



The Central Line on Classroom Practice

Literacy – Reading Focus: RECIPROCAL READING

Reciprocal Reading: PREDICTING

WHY?

Reciprocal Reading is a technique that can be easily adapted into lessons in order to support students in reading longer texts. The first focus is on predicting – this supports students in engaging with prior knowledge before reading a new text.

HOW?

Predict: students will utilise the title and other graphological features (images etc) to give an informed guess as to the content of the writing before they begin. Student can then establish if what they read is what they expected. Predictions can be reviewed throughout the text and adapted accordingly based on evidence they come across within the text.

WHAT?

Students will give reasons for their predictions and support with evidence. Students will actively utilise headings etc to cast their judgment before reading. Students will engage with prior knowledge and this can support with retrieval practice.

Reciprocal Reading CLARIFYING

WHY?

Students will not always understand every word that they read. Therefore, it is vital that they are given the skills needed to support and clarify words that they might not understand. For a child to read an extract independently, they need to be able to read with 95% word reading accuracy.

HOW?

Help support students to break down the words that they are reading. Use of dictionaries can help as well as utilising the root of a word to support understanding. For example – where have they seen other words that begin or end with the same morpheme? Students can also predict what they feel might be the meaning of specific words by looking at it within the context of the rest of the sentence.

WHAT?

Students will then be able to read with greater fluency. Students will be able to engage with texts with greater ease and become more confident in reading. Prevent students from 'giving up' and help them break down longer pieces of text with greater ease.

Reciprocal Reading QUESTIONING

WHY?

It is important for students to be able to question what they are reading. This could be in the form of comprehension tasks but also question the validity of the piece and credibility of the author etc. This is especially important when considering bias and other high level order thinking skills.

HOW?

Give students question stems at first. This could be in the format of who/ what/ where/ when/ why (see table shared CPD session 3) or Blooms' style. Eventually, encourage students to formulate their own questions as they read to engage with the texts being given and to allow for independence and more resilience.

WHAT?

Students will actively engage with the text they have in front of them. Students will be able to answer the questions as they go, rather than reading and then re-reading to allow them to read at greater speed and with greater clarity.

If students know questions prior to reading, they will engage with the text at a greater level.

Encourage students to engage with the questions whilst reading rather than simply at the end.

Reciprocal Reading

Summarising

WHY?

Summarising is a very important skill to encourage students to be able to recall what they have read and also to put larger pieces of text into smaller chunks and eventually into their own words. This is important to allow students to formulate their ideas, find information quickly when responding to questions and can support them to focus on key words and events and filter out any information that is irrelevant or not needed.

HOW?

For each paragraph, students summarise in short chunks (could be utilising the words in the text but encourage own word) what the paragraph is about. Look to see if the topic sentence of the paragraph supports this. Students can then use the words in the paragraph summaries to summarise the whole text and the main ideas it contains.

WHAT?

Students will engage with longer pieces of text with greater ease. Cross-curricular focus on a reading skill that will support them during independent and examination texts. Students will be able to summarise and locate information with greater ease and in a more timely fashion.