

# The impact of parental involvement



- Parental involvement in a child's schooling for a child between the ages of 7-16 is a more powerful force than family background, size of family and level of parental education
- Children whose parents are involved with their learning progress 15-17% more than others without this support

Slide 1.0

# Plan

- Introduction: Reading at St. Mary's/What is a good reader?
- How reading is taught
- Reading skills/How reading is assessed
- Effective questioning
- Recommended reading
- Nb – Handouts

# What are the school's aims for reading?

At St Mary's Junior School we recognise that reading is the key to all independent learning and a pupil's success in reading has a direct effect on progress in nearly all other areas of the curriculum. Therefore it is given high priority.

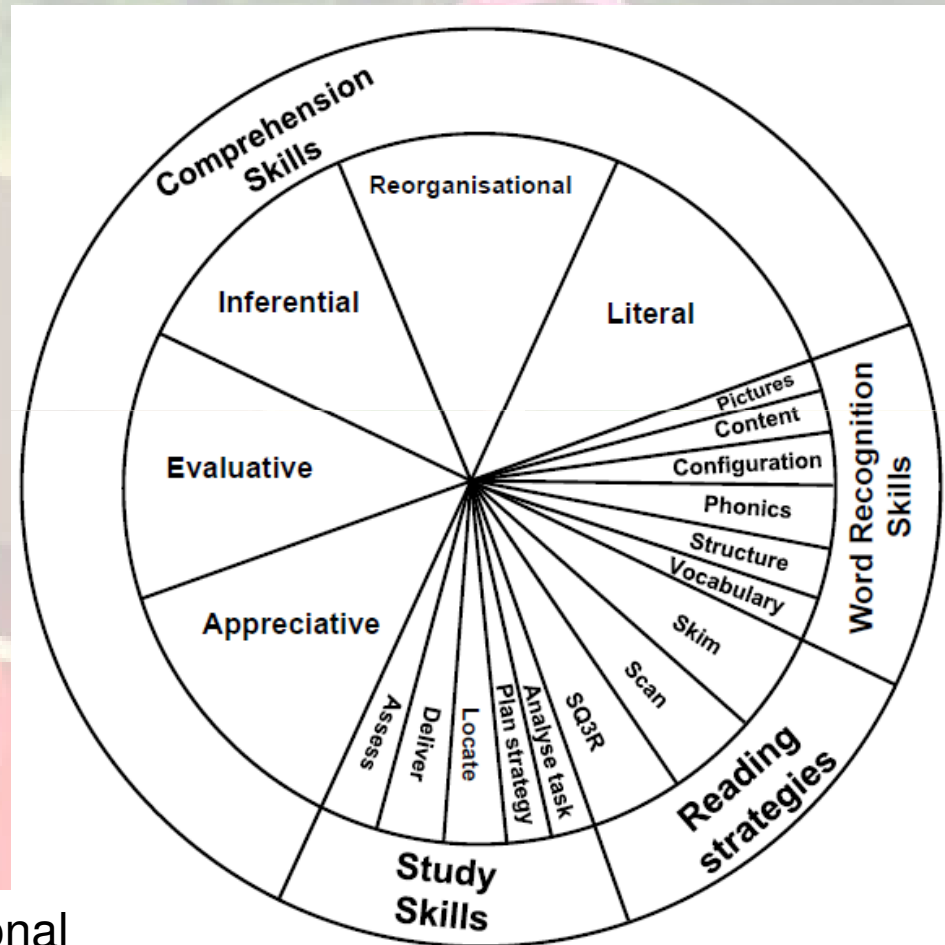
We aim to help our children develop their reading skills, to enjoy reading and to use their reading skills for study and recreation. We want them to value and enjoy books and to be capable of using information retrieval skills.

In all reading activities the overall emphasis must be on building success, confidence, interest and enjoyment for every child.

# Reading

**Reading: is not a simple single skill.**

It is a complex set of strategies, which will result in different outcomes.



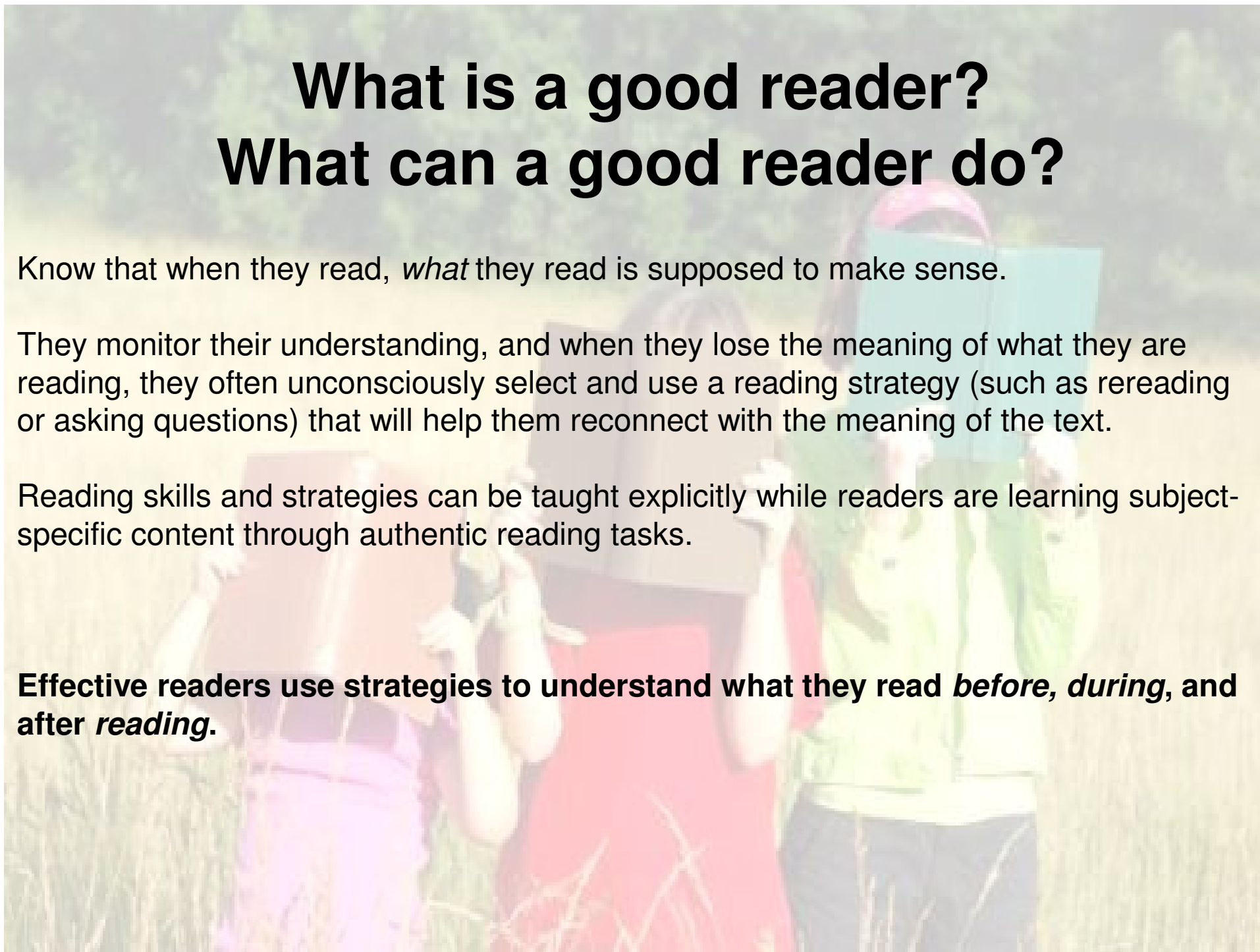
# What is a good reader? What can a good reader do?

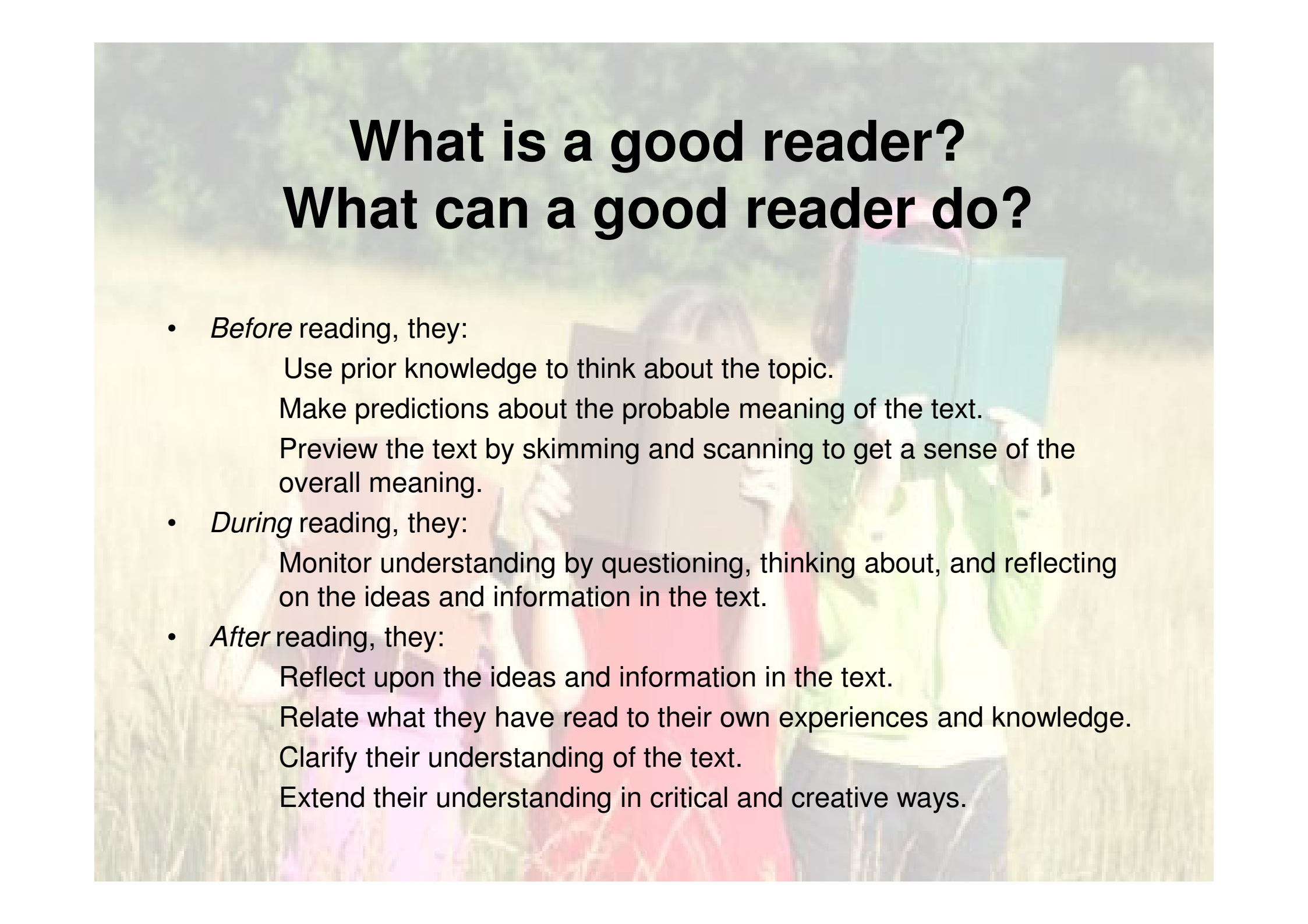
Know that when they read, *what* they read is supposed to make sense.

They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

Reading skills and strategies can be taught explicitly while readers are learning subject-specific content through authentic reading tasks.

**Effective readers use strategies to understand what they read *before, during, and after reading.***



The background of the slide is a blurred photograph of two children standing in a field of tall grass. The child on the left is wearing a red dress and holding a dark book. The child on the right is wearing a light green shirt and dark pants, also holding a book. The overall scene is bright and outdoors.

# What is a good reader? What can a good reader do?

- *Before* reading, they:
  - Use prior knowledge to think about the topic.
  - Make predictions about the probable meaning of the text.
  - Preview the text by skimming and scanning to get a sense of the overall meaning.
- *During* reading, they:
  - Monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.
- *After* reading, they:
  - Reflect upon the ideas and information in the text.
  - Relate what they have read to their own experiences and knowledge.
  - Clarify their understanding of the text.
  - Extend their understanding in critical and creative ways.

# How Reading is Taught

## **Reading strategies**

Reading is not just pronouncing words—it requires understanding. Most experienced readers use a variety of strategies to understand text. Research has shown that teachers can, and should, teach these strategies to beginning readers. The following strategies can help readers understand any text in any subject.

## **Make Predictions**

Predictions encourage active reading and keep readers interested, whether or not the predictions are correct. Incorrect predictions can signal a misunderstanding that needs to be revisited.

Instruct readers:

Look at the pictures, table of contents, chapter headings, maps, diagrams, and features. What subjects are in the book? Write down predictions about the text. During reading, look for words or phrases from those predictions. While reading, revise the predictions or make new ones.

## **Visualize**

Many readers think visually, using shapes, spatial relationships, movement, and colours, and can benefit greatly from this strategy.

Instruct readers:

Imagine a fiction story taking place as if it were a movie. Imagine the characters' features. Picture the plot in time and space. Imagine processes and explanations happening visually. Use nouns, verbs, and adjectives to create pictures, diagrams, or other mental images. Use graphic organizers to lay out information. Make sketches or diagrams on scrap paper.

### **Ask and Answer Questions**

Having readers form their own questions helps them recognize confusion and encourages active learning.

Instruct readers:

Before reading, think about the subject based on the title, chapter heads, and visual information. Make note of anything you are curious about.

While reading, pause and write down any questions. Be sure to ask questions if there is confusion. Look for the answers while reading. Pause and write down the answers.

Were all the questions answered? Could the answers come from other sources?

### **Retell and Summarize**

Relating the text in readers' own words clears up language issues. Retelling challenges them to aim for complete retention. Summarization allows readers to discriminate between main ideas and minor details.

Instruct readers:

During reading, note the main ideas or events. Put a check mark in the book or write a note to point out a main idea. At the ends of chapters or sections, review the information or story.

Note main ideas or events and the details that support them. After reading, retell or summarize the text. Focus on the important points, and support them with relevant details.

Refer to the book to check the retelling or summarization.

### **Connect the Text to Life Experiences, Other Texts, or Prior Knowledge**

Connecting a text to readers' experiences and knowledge helps readers personalize the information. It also helps readers remember information when they link it to their lives.

Instruct readers:

Is the subject familiar? Do the characters resemble familiar people? Have you learned about the concept from school, home, or other experiences? Is the style or genre familiar? Does it resemble other texts? Television shows, movies, and games can be considered "texts."

Write down similarities between the current text and experiences, knowledge, or other texts.



## **Word-Attack Strategies**

Word-attack strategies help readers decode, pronounce, and understand unfamiliar words. They help readers attack words piece by piece or from a different angle. Model and instruct readers:

### **Use Picture Clues**

Are there people, objects, or actions in the picture that might make sense in the sentence?

### **Sound Out the Word**

Start with the first letter, and say each letter-sound out loud. Blend the sounds together and try to say the word. Does the word make sense in the sentence?

### **Look for Chunks in the Word**

Look for familiar letter chunks. They may be sound/symbols, prefixes, suffixes, endings, whole words, or base words. Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?

### **Connect to a Word You Know**

Think of a word that looks like the unfamiliar word. Compare the familiar word to the unfamiliar word. Decide if the familiar word is a chunk or form of the unfamiliar word. Use the known word in the sentence to see if it makes sense; are they close enough for understanding?

### **Reread the Sentence**

Read the sentence more than once. Think about what word might make sense in the sentence. Try the word and see if the sentence makes sense.

### **Keep Reading**

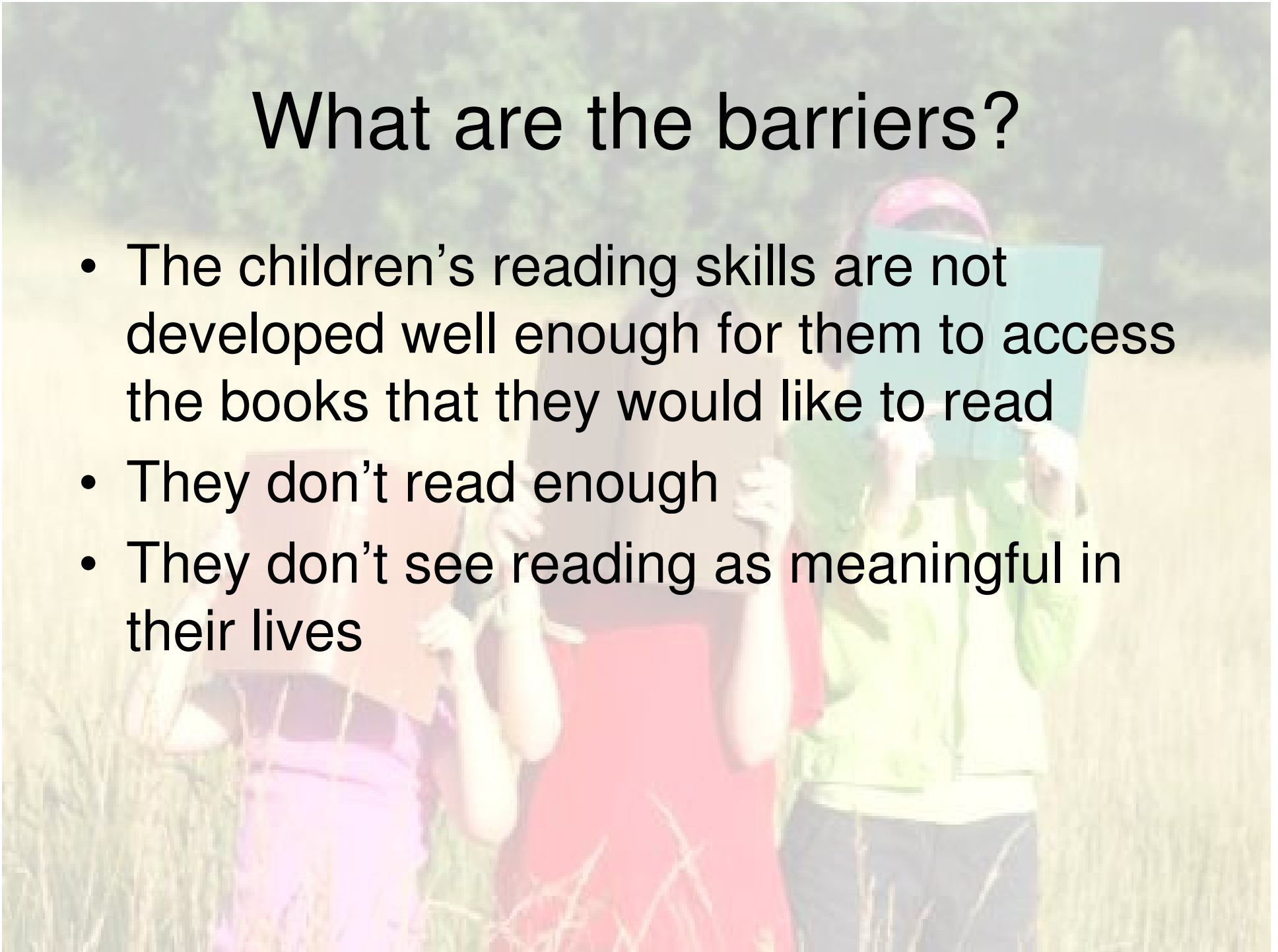
Read past the unfamiliar word and look for clues. If the word is repeated, compare the second sentence to the first. What word might make sense in both?


### **Use Prior Knowledge**

Think about what you know about the subject of the book, paragraph, or sentence. Do you know anything that might make sense in the sentence? Read the sentence with the word to see if it makes sense

# What are the barriers?

- The children's reading skills are not developed well enough for them to access the books that they would like to read
- They don't read enough
- They don't see reading as meaningful in their lives



A photograph of three people standing in a field of tall grass. They are holding up large, flat boards of different colors in front of their faces, completely obscuring them. The person on the left is holding a purple board, the person in the middle is holding a red board, and the person on the right is holding a green board. The background consists of a line of green trees under a bright sky.

Now you have a go!  
*Carpe Diem*

# The skills in reading: How is reading assessed?

## **Points to remember when using the Reading Assessment Foci**

- AFs are not hierarchical, age or ability related, and they define broad areas in which evidence can be examined in order to determine how well pupils are progressing
- Readers use a range of strategies to decode texts (AF1) which become more automatic with experience, as listening to pupils read throughout Key Stage 2 demonstrates
- Reading involves making meaning from content, structure and language (AFs 2-5)
- To develop as readers who can make sense of a wide range of texts, pupils need to be secure on AF3. Securing AF3 is a vital underpinning for progress through level 4 and above
- The AFs which highlight evaluation and analysis (AFs 4-7) build on the skills in AFs 1-3
- In exploring a text, readers respond to specific aspects (AFs 4-5) and to the text as a whole (AF6)

# The skills in reading

## 1. Use a range of strategies, including accurate decoding of text, to read for meaning

- Read key words on sight
- Blending sounds
- Fluency & expression – using punctuation

This is established when children reach National Curriculum Level 4

# The skills in reading

## 2. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

- Recall of facts
- Skimming and scanning to locate information
- Comments are supported by quotations from the text

# The skills in reading

## 3. Deduce, infer or interpret information, events or ideas from texts

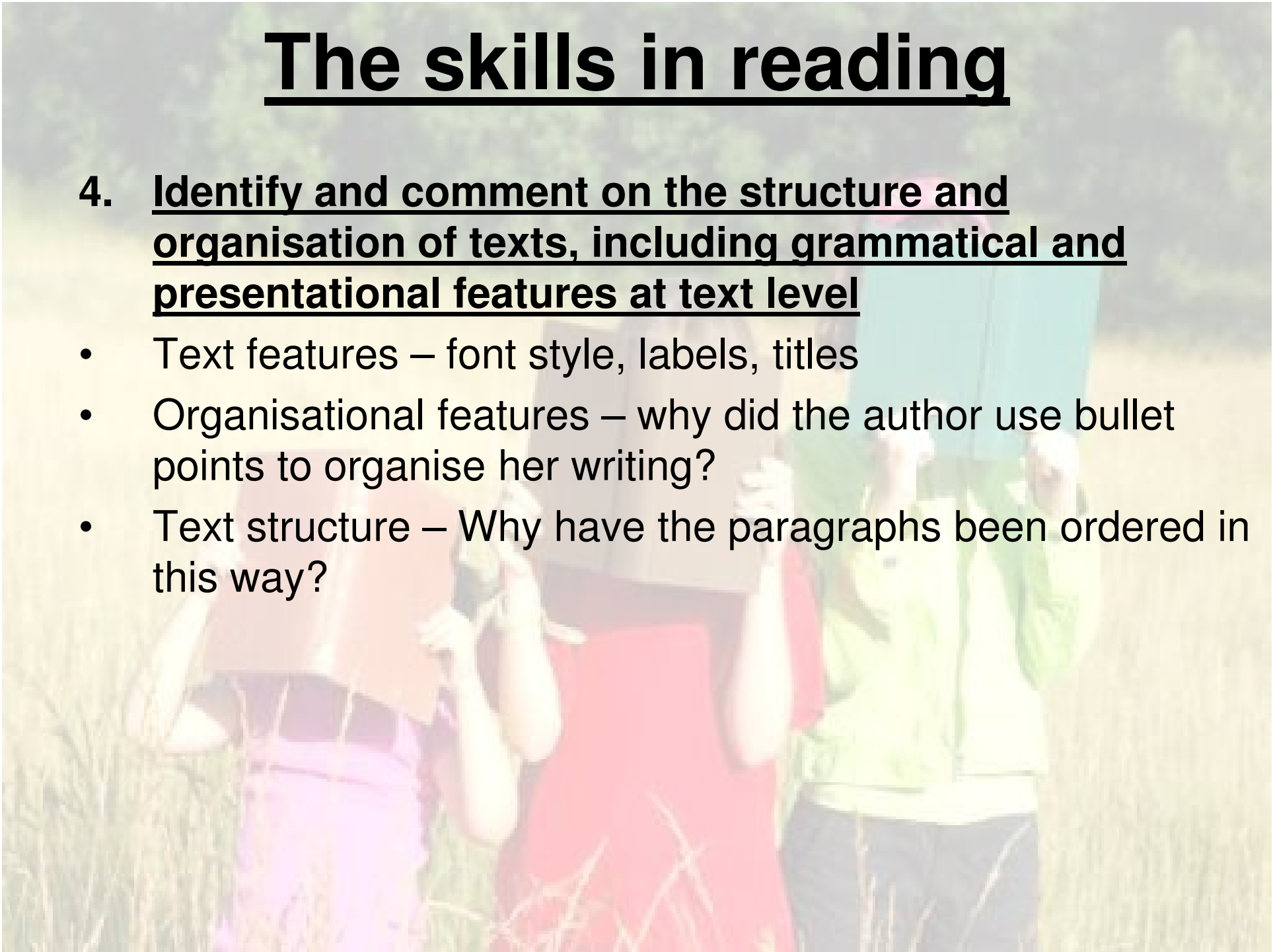
- What does the text mean?
- What does this phrase / word mean?
- Reading between the lines *e.g. drawing conclusions about a character's feelings on the basis of their speech and actions*

### **This can be achieved by:**

- Encouraging children to compare, contrast and infer
- Modelling the above by making reference to, and quoting from, the text
- Asking analytical and synthesis questions

# The skills in reading

4. Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
  - Text features – font style, labels, titles
  - Organisational features – why did the author use bullet points to organise her writing?
  - Text structure – Why have the paragraphs been ordered in this way?







**This can be achieved by:**

- Making very explicit links between reading and writing – especially the ways in which texts are organised
- Modelling the language needed to comment upon authors' use of structure, organisation, grammar and presentation
- Using genre checklists to highlight the layout features and language features of different texts
- Asking analytical questions and questions requiring synthesis. During shared and guided reading sessions focus on aspects of structure and organisation, e.g. paragraph labels, navigational features such as sub-headings, titles, etc
- Using structural organisers, e.g. story maps, charts, etc

# The skills in reading

## 5. Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

- Why did the author choose that word / phrase?
- Why did the author start the story with a question?
- How is the reader affected by the author's language choices?

### **This can be achieved by:**

- Modelling and use prompts to explore the author's intention, e.g. *'it makes me imagine ...'*
- Asking analytical questions
- Planning activities to encourage children to use strategies, e.g. using a reading journal
- Collecting and commenting upon imagery

# The skills in reading

## 6. Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader

- Why was this text written?
- What does the writer think about the issues being written about?
- What is your opinion about the text?

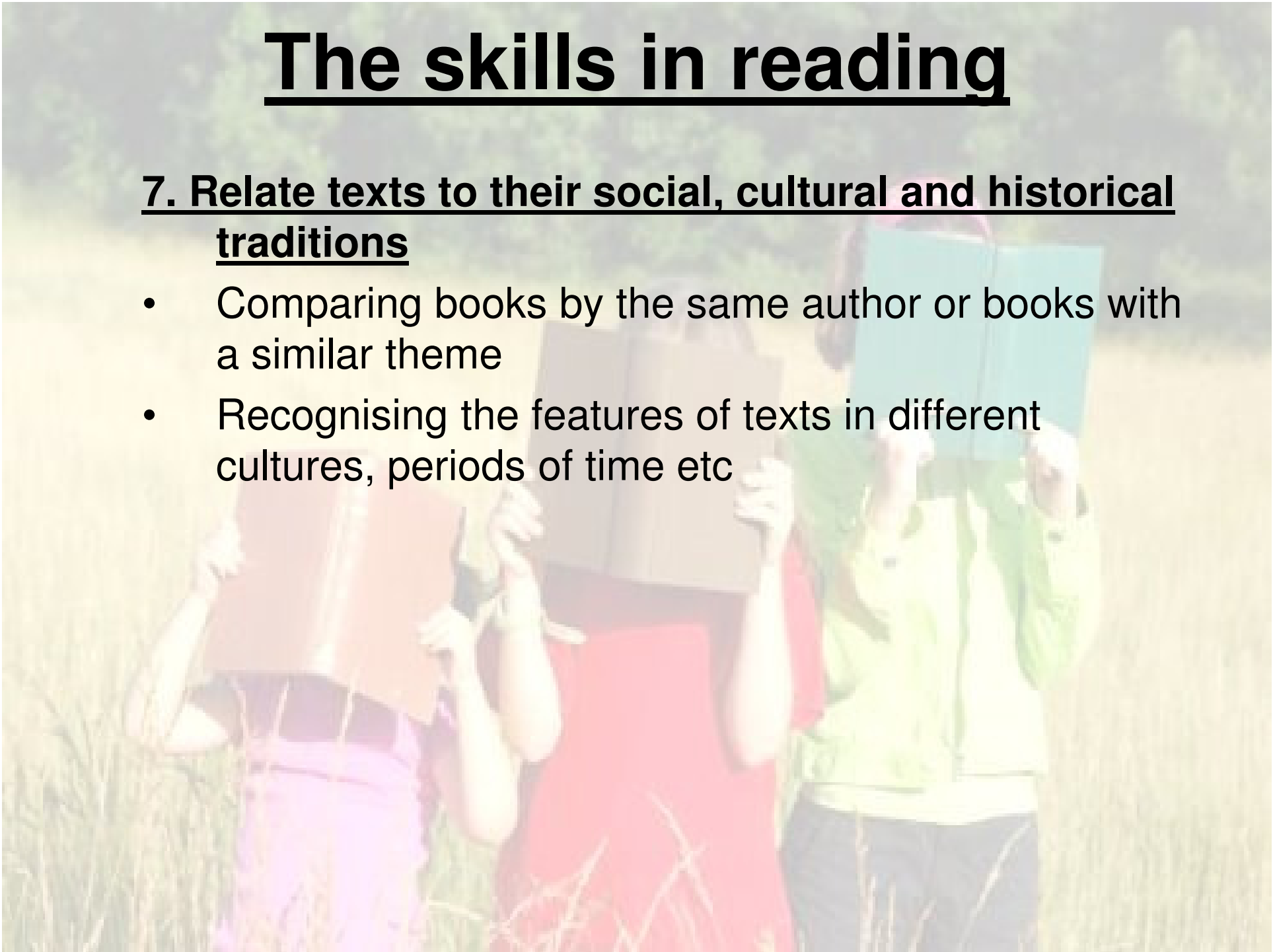
### **This can be achieved by:**

- Including **Purpose of text type on genre checklist**
- Asking application, analytical, synthesis and evaluation questions, encouraging children to elaborate on their responses, following the teacher's example

# The skills in reading

## 7. Relate texts to their social, cultural and historical traditions

- Comparing books by the same author or books with a similar theme
- Recognising the features of texts in different cultures, periods of time etc






**This can be achieved by:**

- Asking questions that require children to call upon their knowledge of traditional stories to link ideas between texts
- Encouraging children to link popular culture and stereotypes to characters and themes in their reading
- Using knowledge of history and 'outdated' beliefs and attitudes to comment upon texts
- Asking questions to encourage children to apply their knowledge and understanding of life



# Questioning

How to create effect dialogue when reading



# Four types of questioning

## **CLOSED**

A closed question implies that the teacher has a predetermined 'correct' response in mind

## **OPEN**

An open question permits a range of responses

## **LITERAL**

Literal questions are concerned with the recall of facts or simple comprehension where the answer is clearly stated in the text

## **HIGHER ORDER**

Higher order questions make progressive cognitive demand on children. They encourage children to think beyond the literal.

The effective use of higher order questions enables teachers to assess children's understanding and thinking

# Types of questions

## Literal Questions

(AF1-AF2)

- **Recall:** *recalling or revising material that has already been covered*
- **Comprehension:** *understanding the main points of a story*





# Examples of Literal Questions

## Recall Questions

These questions will help children recall or revise material they have previously read.

Where does the story take place?

When did the story take place?

What did s/he/it look like?

Who was s/he/it?

Where did s/he/it live?

Who are the key characters in the book?

Where in the book would you find ...?

## Comprehension Questions *Children show an understanding of the main points of a story.*

They describe what they know and can give examples, summarise or outline key basic points in their own words. They link stories with personal experience

Describe ..., e.g. the giant

What do you think is happening here? What happened in the story?

What might this mean? e.g. proudly

Through whose eyes is the story told?

Which part of the story best describes the setting? Which words/phrases tell you that ... e.g. the setting is spooky

Which part tells you ..., e.g. they were annoyed that Goldilocks was in their house

Why do ...? e.g. why do people need to look after their teeth?

# Types of questions

## Higher Order Questions

(AF3, AF4, AF5, AF6, AF7)

- **Application:** *transferring knowledge learned in one context to another*
- **Analytical:** *analysing mood, setting, characters, expressing opinions and preferences, make inference and deduction, refer to text*
- **Synthesis:** *developing a critical stance based on information from a range of sources*
- **Evaluation:** *making judgements, explaining reasons for judgements, comparing and contrasting, developing reasoning using evidence.*

# Examples of Higher Order Questions

## Application Questions

- Application means that the information learned can be applied in different contexts
- Application questions require children to transfer knowledge learned in one context to another
- Application questions require children to make links with other stories
- Do you know any other story which has a similar theme, e.g. good over evil, weak over strong, wise over foolish?
- Can you think of another story which deals with the same issues, e.g. social, cultural, moral, issues?
- Can you think of another author who handles time in this way? e.g. flashbacks, dreams
- Which stories have openings like this?

## Analytical Questions

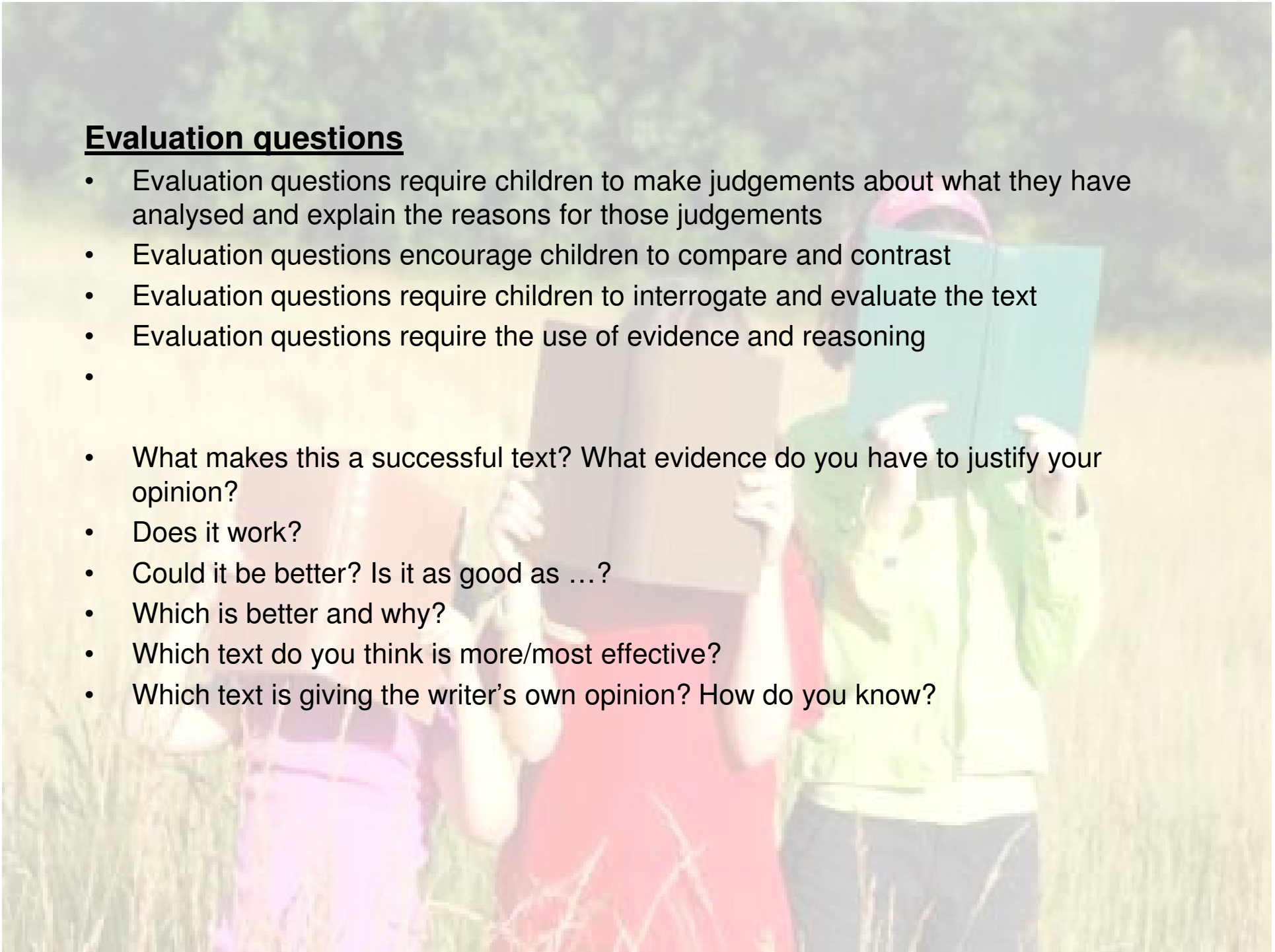
- Analytical questions require children to build on existing knowledge
  - Analytical questions require children to identify implicit meanings, make inference and deduction and become aware of the author's intentions
  - Analytical questions ask children to demonstrate understanding of significant themes, ideas, events and characters and refer to the text when explaining views
  - Analytical questions ask children to analyse mood, setting and characters, style, structure and other significant aspects
  - Analytical questions encourage children to express opinions and preferences about major events or ideas in stories or poems
  - Analytical questions ask children to refer to the text when explaining views; use of direct quotes may support their view
- 
- How does the layout help ...? e.g. paragraphs, sub-headings, font
  - Why are words misspelt in this comic?
  - What makes you think that?
  - What words give you that impression?
  - How did ...? e.g. the ostler betray Bess and the Highwayman?
  - Can you explain why?
  - Do you agree with ...'s opinion?
  - I wonder what the writer intended?
  - Explain why the writer has decided to ...?
  - How were the purposes of the texts different?
  - What can you tell about the viewpoint of the author?

## Questions requiring synthesis

- – Synthesis questions ask children to take an idea from one context and reapply it in a different context.
  - – Synthesis questions encourage children to restructure text:
    - Rewriting a narrative as a diary;
    - Discussing a familiar story and changing elements;
    - Changing an explanatory text into a diagram.
  - – Synthesis questions ask children to develop a critical stance
  - – Synthesis questions encourage children to retrieve and collate information from a range of sources and can lead to the construction of an argument, an opinion, or making predictions
  - – Synthesis questions ask children to select sentences, phrases and relevant information to support their views.
- 
- What ideas are we given about ...? e.g. impact of weather
  - What does the author think about ...? e.g. looking after the countryside
  - What is your opinion? What evidence do you have to support your view?
  - Using evidence from the text can you tell me what you feel about ...?
  - Based on what you have read, what do you think about, e.g. global warming?
  - What would this character think about ...? (possibly a present day issue)
  - Look at the descriptions of 3 people. Who is most likely to buy this book?
  - In what kind of magazine would you expect to find an article like this?
  - Why were ...? e.g. the quotations included

## **Evaluation questions**

- Evaluation questions require children to make judgements about what they have analysed and explain the reasons for those judgements
- Evaluation questions encourage children to compare and contrast
- Evaluation questions require children to interrogate and evaluate the text
- Evaluation questions require the use of evidence and reasoning
- 
- What makes this a successful text? What evidence do you have to justify your opinion?
- Does it work?
- Could it be better? Is it as good as ...?
- Which is better and why?
- Which text do you think is more/most effective?
- Which text is giving the writer's own opinion? How do you know?



# Strategies for Developing Effective Dialogue

These can be used alongside effective questioning techniques to assess and Develop children's thinking and understanding in literacy.

## **Invite pupils to elaborate**

- Encourages pupils to develop more complex contributions
- *'Say a little more about that ...'*

## **Echo**

- Helps pupils clarify their own thinking, and shows they have been listened to
- *'So you think that ...'*

## **Non-verbal invitations**

- Can signal to individuals to contribute or leave very open – a versatile response
- *Eye contact, tilt of head, nod, etc ...*

## **Make a personal contribution from your own experience**

- Encourages pupils to offer contributions of their own, and see identification and empathy as useful tools
- *'I remember ...'*



## **Clarify ideas**

- Makes the key points easier to grasp, and encourages children to consider viewpoints
- *'I can tell that is the case because ...'*

## **Make a suggestion**

- Encourages pupils to offer their own suggestions or build on teacher's suggestion
- *'You could try ...'*

## **Reflect on topics**

- Encourages pupils to explore the topic rather than seeking a single answer
- *'Yes, I sometimes think that ...'*

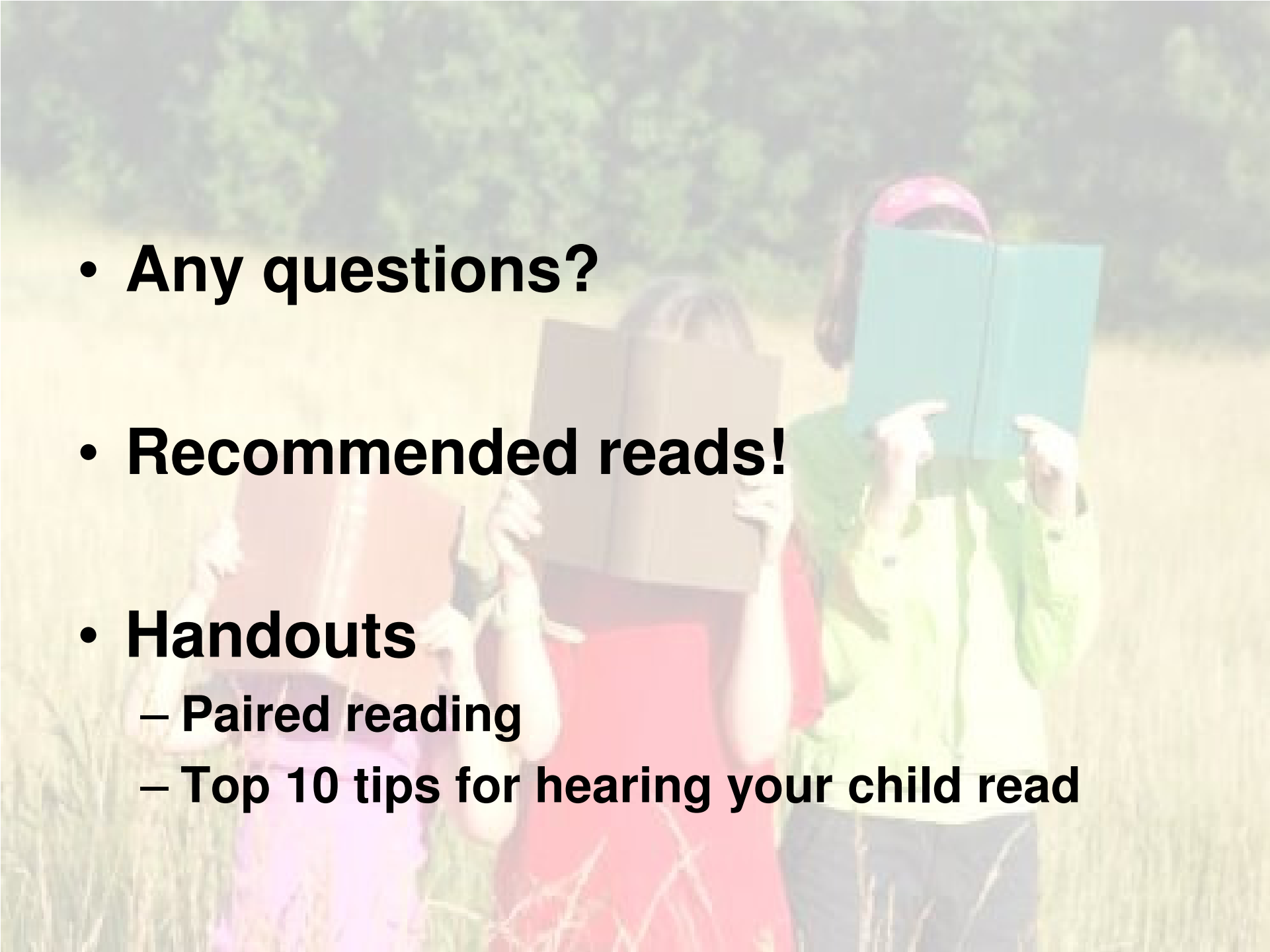
## **Offer information or make observations on a topic**

- Encourages pupils to offer their own information and discuss the adult's contribution
- *'It might be useful to know that ...'*

## **Speculate on a given subject**

- Encourages pupils to explore ideas, and understand that uncertainty is a normal stage in the thinking process



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- **Any questions?**
  - **Recommended reads!**
  - **Handouts**
    - Paired reading
    - Top 10 tips for hearing your child read