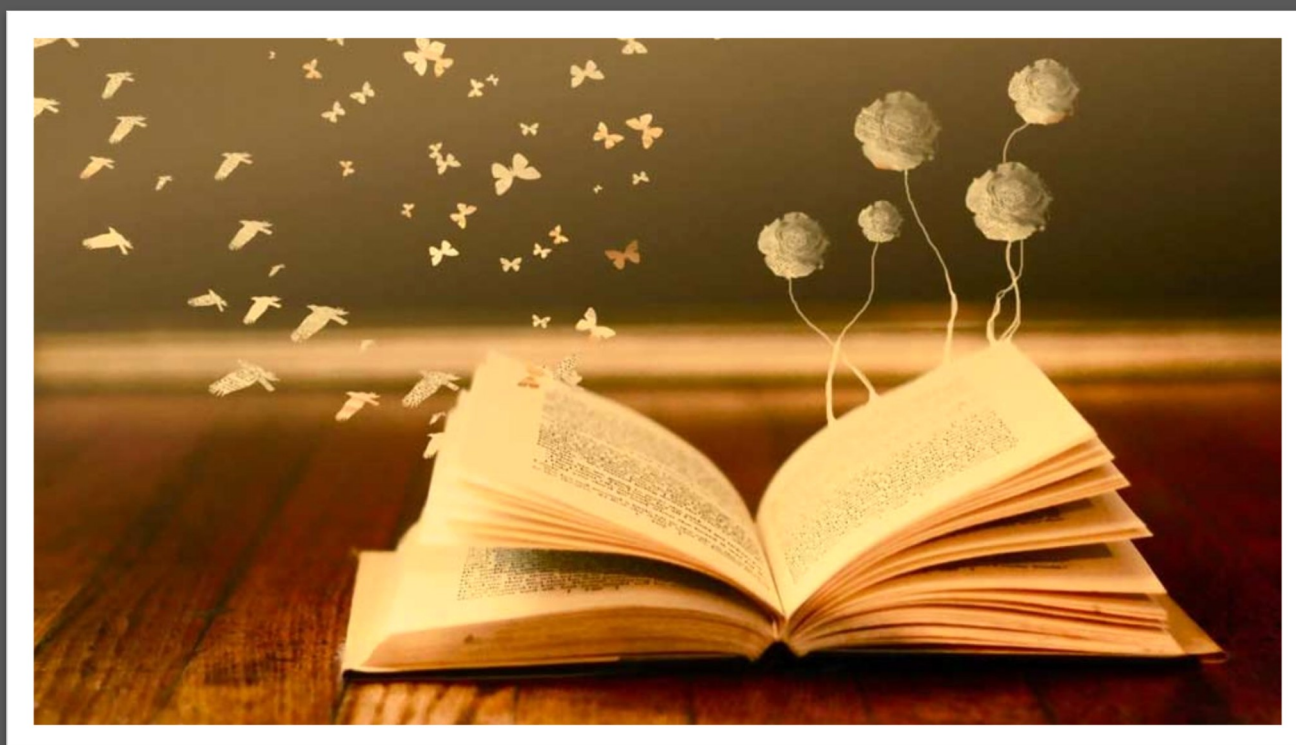


Reading Strategies



Court Fields School

Staff Guide



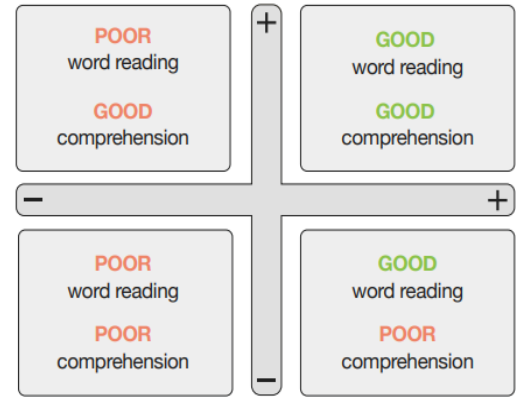
Achieve | Belong | Participate

Stages of Reading Development

Simple View of Reading

The simple view of reading is a formula used to assess the amount a student is able to understand from reading a text. In the formula word reading (accuracy) x Language comprehension (automaticity / vocabulary knowledge) = reading comprehension (fluency)

This allows us as teachers to understand precisely where student barriers to reading comprehension lie so we can put in place the best pedagogy and interventions to support reading development.



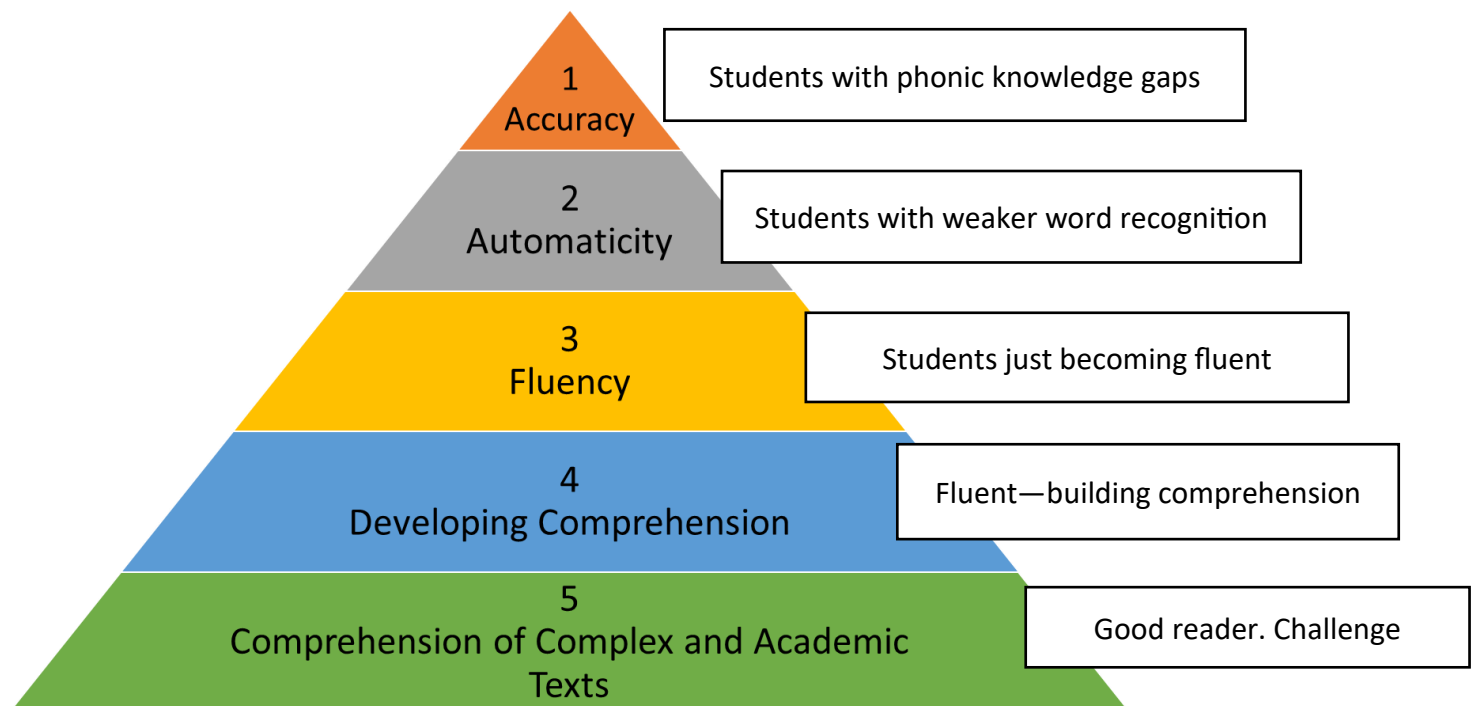
Testing Cycle

This year all students in KS3 will be tested in reading three times per year. We have extended the level of reading testing and intervention following lockdown, as we know reading is one of the areas most impacted by school closures.

Reading testing produces detailed information about a student's levels of fluency and the gaps they are experiencing. To support staff, we have categorised students into 5 reading stages (as shown below). These stages will be shown on all SIMS marksheets, and correspond with the strategies delivered during CPL and shown in this handbook.

If you would like access to the full data for a student or class please see Debbie Greenfield who can provide this.

The 5 Reading Stages



Supporting Students in stage 1

Explicit Instruction: Students in this stage do not know the sounds attached to all of the phonemes and will need these to be explicitly taught to them, modelled and repeated frequently to be able to read them by sight. Particularly tricky aspects of phonic recognition can be:

- Split Diagraphs (two vowels with a consonant in the middle. When this happens we pronounce the capital sound of the first vowel—place, hive, take
- Double vowel sounds—'i.e.' 'oe' 'ou' 'ea' - use simple and recognisable examples to explain these sounds. For example 'toe' and 'leaf'
- Combinations with silent letter in—for instance 'le' in stable or table or 'kn' in knife will need explicit explanation.

Cards or mats like the ones on the next page can be helpful for students at this stage if you do not have support in a lesson.

Modelling: When students get stuck, model reading words for them slowly, by sounding out each phoneme, and then blending it together. Like in the image below—sound out each letter—'Sss, puh, ooo, nuh' and then blend it into 'spoon.'

Read to students at this stage and get them to read along—while they may not have time to break down every word, being read to and reading along helps to reinforce sight words and recognition of sounds they already know, which in turn reduces cognitive load when trying to learn new words.

Use your visualizer when reading. Model ruling underneath each line and make it explicit when you are sounding out a word

Reading Aloud: The more practice students working in the phonic recognition stage get to read aloud the more quickly they will learn and remember each sound and the more fluent blending will become. Even though students may be slow or shy about reading, if you can get them reading aloud it will support their development and later confidence.

Dual Code: This helps to support comprehension and phoneme recognition. Phonics matts and cards like the ones on the next page can be useful in helping to reinforce letter combinations and the associated sounds.

Repetition: Repeating sounds and the blending of sounds helps students to transfer the new knowledge to long term memory. The more repetition the better.

Remember that at this stage students are concerned with recognition of sounds, so even after reading a text they will still need support with comprehension of the overall meaning. It is tempting to skip to giving a students at this stage a breakdown of a text, or a storyboard / diagram etc. without doing the reading, however this will not support reading development. It is time consuming, but where possible try to give students at this stage a chance to do the reading and then give them support with comprehension.



Phase 5 Sounds

ay 	ou 	ie 	ea 	oy 	ir 	ue 	aw 	wh 
---	---	---	---	---	--	---	---	---

ph 	ew 	oe 	au 	ey 	a_e 	e_e 
---	---	---	---	--	--	--

i_e 	o_e 	u_e 
---	---	---

y  fly	dge  bridge	ge  fringe	gn  gnome	kn  knife
wr  wrist	lc  table	cer  deer	ture  picture	mb  thumb
al  walk	o  glove	cy  monkey	wa  warm	wor  world
s  treasure	wa  watch	qua  squash	tion  station	

Supporting Students in Stage 2

Question before reading: Decoding readers are becoming more familiar with words and sounds, but need to build skills in understanding new vocabulary, ideas, text types. Ask them about pictures / diagrams / layout before reading to ensure they have a head start in decoding new words and ideas when reading.

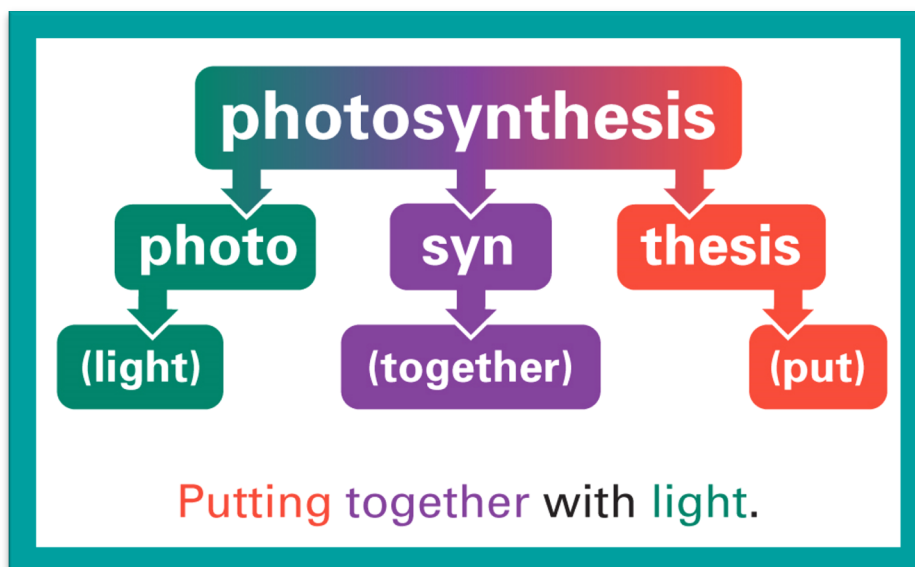
Model the reading process: Model your thought process as well as the reading itself. Focus on the sort of detail that may seem obvious—'This text is in first person, so that would mean this person really experienced what he is talking about' Continue modelling your approach to more complex vocabulary—by sounding out but also by using etymology to work out meaning—'photo-syn-the-sis' well I know synthesis is putting two things together, so this must be when a plant puts two things together'

Focus on vocabulary: Pre-teaching of new vocabulary and key words will support these students. Again, dual coding of new words can help aid retention, as can asking students to use them orally before reading.

Using morphology to break words into prefix, root word and suffix can help students gain independence in word recognition.

Chunk Text: Break up longer pieces of text by asking questions and explaining what is meant. Pick out key words and focus on word class—'ing' words (active verbs) are usually recognisable and give high levels of insight into what is happening. 'ly' words (adverbs) give insight into how something is being done. Decoding these can help students to understand the text more clearly.

Question after reading: Once students have read a text, question them about overall meaning, more detailed or nuanced meaning, individual words or pieces of vocabulary to reinforce the decoding they have done.



Morphology

Morphology

Morphology means breaking a word down into parts—prefixes, suffixes and root words. This can help students to begin to recognise parts of words automatically, and therefore supports automaticity and fluency development.

New vocabulary knowledge is built on prior knowledge and students become metacognitive in their ability to break down new words.

Breaking words down into parts when a student is struggling with a word can be helpful. Mini whiteboards are useful for this. Ensuring students have a list of common prefixes and suffixes, or in some subjects common roots (this is particularly helpful in maths, science and technical subjects) can allow them to develop and become more automatic.

Can you work out:

Unpredictable?
Unoriginal?
Adaptable?
Reliable?

Prefix – meaning ‘not’

Suffix – meaning ‘be capable of’

Un – Accept – Able

Root word – meaning ‘consenting to’

‘ing’ – active verb

‘ly’ – adverb

‘un’ - not

‘in’ – non

‘able’ - capable	‘ous’ – characterised by	‘logy’ – study of	‘sis’ – process	‘trans’ – across	‘poly’ – many
Capable	Pious	Psychology	Synthesis	Transition	Polygamy
Unstable	Jealous	Ecclesiology	Antithesis	Transportation	Polygon
	Religious	Epistemology	Photosynthesis	Transmission	Polypeptide
	Ridiculous	Anthology	Analysis	Transitory	Polygraph

Prefixes and Suffixes for Stage 2

Prefixes are common sounds that go at the start of words and change their meaning.

Suffixes go at the end of words and change their meaning.

They are helpful in allowing students to identify meaning. For a student at stage 2 of reading, the following prefixes are vital in allowing them to become automatic in their word recognition.

Suffixes can also help a student to identify word class of a new word (i.e. —a word ending in 'ly' is likely to be an adverb).

Prefix	Meaning
In-	In, into
Im-	Not, without
Ir-	Not, without
Dis-	Not, apart, away
Mis-	Badly, wrongly
Un-	Not, lacking in, opposite of
Re-	Again
Sub-	Under
Inter-	Between, among
Super-	Over, above, in addition
Anti-	Against, opposite of
Auto-	Self

Suffix	Meaning
-ation	Action or process of
-ly	In the manner of
-ous	Full of
-ture	Action, condition
-sure	Action, condition
-sion	State or quality
-tion	State, condition, action
-ssion	Result of
-cian	Possessing the skill of

Supporting Students in Stage 3

Introduce New Vocabulary: Use an etymological approach where possible to ensure students are able to start tackling new vocabulary independently. Vocabulary on knowledge organisers, vocabulary lists, and displays can support vocabulary acquisition.







Model the Full Reading Process: Exposure to a diverse range of texts and new words is key for this group. Before reading a text, consider the form and purpose—'this is an academic paper, so I can expect it to be fully referenced and evidenced' or 'this is a newspaper article, so I may identify some writer bias within it.'

Reflect on Reading: As you reflect on what is read, dig for deeper, implied meaning and links to other, more familiar knowledge. Use modelling and questioning to support this and encourage deeper thinking about what is read to enable full comprehension—'where have we come across a similar idea? Which other processes follow this pattern? Can we trust this source?'

Using the Comprehension strategies: When asking students to reflect or apply what has been read, either as a class, in groups or independently, be explicit about the comprehension strategies being used (see the list below). Using the diagram which matches each strategy—either on PPT or on worksheets—will help students retain these strategies for use in future reading. Some strategies will suit some subjects and topics more than others and this is good.

Scaffold to Independence: Use the I, We, you approach to more complex reading material and follow the shared reading approach on the next page to support independent progress and ensure students get help where needed.

Use Oracy: Discussion and problem solving using the information that has been read supports students in reflecting and therefore comprehending more than they might independently. Use small group or whole class discussion, ask students to use vocabulary and phrases from what is read in their speech and encourage mimicking of formal or academic styles which have been read. These support reading comprehension and subject knowledge acquisition.

USE BACKGROUND KNOWLEDGE 	ASK QUESTIONS 	IDENTIFY THE AUTHOR'S PURPOSE 	IDENTIFY THE MAIN IDEA 
RECOGNIZE SEQUENCE 	RECOGNIZE CAUSE AND EFFECT 	MAKE INFERENCES 	MAKE PREDICTIONS 
SUMMARIZE 	DISTINGUISH BETWEEN FACT AND OPINION 	FIND FACTS AND DETAILS 	RECOGNIZE COMPARE AND CONTRAST 
MAKE CONNECTIONS 	VISUALIZE 	REREAD FOR CLARITY 	ADJUST YOUR PACING 

Etymology and Suffixes for Stage 3

Etymology refers to the history of a word—usually its root in ancient languages such as Latin or Greek.

Knowing the history of a word allows students to comprehend its meaning, and to build it into their schema of linked words, transferring it to long term memory more easily.

Dual Coding words broken down by etymology can also support this process.

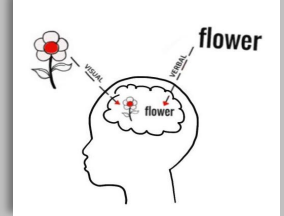
From the Greek word –
'Light'

Photo - Synthesis

What is meant by:

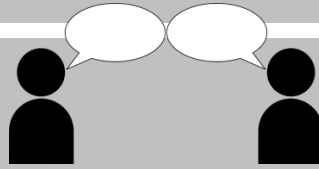
- Photograph?
- Synthetic?
- Synthesize?
- Photophobia?

From the Latin word 'To
join together'



Suffix	Meaning
-sion	State of being
-tion	Action of resulting state
-cial	Of or relating to
-tial	Relating to
-ant	Does a specific thing
-ance	Action or process
-ancy	Quality or state
-ent	Causing or promoting
-ence	Action, state, condition or quality
-ency	Quality or state
-able	Capable of / able to
-ably	In an able manner
-ible	Able to
-ibly	In a way that can or must be

Structuring Talk

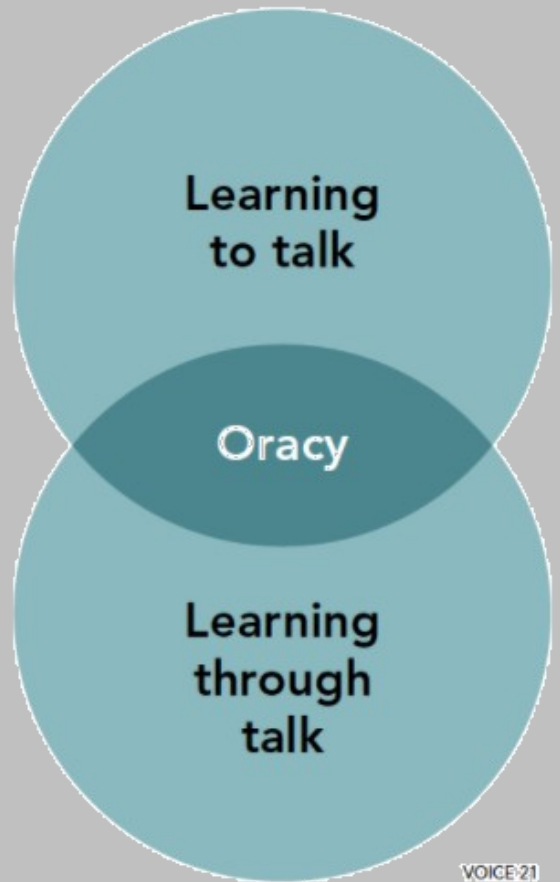


Planning for Oracy

Oracy tasks help students to embed the knowledge and vocabulary being taught and to use it in a low stakes, high impact way. Oracy builds students confidence with language and concepts and provides an opportunity for you to gather instant understanding of whether students know and understand and give immediate, highly personalised feedback.

As well as using oracy to enhance learning, teaching students to talk is useful in itself. Academic talk is vital for future success—economic, social and academic—and is particularly valuable for students who are unlikely to encounter academic talk in their lives outside of school.

Plan dedicated oracy practice tasks following the introduction of new knowledge and vocabulary and prior to written or practical tasks. Also consider the talk that happens within your classroom—the teacher talk, students responding to questions, students asking questions—and focus on ensuring this is of high quality at all times.



Academic Code Switching

Academic Code Switching means to turn everyday statements into academic ones:

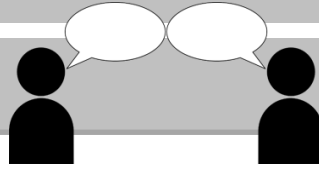
Everyday talk: *“It hadn’t rained for months. The farmers used new ways of watering the crops to deal with the lack of rain.”*

Academic talk: *“Hydration technology was utilised to ease drought.”*

This can be done verbally or in written form. Get less confident students to practice on a mini whiteboard before transferring phrases into written responses to build confidence.

By explicitly instructing students to alter their sentences from everyday to academic you reinforce the use of new tier 3 vocabulary and ensure they are able to apply it.

Oracy Strategies for the Classroom



Debate and Discussion

Discussion and debating tasks deepen students understanding and allow them to explore knowledge and concepts in a collaborative way. Debate and discussion also allow students to engage with a topic without the added cognitive load created by having to write, draw, perform or create a composite response.

In order to be effective, discussion and debate must be structured to allow students to consider ideas and perspectives, know how to construct an argument or opinion and respond to others ideas.

The Process

Ensure pre-requisite knowledge Make sure that students know and understand the topic being discussed or debated prior to engaging in talk. Establish clear expectations for the outcomes of a debate or discussion at the start.

Model and practice the language Teach key phrases to organise debate or discussion—"I believe" 'In our opinion' 'Firstly...' Along with these, teach clear phrases for responding to another persons argument—"That is true, however" 'I would add to that point by saying'

Explicitly teach listening In addition to phrases for discussion, teach students to actively listen. Use the listening ladder and ask students to rate their own or their partners listening.

Use a clear and simple structure Set pairs or teams with roles and perspectives. Ensure everyone is clear about their role and purpose.

Review As well as reviewing the learning outcomes and opinions, review the quality of talk. Focus on the use of vocabulary and formal speaking structures. Also consider how well students showed they were listening

Summarising the speaker's ideas

Asking questions that dig deeper

Asking questions to clarify understanding

Reacting and refocusing

Offering nods or short words of encouragement

Giving eye contact to the speaker

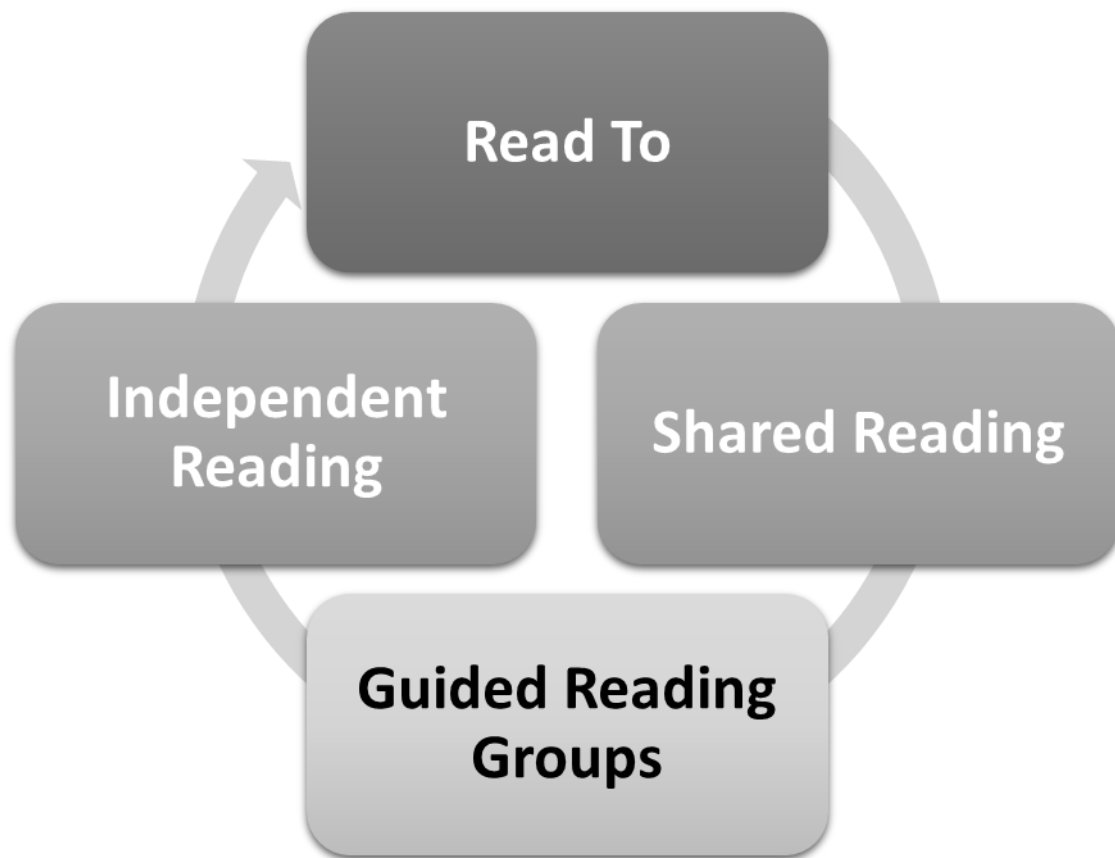
Being calm and still

Giving 100% of their focus to the person speaking

Consider the following roles for discussion:

- **Instigator**—opens the discussion
- **Builder**—Develops others ideas
- **Challenger**—Challenges ideas
- **Clarifier**—Repeats and makes ideas clearer
- **Prober**—Digs deeper and asks questions
- **Summariser**—Summarises and reflects on discussion

Setting Up Shared Reading Sessions



Simple, scaffolded structure for reading in a lesson:

In order to effectively plan for reading which encourages progress for all students you must first know your students and who is working at what stage. Ensure you have the latest reading age data from SIMS. You may wish to set up 'reading groups' within the class to ensure students are grouped close together with others working at a similar level—this is to make it easier for you rather than them!

You start the reading. Model at all the relevant levels—breaking down sounds in new words, considering new vocabulary, chunking and summarising what you have read, reflecting on what you have read.

Pass to a student (one who is at the decoding or comprehension stage). Depending on the size of the text bounce the reading around to allow more than one student to read.

Set a task for the majority of the class. For the majority of students this may be a discussion task or a written response to the text. For students in stages 1, 2 or 3 they may need to re-read or identify and define unfamiliar vocabulary or re-read independently. Use this time to work with the weakest readers—re-read for repetition, use phonics mats to support phoneme recognition and ensure comprehension.

Additional Reading, Resources and Ideas

Further Reading:

EEF—Improving Literacy in secondary Schools: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

EEF—Improving Literacy in KS2 (Useful for the first 2 stages): <https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/>

EEF—Disciplinary Literacy: <https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-disciplinary-literacy/>

13 Strategies for Teaching Phonics: <https://katelynslearningstudio.com/2019/12/strategies-for-phonics-interventi.html>

5 Stages of Reading Development: <https://www.theliteracybug.com/stages>

David Didau—5 Things Every Teacher Should Know about Reading: <https://learningspy.co.uk/training/5-things-every-new-secondary-teacher-know-reading/>

David Didau—How do you get students to Read for Pleasure: <https://learningspy.co.uk/reading/reading-for-pleasure/>

David Didau—Why we Need to Read Aloud: <https://learningspy.co.uk/reading/why-we-need-to-read-aloud/>

Alex Quigley—Closing the Reading Gap (there is lots here, but it is all fantastic!): <https://www.theconfidentteacher.com/category/closing-the-reading-gap/>

Alex Quigley—Closing the Vocabulary gap (As above): <https://www.theconfidentteacher.com/category/closing-the-gap/>

Resources:

Literacy Shed: <https://www.literacyshedplus.com/en-us/browse/free-resources/reading-comprehension-plus>

National Literacy Trust: <https://literacytrust.org.uk/resources/?reading=comprehension>

Teachit Primary Reading Resources: <https://www.teachit.co.uk/primary/english/comprehension>

Phonics bee—Phonics Mats: <https://planbee.com/products/sound-mat-pack-phonics-resource>

In School:

If you want support with reading, see one of the following:

Debbie Greenfield, Oona Bradshaw, Lisa Martin, Megan Evans, Alice Etherington, Mary Thomas