



# **Teaching Reading at Hill View**

## **KS1 and KS2**

## **Introduction**

At Hill View we are proud of the teaching of reading. We promote a love of reading in all of our pupils. Over the past few years we have 'reconsidered reading' through:

- Strengthening the rigor of our teaching of synthetic phonics using the RWI scheme, that has included comprehensive training for all staff that teach children to decode
- Dovetailing this into the whole class teaching of Close Reading using strategies from the Reading Reconsidered methodology, that include text dependent questions and pupil engagement and understudying at different layers of texts,
- Siting reading firmly at the heart of our integrated curriculum as a springboard and spine to the vibrant cross-curricular projects that our pupils experience and that are models for talk and writing.

This booklet summarises some of the key points and features that comprise our teaching of reading.

## **Choice of books**

As a school we believe learning is made visible when children are shown 'What a Good One Looks Like' (WAGOLL). In reading this means choosing challenging texts that are made even more meaningful and engaging to the children as they are set within the context of their Integrated Curriculum Project.

Books form an age appropriate spine and provide models that support the Integrated Curriculum and models that inform the WAGOLLS for the Talk, Read, Write process that we use to develop children's writing and wider language skills.

## **The Structure of a Reading Lesson at Hill View**

### **Before Reading:**

#### **Sharing the LI and Reading Skill**

Share the LI with children and discuss what skill they will be using and the associated 'reading role'. See Appendix A for the KS1 and KS2 skills documents. Ask children how to be successful at this skill.

Reading Roles takes familiar job titles and assigns them to reading strategies and skills thus giving children an easy-to-refer-to system for being more deliberate with their thinking during reading, with the ultimate goal of being able to comprehend texts.

Alongside the job title (or role) there is a symbol which can be used as a further way to prompt certain kinds of thinking – some children may find these easier to remember.

### **Questions and Success Criteria**

Share questions before reading so that children are aware of what they might listen out for when reading and listening. Success Criteria should link to the focus skill.

### **Vocabulary**

Successful reading relies on a reader's capacity to understand a large number of words. The depth of pupils' knowledge of words matters as much as the number of words they know. Teachers should prepare a list of key vocabulary from the text. In KS1 or LKS2, teachers should provide visuals for words. In UKS2, teachers may reference the word class of chosen words and provide different contexts. In all year groups, teachers should spend time allowing children to discuss these words and put these words into sentences to give context.

### **Reading the Text:**

For reading fluency and comprehension focus on using opportunities for children to partake in close reading. Layered Reading allows children to read challenging text more than once, for example the same text/extract over the period of a week. Ideally each reading would be different, with a focus on teaching a specific reading skill and using questioning as discussed further on in this guidance to change the focus.

We should allow students to reread frequently to support comprehension or Close Reading, but we should also consider asking them to reread for fluency. As with Close Reading, readers may need to read a complex passage or a sentence multiple times before it finally makes sense to them (read appendix B for further information on close reading).

As well as modelling reading to the pupils you may utilize the Control the Game (CTG) or Accountable Independent Reading (AIR) strategies from Reading Reconsidered, Doug Lemov.

### **Control the Game (CTG)**

- **Marking Up:** The chosen text must be marked up to ensure parts are matched to a child's fluency/confidence/pace.  
Include teacher reads to model expectations you want to hear; clear, good pace, good volume.

- **Circulate:** during the CTG, teachers should circulate to support readers to stay engaged. They could hover near the next child to read to preparer less-confident readers.
- **Keep Durations Short\* and Reader Unpredictable:** Don't specify how long you want students to read before they begin. Simply ask them to start reading; Pick up.... This ensures other students in the class don't know when a new reader will be chosen and maximizes the incentive to follow along. Will it be me next? Moving quickly among readers maximizes the concentration of both readers and listeners.  
\*As students get better and more attentive, teachers often increase durations strategically.
- **Minimise Transaction Costs:** Transition from one reader to another as quickly as possible and with fewest words possible —ideally in a consistent way. "Pick up, Charles" and "Thank you. Ellie please." Do not ask questions throughout the reading. Any vocabulary will be discussed at the beginning of the lesson.

### Accountable Independent Reading (AIR)

- **Accountability Tools**
  - Set a focal question(s) before reading (e.g. "Meet me at the top of page 104, and be able to tell me...")
  - Interactive Reading (e.g. "Annotate two pieces of evidence that show...")
  - Read Back (e.g. "Read me back the part that shows...")
- **Multiple Reads (often in case of struggle)**
  - **Pre-Read:** Ask students to pre-read chunks of text for different purposes (e.g. "Read this section and be on the look out for satiric elements.")
  - **Re-Read:** Ask student to re-read when needed (e.g. "Whoops, we got part of it. Let's read the last paragraph again independently.")
  - **Read Aloud:** Read the text with enough expression to prompt students to hear what they might have missed.
  - **Close Read:** You may have students read a difficult passage independently before re-reading and analyzing as a class.

### **After Reading:**

Testing the children's comprehension. See 'Questioning'.

## **Questioning**

Teachers at Hill View should expose children to range of different question types (see Appendix C, D and E).

The questions should be shared with the children before the read and then re-shared after the read. You may include support questions to enable the children to develop their understanding and build up.

Expect children to do an immediate response, before sharing their responses with the class or reviewing answers.

Close Reading involves the planning and consideration of Text Dependent Questions. These special questions can only be answered in relation to a good understanding of what has been read. There are some examples below of questions that could be answered without having read the book that have been tweaked to become dependent on the book.

An effective set of text-dependent questions (see Appendix C) delves systematically into a text to guide students toward extracting the key meanings or ideas found there. Text-dependent questions typically begin by exploring specific words, details, and arguments to establish meaning, and then move on to examine the impact of those specifics on the text as a whole to analyse meaning.

## **Toggle and Zoom**

Toggle means that during a comprehension you may move between establishing meaning to analysing meaning. Zooming means that you may zoom in on key words and then begin to zoom out wider to looking at a paragraph or you might do vice versa.

You may not do all this in one lesson. It is down to the purpose of your lesson and the comprehension you want to draw or build on- you may only zoom in and out only on establishing meaning in one day or you may toggle between establishing meaning to analysing meaning of a paragraph or only of key words in a lesson. Some lesson you might only focus on zooming in on only establishing meaning of words and then you would build up as you go.

The different questioning strategies relating to the Toggle and Zoom elements (in the table in Appendix D) would enable you look at the different approaches you could apply during layered reading to develop comprehension.

An example of a week could look like in practice and for the comprehension focuses could look like;

Day 1; Teacher doing modelled reading a text (chapter/extract/picture book) and CTG. Questioning to focus on; word or phrase level- explain meanings (Zooming in), look at the structure and vocabulary.

Day 2; AIR- read same text as day 1. Questioning to focus on; word patterns or Authorial intent/voice/effect to analyse meaning.

Day 3; CTG- re-read same text as day 1. Questioning to focus on; toggle- establish meaning and analysing- Inference- Key line- what is a key line or sentence saying/what does it mean.

Day 4; AIR- re-read same text as day 1. Questioning to focus on; summarise (zooming out) and toggle between establishing and analyzing meaning and zooming out

**This would be dependent on the length of the text. If you are reading a longer chapter book, with older children, you may focus on a chapter over a two day period.**

**Where possible you might try to align your IC, the talk for writing process, with your reading. So the text you might focus on for the week or at least two days would be your WAGOLL (chapter/extract/picture book- fictional or non-fiction) that you introduce the children to, to inspire their writing. This would be called integrating the reading and writing, which supports your IC project learning.**

### **Immediate response- discussion**

Once you have completed the reading, re-share the LI, success criteria and questions. Then expect an immediate response to be recorded without discussion. Offer support questions, that you may give to individuals or that you may display.

Once they finish or the time expectations have been met then allow time for a debate/discussion.

A classroom that's alive with discussions is one of the most enjoyable places to learn. It's also the perfect environment for promoting students' understanding: children are much better equipped to further or consolidate their ideas. Talking helps students to gather their thoughts, process information and remember it. But there's an art to holding a successful student discussion. Unless you want your classroom to descend

into mayhem, you'll need to think carefully about how to structure your debate/discussion.

### **Non-Fiction**

Reading more non-fiction is both challenging and very important. When planning, teachers should ensure to embed non-fiction texts. Embedding Non-Fiction supports the comprehension of both the fiction and non-fiction texts. Reading Embedded Non-Fiction (the secondary text) helps students absorb more of the fiction text (the primary text).

### **How to Embed Non-Fiction**

- Choose the spot in your project where texts could be embedded
- Link your questions across the two types of text both in style and subject content.
- For younger children, adapt, combine and amend articles to make them more accessible.

For example, if your novel was Paddington at the Palace, you might look at an article on Buckingham palace, a description of Big Ben, a biography of Queen Elizabeth, instructions on how to make marmalade or a map of British railway stations.

### **Magpie books**

Children have magpie books where they can store topic/lesson related vocabulary under related headings e.g. weather, landscapes, nature, characters in order to remind themselves of these and use them in their writing at a later date.





Children can add to their magpie books during the vocabulary sharing part of the lesson as well as whilst reading. During the reading they may magpie words that they think are interesting or that might engage the reader.













## Appendices

### Appendix A

Symbol	Role	KPI Skill
	Translator <i>The translator is able to sound out unfamiliar words using their phonic knowledge. They may also be able to read fluently.</i>	Decode
	Reporter <i>The reporter finds and records facts and information from a text. They are able to explain what has happened to far in what they have read.</i>	Retrieve
	Detective <i>The detective searches for clues in a text. They can make inferences about what is being said and done.</i>	Infer
	Weather Forecaster <i>The weather forecaster uses information from a text to predict what will happen next.</i>	Predict

Symbol	Role	KPI Skill
	<p>Translator</p> <p><i>The translator knows and can explain what individual words in a text mean. They can also read fluently with intonation that demonstrates understanding.</i></p>	Meaning
	<p>Detective</p> <p><i>The detective works things out (makes conclusions) based on clues in a text. They can explain their understanding, drawing inferences and justifying these with evidence.</i></p>	Infer
	<p>Weather Forecaster</p> <p><i>The weather forecaster uses information from a text (stated and implied) to predict what will happen next. The weather forecaster uses information from the reporter and the detective.</i></p>	Predict
	<p>Reporter</p> <p><i>The reporter finds and independently records facts and information from a text.</i></p>	Retrieve
	<p>Editor</p> <p><i>The editor finds only the most important information in a text. They are able to summarise main ideas and themes within a paragraph, a chapter and a whole text.</i></p>	Summarise
	<p>Interpreter</p> <p><i>The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs. They are also able to evaluate how an author has used language to impact and engage the reader.</i></p>	Evaluate
	<p>Librarian</p> <p><i>The librarian thinks about all the information in the text and finds similarities and differences. They can make comparisons within and across books/authors.</i></p>	Compare
	<p>Author</p> <p><i>The author identifies language, presentation and structural choices that have been made, commenting on their purpose.</i></p>	Structure and Presentation (Y4-6)

## Appendix B

### Close Reading

*'Close reading is the **methodical breaking down of the language and structure of a complex passage to establish and analyse its meaning.** Teaching students to do it requires **layered readings and asking, sequenced, text-dependent questions.**'*

Key features of effective reading instruction in our school, outside of Synthetic Phonics instruction, usually:

1. Use layered readings to read the text multiple times
2. Establish meaning via text dependent questions
3. Analyse meaning also via text dependent questions
4. Built on the fundamentals from previous reads
5. Each reading served different purposes; doesn't feel repetitive.
6. Reduces overwhelming children because helps us unpack language:
7. Purposefulness of re-reading. Telescopic – each level of questioning is more precise.

### Three Reasons Why CR is important:

1. Close Reading is a tool that helps students read a book that is above their comfort level.
2. Defends against what we call "gist" reading. You understand the main idea of the text and you can explain it. But there is a lot more to a text than just the main idea.
3. CR develops language sensitivity. In math we talk about does this answer make sense. In reading, it's similar, you develop an ear and you hear the sarcasm and tone that enters Roald Dahl's writing.

### During Close Reading children the teacher may plan for the class to engage in the following:

**Layered Readings** Students need to read a challenging text more than once. Ideally each reading would be *different*, with the changes in approach modeling a topic that students are rarely taught: the problem-solving implicit in deciding *how* to re-read a passage when it proves difficult. You don't have to do these in this specific order, it depends on the text. Not only should we have students reread frequently to support comprehension or Close Reading, but we should also consider asking them to reread for fluency. Once students have successfully decoded and established the meaning of words and phrases in a sentence, ask them to go back and reread specifically for fluency. As with Close Reading, even adult readers may need to read a complex

passage or a sentence multiple times before it finally makes sense to them. Asking our students to do the same to improve fluency is an important way to support comprehension.

Examples of layered reading;

- ***The line-by-line read:*** *In a line-by-line read, pauses for discussion and analysis are frequent: you and your class read a line and then stop to make sense of it, unpacking, explicating and analyzing before moving on, so that as they read, students build up their understanding of the argument in a methodical way. The name "line by line" can perhaps be deceiving- you don't need to stop every single line. One of the key things every teacher wrestles with in any lesson, but especially a Close Reading lesson, is pacing. Line by line reading could indeed mean unpacking or paraphrasing every single line, as you might do with a soliloquy from Hamlet or a sonnet, or perhaps just frequently and with a significant number of key lines.*
- ***The contiguous read:*** *In a contiguous read, students read a passage with a minimum of interruptions or stoppages. The idea is to experience the text as a whole, to glimpse its broad context; to hear its voice. It can be an ideal way to introduce a text (maybe most common way) but it can also be a superb last step allowing students to see the pieces they've analyzed come together as a whole.*

## Appendix C

Original Question	Tweaked Text-dependent Question
<ul style="list-style-type: none"><li>When Toad tries to fly the kite it falls and the robins laugh at him. Have you ever felt like Toad?</li></ul>	<ul style="list-style-type: none"><li>When Toad tries to fly the kite it falls and the robins laugh at him. How does the illustrator help you to know how Toad feels?</li></ul>
<ul style="list-style-type: none"><li>How do Frog and Toad act like friends?</li></ul>	<ul style="list-style-type: none"><li>How do Frog and Toad act like friends? Use evidence from the text.</li></ul>
<ul style="list-style-type: none"><li>What do you think might happen in this story?</li></ul>	<ul style="list-style-type: none"><li>What do you think might happen in this story? What did the author say that helps you know?</li></ul>
<ul style="list-style-type: none"><li>Do you think Toad feels like giving up?</li></ul>	<ul style="list-style-type: none"><li>Do you think Toad feels like giving up? Give an example from the text.</li></ul>

### Creating Text Dependant Questions:

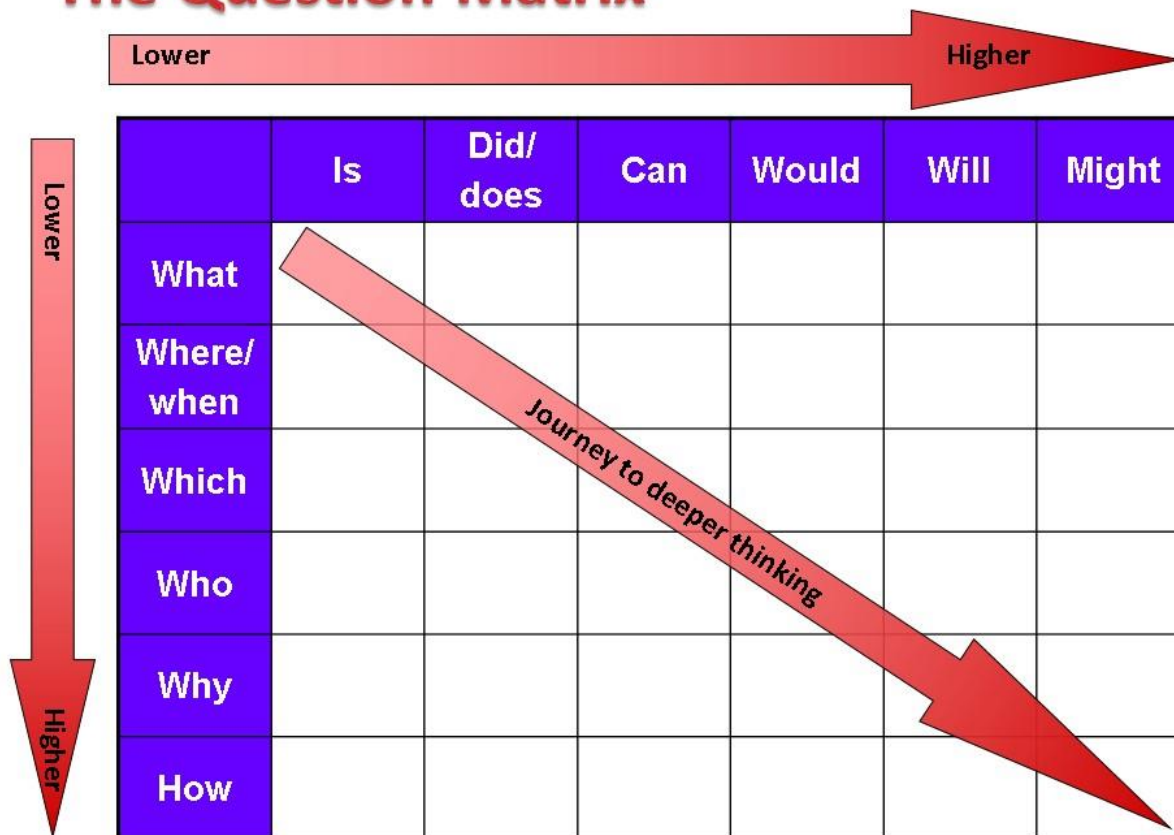
- Good text-specific questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:
  - Analyze paragraphs on a sentence-by-sentence basis and sentences on a word-by-word basis to determine the role played by individual paragraphs, sentences, phrases, or words
  - Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another
  - Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
  - Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
  - Question why authors choose to begin and end when they do
  - Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

## Appendix D

<https://teachlikeachampion.com/wp-content/uploads/Out-Zoom-In.pdf>

Toggle	
	Text-Dependent Questions Used to Establish Meaning
	Text-Dependent Questions Used for Analyzing Meaning
In	<b>Word or Phrase Level</b>
	<p><b>*Referent</b> - ask what a word or phrase refers to (often in a grammatical sense)</p> <p><b>Denotation</b> - ask the meaning of a specific word or phrase</p> <p><b>Explanation</b> - ask what a word or phrase means in this setting (e.g. which of several possible usages)</p>
	<p><b>Word pattern</b> - ask about a pattern that is set up or broken by repeated word choice and how it contributes to meaning.</p> <p><b>Connotation</b> - ask about the implied meaning of words based on their associations and how this affects meaning or tone</p> <p><b>*Sensitivity analysis</b> - ask what would have happened if the author chose a different word here? (suggest an alternative)</p>
Zoom	<b>Sentence or Line Level</b>
	<p><b>Key lines</b> - ask about what a particular line or sentence means</p> <p><b>*Paraphrase</b> - ask a student to rewrite a sentence using their own words or paraphrase given a character's perspective</p> <p><b>*Reference</b> - ask what a sentence refers to (e.g. an earlier part of the book)</p> <p><b>Syntax or sentence structure</b> - ask how the syntax or sentence structure affects meaning</p>
Out	<b>Paragraph or Stanza Level</b>
	<p><b>Summary</b> - ask the student to summarize the paragraph</p> <p><b>Delineation</b> - ask students to trace the elements of an author's argument or the sequence of events in a narrative</p> <p><b>*Finite evidence</b> - ask a student to summarize all of the evidence or arguments provided by an author</p>

## The Question Matrix



### Further reading;

Blanks question levelling <https://www.nurserynook.co.uk/single-post/2018/03/05/blank-level-questions>

Ruth Miskin <https://schools.ruthmiskin.com/slogin/?next=/resources/watch/428/>

Talk for Writing <https://www.talkforwritingshop.com/>

Bringing Words to Life: Robust Vocabulary Instruction Paperback – 9 April 2013  
by Isabel L. Beck et al

Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction Paperback –  
Illustrated, 12 April 2016  
by Doug Lemov et al