

ST GEORGE'S



JUNIOR SCHOOL

S H R E W S B U R Y

Reading Support Materials

At St George's Junior School, we have a guided reading session daily whereby children follow a sequence of timetabled work to ensure that specific skills are taught to develop understanding of reading.

Reading in the National Curriculum is split into two areas:

- Word reading
- Comprehension (listening and reading)

Word reading

Word reading involves working out the pronunciation of unfamiliar words and decoding them, recognising patterns and understanding the overall meaning of the word. In being able to understand the overall meaning of the word, it puts the word into context within a sentence to create an overall understanding. To develop skills in this area, specific teachings of phonic strategies are taught so that children are able to break down a word and actually mechanically read it.

Comprehension

Good comprehension consists of understanding of vocabulary used and grammar within a text, thus overall understanding the meaning of what has been read. This supports the need to read widely to ensure children encounter a wide range of vocabulary. Good comprehension skills are developed through experiences of high-quality discussion about a fiction, non-fiction and poetry. 'Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.' (National Curriculum)

How are these two areas taught at St George's and how can they be supported at home?

Guided reading at St George's

In our Guided reading sessions, both of the above are taught so that children become competent readers that can demonstrate a level of understanding of what has been read.

To further support what we do in school, three areas have been identified that can be used at home.

- Bug Club – online reading resources with allocated books and follow up comprehension questions. (All children have a log in to this resource)
- Reciprocal reading
- Comprehension of a text

Reciprocal reading

Why use reciprocal teaching?

- It encourages pupils to think about their own thought process during reading
- It helps pupils learn to be actively involved and monitor their comprehension as they read
- It teaches pupils to ask questions during reading and helps make the text more comprehensible.

There are four main roles involved in the reciprocal reading approach. Each role will help a child to access a text and comprehend what has been read. Whilst reading with your child, it would be useful

to use these roles. You could read a couple of pages with your child and then stop to use the roles and check your child’s understanding.

Summariser – this role involves the reader summarising the main points of what has been read. This could be given in bullet point information. This gives a quick indication on the recall of information of what child has read. It can be used as a snapshot of what has been read and can be used with just a small section of text.

Questioner – this role involves proposing questions about what has been read and encourages children to be more analytical about what they have read. In considering questioning a select piece of information, children will start to think about what the answer will be and what they expect to be given in an answer. This develops thinking and understanding of a text so that when children are then answering a comprehension questions, they have a developing awareness of the skills needed in understanding the question and what information is needed to answer the question.

Clarifier – this role is really important in helping children to gain understanding of and meaning of all words that have been read. Children are encouraged to think about what the word might mean and then use a dictionary to find out. This will support and enhance a complete understanding of a text.

Predictor – this role helps children to think about what they have read, what evidence about the text they have and make a prediction about what they think will happen. This is a good measure of understanding to see if the prediction actually corresponds to the information read.

Comprehension of a text

Questioning the text with specific questions will help to identify whether a reader has fully understood what has been read. There are different assessment focus areas that measure the comprehension of different skills. I have included question starters linked to specific areas that can be implemented at home.

<p><i>Literal and retrieval questions</i></p> <p>What does..... mean? Can.... have more than one meaning? What happened at ? Which word told you that? Describe</p> <p>Which paragraph tells you? Where are? Why do?</p>	<p><i>Inference questions</i></p> <p>How did ? What words tell us.....? Why did? What does the word..... imply about.....? What ideas are we given about...? How did react? How was different after.....? Why is important?</p>
<p><i>Structure and organisation questions</i></p>	<p><i>Writers use of language questions</i></p>
<p>What is the purpose of the pictures on pages 6 and 7? How does the layout help the reader? Why are the subheadings on page 9 used?</p>	<p>Explain why is used Why did the author use this simile? How has the choice of words created a feeling of panic? Why did the author choose the verbs “creeping” and “tickling”</p>