



Modelling Reading Skills by Thinking Aloud

ITaP Mentor Information

- This ITaP aims to develop student teachers’ skills and confidence when modelling, by thinking aloud, steps that expert readers go through to infer, predict or make decisions regarding reading with prosody.
- On Wednesday 13th and Thursday 14th May, student teachers will be in school but not following a typical timetable.
- On Wednesday 13th May, student teachers are asked to plan and teach either a lesson focused on developing inference/prediction or prosody. Their plans and teaching should be guided by the ‘gradual release model’ – seen in schools as ‘I Do, We Do, You Do’ and include detailed ‘think aloud’ as a way of really thinking about and rehearsing what they will say when modelling to children (‘I Do’)
- On Thursday 14th May, student teachers are asked to teach a reading lesson using decodable texts that are used as part of your school’s phonics scheme. We know that schemes generally recommend that the same text is read three times by children to develop their word accuracy and fluency and to allow a closer look at the text each day.
- Students will be supported to achieve this through their engagement in university-based and school-based tasks (see details below)

Overview of the ITaP

University-based days	Content/activities
Monday 11 th May	Students will develop subject knowledge of the following through various activities including the deconstruction of modelled teaching examples: <ul style="list-style-type: none"> • Knowledge bases that readers need to fully understand a text • Key reading strategies • How decodable texts are typically read 3 times with a different focus each time (accuracy, prosody, understanding) • How thinking aloud can be used to show children how to make decisions to help read with prosody and make connections to infer and predict.
Tuesday 12 th May	Students will build on the previous day and look closely at how to plan for sessions using decodable text. They will enact the planning and teaching of example lessons in a safe place. They will also be developing knowledge of the research base underpinning modelling, thinking aloud and reading.
Friday 15 th May	Student teachers will reflect on their learning and consider their next steps. They will also consider how what they have learned about thinking aloud can be extended to other areas of the primary curriculum.

School Based Day 1 – Wednesday 13 th May		School Based Day 1 – Thursday 14 th May	
Suggested time frame	Learning Task	Suggested time frame	Learning task
1.5 hour	Students develop knowledge of school’s decodable reading scheme. Complete given pro-forma	1 hour total	Students will teach the lessons planned. If working on their own in a class, the student teacher and mentor should team-teach the lesson they co-planned. Student should solo-teach the plan they solo-planned. This second lesson is likely to be at time not normally used for this and flexibility for the ITaP is greatly appreciated. Mentor formally observe the solo lesson using provided pro-forma (see LJMU ITT website).
30 mins (1 hour if it is part of a longer lesson that includes phonics)	Students formally observe an expert teacher teach one of the three reading lessons with a decodable text. Complete the form they have been directed to use		If working in a pair each student should teach one of the lessons they co-planned yesterday. The second lesson is likely to be at time not normally used for this and flexibility for the ITaP is greatly appreciated. Mentor observe lessons using provided pro-forma (see LJMU ITT website).
30 mins	Student teacher and mentor discuss lesson observed and the next two lessons to be taught with the same group (focus on either prosody or comprehension). Arrangements made for the lessons to be taught tomorrow and formally observed tomorrow.	1 hour	Student teachers reflect on their taught lesson. Complete reflection form provided.
30 mins	If the student teacher is working on their own in a class , ideally they should co-plan the next lesson (lesson 2 of 3 with the same text) with their mentor and make arrangements to team-teach this tomorrow.	1 hour	Mentor and student teachers discuss lessons focussing on modelling using a ‘think aloud’ Identify strengths and areas to work on re modelling.
1 hour	If the student teacher is working on their own in a class , they solo plan the next lesson (lesson 3 of 3 with the same text) using LJMU pro-forma and the bank of small steps. The plan must clearly state the key questions (if relevant) and must contain a detailed ‘think-aloud’ Prepare resources needed.	2 hours	Student teachers complete research booklet and use this to help write their peer presentation (to be presented tomorrow)
1.5 hours	If working in a pair , students should co-plan the next two lessons with the same text – lesson 2 of 3 and lesson 3 of 3 (one focussed on prosody and the other comprehension) using LJMU pro-forma and the bank of small steps. The plan must clearly state the key questions (if relevant) and must contain a detailed ‘think-aloud’ Prepare resources needed.	20 mins	Mentors complete assessment for each student.
1 hour	Student teacher will rehearse the think-aloud working with peers or - if permission is granted by school – using their phone to record and listen back to. They will make changes based on their reflection.		