar through work in the Foundation Phase. From there, move on to similes and metaphors, for example, as well as the concept of onomatopoeia in Key Stage 2, and introduce more difficult concepts such as irony and rhetoric as learners become more mature and confident in their reading and writing. A list of the main devices can be found on Sheet 9.3. Look at these with colleagues and make sure you yourselves understand them, producing examples to illustrate each device.

Discuss the following points with the group and consider how best to introduce such teaching into the curriculum.

> Much work on linguistic devices can be active and quite light-hearted.
>
> - The use and effect of alliteration can be explored by noting it in texts that are read and by asking learners to produce alliterative sentences of their own.

- There are numerous, well-known ways to teach similes and metaphors. This, in fact, is a situation where such teaching is often repeated across phases, leading to possible disaffection from learners who become tired of 'more of the same'. If part of the liaison between primary and secondary colleagues allows teachers to identify what has already been taught and used in Key Stage 2, this problem will be removed. This doesn't mean that learners should not be encouraged to use these devices, just that they might be reminded of previous teaching rather than having to experience it all over again from scratch.
- The use of onomatopoeia will often be met first when looking at comics or advertisements and these are useful starting points.
- Rhythm can be clapped, for example, or sounded out on percussion instruments in order to maintain the necessary pace and stress patterns of a poem such as *Tarantella* by Hilaire Belloc.

As learners' reading becomes more complex and varied, teaching should focus on particular devices used by writers to create meaning and discussion of the effects intended and achieved. As indicated earlier, feature-spotting alone is of little use and is a cause for concern to examiners at GCSE and A level who continue to find frequent examples in test papers.

It is essential that we teach learners to understand and deal with the reading that we all have to undertake as a part of daily life, where we are bombarded with multimodal texts that attempt to persuade and manipulate our thinking. Recognising and appreciating the power of linguistic devices is pre-eminently a reading skill. However, one way that learners can demonstrate understanding of a writer's intentions is by replicating what they have read in their own writing.

Analysing famous speeches is a popular way to explore rhetorical devices. An example of this can be found in the recently published *Supporting learners' higher-order literacy skills* (Welsh Assembly Government, 2009) where responses to some old favourites such as speeches by Martin Luther King and Chief Seattle, are included. To update this kind of work, the speeches of Obama, particularly his acceptance speech, would illustrate vividly how a skilful speaker and writer can 'carry' a crowd and affect their thinking. Let learners analyse his words and then try to write in the same style in a speech or article to persuade their class or schoolmates of a particular point of view.

Comparing the language used in both tabloid and broadsheet newspapers, and the way each of these treats the same story, is a useful way to explore language use in the media. It is also revealing for learners to compare the printed version of a newspaper with the website version and to consider what different choices of language, image and layout have been made and for what reason.

A similar analysis of web pages, advertising and information leaflets will reveal some interesting use of language. This 'real-life' reading will appeal to many of those learners who might be put off by reading traditional literary texts.

Take about 40 minutes.

Sheet 9.1

Why literature?

It is impossible to define literature precisely. Literature is traditionally seen as poetry, drama or imaginative prose (i.e. novels and short stories), a product of the creative use of the imagination to construct something that is related to 'real' experience but is not of the same order.

A poem or a play is literature; a menu or a telephone directory is not.

There are, however, many other genres of writing (for example, essays, biographies, autobiographies, memoirs, travel book) that may also be considered to be literary texts as they share with traditional literature certain qualities of language and reflection, and are intended to entertain and engage the reader as well as to inform.

Reading literature provides:

- an enjoyable activity that should be encouraged for its own sake
- a means of exploring other worlds (in the past, the present and the future), extending learners' knowledge beyond what they are actually able to experience themselves
- a means of exploring emotions and situations with which the reader can identify, but at a safe distance
- a means of almost standing in someone else's shoes
- a means of exploring a range of issues – social, moral and political
- a means of supporting learners' knowledge of sport, for example, by providing interesting autobiographical details of famous sportsmen and women
- a means of exposing learners to rich and imaginative uses of language
- a multi-layered context for developing higher-order reading skills, especially those of inference and deduction.

Teachers should remember that access to literature is important in its own right and that learners should have plentiful opportunities to read, view or listen to whole texts without always having to analyse what they have enjoyed.

Sheet 9.2

Building up a fact file

Choose one of the characters in the novel/story/play or … As you read each chapter/section, collect words and phrases that tell you something about the sort of person the character is, about the way the character behaves, the things the character says, and what other characters say about him or her. Use these examples to fill in the appropriate box in your fact file. Add other boxes as appropriate.

Name of the character ……..

Things the character does	Things the character likes
Things the character says	**Things the character dislikes**
What the character looks like	**Things other people say about the character**
The character's favourite people	**The character's least favourite people**

This sort of sheet is probably most appropriate for use in Key Stage 2 as a means of training learners to respond to text in this way. For older readers responding to lengthy texts, a notebook with similar headings would be more appropriate, or a file or database built up on a computer. In either case, this preliminary collection of references and quotations will be a useful resource for the learner who subsequently has to write about a character, theme or event. It will also be a useful revision guide for learners whose knowledge of a particular piece of literature is to be tested in an examination.

In order to collect and collate such information, the learner will have to use a range of reading skills – skimming, scanning, close reading, selecting and highlighting, using inference and deduction, and summarising what they find. They may also have to distinguish between fact and opinion, and to appreciate meaning beyond the literal.

Sheet 9.3

Linguistic devices

alliteration
The repetition of the initial letters or sounds in words that are close together.

allusion
An indirect reference to something outside the current piece of writing. To understand it, a reader needs the relevant background knowledge.

analogy
This compares one thing with another – often something unknown to something known.

assonance
The repetition of vowel sounds in words that are close together.

euphemism
A way of expressing something unpleasant in a less direct or harsh way.

hyperbole
An exaggerated statement.

idiom
A phrase which is not meant literally, but is understood by the people who use it.

imagery
Use of language to create a lively or sensory image, often visual.

irony
Contrasts the reality with the expectation, what is written with what is meant.

jargon
The use of technical language, words that are specific to a particular subject and not commonly recognised.

metaphor
An implied comparison between two things that are unlike, without using the words 'like' or 'as'. One thing takes on the qualities of another.

metonymy
Substituting the name of something with the name of an attribute or object associated with it.

neologism
The creation of a new word or expression.

Sheet 9.3 (continued)

onomatopoeia
Words that sound like their meaning.

parody
A humorous imitation of another text where an established text is 'set up'.

pastiche
Writing that combines elements from other texts.

personification
giving human qualities to animals, things or abstract ideas.

proverbs
Concise sayings that express a general truth.

repetition
Repeating words or phrases for effect.

rhetorical questions
Questions that are asked for effect and do not expect an answer.

rhyme
Words that contain the same sound in the final syllable are said to rhyme.

similes
Direct comparisons between two things to show their similarity, using the words 'like' or 'as'.

symbolism
A person, object, image, word or event that is used to represent or suggest something beyond its literal significance. Symbols are culture-specific and will not mean the same thing to all people.

testimony
The use of quotations ostensibly from experts or people positively associated with a situation or product, often used in advertising alongside the use of statistics.

Unit 10: Assessing reading

Unit 10
Assessing reading

Aim: To explore ways to assess reading and the use of assessment information to plan improvement.

To familiarise teachers with current guidance: *English: Guidance for Key Stages 2 and 3*, *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3*, *Making the most of learning: Implementing the revised curriculum* (Welsh Assembly Government, 2008); and the two documents linked to the Developing thinking and assessment for learning programme, available at www.wales.gov.uk/educationandskills

Time: 2 hours

Preparation: Read the whole of Unit 10 and make sure you are familiar with the content, particularly the reading profiles and the extracts from *English: Guidance for Key Stages 2 and 3.*

Familiarise yourself also with the publications listed above and the messages contained therein.

Make copies of all sheets for each group member.

Resources: Photocopies of one or more of the end of key stage reading profiles (if possible with each profile on an A3 sheet) exemplified in *English: Guidance for Key Stages 2 and 3*. Do not include the commentary or overall judgement with the pieces of work.

Choose those learners whose reading is at the level(s) that are most appropriate to the teachers in the group. For example, for primary teachers, Bethan, Megan and/or Hari; for secondary teachers, Megan, Annie, Sam and/or Carys; for a transition group, Megan, Hari, Annie and/or Sam.

For a group of teachers from subjects across the curriculum, it would be advisable to use examples of reading tasks from their guidance documents, if possible, in conjunction with one or two selections from English.

Copies of the publications listed in 'Aims' above.

Copies of Sheets 10.1 to 10.5 for each group member.

Task summary

Task 1: Where is the evidence?

Task 2: Formative assessment: assessment for learning

Task 3: Progression in reading

Task 4: Making a judgement about the work of one learner

Task 5: Summative assessment (assessment of learning): the policy in Wales

Task 1 | Where is the evidence?

It is comparatively easy to find the evidence for assessing a learner's writing skills as that evidence is recorded permanently on paper or screen. Experience from the national moderation of performance indicates that the assessment of reading is less straightforward, particularly as some teachers are unsure about what constitutes evidence of reading and also because some of that evidence comes from oral activities that are ephemeral.

In pairs, ask group members to list sources of evidence that will inform the assessment of a learner's reading skills.

With the whole group, compare and discuss findings and check your list against the suggestions provided on Sheet 10.1.

Discuss how best to record ephemeral achievement, for example when a learner has been involved in role play or hot-seating in response to a text. Share ideas within the group and try to come to some decision about how to ensure a consistent approach within and across schools.

It is likely that the group will realise that recording achievement should be closely linked to clear learning intentions planned by the teacher and specific success criteria shared with learners.

Take about 20 minutes.

Task 2 | Formative assessment: assessment for learning

Ongoing, formative assessment focuses on the learner's achievement and on details of ways they can move forward rather than on national curriculum outcomes and level descriptions. Using level descriptions for such day-to-day assessment is not helpful as they are designed to be broad indicators of progression and not concerned with the details of individual pieces of work.

A pilot project to develop thinking and assessment for learning has been in existence for the past three years in Wales and, as a result of its success, is to be extended across Wales over the next three years. Documentation explaining in detail the principles behind the project (*Why develop thinking and assessment for learning in the classroom?*) and providing ideas for implementing these principles in schools (*How to develop thinking and assessment for learning in the classroom*) are available at www.wales.gov.uk/educationandskills

Encourage group members to follow these up in their own time or as a separate continuous professional development (CPD) activity since they will require a longer time than is available for this unit. The extent to which you will need to explain assessment for learning principles and procedures will depend on the current situation in your school(s). Even if you are well on the way, it will be useful to reiterate the basic principles and link them to your work on teaching reading.

In pairs, look at Sheet 10.2, where some comments relating to assessment for learning can be found, and discuss the extent to which they apply to your classroom practice. Consider also how they relate to the principles and practices described in previous units in terms of modelling reading, questioning self and others, and improving work.

Take about 20 minutes.

Task 3 | Progression in reading

English: Guidance for Key Stages 2 and 3 includes the following statement:

> Throughout Key Stages 2 and 3, pupils experience a progressively wide range of demanding texts, for enjoyment and information, so that they can develop into fluent and effective readers. Through employing a range of strategies, they are able to read with accuracy and fluency, understanding significant ideas, themes, events and characters. Their reading diet contains texts with challenging subject matter and relevance to the twenty-first century. Layers of meaning are identified and commented upon. In their personal response, they are able to show understanding of an author's craft. They express preferences and opinions that they are able to justify. Competence in locating, retrieving, collating and synthesising information and ideas from a range of sources develops.
>
> At Key Stage 3 pupils consolidate and extend the progress made previously. They read widely for pleasure, interest and information and to develop an informed personal opinion about their reading. They are able to respond to the content and style of texts, discussing a varied selection of literature, information and media texts.

As a group, discuss the broad lines of progression you would hope to see in learners' reading. Compare your ideas with those on Sheet 10.3 and with Sheet 10.4, which provides the level descriptions for Reading in *English in the National Curriculum for Wales* (Welsh Assembly Government, 2008).

Take about 15 minutes.

Task 4 | Making a judgement about the work of one learner

Distribute prepared copies of the range of work in reading of one learner – the end of key stage learner profile – to teachers in small groups.

Ask the teachers:

- to simulate a moderation session and come to a decision on the level of the learner whose end of key stage learner profile they have in front of them. Depending on the size and make-up of the overall group, you will have to decide whether to give all groups the same profile or to give a different profile to each group – each option has advantages and disadvantages which you, as group leader, will have to consider in terms of the coverage you wish to achieve
- to annotate the texts, identifying strengths and areas for development
- to come to a decision about the level at which the learner is working
- to suggest ways forward for that learner.

Once all have completed the task, check decisions against those in *English: Guidance for Key Stages 2 and 3*.

Take about 30 minutes.

Task 5 | Summative assessment (assessment of learning): the policy in Wales

With the group as a whole, go through the statements on Sheet 10.5, one at a time, and invite discussion about teachers' familiarity with these principles and the link with their own practice. Your aim is to ensure that all the teachers present have a clear understanding of current assessment arrangements in Wales.

The publication *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008) provides support for teacher assessment by offering a range of effective and manageable ways for teachers to make their statutory end of key stage assessments accurate and consistent. It applies equally to religious education and to national curriculum subjects where teacher assessment is not statutorily required.

Take about 30 minutes.

Sheet 10.1

Evidence of effective reading

Sources of evidence include:

- the learner reading aloud
- the learner performing a text
- the learner explaining aloud to a partner or group/giving a talk about a text
- written or oral book reviews/recommendations to other learners
- summarising events in a novel, article or other text
- storytelling after reading the story
- teacher observation of a learner's reading habits
- learner-to-learner discussion
- learner-to-teacher discussion
- short written responses to teacher or learner questioning
- oral responses to teacher or learner questioning
- role play
- extended responses such as write-ons, genre transformation, retelling for a different audience, empathetic responses
- extended critical essays analysing plot, character, theme, language use as appropriate
- annotation of text
- comparison of texts
- cloze procedure exercises
- graphic representations such as mindmaps, grids, flow charts, storyboards, etc.
- artwork with commentary
- databases or files recording information retrieved for a particular purpose
- written reading record kept by the learner – perhaps with contributions from the parent/guardian and/or teacher and linked to library use
- in Year 3, information from Foundation Phase teachers about the 'reading history' of the learner
- in Year 7, information from Year 6 teachers including direct communication between teachers, test data (e.g. from NFER), any 'support' history, special educational needs (SEN) information, Cognitive Abilities Tests (CATS), scores, etc.

Add further suggestions to this list as a result of group discussion.

Sheet 10.2

Assessment for learning

Assessment for learning involves learners gaining understanding of specific learning goals and the associated success criteria so that, supported by the teacher, they can develop their capacity for peer and self-assessment. In this way, they can establish their current position, set and move towards targets, and recognise if and when the targets have been reached.

Teachers need to ensure that, if they are to make progress, learners know:

- where they are in the learning continuum
- where they need to go
- how best to get there.

There are three main areas involved in implementing assessment for learning.

- Questioning
  - thinking time – allowing learners time to think about answers (at least five seconds)
  - kinds of questions – open-ended and thought-provoking, asked of the class by the teacher, and of each other and of themselves by learners
  - allowing learners to discuss questions with partners/in small groups before volunteering answers to the class as a whole.

- Quality of feedback
  - immediacy – from self, a partner learner or the teacher
  - no grades, just comments focusing on learning issues and linked to success criteria for the specific task, leading to targets for improvement
  - learner-centred and positive but objective
  - frequency of assessment – regular rather than end-loaded
  - opportunity to practise
  - opportunity to correct
  - clarity so that it helps the learner to think.

- Peer and self-assessment
  - sharing and understanding learning intentions; being clear about the task and its purpose
  - identifying and understanding success criteria
  - recognising good-quality work as a result of working with models that illustrate what is required.

Individual targets should be linked to improving the quality of a learner's work, as highlighted through formative feedback, and therefore linked to success criteria for specific tasks. They cannot be linked directly with outcomes or level descriptions as these describe attainment over a range of tasks at the end of a key stage.

Sheet 10.2 (continued i)

A range of strategies or learning tools can be used to help in each stage of the assessment for learning process. A list of such tools with explanation of their use can be found in Appendix 3 of *How to develop thinking and assessment for learning in the classroom* available at www.wales.gov.uk/educationandskills

The following gives some general questioning/commenting strategies, which have been found to be very successful in promoting assessment for learning and extending learner thinking. These complement those described in Units 3 and 4.

Ask 'follow-ups': 'Why?', 'Do you agree?', 'Can you elaborate?', 'Tell me more', 'Can you give an example?'

Withhold judgement: Respond to learners in a non-evaluative fashion.

Ask for a summary to promote active listening: 'Could you please summarise John's point?'

Survey the class: 'How many people agree with the author's point of view?'

Allow for learner calling: 'Sarah, will you please call on someone else to respond?'

Play devil's advocate: Push learners to define their reasoning against different points of view.

Ask learners to 'unpack their thinking': 'Describe how you arrived at your answer.'

Call on learners randomly: Avoid the pattern of only calling on those learners with raised hands, or adopt a 'no hands up' policy.

Encourage learner questioning: Allow learners to develop their own questions.

Cue learner responses: 'There is not a single correct answer for this question. I'd like you to consider alternatives.'

Sheet 10.2 (continued ii)

Peer and self-assessment

Learners can only achieve successful learning outcomes if they understand what they need to do. The success criteria must be transparent to learners and concrete examples of success should be provided, for example they should know what the characteristics of work at a particular level look like.

Peer assessment is extremely valuable as learners may accept from one another criticism of their work that they would not take seriously if made by the teacher. Interchange will take place in a language that learners themselves naturally use. If learners do not understand an explanation, they are more likely to interrupt a peer than to interrupt a teacher. Peer assessment places the work in the hands of the learners and they can take responsibility for it. The teacher can then be free to observe and reflect on what is happening and to frame helpful interventions. However, for peer assessment to work effectively learners must be trained in good practice, and this is not something that will happen overnight.

Self-assessment will only happen if teachers help learners, particularly the low-attainers, to develop the skill. Like effective pair and group work, this will take time and practice. Often, meaningful self-assessment is a direct by-product of peer assessment: learners need to be 'coached' in self-evaluation through modelling questions and thinking with others initially.

Engaging in peer and self-assessment is much more than just checking for errors and weaknesses. It involves making explicit what is normally implicit and thus requires learners to be active in their learning. This in itself will help them to improve their learning.

Sheet 10.3

Broad lines of progression in the level descriptions for Reading

Reading increasingly demanding texts using a repertoire reading of strategies	A significant marker of progress in Reading (Levels 1 to 3) is the increasing ability to read with independence, and to make sense of a text beyond decoding. The development of independence in reading is characterised not just as reading without support, but also in terms of the appropriate selection of reading strategies. Progression throughout the levels will also be seen in pupils' confidence in understanding texts that are more challenging in terms of length, complexity of language and sophistication of ideas.
Response to texts, including analysing and evaluating	In the early stages, pupils' responses to their range of reading are characterised at the level of personal preferences, such as simple likes or dislikes (Levels 1 to 3), and progression from this is seen in the ability to support these preferences by reference to the texts read (Levels 4 to 6). From this develops the ability to identify, select and respond to key features of texts (Levels 5 to 6) and then show critical appreciation of what has been read (Level 6 to Exceptional Performance).
Reading for information	Reading for information is required in all key stages, and increased demand is seen in the progress from locating information for a specific purpose (Levels 3 and 4), to collecting and synthesizing it for different purposes (Levels 5 to 6), and then putting such material to further use (Level 7 to Exceptional Performance). In reading for these purposes (from Level 4) pupils develop and select appropriate reading strategies, for example, skimming and scanning. The increasing level of difficulty and the range of types of text contribute to the challenge outlined in the higher levels.

Sheet 10.4

Level descriptions for Reading

Level 1	Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound–symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-literary texts by identifying aspects they like.
Level 2	Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-literary texts. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.
Level 3	Pupils read a range of texts fluently and accurately. They can use appropriate strategies in order to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
Level 4	In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information on a specific topic from more than one source, and use them effectively.
Level 5	Pupils show understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters, and select relevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources.

Sheet 10.4 (continued)

Level descriptions for Reading

Level 6	In reading and discussing a wide range of texts, pupils select relevant words, phrases and information in order to comment on their significance and effect. They are able to identify different layers of meaning in text. They give personal responses to both literary and non-literary texts, referring to aspects of language, structure, themes, images and ideas in justifying their views. They summarise a range of information from different sources.
Level 7	Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to literary and non-literary texts, showing awareness of their thematic, structural, linguistic and visual features. They select and synthesise a range of information from a variety of sources.
Level 8	Pupils' response is shown in their appreciation of and comment on a range of texts. They analyse and evaluate how particular effects are achieved through the use of linguistic, structural and presentational devices. They select, analyse and synthesise information and ideas, commenting on the ways in which they are presented in different texts.
Exceptional Performance	Pupils confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.

Sheet 10.5

Summative assessment: the policy in Wales

The following statements are taken from *Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3, Making the most of learning: Implementing the revised curriculum,* and *English: Guidance for Key Stages 2 and 3* (Welsh Assembly Government, 2008).

Statement	Elaboration
The outcomes and level descriptions for Oracy, Reading and Writing set out the skills, knowledge and understanding that pupils are expected to have at the end of a key stage.	Outcomes and level descriptions identify aspects that are significant at particular levels.
Level descriptions can help to inform your planning, teaching and assessment at Key Stages 2 and 3.	They indicate expectations at particular levels and progression in the subject.
National curriculum outcomes and level descriptions have been developed for summative assessment of learning at the end of a key stage.	They are not appropriate for use in formative assessment. They do not make effective targets as they describe attainment across the breadth of the programme of study at the end of a key stage.
They are not related to a particular phase or key stage but describe the types and range of performance that learners working at a particular outcome or level should characteristically demonstrate.	A learner in Key Stage 2 might demonstrate achievement at any level, even though the expected level at the end of Key Stage 2 for the 'average' learner is Level 4. Similarly, a learner at Key Stage 3 can demonstrate achievement at any level, including Levels 7, 8 and Exceptional Performance, if their work provides evidence of the appropriate characteristics.
They refer to a learner's achievement over time and over a range of work, providing a holistic view of a number of different characteristics.	A single piece of work should not be levelled as it cannot provide an overall assessment of the level at which the learner is working. It may, however, demonstrate characteristics of a particular level.
A judgement is reached by a best fit analysis, where each description is considered in conjunction with the descriptions for adjacent outcomes or levels, and a learner is allocated the outcome or level at which s/he is secure.	It is likely that the learner will exhibit some characteristics of the adjacent outcomes or levels but summative judgement must relate to the outcome or level that best fits the learner's overall achievement.

Sheet 10.5 (continued)

Statement	Elaboration
The essential function of level descriptions is to help you make rounded summative judgements at the end of Key Stages 2 and 3.	When making judgements at the end of Key Stages 2 and 3, you should decide which level description best fits a learner's performance. The aim is for a rounded judgement that: • is based on your knowledge of how the learner performs across a range of contexts • takes into account different strengths and areas for development in that learner's performance • is checked against adjacent level descriptions to ensure that the level judged to be the most appropriate is the closest overall match to the learner's performance in the attainment target.
Arbitrary subdivisions within a level are not part of their design or intended use.	There is nothing in the assessment arrangements that gives any meaning to divisions within a level.
School, department or cluster standardisation portfolios should be produced to be used as a reference source of evidence.	These might include the work of the same learner or of different learners to enable teachers to reach agreement on levels of achievement by confirming a shared understanding of the characteristics of a level. They can be put together and discussed at any time during a key stage.
An end of key stage learner profile refers to a collection of the work of an individual learner over time and over a range of activities.	This might consist of a learner's exercise book or file of written work. There is no need to make a special collection. Summative assessment must take place at the end of a key stage.

Appendix: Useful references

Publications

Welsh Assembly Government

The national curriculum Orders for all subjects.

Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales (2008)

Personal and social education framework for 7 to 19-year-olds in Wales (2008)

Careers and the world of work: a framework for 11 to 19-year-olds in Wales (2008)

National exemplar framework for religious education for 3 to 19-year-olds (2008)

Subject-specific guidance for all subjects of the national curriculum can be seen at www.wales.gov.uk/educationandskills Of particular relevance are the guidance documents for English, Welsh and modern foreign languages that include sections on writing.

Guidance on the teaching of writing skills: INSET opportunities for teachers of all subjects across the curriculum at Key Stages 2 and 3 (2010)

Developing higher-order literacy skills across the curriculum (2010)

Supporting learners' higher-order literacy skills (2009)

Making the most of learning: Implementing the revised curriculum (2008)

Skills framework for 3 to 19-year-olds in Wales (2008)

Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3 (2008)

A curriculum for all learners: Guidance to support teachers of learners with additional learning needs (2010)

Meeting the Challenge: Quality Standards in Education for More Able and Talented Pupils (2008)

School Effectiveness Framework (2008)

Making the Link: Language learning 5–14 (2003)

A curriculum of opportunity: developing potential into performance (2003)

Welsh Assembly Government/Basic Skills Cymru

Me Read? No Way! A practical guide to improving boys' literacy

Me read? No way! 13 strategies to improve boys' literacy

Recommended books & resources for boy readers aged 5–8 years

What works for pupils in Wales with literacy difficulties? The effectiveness of intervention schemes (Ref: A5196)

Drama and Literacy: A survey of effective practice at Key Stages 3 and 4 (Ref: A1693)

Writing to learn: A survey of effective practice with writing at Key Stages 3 and 4 (Ref: A1694)

Securing Boys' Literacy – a survey of effective practice in primary schools

EAL: More than Survival (Ref: A1723)

Improving Boys' Literacy: a survey of effective practice in secondary schools (Ref: A1241)

Effective practice in Writing at Key Stage 2: Essential extras (Ref: A1173)

How to . . . teach the drafting process (Ref: A1644)

How to . . . teach skimming and scanning (Ref: A1331)

How to . . . use key words effectively (Ref: A1307)

How to . . . Teach Information Text in KS3 Humanities subjects (Ref: A1713)

How to . . . Teach Instruction and Explanation Text in KS3 Science and Design Technology (Ref: A1714)

How to…Teach Spelling in KS3 subjects across the curriculum (Ref: A1720)

How to develop language for thinking in KS3 in mathematics and science (Ref: A1915)

How to teach evaluation at KS3 in physical education and design and technology (Ref: A1916)

How to teach reading in Key Stage 3 (Ref: A2396)

How to review basic skills provision – a guide for school senior managers (Ref: A5274)

How to support writing (Ref: A5283)

How to support reading (Ref: A5284)

How to support spelling (Ref: A5285)

Ref: A5279 for A2 English Posters
Ref: A5280 for A5 English Cards
Ref: A5281 for A2 Welsh Posters
Ref: A5282 for A5 Welsh Cards

Text Type Posters

Text Type Cards: (English Ref: A5280; Welsh Ref: A5282)

- Information
- Persuasion
- Discussion
- Explanation
- Instruction
- Recount

Tips cards: *Capital Letters* (Ref: A1677)

Read a Million Words in Wales celebrity posters for secondary schools (set of 3) (Ref: A2297)
Read a Million Words in Wales We've been reading (Ref: A2135)

Estyn

Best practice in the reading and writing of pupils aged five to seven years (2009)

Supplementary guidance for independent and additional inspectors: more-able and talented learners (2009)

Sharing good practice in developing pupils' literacy skills (2009) (key messages from conference held September 2008)

Best practice in the reading and writing of pupils aged 7 to 14 years (2008)

Closing the gap between boys' and girls' attainment in schools (2008)

Developing dual literacy: An Estyn discussion paper (2002)

Raising Standards of Spelling in English in Primary Schools: An Estyn Discussion Paper (2001)

Raising standards of writing in English in primary schools: an Estyn discussion paper (2000)

Aiming for Excellence in Key Stage 3
(Estyn/ACCAC/Welsh Assembly Government, 2002)

Moving on . . . Effective Transition from Key Stage 2 to Key Stage 3
(Estyn/ACCAC/Welsh Assembly Government, 2004)

Raising Standards in Literacy and Numeracy in Key Stage 3
(BBC Wales/Welsh Assembly Government/Estyn/ACCAC, 2003)

Raising Standards in ICT in Key Stage 3
(BBC Wales/Welsh Assembly Government/Estyn/ACCAC, 2004)

Bridging the Gap: Developing and using bridging units to support effective transition from Key Stage 2 to Key Stage 3
(ACCAC/Estyn/Welsh Assembly Government, 2004)

Useful websites

Welsh Assembly Government
www.wales.gov.uk

Estyn
www.estyn.gov.uk

Basic Skills Cymru (See the 'Basic Skills Cymru' section under 'Information for Learning Providers')
www.wales.gov.uk/topics/educationandskills

British Dyslexia Association
www.bdadyslexia.org.uk

Professional association of teachers of students with specific learning difficulties (Patoss)
www.patoss-dyslexia.org

National Association for Language Development in the Curriculum
www.naldic.org.uk

National Centre for Languages (information about plurilingual/ EAL learners)
www.cilt.org.uk

Some useful links to additional language resources in section on asylum seekers and refugees
www.literacytrust.org.uk

All Wales autism resource
www.awares.org

The National Autistic Society
www.nas.org.uk

National Association for Able Children in Education
www.nace.co.uk

Academi
www.academi.org

NGfL Cymru
www.ngfl-cymru.org.uk

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