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Reading

Activities

Guided reading

Aim

To learn how to plan an effective guided reading session.
To become aware of how guided reading can be a powerful tool for teaching children to read.

What to do

Some students will have seen or taught some guided reading sessions in school so it is worth asking them to share their experiences. Students have often seen a variety of practices.

To familiarise everyone with the model of guided reading that is advocated in the Primary National Strategy, students can watch a video of guided reading taken from the Primary National Strategy Professional Development Resource Pack (Ref: 00176-2007PCK-EN).

Pairs of students working with a picture book suitable for Key Stage 1 children can then plan a guided reading session. They should pay particular attention to the final part of the session and think of the sort of discussion the children could have. They can think of prompts to start and maintain the discussion. They can also think of activities to follow up the session and that enable children to return to and reflect on the text.

Media literacy and visual literacy

Aim

To consider ways of helping children to critically read still and moving images.

What to do

Students can find out about children's interest in and experience of still and moving images by:

- talking to children about the television programmes they enjoy;
- observing the games children play in the playground and the role-play area;
- watching children's TV and other TV programmes that children are familiar with and finding out about toys, games and advertisements that are linked to these programmes.

They can then consider why and how these programmes appeal to young children and what children learn from them.

Next they can decide how they can help children to read some of these programmes. The following resources might be helpful:

Look Again: A Teaching Guide to Using Film and Television with 3 to 11 Year Olds. Available on the British Film Institute website: <http://www.bfi.org.uk/education>.

bfi education (2003) *Starting Stories: A Film and Literacy Resource for Three to Seven Year Olds.* London: British Film Institute.

The list of questions to ask when looking at a text in Chapter 2 in the book that accompanies this website.

Chapter 8 in Browne, A. (2007) *Teaching and Learning Communication, Language and Literacy.* London: Paul Chapman Publishing.

Websites

The British Film Institute (BFI): <http://www.bfi.org.uk/education/teaching/primary.html>

The BFI produces a range of resources for using film and television in the classroom.

Film Education: <http://www.filmeducation.org/resources.html>

Film Education provides a number of free resources for teaching about film.

National Gallery: <http://www.nationalgallery.org.uk/education/visits/resources.htm>

This is the address for the schools' programme organised by the National Gallery. It includes teachers' notes, activities and a section for student teachers.

The Phonics website: <http://www.standards.dfes.gov.uk/phonics/>

This site offers support to schools when choosing a programme to teach phonics. It contains publishers' self-assessments of their phonic programmes.

Links to on-line reading

DfES (2007) *Letters and Sounds: Principles and Practice of High Quality Phonics*.

Available from: <http://www.standards.dfes.gov.uk/local/clld/las.html>

This resource has been developed in line with the DCSF *core criteria* for systematic, high-quality phonics work.

Dombey, H. (1994) 'Reading: what children need to learn and how teachers can help them', *Reading Online* (first published Reading, 1994) Available from: http://www.readingonline.org/international/inter_index.asp?HREF=/international/dombey.html

In this article Henrietta Dombey explores what children need to learn about reading and the part teachers play in the making of readers.

Hall, K. and Harding, A. (2003) *A Systematic Review of Effective Literacy Teaching in the 4 to 14 Age Range of Mainstream Schooling*. Available from: http://eppi.ioe.ac.uk/EPPWebContent/reel/review_groups/TTA/English/English_2003review.pdf

This review was supported by the Teacher Training Agency (TTA) to promote the use of research and evidence to improve teaching and learning.

HMI (2004) *Reading for Purpose and Pleasure: An Evaluation of the Teaching of Reading in Primary Schools*. London: Ofsted. Available from: <http://www.standards.dcsf.gov.uk/primary/publications/literacy/1123131/>

This survey, by Ofsted, was undertaken to identify reasons for the wide range in attainment in reading among primary-aged pupils, to disseminate schools' effective practices in reducing underachievement and developing pupils' positive attitudes to reading, and to describe key features of the successful teaching of reading.

Kimbell-Lopez, K. (2003) 'Just think of the possibilities: formats for reading instruction in the elementary classroom', *Reading Online*, 6 (6). Available from: http://www.readingonline.org/articles/art_index.asp?HREF=/articles/kimbell-lopez

This article describes six teaching methods that can be used to teach reading in the elementary classroom: shared reading, read-aloud, guided reading, Readers Theatre, sustained silent reading and literature circles.

Mullis, I. V. S., Martin, M. O., Kennedy, A. M. and Foy, P. (2007) *International Association for the Evaluation of Educational Achievement's Progress in International Reading Literacy Study in Primary Schools in 40 Countries*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College. Available from: http://pirls.bc.edu/pirls2006/intl_rpt.html

This report contains data about the standards and reading habits of nine-year-old children in 40 countries. The international comparison of children's attitudes towards reading and reading habits makes interesting reading.

Rose, J. (2006) *Independent Review of the Teaching of Early Reading – Final Report*. London: DfES. Available from: <http://www.teachernet.gov.uk/publications>

This is a report about the teaching of reading, including the role of phonics. The report sets out a number of recommendations for effective practice.

Turbill, J. (2002) 'The four ages of reading philosophy and pedagogy: a framework for examining theory and practice', *Reading Online*, 5 (6). Available at: http://www.readingonline.org/international/inter_index.asp?HREF=turbill4/index.html

In this article Jan Turbill examines the philosophy and pedagogy of reading over time. She looks at four major movements in the teaching of reading: decoding, meaning making, the reading–writing connection and reading for social purposes.

Turbill, J. (2003) 'Learning about teaching literacy from children', *Reading Online*, 6 (6). Available at: http://www.readingonline.org/international/inter_index.asp?HREF=turbill6/index.html

This article describes the many lessons teachers and students can learn from observing and talking to children about reading and writing. In it the author writes of the need to contextualise teaching and make it meaningful to children. She also raises a number of issues which could be investigated further.

Vermes, S. (2006) 'What is meant by "synthetic phonics"? and what impact will the Rose Report have on our teaching of reading before formal school age?' Available at: http://www.tactyc.org.uk/pdfs/Reflection_vermes.pdf

This article gives a short history of the teaching of reading and analyses the content and findings of the Independent Review of Reading by Jim Rose.

Wray, D. and Medwell, J. (1999) 'Effective teachers of literacy: knowledge, beliefs and practices', *International Electronic Journal for Leadership in Learning*, 3 (9). Available at: <http://www.ucalgary.ca/~iejll/>

Wyse, D. (2005) 'Playing – the reading game and phonics'. Available at: http://www.tactyc.org.uk/pdfs/Reflection_wyse.pdf

In this article Wyse discusses how young children in nurseries should be introduced to print, letters and books.