Reading with pupils in KS 3
Supporting struggling readers

This document will also enrich your understanding of teaching reading. Many of the activities and ideas are adaptable for pupils in the primary years, with particular relevance to pupils in KS2.
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Reading

“I define reading as a message-getting, problem solving activity which increases in power and flexibility the more it is practised.” (Clay, 1991:6)

Clay developed her understanding of the reading process by observing reading behaviours, especially what good readers do. Responding to reading as a ‘problem solving activity’, the aim of the reading placement is to develop a reader’s independent processing power by teaching the strategies that good readers use. The focus will be developing the ‘inner control of reading’ by:

- Increasing effective processing strategies
- Developing strategies for working independently

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Diagram based on The New Reading Puzzle (McEwan, 2009: xvi)
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“Out of early reading and writing experiences the young learner creates a network of competencies which power subsequent independent literacy learning. It is a theory of generic learning, that is, learning which generates further learning. The generic competencies are constructed by the learner as he works on many kinds of information coming from the printed page in reading or going to the printed page in writing.” (Clay, 1991: 1)

Within this there are 3 big ideas:

- Reading develops reading; ‘Matthew Effect’ (Stanovitch, 1986)
- Reading and writing have a reciprocal relationship
- The learner is active in the process
“The reader activates and controls the reading process.” (Jennings et al., 2010:14)

When we read we construct our own meaning (message-getting). Consider for example, why reading a book before watching the film affects our responses. Factors that contribute to constructing meaning in addition to the reader are the reading material and the reading situation.

In addition to reading skills, successful readers have:

- Good background knowledge
- Positive attitude to reading
- Suitable and interesting texts
- Relaxed and pleasurable environment

In contrast, there may be many factors associated with reading problems:

<table>
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<tr>
<th>Neurological and cognitive factors</th>
<th>Such as dyslexia</th>
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<tr>
<td>Environmental factors</td>
<td>Home- poverty, family instability, hunger</td>
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<td>School – lack of suitable support, lack of early intervention so chasing permanent catch-up</td>
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<tr>
<td></td>
<td>Social – link between reading difficulties and social difficulties</td>
</tr>
<tr>
<td></td>
<td>Cultural – cultural and linguistic differences, gender, EAL</td>
</tr>
<tr>
<td>Language factors</td>
<td>Reading is built on language development.</td>
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<tr>
<td>Semantic weakness – limited vocabulary development</td>
<td>Delayed speech and language development may lead to reading problems.</td>
</tr>
<tr>
<td>Some EAL learners</td>
<td>Phonological weakness – difficulty in articulating and discriminating individual phonemes.</td>
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<tr>
<td></td>
<td>Morphological weakness – difficulty recognising the morphemes (meaningful units) in words which supports structural analysis.</td>
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<td></td>
<td>Syntactical weakness – difficulty in recognising and applying the grammar of sentence structure.</td>
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<tr>
<td>Physical factors</td>
<td>Hearing and visual impairment</td>
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Struggling Readers

Students may be struggling readers for a number of reasons. They may have SEN, specific learning difficulties, be reluctant to read, or they read for learning but choose not to read for pleasure. Some pupils may lack facility in reading, “but for others it is more a lack of investment in the necessary practice to make a real difference to their facility” (Senior, 2008: 65).

You will have made a real difference if you do no more than establish a reading habit.

Finding out about your student
Through assessment a detailed profile of a reader’s strengths and weaknesses can be built. Once the area of reading weakness has been identified effective instruction can be planned.

<table>
<thead>
<tr>
<th>Area of difficulty</th>
<th>What a good reader does</th>
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<tbody>
<tr>
<td>Problems with phonics and word recognition</td>
<td>Good readers can recognise and discriminate phoneme grapheme correspondences efficiently.</td>
</tr>
<tr>
<td>accuracy</td>
<td></td>
</tr>
<tr>
<td>Problems with reading fluency</td>
<td>Good readers can recognise words quickly so that text is read without stopping to analyse words.</td>
</tr>
<tr>
<td>Problems with comprehension</td>
<td>Good readers actively construct meaning. Weakness and therefore the need for attention in phonics and fluency can affect a reader’s ability to simultaneously focus on monitoring meaning.</td>
</tr>
<tr>
<td>Problems with vocabulary</td>
<td>Good readers activate their knowledge of vocabulary. Limited understanding of word meaning is a significant factor in reading problems as children get older. (National Reading Panel, 2000)</td>
</tr>
</tbody>
</table>

Older pupils are likely to be aware of their reading problem and may have already experienced years of failure and frustration. Consequently they may display an emotional response such as:

- Learning block – blocking out learning as painful
- Hostile and aggressive behaviour – compensating for feelings of inadequacy and lack of accomplishment at school
- Learned helplessness – avoiding failure by refusing to try and becoming passive participants in school
- Anxiety – afraid of making mistakes leading to lack of energy and concentration (Jennings et al, 2010:31)
Assessment

**Interview**
This is an assessment that explores what a student thinks and feels about reading by asking questions and allowing the student to express their views. An interview can offer valuable information about a student’s reading habits. In addition, it offers evidence of a student’s competence with the language of reading and if they have some understanding of active strategies they can use.

**Preparation:** Compose or select questions from example below.
   Establish a quiet space to carry out the assessment.
   Explain briefly to the child the purpose and method of the assessment.

**Example of Questions for a Reading Interview:**
**Introductory Questions:**
What sorts of things do you like to read?
Do you have a favourite book?
What are you reading at the moment?

Questions about accessibility to books:
What do you have to read at home?
Where do you keep books in your house?
Do you get books from the local library? … a weekly comic?

Questions about support with reading:
Does anyone read with you or to you? (books, newspaper articles, recipes)
Do you talk about what you are reading, for example with friends or your parents or the teacher?
What makes something hard to read?

Questions about Independence with reading:
What do you do when you come across a word you can’t read…. and one you don’t understand?
Have you ever tried to learn and use a new word that you have read?

Questions about reading habits:
How often do you read?....How long for?
When and where do you read?
Would you like to change any of your reading habits?…How?

Questions about attitude to reading:
Is reading a good use of time?
Is reading in your top ten favourite things to do in your own time?…. What number?
Have you ever felt, ‘I can’t wait to read the next bit of my book’?
How important do you think it is to be a good reader?
What makes someone a good reader?

Questions about improving reading:
Do you think you could improve your reading? ….How?
What do you think school or other adults could do to help?

Observe your student in different lessons and notice what reading strategies they use.
Note if and when they are getting useful support from a teacher or peer; notice if and when they seem more confident. Collect the findings for a reading profile of your student.
**Miscue Analysis** (Running Record)

This is a diagnostic test often used with children whose reading is giving cause for concern. The procedure was devised by Kenneth Goodman (1973) as a way of ‘opening a window into the reading process’. This is based on a perspective of reading as actively constructing meaning from text through an interaction between language and thought, often referred to as the psycho-linguistic approach. A miscue analysis provides a descriptive account of a reader’s strategies from oral reading. The assessment examines what the reader does when reading aloud in order to record and analyse the errors (miscues). It can also be used to establish the independent and instructional level of reading (see table below).

<table>
<thead>
<tr>
<th>Independent Reading</th>
<th>Instructional reading</th>
<th>Difficult reading</th>
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<tbody>
<tr>
<td>A reader can read 95-100% of a text accurately and independently.</td>
<td>A reader can read 90-94% of a text accurately and independently.</td>
<td>A reader can read 89% or less of a text accurately and independently.</td>
</tr>
<tr>
<td>This should be the level of books read by the student when they are reading without support</td>
<td>This should be the level of books read by a student with support such as guided reading.</td>
<td>This level of book should be avoided – ‘frustrational’ level.</td>
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</tbody>
</table>

**Preparation:**

Select a text of 100-200 words that you believe to be at the student’s **instructional** level. Make a copy of the text. You may need to try a few levels to match the 90-94% needed. Establish a quiet space to carry out the assessment and meet the child. Explain briefly to the child the purpose and method of the assessment.

**Method:**

The student reads the text independently and the teacher annotates what the child says without commenting until after the passage is read. The teacher should only help if reading has stalled, no clues are given, simply the word. The purpose is to observe what the student can work out independently. (For percentage calculation see Appendix 1)

/ one stroke matches each word read correctly
// indicates pause
**boy** write word read in error (eg. boy is read instead of man)
**man**

SC indicates student has self-corrected
<¬ indicates student has reread
T indicates the word has been told
. Indicates word has been omitted

and indicates word added (eg. and is added to the text)

^indicates sounds have been blended. Annotations can indicate how this is done eg. th/oe/s or less successfully t/h/o/s/e
Information gained from miscue analysis
What is observed during miscue analysis are the overt reading behaviours. From these the teacher infers which covert strategies are being carried out in the student’s heads.

How does the reading sound?
Does the reading sound confident, expressive, and does it pay attention to dialogue and punctuation?
Does the reading sound fluent with words recognised without the need to sound them out?

Common problems are:
- Reading sounds hesitant and uncertain. Some words are repeated, whilst others are stumbled over.
- Reading sounds monotone and text is read like a series of disconnected words.
- Reading is raced through to completion of the passage.

What does the student do?
Do they use a range of strategies? (See Appendix 2 for example of analysing errors)
Were the strategies mostly of one type?
Does the student monitor their reading, looking closely at unknown words and checking that what they read makes sense? Did the student self-correct?
Do they use phonological processing by blending sounds or chunking sounds at the beginning/ middle/ end of words?
Do they use prefixes/suffixes suggesting attention to morphology?

Can they sustain their reading?
Do they seem fidgety and agitated? Do they rub their eyes and yawn?
Do they become easily frustrated?
Do they point to each word? Do they regularly lose their place?
Do they ask for or expect help when they get stuck?
Do they show any enjoyment of reading?

What did the student understand?
Can they retell the passage?
Can they predict what might happen later in the story?
Can they name the central events, important facts and events in sequence?
Some pupils show lack of detail, others too much – attempting to remember each word

How do they answer questions about the text?
Do they remember details, guess using ‘common sense’, or look through the text?
Do they use words, phrases or sentences?
Do they stick to the language of the text or can they explain it in their own words?
Can they answer a ‘why do you think…’ question?

Further information can be gathered by:
- Reading an information text, which may show weaknesses more acutely
- Allowing a student to read a text in their head and see if this improves comprehension
- Ask a child to think aloud when they meet a word or are asked a question
- Consider the Assessment Focuses for APP in Reading (Appendix 3)

Collation of Evidence (See Appendix 4 for Miscue Analysis Observation sheet)
Make notes about what you have observed and add to the reading profile for you student. Consider the student’s strengths and weaknesses and the next steps for progression.
Reading Lesson (see Appendix 5, Example Lesson Plan)

“A crucial element of successful literacy intervention is that pupils read, read, and read some more.” (Jennings et al, 2010:146)

1a. Reading to the Student
Purpose of teacher reading to the student is to:
- Enjoy more difficult texts
- Model and articulate reading behaviours
- Demonstrate concepts and effective comprehension strategies
- Expand vocabulary and foster language growth
- Learn about story organisation
- Encourage more active learning through discussion of text

1b. Paired Reading
Purpose of teacher and student reading together chorally is to:
- Model fluent and expressive reading
- Model thinking during reading
- Make it less threatening
- Support fluent word recognition so student’s attention can be given to comprehension

The goal is that over time the teacher’s role is reduced and the student becomes competent and confident to read a new book independently.

2. Student Reading
Enough support must be given so that pupils experience success.

Familiar Text
Purpose of student rereading text is to:
- Allow pupils opportunities to read orally and sound like readers
- Allow pupils opportunities to read silently with success
- Support word recognition, fluency and comprehension

New Text at Instructional Level
Purpose of reading new text is to:
- Teach reading strategies for phonics
- Teach reading strategies for comprehension
- Activate prior learning
- Broaden experience of texts
- Practise independent reading strategies in phonics, fluency and comprehension
- Develop independent application of reading strategies

3. Word Study Related to Text
Purpose of word study is to:
- Teach and learn word recognition strategies
- Develop vocabulary

4. Writing Related to Text
Purpose of writing is to:
- Build links between reading and writing
- Allow creativity and expression
- Support reasoning, processing and understanding information
5. **Independent Reading at Easy Level**

Purpose of student reading independently is to:
- Practise applying strategies independently
- Practise reading fluently

Although this may take place outside of the lesson, the student will need support as the diagram below illustrates.

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**Oral Reading and Silent Reading**
Pupils need opportunities in the lesson to read orally and silently.

**Oral reading**
- This supports fluency, comfort and shared dialogue
- If mistakes do not affect meaning, do not stop pupils, return to teaching points after they have read
- Prompt the pupils to check by blending sounds, rereading, looking at the word more closely etc. Only ask them to do something you know they can do or that you have modelled many times
- If working as a group set rules not to interrupt, use ‘help me’ signs to indicate when others can support the problem-solving process
- Some pupils are anxious about the performance of reading out loud. If working with a group give the pupils opportunity to practise the reading silently first.

**Silent reading**
- This is important for processing and independence
- Encourage pupils to read like successful readers, so habits such as finger pointing and moving of lips should be discouraged
- Pupils with reading problems may avoid silent reading because they still link reading with oral language and feel the purpose of reading is to recognise the words for a teacher

“Through silent reading, pupils gain control of the reading process and can pace themselves, review material, and deepen personal reactions to literature.”
(Jennings et al, 2010:148)
Teaching Reading Strategies within the lesson

“Struggling readers must understand that the only purpose for reading is to make meaning. They must develop strategies for comprehending, for identifying unfamiliar words and for monitoring their own comprehension. The teacher designs and implements instruction that teaches pupils how to read as they are actively reading. Strategy instruction thus occurs within the context of a real reading situation...... In short, the teacher guides pupils to internalise what good readers do when they meet an individual word.” (Jennings et al, 2010: 150)

Steps for an effective lesson

- Build on a student’s prior knowledge, interests and enthusiasms
- Find suitable and engaging texts
- Share targets at the start of every session
- Teach in small steps and create opportunities for over-learning
- Give specific praise (rather than saying ‘well done’, say ‘I liked the way you….’)
- Establish a sense of fun and purpose
- Model strategies (such as how to chunk a word or question if that makes sense) and prompt pupils towards using them independently
- Allow pupils time and space to act independently
- Encourage pupils to think aloud and verbalise strategies
- Engage pupils in evaluating the effectiveness of their strategy choices
- Observe what pupils say and do, responding by shaping individualised instruction

Prompts change over time
The goal is that the student is involved in solving the error themselves. This reflects the reader’s increasing independence with applying reading strategies.

**Some prompts tell a reader what to do:**
- Sound it out
- Look at the last letters again
- Does it look like a word you know?
- Make your reading sound good

**Some prompts expect the reader to help solve the error:**
- Check that
- Does that fit?
- Does that sound right?
Phonic Knowledge and Word Reading Accuracy

Phonics provides the infrastructure in memory to acquire many sight words and enables readers to decode automatically. It is likely that a student at KS3 has some knowledge and awareness of sounds, but this may not be applied efficiently when reading text. To support the student, establish unknown phonemes and incorporate teaching and practising into planning.

Assess (Appendix 6):
- Phoneme grapheme knowledge as individual phonemes
- Efficiency of blending phonemes to read words and pseudo words
- Application of strategy in reading continuous text (miscue analysis)
- Ability to manipulate sounds – How many words can you make out of the word thunder?

When reading text notice if the student can:
- Systematically blend and segment phonemes
- Apply phonic knowledge when reading an unknown word
- Pay attention to vowels
- Try out alternative pronunciations until they get a word that makes sense
- Chunk parts of a multisyllabic word

The purpose of phonic skills is to promote the development of automatic word recognition skills. Phonics is not reading, nor is reading saying words. As they read pupils need to continually self-monitor and ask, ‘does that look right and sound right?’ Phonics teaching should link to the process of reading or writing text. It should be targeted, brief and use age-appropriate resources.

“Good phonics instruction involves a dual focus on words and on application in reading.” (Jennings et al, 2010: 198)

Phonics and Words
- Think actively about letter-sound patterns and manipulate to make words using magnetic letters or games such as Boggle (see below)
- Change vowels e.g. map to mop, fin to fine
- Find the same sound in initial and final position eg. /p/ in pan and cap
- Focus on the meaning of a new word eg. steep – in word work link to other words with similar patterns: steer, stick and stem or keep, jeep and weep. Model paying attention to the meaning of any new words generated.

Boggle (Blum, 2004: 31)

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Make words using only these letters, such as: each, tar, tag, gear, gag, chat, eat.

Make words using these letters at the beginning, such as: rat, rain, pat, pain, ship.

Make words using these letters at the end, such as: back, truck, such, station.
Phonics and analogy
Learners look for patterns in words and apply knowledge from similar and known words (Goswami and Bryant 1990). It is likely that you would read the word *tintinnabulation* through decoding by analogy. Struggling readers may need explicit teaching and practice in actively thinking about letter-sound patterns in words.

- Consider onset and rime in developing efficient decoding skills
- Poems are a rich resource for families/groups of words
- Link with key spelling patterns (see Support for Spelling for lists)

Teaching reading multisyllabic words
Some pupils encounter difficulties when facing the challenge of reading multisyllabic words. Readers may struggle because their decoding is slow or patchy, so they become scared off by the length of the word or forget to combine phonics with meaning. In addition they may have limited vocabulary that would restrict opportunities to apply meaning and work out what the whole word might sound like. Struggling readers may need explicit teaching and practice in how to read multisyllabic words within continuous text.

- Model how to break into syllable chunks (using a strip of card can help)
- Tap out syllables, cut words into syllables
- Collect long words of interest/importance
- Model use of analogy to work out long words

Teaching using morphemes - moving from phonemes to morphemes
A word can be broken into meaningful parts (morphemes) and readers use these to pronounce the word and understand its meaning. Morphology is an element in grammar that helps the reader interpret the syntax and understand the text. A skilled reader understands that structure affects meaning e.g. walks, walked and walker stem from the same word but the suffix alters the meaning. Struggling readers may need explicit teaching and practice in how to break a word into meaningful parts.

- Collect and discuss the composition of compound words
- Collect and discuss contractions
- Write a sentence using the singular and the plural flower/flowers
- Make a word grow (see below)

walk
walks
walked
walking
walker
walkout
walkway
walkabout
walkathon
walkie-talkie
Reading Fluency

The US National Reading Panel (2000) recognised fluency as a key ingredient in the reading process. Fluency is more than speed of reading, it is reading with accuracy, speed and expression that shows understanding, and is without conscious attention. It is significant because as reading becomes effortless and automatic, working memory is available to extract and construct meaning from the text. Thereby fluency acts as a bridge between word identification and comprehension and supports the transition from oral to silent reading.

Fluent readers apply decoding skills to unfamiliar words with skill and ease and can read familiar and unfamiliar words accurately. This finely tuned skill also affects speed. As word reading becomes automatic and quick, readers can focus on meaning. Because they understand the text, recognise punctuation cues and feel comfortable reading they can read with expression and intonation. Ultimately, this supports silent reading comprehension.

Diagram showing three things which fluent readers must have (Caldwell and Leslie cited in Jennings et al, 2010: 216)

In contrast pupils with reading problems lack fluency. For example their sight vocabulary may be weak and their decoding skills slow, therefore they read slowly or inaccurately and without expression. Consequently, little comprehension takes place, reading becomes a frustrating exercise and the student avoids it as much as possible. Lack of reading experience further limits the development of sight vocabulary, which in turn makes reading more difficult. A negative spiral takes place.

“In order to become fluent readers, students must read independently. They must personally process the text, decoding unfamiliar words enough times through repeated oral readings to store the words in their long-term memories as sight words. Each student will move through the stages from slowly sounding out and blending words to fluent silent reading on a slightly different timetable, but there are far too many students who will never achieve fluency because they have not engaged in enough real reading.” (McEwan, 2009: 78)
Fluency is not taught systematically; rather, the best way to build fluency is to support high volume and successful independent reading practice. However, it still needs to be structured and monitored. The pupils who most need reading practice are likely to do the least reading in school; weaker readers may read only a tiny proportion of words compared to the strongest readers.

The suggested lesson structure for this intervention supports fluency through paired reading, rereading familiar texts and independent reading at an easy level. Over time some of this should be silent reading, which allows pupils to process and think independently.

**Sight word strategies**
Words are best learnt in context but some pupils may need further practice with words in isolation to support automaticity. Wherever possible associate the word with meaning (write word on card and on reverse write phrase or sentence) and make it relevant (choose words of interest to student) and fun (incorporate into games such as collecting and sorting words).

Function words such as *when, then, were* and *there* can be troublesome as they have little meaning on their own and are often irregular. Some struggling readers may require specific instruction on function words.

- Accompany function word with phrase or sentence to attach meaning
- Cloze procedure focusing on function words
- Highlighting function words in a piece of text

**Spelling**
Reading and spelling are highly interdependent skills. A good speller draws on a good visual memory of words seen, a good aural memory of sounds in words and a good motor movement memory of how a word ‘feels’ to be written. They skilfully combine knowledge of phonics, orthographics, morphology and semantics to make a mental image of a word (mental orthographic image –MOI). Teaching of spelling can support increased word reading accuracy.
Comprehension

Reading is language, therefore in simple terms you cannot read anything that you do not understand. After the primary years, language skills become increasingly critical to success in reading. Readers who start out with decoding problems may later develop problems with comprehension due to lack of reading. It is specifically through reading that we experience complex vocabulary and rich syntactic structures. Whereas a language rich environment may support some children, others have linguistic poverty and these tend to reflect class and economic status (Hart and Risley, 1995).

Comprehension is a complex cognitive interaction with a text drawing on word knowledge, past experiences and previously read texts.

Improving Comprehension
Successful readers actively demand meaning from text and constantly monitor their comprehension as they read. They have metacognition and appreciate that:

1. The purpose of reading is comprehension
2. Comprehension is an active and accurate process.
3. Readers use their background knowledge to comprehend.
4. Comprehension requires higher-level thinking
   (Jennings et al, 2010: 275)

Weaker readers tend to lack metacognition and do not monitor their reading; they may not be aware that anything is wrong. They are often literal readers who do not connect text or reason about text. Their eyes passively orientate across text resulting in weak comprehension.

To improve comprehension explicitly teach:

1. Learning about words – vocabulary development
2. How to interact with the text – explore text
3. How to self-monitor understanding – metacognitive awareness
1. Learning about words
Pupils with reading problems may need to be explicitly taught vocabulary and strategies to develop word meanings and improve background knowledge. To be successful, pupils need to be actively engaged in developing word consciousness. Examples of activities below are selected from Jennings et al, (2010) and McEwan (2009).

- Build big words into everyday routines
- Display words in their syllabicated form eg. dev-i-ous-ly
- Pronounce and spell new words to enhance memory
- Use the new words in context and in questions
- Provide contextual information and definitional information for new words. Contextual information includes a picture, phrase, sentences, a short story or scenario, acting out the word. Definitional Information includes providing examples and non-examples, rewriting definition in student's own words, teaching antonyms and synonyms for new word, comparing and contrasting the word.
- Vocabulary rating – the teacher lists new words in a text and the pupils categorise the words according to Dale’s (cited in Jennings et al, 250) four stages of vocabulary knowledge. After reading the text these are reviewed and often ratings have increased.

<table>
<thead>
<tr>
<th>4 stages of Vocabulary Knowledge</th>
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<tbody>
<tr>
<td>1. Never saw or heard this word</td>
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<tr>
<td>2. Saw or heard it but don’t know it</td>
</tr>
<tr>
<td>3. Know it in a sentence; know the meaning vaguely</td>
</tr>
<tr>
<td>4. Know it well</td>
</tr>
</tbody>
</table>

- Teach word parts – roots, suffixes and prefixes
  Draw links between words with the same root (child, children, childlike, childhood, childish, childbearing, childproof, childishness, child abuse, child labour)
  Collect words with common prefixes and suffixes
- Integrate spelling and vocabulary
- Classify words into groups – eg. If reading Little Wolf’s Book of Badness, classify words into three categories: Wolf words, Feeling words and Badness words. Choose words from the text such as: lonesome, cunning, bothered, paw, wicked, lair, satisfied, cave, miser, hunter, sleepy, bad at heart, cub, confused and naughty.
- Predict-o-gram – list the new words in the story and ask the pupils whether each word will be used for the setting, the characters, the action or the ending
- Multiple word sentence – After words have been introduced pupils try to put a number of target words in a sentence that makes sense. The form of the word can be changed. Points are allocated e.g. 1 point for 1 word, 3 points for 2 words and 6 points for 3 words.
- Semantic gradient – Pupils collect synonyms for overused words in relation to a text. For example for Little Wolf’s Book of Badness they could collect words for bad and then discuss to arrange in order of impact ranging from weakest to strongest.
2. How to interact with and explore text

Teaching comprehension of narrative text
Reading is mindful processing of text using cognitive strategies. Fluent decoding is of no value if pupils are not able to visualise, summarise, organise and question what they read.

DARTs – Directed Activities Related to Texts (Lunzer and Gardner, 1984) are activities that encourage interaction with texts, these can be differentiated according to ability and learning need.

Before reading:
- Activate prior knowledge
- Build background knowledge – explore concepts using related facts, objects and displays
- Read a section to the pupils so that vocabulary and context become familiar
- Support making predictions as a skill that all readers do (not concerned with being correct). Struggling readers may offer highly implausible predictions so lots of modelling and thinking aloud may be needed. Orientate the prediction to consider aspects of a story: character, setting, problem and solution. Model justifying hypothesis.
- Story Sketch – supply a list of words from an unknown story, pupils tell or write their story using these words and are encouraged to think like authors

During reading: model cyclical pattern

After Reading:
Retelling
Listening to a student retell a story gives valuable insight into how they have mentally organised the text and what they think is important enough to remember.
Points to look for:
- Main characters and their defining characteristics
- Problem
- Resolution/ending
Events presented in sequential order
Sifting of information to include important events
Some pupils may need support to develop the language and sequencing of retelling and summarising.

- Story maps can scaffold retelling
- Longer pieces of text can be summarised
- Demonstrate how to summarise using a flow diagram or spider diagram

Further activities that encourage interaction with texts:

- Explain the elements of a story – character, setting, major events, problem, resolution and how they can guide comprehension
- Connect reader with the text using visualisation
- Use discussion cards (prediction, character, setting, problem, solution, question, my idea, vocabulary, author’s purpose) to suggest and focus talk about texts
- Model identifying with a character and sharing a personal response (drama role play can support this)
- Explore story structure using story maps, character perspective charts and matching problem with resolution
- Experience and identify different genres
- Matching first and second half of sentences to make complete sentences
- Matching dialogue with character
- Coach pupils to think aloud and talk about what is and is not written in the text
- Recap and summarise text and what has been learnt
- Scaffold exploration of themes and key parts of a story
- Work collaboratively to extract and construct multiple meanings from text
- Model asking and answering different types of questions and facilitate pupils in using questioning to develop metacognition.
- Model sharing thoughts about a text and illustrate how you use background knowledge and vocabulary to infer meaning.

**Questioning**

Questions can monitor comprehension, focus pupils on an area of teaching, promote discussion and encourage engagement with the text. Pupils need to be competent with the language of questions and so need modelling, explanation and practice. However, the quantity of questions should be carefully managed so that reading remains enjoyable and at times private.

Be aware that questioning often does not demand an active response from pupils; rather the teacher finds out if the student knows what the adult deems important. The aim of questioning is to generate specific and thoughtful reactions to texts, with student generated questions during independent study as the goal.

**Question Answer Relationships**

Raphael (cited in Jennings et al, 2010: 328) devised a student friendly framework to link answers with questions.
Barrett’s taxonomy of comprehension (1968, cited in Pearson and Johnson 1978) can be a useful framework to consider different aspects of comprehension.

1. **Literal Comprehension** – reader locates or remembers ideas and information which are explicitly stated in the text – use skills of recognition and recall
2. **Reorganisation** – reader considers the ideas/information explicit in the text and organises or orders them differently analyses or synthesises – uses skills of classifying, outlining, summarising, synthesising
3. **Inferential Comprehension** – the reader uses what is explicit in the text and combines this with their experiences and intuition to make conjectures and hypothesise – uses skills of predicting, inferring
4. **Evaluation** – the reader responds to the text by thinking evaluatively and making a judgement
5. **Appreciation** – the reader responds by combining their knowledge of text with an emotional and aesthetic sensitivity

<table>
<thead>
<tr>
<th><strong>Barrett</strong></th>
<th><strong>Examples of Question Starters</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition and Recall</td>
<td>Find, Show me, Locate, Identify, Point out, Read the line that, Tell me, State, List, Recall, Describe, What caused, What part of the story describes</td>
</tr>
<tr>
<td>Reorganisation</td>
<td>Compare, Contrast, List, Paraphrase, Classify, Divide, Summaries, How is... different than, How is... the same as</td>
</tr>
<tr>
<td>Inferential Comprehension</td>
<td>Pretend, Suppose, Could, How would, What might have happened if, If we assume...what might, What would be the consequences if, What are the implications of...?</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Should, In your opinion, Do you agree, Do you believe, Would you have, Is it right that...?</td>
</tr>
<tr>
<td>Appreciation</td>
<td>Do you know anyone like, What did you think when, Did you (dis)like, Why did you (dis)like...?</td>
</tr>
</tbody>
</table>
Inference
Inferring is fundamental to successful reading comprehension. It is complex and not always conscious. Inference is made continuously when a reader reasons beyond what the text states. The reader forms an opinion or hypothesis that something is likely to be true because of other information that they know. Pupils may need support to reflect explicitly on the processes involved in inferring.

Van Den Broek (cited in McEwan 2009: 118) defines inference, as “information that is activated during reading yet not explicitly stated in the text”.

Teaching Comprehension of Information Texts
This can be more challenging and more relevant for secondary pupils. Whilst their experience of non-fiction texts may vary, most text books are written with a reading age of 12+ which may be considerably above their instructional level.

Difficulties in non-fiction texts because:
- Can be less personal
- Contain technical language
- Are concept dense
- Readers need to be able to recognise the organisational patterns
- Reading can happen in different ways for different purposes
- Layout can be complex with many pictures, diagrams and cartoons which can mean that a student finds negotiating around the text difficult

Before Reading
For many struggling readers, questions come after reading, but good readers ask questions before and as they read. Encourage the application of background knowledge, initially through diagrams and writing such as the examples of expectation grid and KWL grid below. Later, this should become a mental and independent process.

Example of Expectation Grid
KWL Grid

Reading for information often focuses on skimming and scanning for potentially useful sections, rereading passages, pausing to reflect on ideas and continuously making links with previous knowledge and revising misconceptions.

During Reading:
Competent readers consciously try to determine the main idea and the supporting facts. They interrelate facts by identifying a core of the main idea and the cluster of facts that supports this. By interrelating information memory load is reduced thus enabling more effective study.

To identify topic main idea and supporting details (not interesting/quirky):
- Look for a main idea sentence
- If there is not a main idea sentence, construct one
- Identify the topic in a paragraph
- Demonstrate by think aloud and explaining thoughts and decisions

After Reading:
In addition to understanding information texts, pupils will also be expected to remember facts from the text for further study and in tests. Competent readers may succeed by making notes but struggling readers will need some support to interact with information texts by reorganising and transforming them. Graphic organisers such as Idea Maps (Jennings et al, 2010: 329) can support identifying organisational patterns. They can follow a series of formats:
- Compare and Contrast
- Description
- Sequence
- Problem and Solution
- Cause and Effect

<table>
<thead>
<tr>
<th>Coniferous Trees</th>
<th></th>
<th>Deciduous Trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trunk with bark</td>
<td>How they are similar</td>
<td>Trunk with bark</td>
</tr>
<tr>
<td>Variety of sizes</td>
<td></td>
<td>Variety of sizes</td>
</tr>
<tr>
<td>Grow in lots of habitats</td>
<td></td>
<td>Grow in lots of habitats</td>
</tr>
<tr>
<td>Have needles</td>
<td>How they differ</td>
<td>Have leaves</td>
</tr>
<tr>
<td>Evergreen</td>
<td></td>
<td>Lose leaves in autumn</td>
</tr>
<tr>
<td>Have cones</td>
<td></td>
<td>Have fruit</td>
</tr>
</tbody>
</table>

Example of Compare and Contrast Idea Map
3. How to self-monitor comprehension

Using Context as a Strategy
Pupils with reading problems tend to overuse context because
a. they do not have a large sight vocabulary
b. they cannot decode words quickly

More skilled readers use context less because it is an inefficient strategy. Words can be accurately predicted from context only 10-20% of the time (Alexander cited in Jennings et al, 2010: 208).

However, skilled readers do take risks and hypothesise about possible words from the meaning or context. Using context clues consciously supports development of vocabulary. Pupils must demand meaning from the text and we must model and expect self-monitoring of reading.

- Demonstrate and prompt for monitoring
- Praise whenever they self-monitor

Pupils could make a bookmark containing self-prompts for comprehension:

Did that make sense?
Can I retell it in my own words?
Are there any words I do not understand?
Are any sentences confusing?

This could be developed further as strategies are taught:

- Are some questions being clarified?
- Can I recall who this character is?
- Can I hear my inner voice predicting and thinking?
- Can I visualise what is happening?
- Am I connecting with things I already know?

Teach pupils to read with questions in mind using content free questions (Caldwell and Leslie, cited in Jennings et al, 2010: 293)

- Who is the main character? Why do you think so?
- Who are the other important characters? Why are they important?
- What is the character’s problem?
- How is the character trying to solve his or her problem?
- How is the setting important to the story?
- What do I predict will happen next? Why do I think so?
- Do I agree or disagree with what the characters did? Why?
- Do I like or dislike this part of the story? Why?
- Is this story true to life? Why?
- How did the story end?
- Is there anything I don’t understand?
- What surprised me about this story?
• If I were going to write to the author, what would I say?
• Post-it monitoring – As pupils read silently they place a Post-it when they are surprised, pleased or baffled. (Jennings et al, 2010: 291)

! indicates a reader is surprised by something in text
😊 indicates a reader has enjoyed something
❓ indicates a reader has a question about something

How to monitor comprehension of non-fiction

Teach pupils to read with questions in mind using content free questions for non-fiction (Caldwell and Leslie, cited in Jennings et al, 2010: 320)

• What is the topic of this section?
• What is the author’s purpose in writing this selection?
• What are the most important ideas?
• What is most interesting to me?
• What do I already know about this?
• How is this different from what I already knew?
• What surprised me?
• How could I explain this in my own words?
• What are some words that I do not know the meaning of?
• What don’t I understand?

• Post-it monitoring for non-fiction

+ indicates something known
! indicates new information
❓ indicates a question

Using Poetry
Poetry is a useful resource to develop fluency and comprehension. Poems are often short, many are fun, others are beautiful to hear and say with their use of rhythm and alliteration. Their use of imagery and metaphor lend themselves to exploring vocabulary, writer’s intentions and reader’s response. Song lyrics and raps are similarly useful resources.

Using writing Strategies
Reading and writing are both concerned with constructing meaning. Writing can be used to deepen comprehension whilst reading can act as a resource for new ideas and information to be used by the writer. Many of the activities to develop reading strategies previously mentioned involve writing. Using writing as part of each lesson will support links between reading and writing and support student engagement.
Development in writing skills supports development in reading through:

- attention to word detail
- appreciating the choices of an author

Support in reading may improve spelling, one element of the writing process, as there will be focus on individual phonemes both aural and graphic representations. In addition activities will include looking closely at individual words and developing visual memory techniques.

**Conclusion**

By the end of the series of lessons you may notice improvements in some areas of reading, which may be evidenced by doing a miscue analysis on a higher level of reading. It may be that improvements are less tangible, for example the student has a greater willingness to read or has increased confidence to apply strategies independently. Find out from the student and their teachers if they have noticed any improvements and collect these as evidence. Any positive shift in how the student identifies with reading is significant for their future. At the end of your series of lessons give the student some clear and manageable targets to further support reading improvement. If possible arrange to return to the high school at a later date/dates to read with your student again and gain further insight into their continuing progress.


McEwan, E.K. (2009) *Teach them All to Read: Catching Kids Before They Fall Through the Cracks*. (2nd ed.) California: Corwin.


Further Reading


[http://www.poetryarchive.org](http://www.poetryarchive.org)
Appendix 1
Calculating Accuracy of Miscue Analysis

Count the total running words (RW). Do not include title. Tally the number of errors (E). Divide the number of words by the number of errors.

- \( E = 12 \)
- \( RW = 134 \)
- \( \frac{134}{12} \)

Convert to a ratio.

- \( 134 \div 12 = 11.16 \)
- \( 1:11.16 \)

Record the information as a rounded down ratio.

- \( 1:11 \)

Determine the per cent accuracy by referring to the conversion table. Always round down

Per cent Accuracy Conversion Table

<table>
<thead>
<tr>
<th>Error</th>
<th>Per cent Accuracy</th>
<th>Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:200</td>
<td>99.5</td>
<td>Easy</td>
</tr>
<tr>
<td>1:100</td>
<td>99</td>
<td>95 - 100% correct: The book level is suitable for independent work and reading practice.</td>
</tr>
<tr>
<td>1:50</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td>1:35</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>1:25</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>1:20</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>1:17</td>
<td>94</td>
<td>Instructional 90 - 94% correct: The book level is suitable for guided reading instruction.</td>
</tr>
<tr>
<td>1:14</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>1:13</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>1:12</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>1:10</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>1:9</td>
<td>89</td>
<td>Difficult 80 - 89% correct: Book level is generally too difficult and the student may lose control of meaning and structure. Below 80% is likely to be a poor book choice.</td>
</tr>
<tr>
<td>1:8</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>1:7</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>1:6</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>1:5</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>1:4</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>1:3</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>1:2</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2
Analysing Errors and Self-Corrections

In addition to counting the number of errors, it is useful to consider what the reader is utilising when the error is made. Errors are annotated according to whether the reader is using:

M (meaning – makes sense)
S (structure – sounds right)
V (visual – looks right)

**Meaning:** Did the student draw on the meaning of the text by using pictures or context?

**Structure:** Did the student read the sentence in a way that makes sense grammatically and linguistically?

**Visual:** Did the student use graphophonic information by using some or all of the phonemes?

Although you cannot know what the student is doing, you are making a judgement based on the evidence. At times, a student’s error may suggest a combination of strategies have been used. In particular it is useful to analyse what strategy a student uses when they self-correct their errors.
Appendix 3 Assessment Focuses for Reading using APP

6 of the 7 assessment focuses for APP in Reading involve comprehension:

| AF2 | Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text |
| AF3 | Deduce, infer or interpret information, events or ideas from texts |
| AF4 | Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level |
| AF5 | Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level |
| AF6 | Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader |
| AF7 | Relate texts to their social, cultural and historical contexts and literary traditions |

Find APP reading grids at:  
http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/20683
## Appendix 4 Miscue Analysis Observation

<table>
<thead>
<tr>
<th>How does the reading sound?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the reading sound confident, expressive, and does it pay attention to dialogue and punctuation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the reading sound fluent with words recognised without the need to sound them out?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does the student do?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do they use a range of strategies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the strategies mostly of one type?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student monitor their reading, looking closely at unknown words and checking that what they read makes sense?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the student self-correct?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they use phonological processing by blending sounds or chunking sounds at the beginning/ middle/ end of words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they use prefixes/suffixes suggesting attention to morphology?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can they sustain their reading?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do they seem fidgety and agitated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they rub their eyes and yawn?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they become easily frustrated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they point to each word?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they regularly lose their place?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they ask for or expect help when they get stuck?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do they show any enjoyment of reading?</td>
<td></td>
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</tbody>
</table>

| What did the student understand?                                                            |     |    |
| Can they retell the passage?                                                               |     |    |
| Can they predict what might happen later in the story?                                     |     |    |
| Can they name the central events, important facts and events in sequence?                  |     |    |
| Some pupils show lack of detail, others too much – attempting to remember each word        |     |    |

| How do they answer questions about the text?                                               |     |    |
| Do they remember details, guess using ‘common sense’, or look through the text?           |     |    |
| Do they use words, phrases or sentences?                                                   |     |    |
| Do they stick to the language of the text or can they explain it in their own words?       |     |    |
| Can they answer a ‘why do you think…’ question?                                            |     |    |
| Analysis of student’s strengths and weaknesses                                            |     |    |

Next steps for progression
# READING LESSON PLAN

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
<th>Lesson:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

## Learning Intention:

## Action point from last lesson:

<table>
<thead>
<tr>
<th>Focus</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared / Paired / Familiar Reading</td>
<td></td>
</tr>
<tr>
<td>Phonics and Fluency</td>
<td></td>
</tr>
<tr>
<td>New Text</td>
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<tr>
<td>Comprehension</td>
<td></td>
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<tr>
<td>Writing Opportunities</td>
<td></td>
</tr>
<tr>
<td>Independent Reading</td>
<td></td>
</tr>
<tr>
<td>Evaluation of teacher’s own practice</td>
<td>Evaluation of student’s progress and next steps</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
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</tbody>
</table>
### Individual phonemes

<table>
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<tr>
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<tr>
<td>aw</td>
<td>au</td>
<td>ou</td>
<td>oy</td>
<td>ur</td>
<td>ir</td>
<td>ph</td>
<td>wh</td>
<td></td>
</tr>
</tbody>
</table>
Blending sounds in nonsense words

<table>
<thead>
<tr>
<th>durls</th>
<th>loag</th>
<th>frosh</th>
</tr>
</thead>
<tbody>
<tr>
<td>breggy</td>
<td>jowdle</td>
<td>slimper</td>
</tr>
<tr>
<td>presode</td>
<td>detrang</td>
<td>phonching</td>
</tr>
<tr>
<td>fardonite</td>
<td>helderous</td>
<td>whipsidom</td>
</tr>
<tr>
<td>disflabutive</td>
<td>pincenated</td>
<td>strilterpilling</td>
</tr>
</tbody>
</table>

How many words can you make from the word – thunder?

Suggested answer for your reference:
He ten hen den red Ned ted net het den run end her hut rut nut due rue hue urn the then thud tend rend dent rent herd turn Ruth hunt runt hurt true dune tune nude rude hurt duet tern trend tuned tuner under hunted hunter turned thunder