

ADDITIONAL GUIDANCE FOR TEACHERS

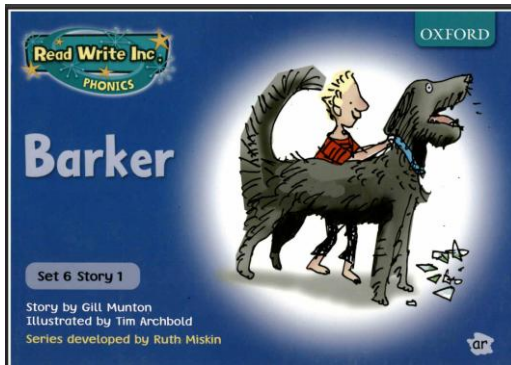
The focus of this ITaP is on: ***Modelling Reading Skills by Thinking Aloud*** and aims to develop student teachers' knowledge of the importance of modelling reading processes to children. This is because making sense of a text – for example when we infer or make predictions – is largely invisible so we need to explicitly 'think aloud' what we do to arrive at conclusions.

Student teachers are often good at asking questions and with schemes, these questions are provided. This ITaP aims to help student teachers help those children who shrug or give incorrect (sometimes seemingly random answers) when we ask the questions. It is linked to LJMU's Phase Expectations, particularly this aspect of question 5: ***I have observed modelling and explanations of experienced teachers...I am beginning to narrate my thought processes when modelling to make expert thinking explicit.*** And this from question 4: ***I sometimes think aloud when reading to demonstrate comprehension skills such as inference.***

All phonics schemes have to include decodable texts so that children have the opportunity to practise and apply their word reading skills in meaningful contexts. These schemes generally recommend that children read the same text on three different occasions to build accuracy and fluency and also to develop comprehension of the text. Generally, the guidance around these three reads is as follows:

Read 1 – focus on accuracy; Read 2 – Focus on Comprehension; Read 3 Focus on Prosody

Below is an illustrative example of what we ask student teachers to teach in school. The example uses RWI but the same principles apply to whichever decodable texts your school uses.



TEXT:

FIRST READ -focus on accuracy - **student teachers observe this and focus on teacher thinking aloud** e.g. when introducing the story – do you have a dog? Imagine having a really naughty dog. This story s about a dog who is always barking...now, if that was my dog, it would drive me mad...etc...

Before reading

1. children practise reading the speed sounds plus the red, green and any challenge words.

Speed sounds		Story Green Words		Red Words																																																																																							
<p>Consonants Say the pairs slowly (do not add 's')</p> <table border="1"> <tr> <td>f</td><td>ff</td> <td>l</td><td>ll</td> <td>m</td><td>mm</td> <td>n</td><td>nn</td> <td>r</td><td>rr</td> <td>s</td><td>ss</td> <td>v</td><td>vv</td> <td>z</td><td>zz</td> <td>sh</td><td>sh</td> <td>ng</td><td>ng</td> </tr> <tr> <td>b</td><td>bb</td> <td>c</td><td>cc</td> <td>d</td><td>dd</td> <td>g</td><td>gg</td> <td>j</td><td>jj</td> <td>p</td><td>pp</td> <td>qu</td><td>qu</td> <td>t</td><td>tt</td> <td>w</td><td>ww</td> <td>x</td><td>xx</td> <td>y</td><td>yy</td> <td>ch</td><td>ch</td> </tr> <tr> <td>ck</td><td>ck</td> <td></td><td></td> <td></td><td></td> <td></td><td></td> <td></td><td></td> <td></td><td></td> <td></td><td></td> <td></td><td></td> <td></td><td></td> <td></td><td></td> <td>sch</td><td>sch</td> </tr> </table>		f	ff	l	ll	m	mm	n	nn	r	rr	s	ss	v	vv	z	zz	sh	sh	ng	ng	b	bb	c	cc	d	dd	g	gg	j	jj	p	pp	qu	qu	t	tt	w	ww	x	xx	y	yy	ch	ch	ck	ck																			sch	sch	<p>Story Green Words Ask children to read the words first in their book and then say the word.</p> <p>darts match pinch shelf keen chunk arm scar guard dog* grey* paw*</p> <p>Ask children to say the syllables and then read the whole word.</p> <p>postman sandwiches carton cartoon postcard</p> <p>Ask children to read the root first and then the whole word with the suffix.</p> <p>bark → barks rip → ripped knock → knocked charge → charged wash → washed*</p> <p>*Challenge Words</p>		<p>Red Words Ask children to practice reading the words across the row, down the column and in and out of order slowly and quickly.</p> <table border="1"> <tr> <td>does</td> <td>were</td> <td>all</td> <td>one</td> </tr> <tr> <td>said</td> <td>of</td> <td>to</td> <td>they</td> </tr> <tr> <td>were</td> <td>some</td> <td>any</td> <td>was</td> </tr> <tr> <td>want</td> <td>are</td> <td>where</td> <td>you</td> </tr> <tr> <td>your</td> <td>watch</td> <td>there</td> <td>their</td> </tr> </table>		does	were	all	one	said	of	to	they	were	some	any	was	want	are	where	you	your	watch	there	their
f	ff	l	ll	m	mm	n	nn	r	rr	s	ss	v	vv	z	zz	sh	sh	ng	ng																																																																								
b	bb	c	cc	d	dd	g	gg	j	jj	p	pp	qu	qu	t	tt	w	ww	x	xx	y	yy	ch	ch																																																																				
ck	ck																			sch	sch																																																																						
does	were	all	one																																																																																								
said	of	to	they																																																																																								
were	some	any	was																																																																																								
want	are	where	you																																																																																								
your	watch	there	their																																																																																								

2. Teacher introduces the story – guidance is given

3. Teacher clarifies story vocab and any challenges in punctuation that might not be known. Examples are given,

Vocabulary check

Discuss the meaning (as used in the story) after the children have read each word.

	definition:	sentence/phrase:
fed up	cross with	They were all fed up with Barker.
darts match	throwing game	Grandad was at a darts match.
pinch	take	Then he started to pinch food.
chunk	bit	He was running away with a big chunk of beef.
keen	pleased or liked	Mum wasn't too keen on muddy paw marks.
charged	rushed	Barker charged up to him.
guard dog	a dog that protects people	Meet Barker the guard dog!

Punctuation to note in this story:

1. Capital letters to start sentences and full stops to end sentences
2. Capital letters for names
3. Exclamation marks to show anger, shock and surprise
4. ' and " for direct speech
5. Apostrophes to show contractions aren't 'pinch'

4. Children read the story.

READ 2 – Focus on understanding – **student teachers plan and teach this really focussing on thinking aloud at the relevant part** – see below

Before reading - STEPS 1, 3 and 4 given above are repeated. This should be faster as children should be reading with more accuracy and automaticity.

After reading – teacher uses questions given at the back of the book to develop understanding. **This is where student teachers should model, by thinking aloud, exactly how to answer an inference ‘prove it’ question.** E.g. *Why do you think Barker bit the postman? Ok, so this is my turn, I am going to show you how to answer this question...It tells me on page 13 that Barker bit the postman – follow with me as I read...but it doesn't say why he bit him, so I have to work it out...etc etc*

Questions to talk about

Re-read the page. Read the question to the children. Tell them whether it is a **FIND IT** question or **PROVE IT** question.

FIND IT	PROVE IT
✓ Turn to the page	✓ Turn to the page
✓ Read the question	✓ Read the question
✓ Find the answer	✓ Find your evidence
	✓ Explain why

Page 9:	FIND IT	How would you describe Barker?
Page 10:	FIND IT	What did Barker do to Grandad's slipper?
Page 11:	PROVE IT	Why was Mum cross with Barker?
Page 12:	FIND IT	What did Barker do to the bed?
Page 13:	PROVE IT	Why do you think Barker bit the postman?
Page 14:	PROVE IT	What made Barker sick?
Page 15:	PROVE IT	Why did everyone think Barker was a star at the end?

READ 3 – Focus on prosody – **student teachers plan and teach this really focussing on thinking aloud at the relevant part** – see below

Before reading - STEPS 1, 3 and 4 given above in read 1 are repeated. This should be much faster as children should be reading with more accuracy and automaticity and the children are very familiar with the story.

After reading, teacher will choose a part of the text to model reading with prosody (My Turn) e.g. So we have been reading about lost of things that Barker did, today we are going to really think about how we read the story to bring the characters alive...First I will have a turn, Follow as I read this part here. It says Barker charged up to him and bit his arm. That word charged means to rush quickly so I am going to use my voice to emphasise that like this...

After modelling, children can have a go and then teacher can select a part for children to make suggestions (Our Turn) re how it might be read with more expression thinking about the words and the punctuation (if relevant).