Read. Engage And Develop

Introduction

R.E.A.D. is a structured approach to the teaching of reading at Rickley Park School. It is designed to enable all readers to make the best possible progress in their reading by grounding their learning in talk and peer collaboration.

Each lesson should last approximately 1 hour and should be taught five times per fortnight. In combination with this, time should be set aside for both whole-class shared reading using a text from the Rickley Park Reading Spine and for independent Reading For Pleasure sessions.

Choice of texts

It is essential that children be taught to read a range of texts. The skills involved in understanding and responding to picture books, short stories, longer novels, non-fiction texts and poetry are diverse and must be explicitly taught. Children should be able to access and decode the texts without too great a difficulty, but content should be rich engaging.

Texts may include (but are not limited to) picture books, novels (from the Reading Spine) or poetry anthologies chosen as guided reading texts for each year group, short stories that may act as contrasting texts for a concurrent Talk For Writing unit or non-fiction texts (either from guided reading cards or relevant online resources).

Elements of a R.E.A.D. lesson:

1) **Read and Engage – Shared Reading and Booktalk (20 mins)**

   2a) Booktalk Overview

   The whole class booktalk session can be focussed on the same part of the text that the children have pre-read (particularly if the text is challenging); or can involve reading the subsequent chapter or extract (especially if similar themes are carried over); or can involve deep focussed booktalk on an image or other visual stimulus.

   The teacher will model good reading practice, thinking out loud and explicitly discussing their reading process with the children. This will also involve modelling specific year group skills, with sessions planned out to meet all year group expectations.

   Discussion of the text should be led by the children and should primarily focus on 'kind calling out' and peer interaction. For example, in a class where good booktalk practice is well-embedded, a child may choose to interject with a question or an observation related to the text.

The teacher should allow other children the opportunity to respond to this before they themself respond.

2b) Elements of Booktalk

The elements of successful booktalk may take time to embed. In particular, not all children will be comfortable making interjections in a whole class discussion and should be allowed the opportunity to listen and absorb discussion without the pressure to always contribute. In order for this to work, effective, age-appropriate language for interacting with one another's ideas needs to be explicitly taught and should be available on a working wall for children to refer to. Having a fluent debate will encourage fluency and logical sequence in thought and speech as well as in written outcomes. Children should be able to justify their views with evidence from the text. The teacher should make lists of likes, dislikes, puzzles and patterns on the flipchart during the conversation, and (if necessary) could ask *Tell me…* questions to facilitate further discussion or to help engage particular children in a wider conversation.

The main elements of booktalk are:

i) **Quality Adult-led Modelling:**

Children should see how a reader reads. The teacher should make explicit the techniques that they are using, both in terms of decoding and comprehension.
This should be focussed on one particular skill, related to the follow-up tasks that the children will later complete. It is essential that children are explicitly shown how to use each skill required in their year-group expectations.

In addition, key skills must always be modelled explicitly: model using phonics; model using context to work out unfamiliar words; model puzzling over what the author is trying to achieve; model how the language of the text makes you feel as a reader. This modelling can also involve sharing one's own enthusiasm and difficulties and connections.

ii) **Sharing Enthusiasm:** *"Tell me what you enjoyed about this book/chapter/paragraph/sentence/word/picture…"*

Children should always have the opportunity to share their enthusiasm for a text. Stating and justifying a simple like (or dislike) acts as a really good starting point for powerful discussions of a text. This will tend to focus on surface-level discussion and summary. This kind of informal *book gossip* is essential to engaging children in the

discussion in the first place. If other children have been taught the value of questioning one another, this acts as a perfect starting point for a series of 'why?' questions or for an informal debate if there are differing views within the class.

iii)   **Sharing Difficulties:** *"Tell me what you didn't like/understand…"*

A reader will often express a dislike for elements of a story that have puzzled them. This may be through direct questions such as *"What did it mean when..?"* or through statements of dislike such as *"I didn't like the way that chapter ended, did you?"*

This opens up discussion about interpretation of a text. Children can try to answer each other's questions or discuss own likes or dislikes. They should always be prepared to politely challenge one another's opinions and to justify their own opinions to their peers.

iv)   **Sharing Connections** *"Tell me about a pattern that you've noticed…" "Tell me what this reminds you of…"*

A natural way for readers to talk about books is to draw comparisons. This might be: through recall of an earlier part of a longer text; through contrast with a different known text or through identification of a pattern within one section of a text. This also involves a child relating what they have read to their own life, bringing their own meaning to a text. This is a superb trigger for debate as every child can interpret a text differently based on their own unique experience.

2) **Develop - Follow-up tasks (Comprehension)**

Follow-up tasks give a chance for children to develop and deepen their understanding of a text. The teacher can use this time as an opportunity to read with and work with a specific group or with individual children. The class will work within a simple carousel to facilitate opportunity for a range of activities whilst allowing time for changing of books and 1-2-1 reading with a teacher or TA.

Example follow-up tasks are indicated below, however this is by no means an exhaustive list.

2a) Summary tasks

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These are tasks that help children to develop their memory of a text, whilst developing their understanding of a text as a whole. Summaries help children to structure their understanding and promote concision in oral and written responses. Examples include:

- Timelines
- Comic strips
- Rewriting on a postcard
- Drawing the setting
- Drawing the character
- Haikus or limericks
- Dioramas
- Acting out the text
- Friezes

2b) Comprehension tasks

These tasks promote full comprehension responses, either orally or in writing. They do not replace formal teaching of comprehension, but are designed to supplement comprehension lessons. Examples include:

- Mini comprehension tests
- Hot seating of a character
- Creating own comprehension questions
- Debates
- Quote finding
- Skimming and scanning

2c) Innovation tasks

The ability to innovate on a text shows deep understanding of what one has read. As such, these tasks stretch children to think at greater depth and give an opportunity to show off their mastery in reading. Examples include:

- Changing a character's age or gender
- Changing the perspective of a text
- Writing diary entries from a character's POV
- Writing a sequel
- Writing a prequel

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2d) Indicative Carousel Timetable

	Monday Week 1	Wednesday Week 1	Friday Week 1	Tuesday Week 2	Thursday Week 2
Group 1	Independent Reading/Accelerated Reader/ Book changing	1-2-1 Reading with teacher	Summary activity	Comprehension activity	Innovation activity
Group 2	1-2-1 Reading with teacher	Summary activity	Comprehension activity	Innovation activity	Independent Reading/Accelerated Reader/ Book changing
Group 3	Summary activity	Comprehension activity	Innovation activity	Independent Reading/Accelerated Reader/ Book changing	1-2-1 Reading with teacher
Group 4	Comprehension activity	Innovation activity	Independent Reading/Accelerated Reader/ Book changing	1-2-1 Reading with teacher	Summary activity
Group 5	Innovation activity	Independent Reading/Accelerated Reader/ Book changing	1-2-1 Reading with teacher	Summary activity	Comprehension activity