



Reading Instruction

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Introduction

- *'Around 1 in 6 people in England are functionally illiterate... Teaching children to read is one of the most important duties in every school, one that necessitates a foundation of knowledge upon which classroom practice can be based. Teachers must know what reading entails, how children learn to do it and, consequently how it can be taught most effectively'*
- Christopher Such

Simple view of reading

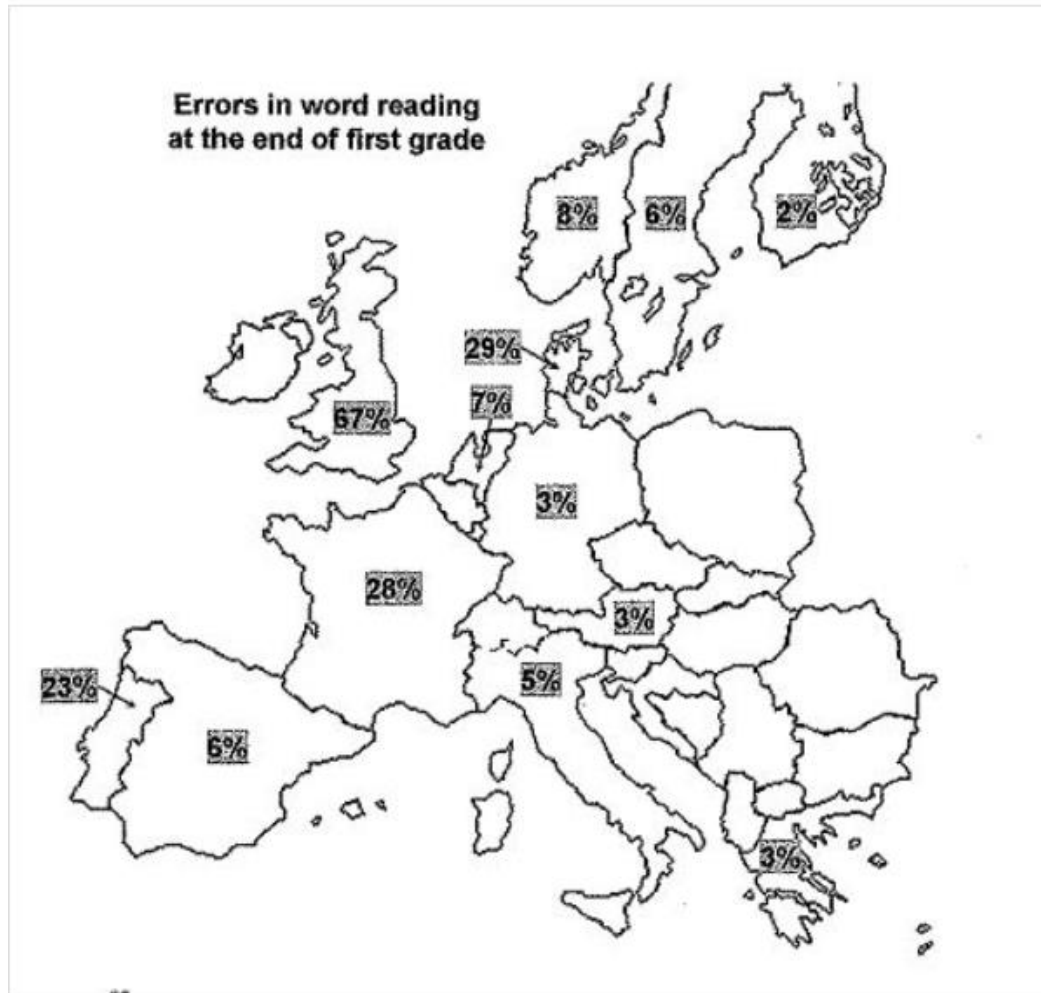
Reading comprehension is seen as a function of two components: decoding (the ability to work out the sounds) and language comprehension (the ability to interpret what the words mean individually and together). Expressed as the following:

Decoding x Language comprehension = Reading comprehension

Talking points

1. Why is reading so difficult?
2. Which set of principals do we follow at Willowbrook?
3. What does it 'look like' in a Willowbrook classroom?
4. How do we ensure ALL children achieve?

1. Why is reading so difficult?



[Seymour, Aro & Erskine, 2003](#)). The figure shows errors in word reading at the end of first grade, by country.

1. Why is reading so difficult?

Give a well read adult words they don't understand in complicated sentences and an unfamiliar context, they will infer nothing.

Flavonol composition was markedly different from GSL composition. The scores plot shows a clear differentiation between *Diplotaxis* and *Eruca* with the two genera forming two distinct clusters. When compared with the loadings plot, it is clear that this divide is largely due to differences in kaempferol-3,4'-diglucoside and kaempferol-3-glucoside concentration in *Eruca*, and the tendency for *Diplotaxis* to accumulate quercetin and isorhamnetin glucosides in greater amounts.

Which set of principals do we follow?

First, we assess fluency. But, what is fluency?

- **Accurate** reading of a text at a conversational **rate** with appropriate **prosody**.
- (In other words, reading involves **accuracy**, **automaticity** and **prosody**.)

Accuracy: Everyone including capable readers make errors. Accurate reading is when errors are rare.

Automaticity: Reading quickly with relative ease. Reading rates below 90 words correct per minute (WCPM) make it close to impossible for meaning to be processed. Reading rates above 110 WCPM are too likely to be required.

Prosody: Mirroring the sounds of natural spoken language. Intonation. Stress. Rhythm. Prosody can be hard to define and to measure due to the different ways that people talk, although you will know it when you hear it!

Which set of principals do we follow?

- Key aspects of teaching reading:
 - ✓ Phonics instruction
 - ✓ Fluency practice
 - ✓ Extending reading
 - ✓ Close reading
 - ✓ Shared reading

What does it 'look like' in a Willowbrook classroom?

Year 3 & 4				
Monday	Tuesday	Wednesday	Thursday	Friday
Fluency (30 mins)	Extended (30 mins)	Fluency (30 mins)	Extended (30 mins)	Close (30 mins)
Phonics (30 mins)				
Shared Reading (20 mins)				

Year 5				
Monday	Tuesday	Wednesday	Thursday	Friday
Extended (30 mins)	Close (30 mins)	Fluency (30 mins)	Extended (30 mins)	Close (30 mins)
Phonics (30 mins)				
Shared Reading (20 mins)				

What does it 'look like' in a Willowbrook classroom?

Fluency

- Repeated oral reading of a short extract – not short enough to memorise, but difficult enough so that almost no child can read it fluently first time.
- It should be around 1 to 1.5 minutes of reading time.
- Approx 10% of words should be particularly for ch to decode independently.
- **Most of the time in a fluency session is spent reading.**

1. Teacher models reading fluently.
2. Chn in mixed ability pairs. One child reads, other child tracks with a ruler.
3. The session may finish with a child or two reading the extract aloud.

Close

- Involves sustained, detailed analysis of short texts or extracts. Discussion is about particular themes, vocabulary choices, literary devices, plot points or anything else worthy of focus.
- This may involve looking at metaphors or jumping through the text line by line to see how tension is built up.
- It is the reading itself and the related discussion that will most advance children's ability to read.

Extended

- Involves prolonged engagement with a longer text or extract and focuses on the development of fluency, word knowledge, background knowledge and text knowledge through exposure to the text.
- Ch read silently in short bursts
- Questions can be prepared for early readers
- Extended reading is accompanied by discussion and related questions.
- Teachers identify key areas for ch to clarify and summarise.

How do we ensure ALL children achieve?

- 1. Phonics. 2. Fluency. 3. Comprehension strategies.
- ✓ All – reading for pleasure at 3pm
- ✓ All – daily phonics (catch up post COVID plan in place)
- ✓ All – Daily English lesson
- ✓ All – Daily 30 mins reading instruction lesson

- Any child reading between 90-100 WCPM – 1:1 reading with an adult
- Less than 95 WCPM – MYON (silent reading time).
- Less than 50 WCPM = pre teach (exposed to the text first)
- Less than 50 WCPM receive phonic intervention x3 weekly* KS2

What does it 'look like' in a Willowbrook classroom?

	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1	Sounds Write book linked to current teaching	Modern Fiction – Twits	Modern Fiction – Varjak's paw	Modern Fiction – Middler	Modern Fiction – Skellig
Week 2	Sounds Write book linked to current teaching	Modern Fiction – Dear Olly	Modern Fiction – Girl who stole the elephant	Fables- Usbourne Greek Myths	Modern Fiction – Anne Frank
Week 3	Sounds Write book linked to current teaching	Fables – Aesop's Fables	The tales of Wisdom and wonder	Modern Fiction No ballet shoes in Syria –	Fables- Ted Hughes how the whale became Move this book to LKS2 next year. Vocab too easy
Week 4 (aut 1)	Sounds Write book linked to current teaching	Non- fiction (Stone age-iron age)	Non- fiction (Anglo Saxons/Vikings)	Non- fiction (Ancient Greece)	Non- fiction (WW2)
Week 5 (aut 2, 2021)	Sounds Write book linked to current teaching	Modern Fiction – Stuart Little	Modern Fiction – Firework makers daughter	Modern Fiction – Percy Jackson	Modern Fiction – Letters from the lighthouse
Week 6	Sounds Write book linked to current teaching	Classics- Iron Woman	Classics – Magicians nephew	Classics- Oliver Twist	Classics – Treasure island
Week 7	Sounds Write book linked to current teaching	Poetry – My mother saw a dancing bear http://www.jccsskc.edu.hk/english/poem/SpeechFestival11-12/S4B11.htm OR The Owl and the Pussy-Cat by Edward Lear Poetry Foundation	Poetry- Jabberwocky https://www.poetryfoundation.org/poems/42916/jabberwocky OR The British by Benjamin Zephaniah - The British Poem (poemhunter.com)	Poetry- Listeners https://www.poetryfoundation.org/poems/47546/the-listeners OR Caged Bird by Maya Angelou Poetry Foundation	Poetry- Dolce et decorum https://www.poetryfoundation.org/poems/46560/dulce-et-decorum-est OR Shakespeare Sonnet 27 - Weary with toil, I haste me to my bed (shakespeare-online.com)
Week 8		Fantasy/Science fiction/ magic Harry Potter and the Philosopher's Stone	Fantasy/Science fiction/ magic To Hold the Bridge	Fantasy/Science fiction/ magic Northern Lights	Fantasy/Science fiction/ magic The elsewhere emporium
Week 9		Non fiction – Geography. France	Non fiction – Geography. West Africa- Ghana	Non Fiction – Geography. USA	Non Fiction – Geography China.
Week 10		Shakespeare – children's story. Sweet cherry.	Shakespeare	Shakespeare Midsummer's night dream	Shakespeare Sonnet 18

- Modern fiction
- Fables
- Classics
- Poetry
- Non Fiction
- Shakespeare