

Arnside National School

Developing Reading

What Ofsted wanted to know:

- What books/stories/poems do you teach in your class?
- Why did you choose these books?
- Do the children love to read?
- Is the reading environment inviting and inspirational?

Reading Spines

- Allow continuity and progression
- Ensure children have a diet of a wide variety of high-quality texts
- Ensure children are taught the skills and have the knowledge to be able to read and understand increasingly complex texts
- Prepare them for secondary school and a life-long love of reading

The 5 Plagues

(Doug Lemov: Reading Reconsidered)

Archaic
Text

Non-Linear
Narrative

Click to add text

Narratively
Complex

Complex
Plot

Resistant
Text

The Evidence:

- In order to access, understand and interpret texts effectively, leading to enjoyment of books, children need to be familiar with a variety of different structures. **Doug Lemov, in his book 'Reading reconsidered',** has broken literature down into **5 'plagues'**, which the children can access at all levels.
- The theory is that if they are familiar with these 5 plagues, when they come across more complex writing in the future, they will be able to cope and thrive.

Archaic Text

- The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Students need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read Charles Dickens, Shakespeare and other such authors in the future.

Example:

- Beatrix Potter's Peter Rabbit - "Peter gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself."

Non-Linear Narrative

- A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back with 'flash-backs'.

Example:

In the book 'Holes' by Louis Sachar, the story shifts from the present-day story of Stanley based at a juvenile detention centre, to the story of his grandfather.

Narratively Complex

- Books are sometimes narrated by an unreliable narrator, so the account in the story is missing elements or have been misunderstood.

Example:

Warhorse by Michael Morpurgo. The horse is the narrator, so the reader has to use their knowledge of the war to understand the nuances of the story.

Complex Plot

- Texts which happen on a figurative or symbolic level.

Example:

The Iron Man by Ted Hughes is a metaphorical story that comments on how humans accept difference.

Eric by Shaun Tann deals with the concept of being an 'outsider' on a symbolic level.

Resistant Text

- Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Example:

The poem, Jabberwocky by Lewis Carroll or The Ning Nang Nong, by Spike Milligan, have nonsense words which impair the reader but the story can be decoded to make some sort of sense!

What we have done:

- Each Class now has a designated colourful and welcoming reading zone
- We have a new library/ children visit Arnside Library/Book Bus
- Reading books are Phonically Controlled in EYFS/KS1 so children can access all text within their reading books
- EYFS/KS1 children also take home another book for their parents to read to them for pleasure
- Each class has regular reading for pleasure timetabled
- Friday lessons are designated reading lessons in KS2
- Reading spine based on the 5 Plagues/Pie Corbett's recommended reads implemented
- We have chosen TWINKL as our phonics scheme & stream Phonics
- Literacy Shed (Reading VIPERS) used throughout school
- INSET training on Pedagogy

What next?

Over time, books/texts will be resourced appropriately for whole class teaching of Reading Spine

Complete a Reading Survey amongst children to find out what they enjoy reading and any barriers to their enjoyment

INSET for training in teaching of fluency and comprehension

Investigate the Assessment of Fluency, using DIBELS, leading to structured Interventions for Fluency

The Pedagogy:

1. Contiguous Reading – the text is read through without stopping. At this point, you may ask the children for a summary or paraphrase of the text. What have they understood?

2. Layered Reading – this is when the text is re-read, focussing on difficult lines (line-by-line) or concepts (leapfrogging).

3. Ask Text Dependent Questions (TDQs) on a word/sentence/paragraph level.

4. Contiguous Read the text again. What do they know now that they didn't after the first read?

5. Write in response to the text.

Reading Techniques

Reading silently
(contiguous
reading)

Reading difficult
parts of the text
out loud and slowly
(line-by-line)

Re-reading a work
while taking notes
and annotating the
text (leapfrogging)

Close reading tips:

| | |
|------------------|--|
| Model | Be a close reader yourself – model the skills when reading to the class |
| Stretch | Teach 'stretch' texts (those that they would not be able to read or understand independently) |
| Mistakes | Let them make mistakes (growth mindset) - discuss the misunderstanding and understand how it came about. |
| Annotate | Teach the children to annotate effectively. |
| Cross Curricular | Close read across the curriculum (not just in English) |

Reading for Comprehension (VIPERS)

Understanding

- Understanding what the words of a text mean

Discerning

- Discerning the organisation of the text

Understanding

- Understanding what the work means as a whole

Word Level TDQs

Highlight the word

What is its definition?

What is its connotation in this context?

Why did the author choose to use this word in this instance?

Sentence/Phrase/Paragraph Level TDQs

- Summarise
- Paraphrase
- Key line questions – what does this tell us about...?
- Reference questions – who or what is this sentence about?
- Sentence structure (syntax) question – look for examples of repetition, etc.
- Choices of punctuation – Why has the author used italics/an exclamation/ellipses?

TDQ Text Level:

| Type of Logical Inference | Question to Prompt the Inference |
|---------------------------|--|
| Place | Where is this taking place? |
| Actors | Who did this? |
| Time | When did this occur? |
| Action | What is occurring? |
| Instrument | What tools are being used to accomplish things? |
| Category | How does this text illustrate a larger category of things? |
| Object | What was used? |
| Cause and effect | What made something happen? |
| Problem and solution | How did someone solve a problem? |
| Feelings and attitude | What feelings were promoted? |

Leapfrogging (Text Level TDQs)

- Organisation and patterns, themes and concepts:

There may be repetition of key images or words/phrases. This is to convey importance on a real, functional or symbolic level.

The green light at the end of the pier in The Great Gatsby represents hope. It shines throughout the book and is constantly referenced.

Text level observations

What is the first noticeable thing about the text?

What mood does the text create?

What is the rhythm of the sentences like?

Are there any familiar images in the text?

Are there any repeated words or images?

Could any objects, colors, or living things in the text have a symbolic meaning?

Are there a lot of details in the text?

Annotations

| | |
|--------------|---|
| Underlining | Underlining important words |
| Highlighting | Highlighting anything surprising in the text |
| Making | Making notes, writing questions, or noting contradictions in the margin |
| Writing | Writing down important ideas from the text |
| Writing | Writing down important quotes that may help in understanding the text |
| Marking | Marking important pages to revisit |

Lesson Structure

- **Learning Objective:** what do you want the children to learn?
- **Skills:** What skills are they going to be using/developing?
- **Vocabulary:** this may be vocabulary from the text or names of linguistic features, eg. Metaphors.
- Children read through the selected piece quietly or have it read to them all the way through (**Contiguous** reading)
- Revisit part of the text on a **line by line** basis, asking TDQs about the word/sentence/paragraphs linked to your objective.
- Ask TDQs about the piece as a whole, **leapfrogging** ideas and concepts.
- Ask the children to write/draw in response to the text, do a quiz or have a debate.
- Repeat the **contiguous** read of the passage again; the children should now understand the piece at a deeper level.