

TEACHING AND LEARNING GUIDANCE FOR PARENTS

Welcome to our monthly Learning Newsletter. These newsletters look to help you to implement tried and tested learning strategies at home, in order to benefit your child and further enhance their educational experiences in the long term.

Reciprocal Reading

Reciprocal teaching is an instructional activity that takes the form of a dialogue between teachers and students regarding segments of text for the purpose of constructing the meaning of text. Reciprocal teaching is a reading technique which is thought to promote students' reading comprehension. A reciprocal approach provides students with four specific reading strategies that are actively and consciously used to support comprehension:



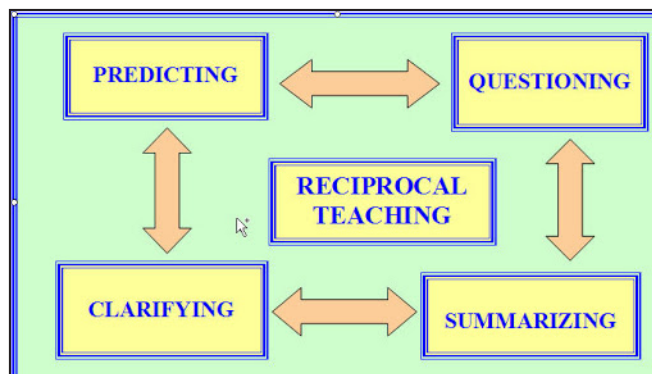
What's it about?

Questioning, Clarifying, Summarising, and Predicting.



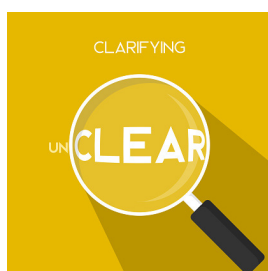
Questioning

When using the questioning strategy, readers monitor and assess their own understanding of the text by asking themselves questions. This self-awareness of one's own internal thought process is termed 'metacognition'.



Clarifying

Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts.



Summarising

Summarising is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarising may be based on a single paragraph, a section of text, or an entire passage. Summarising provides the impetus to create a context for understanding the specifics of a text.



Predicting

The prediction phase involves readers in actively combining their own background knowledge with what they have gathered from the text. With a narrative text students imagine what might happen next. With an informational text, students predict what they might learn or read about in subsequent passages.



How can you use it with your own child?...

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Issue Focus: Reciprocal Reading

email l.cowell@priory.lancs.sch.uk
if you wish to discuss anything
covered in this newsletter

How can you use it with your own child?

Predicting

- Ask your child to look at the cover, heading or illustration
- Encourage him or her to discuss what they see
- Ask them to write their predictions on a discussion sheet or to discuss their ideas
- Share your predictions with them first. Give reasons for your predictions. Compare your predictions with theirs.



Phrases to Use:

I think ... I wonder if ... I imagine ... I suppose ...
I predict ... I think the next section will be about...

Questioning

- Encourage your child to think of question words (how, what, who, why, when, what)
- Ask your child to think of one or two questions that could be answered by reading the text.
- Come up with two questions of your own. See if your child can answer your questions
- Avoid 'yes' or 'no' questions

Start your questions with:

When can / Why can /
How can?

Who / What would?

Where / When would?

Which would / Why
would / How would?

What is / Why is/How is?

What did / Why did / How did?

What will / When will / Which will / Who will?



Clarifying

Share with your child the words or ideas that you find confusing. Tell them how you worked it out,

- Find an area where your child has a word or an idea that needs explained
- Encourage them to try the following – reread; read ahead; use what you know; break a word into chunks; think about what makes sense.
- Ask your child to highlight confusing words or ideas. Say to them: 'What if you had to explain this text to a younger child? How would you do it?'
- Use a dictionary if necessary.



Summarising

- Practise getting your child to retell the story in their own words.
- Try and summarise part of the text. Now share your summary with your child and talk about how you chose the main points from the passage

Phrases to Use:

The most important ideas are ...

The main idea is ...

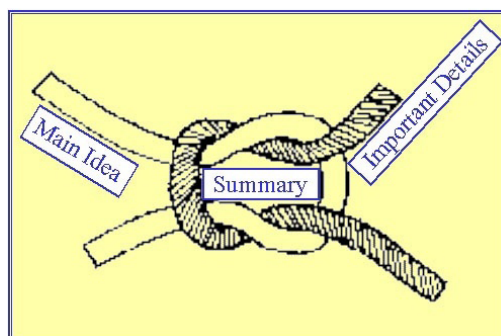
This part was about ...

First, ... Next, ... Then, ...

This story takes place in ...

The main events of ...

The problem is ...



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