

# DEVELOPING

## READING COMPREHENSION

Inference and vocabulary



**Presented by  
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**for**





## To consider:

- strategies we can use to develop inference and deduction;
- what opportunities children have for discussion;
- how much independence children have when responding to texts;
- what impact vocabulary has on children's understanding of texts;
- strategies to develop and practise articulating responses.



# Good readers...

Read widely

...love reading and read a wide range. It's not enough to just read lots - children need to read *quality* in order to embed language patterns and structures. Equivalent to us choosing to read *The Catcher in the Rye* or reading *Heat* magazine.

Read as writers

... read with an awareness of how writers create effects and atmosphere



# Are your children prepared for a fair fight?


## Key Stage 1

**There's an Octopus Under my Bed!**

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.



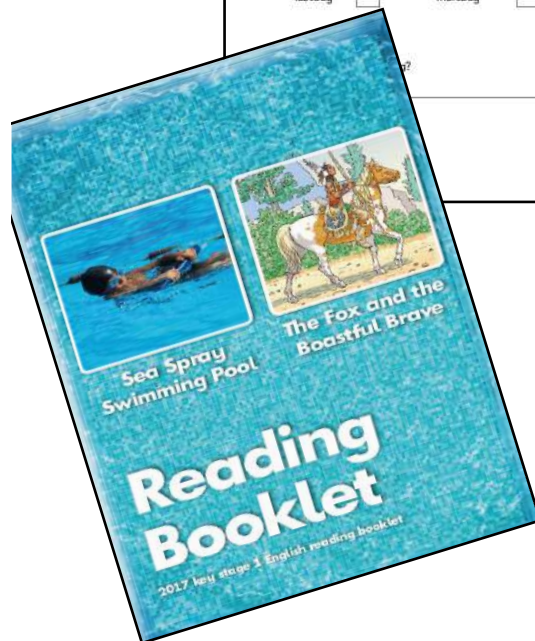
**Practice questions**

1 When did the story start?

Tick one.

Monday ☐ Wednesday ☐

Tuesday ☐ Thursday ☐



2016 national curriculum tests

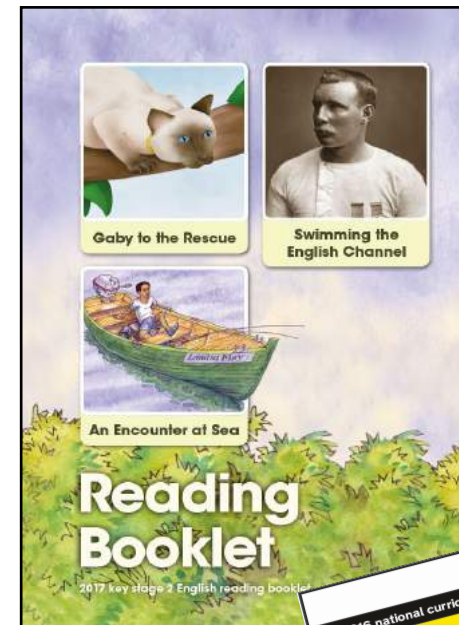
**Key stage 1**

**English reading**

**Paper 2: reading answer booklet**

First name	
Middle name	
Last name	

Total marks



2016 national curriculum tests

**Key stage 2**

**English reading**

**Reading answer booklet**

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				



## Key Stage 2



# English Reading Key Stage 1 2017

## Content domains

	1a	1b	1c	1d	1e
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>
<b>Paper 1</b>	2	10	1	6	1
<b>Paper 2</b>	2	13	1	4	0
	10%	58%	5%	25%	2.5%

Over half of questions assess key aspects.

One quarter of questions assess retrieval and inference.

10% of questions assess vocabulary.

# English Reading Key Stage 2 2017

## Content domain

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
10 <sub>(10)</sub>	14 <sub>(15)</sub>	2 <sub>(1)</sub>	22 <sub>(18)</sub>	0 <sub>(3)</sub>	1 <sub>(1)</sub>	1 <sub>(2)</sub>	0 <sub>(0)</sub>
20%	28%	4%	44%	0%	2%	2%	0%

**Almost three quarters (72%) questions assess retrieval/ key details and inference.**

**One fifth of questions assess vocabulary.**



**1a**

Draw on  
knowledge of  
vocabulary to  
understand  
texts  
(10%)

**1b**

Identify and explain  
key aspects of fiction  
and non-fiction texts  
such as characters,  
events, titles and  
explanations  
(58%)

**1c**

Identify and  
explain the  
sequence of  
events in  
texts  
(5%)

## **KS1 reading domains**

**1d**

Make  
inferences  
from the text  
(25%)

**1e**

Predict what might  
happen on the  
basis of what has  
happened so far.  
(2.5%)

**2a**

**Give /  
explain the  
meaning of  
words in  
context  
(20%)**

**2b**

**Retrieve and  
record information  
/ identify key  
details from fiction  
and non-fiction  
(28%)**

**2c**

**Summarise  
main ideas  
from more  
than one  
paragraph  
(4%)**

**2d**

**Make inferences  
from the text /  
explain and  
justify inferences  
with evidence  
from the text  
(44%)**

## **KS2 reading domains**

**2e**

**Predict what  
might happen  
from details  
stated and  
implied  
(0%)**

**2f**

**Identify / explain  
how information /  
narrative content  
is related and  
contributes to  
meaning as a  
whole  
(2%)**

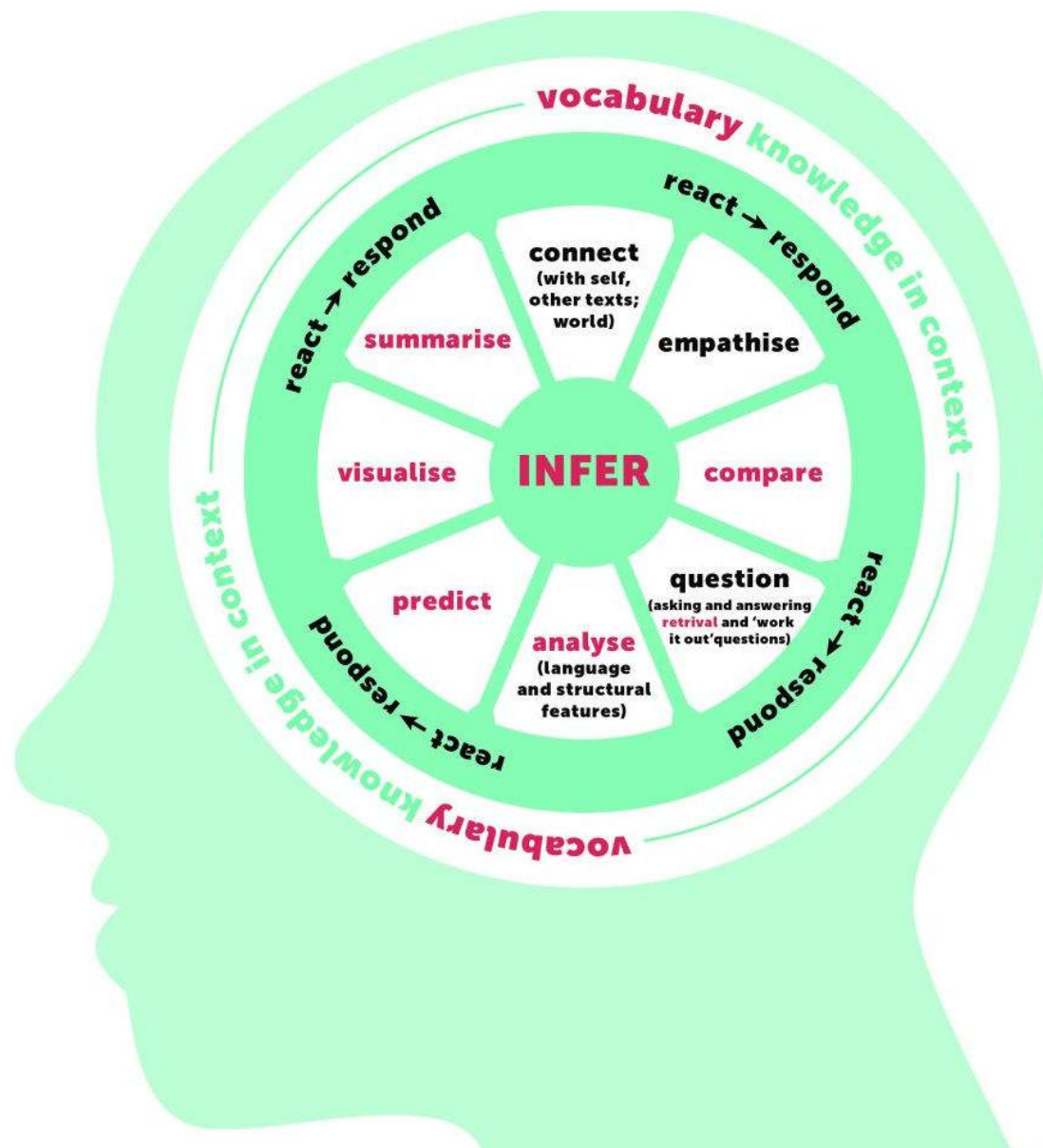
**2g**

**Identify /  
explain how  
meaning is  
enhanced  
through choice  
of words and  
phrases  
(2%)**

**2h**

**Make  
comparisons  
within the text  
(0%)**





Herts for Learning  
2016

Words in **red** represent  
a KS2 testing domain



## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



## Statutory requirements

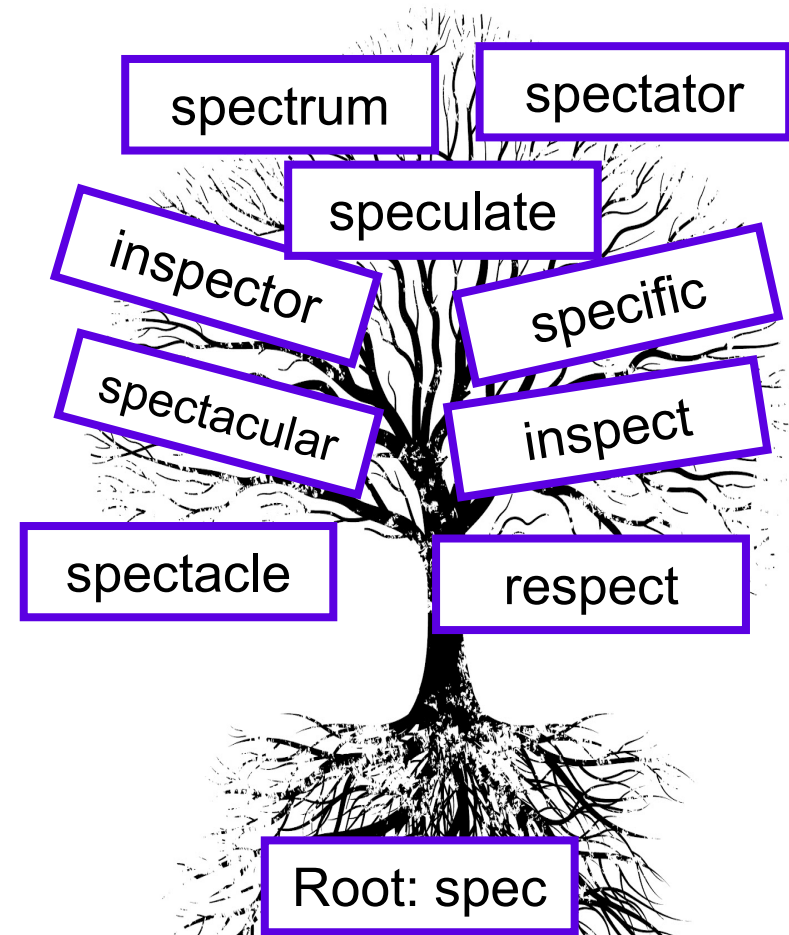
Pupils should be taught to:

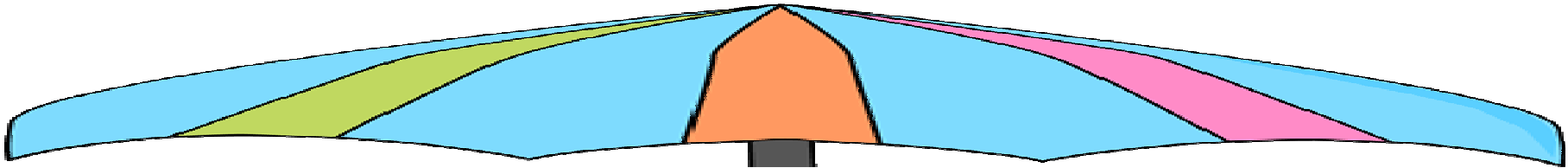
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

# Finding the words

Churchdown Parish Magazine:  
Would the congregation please  
note that the bowl at the back  
of the church labelled  
**FOR THE SICK**  
is for monetary donations only.

Vocabulary Tree





Does operate  
have something  
to do with a  
hospital?

Does it mean  
you need to  
keep your bag  
close to you?

You have to  
know what  
thieves are.



It doesn't actually say  
that they are doing  
anything wrong.

It's a statement.  
Is it intended as a  
warning? Why  
does it say notice  
then?

Does professional  
mean they are  
qualified?

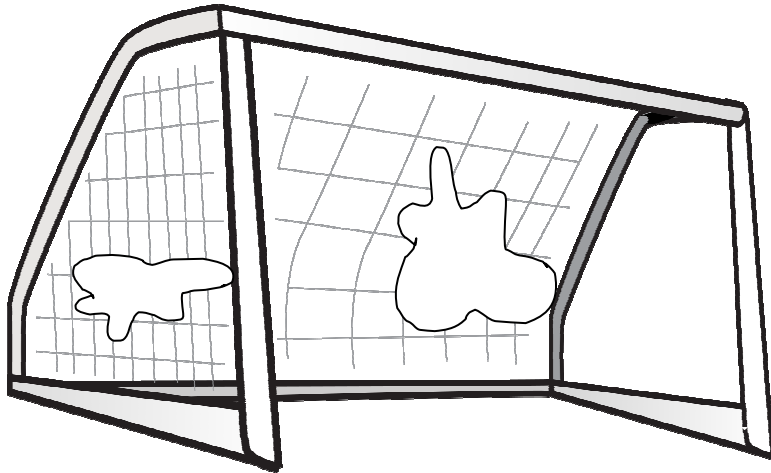
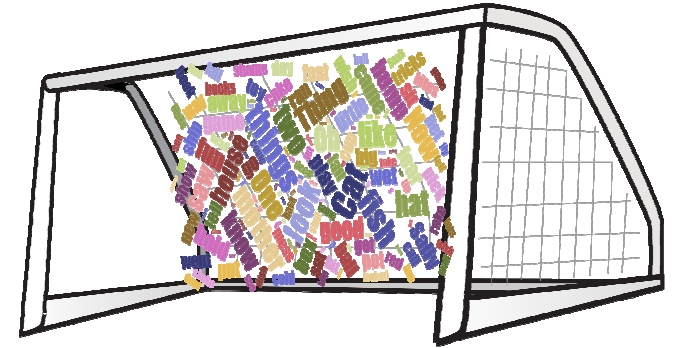
Why don't they  
just stop them  
then?

Your ability to relate what you read to prior knowledge of language patterns and your own knowledge and understanding of the world will enable you to comprehend this notice without a problem.

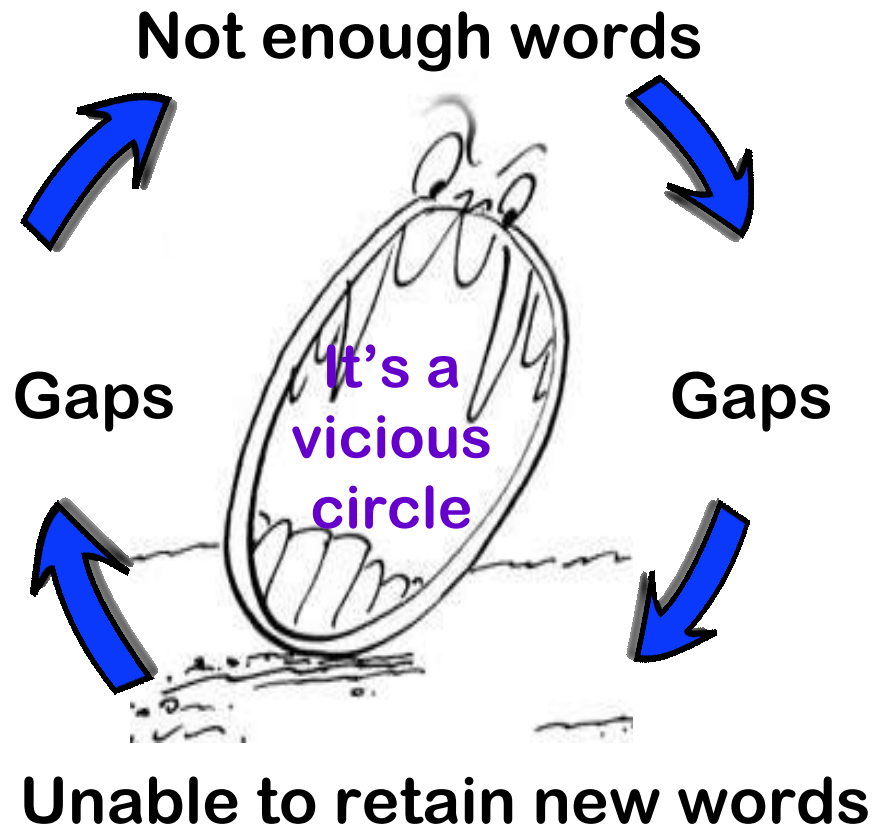


## The football net effect

Some children come to school knowing a wide range of words, all linked together in a rich web of associations. They have the net to catch the words.

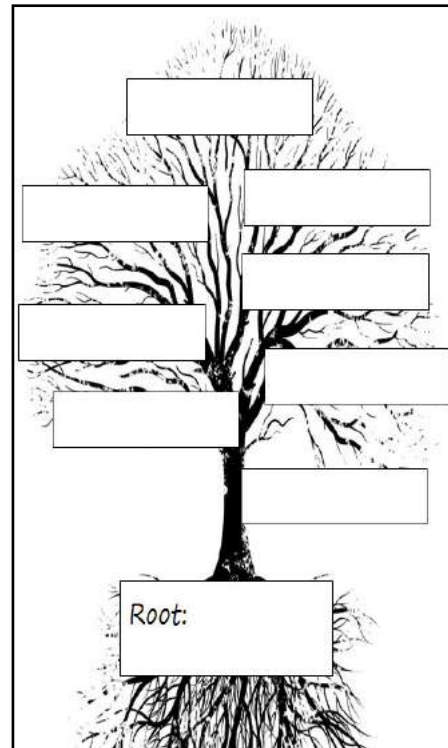


Children who come to school without this rich web know fewer words, and the words are not connected. Their net has holes.



Work with a partner. Choose a root.  
How many words can you think of which contain that root?  
Can you work out what the root means?

Root
aud
astro
bio
dict
geo
min
phono
graph



Meaning
hear
star
life
speak
earth
small
sound
written

# helicopter

helico

pter

Greek in origin

Greek in origin

helix meaning spiral

pter meaning wing



via the French

hélicoptère

19<sup>th</sup> century



# Why is there a problem?



Forward-facing prams



Family mealtimes



Or family mealtimes



Technology



Busy lives



Granny still working



**A recent study (April 2017) has found that 23 per cent of parents said their children had difficulty using cutlery. The study also found almost three quarters (74 per cent) of the nation's children use only a fork to eat all their meals.**

**When asked why parents had not properly taught their children the art of table manners, excuses ranged from parents thinking it would just happen naturally (14 per cent) to parents preferring their children to learn skills themselves (8 per cent).**

**If children aren't being taught to use a knife and fork, it's likely that they aren't being guided towards healthy eating and cleaning their teeth either.**

**Phonics first and fast!**

**Author/ illustrator/ poet visits**

**Guided reading (groups or whole class)**

**Shared reading (whole class)**

**Book clubs**

**Teachers and Teaching Assistants knowing children's literature**

**Modelling reading (prosody)**

**Running reading events**

**Explicitly teaching reading skills: skimming, scanning, close reading**

**Reading for pleasure**

**1-1 reading with/ to an adult who knows what questions to ask!**

**Cross curricular reading**

**Deliberately developing vocabulary**

**Modelling positive attitudes to reading**

**Use of libraries (school and outside school)**

**Encouraging wider reading**

**Environmental reading**

**Choral and performance reading**



# The reading curriculum

## Includes:



reading whole texts;



making close links between reading and writing;



reading in other subject areas



**All of these are essential because they offer different opportunities to develop fluent, enthusiastic and critical readers.**

# The reading curriculum



shared reading;



guided reading;



regular independent reading:

- individual;
- group and paired;



home/school reading;



hearing books read aloud on a regular basis;



selecting their own choice of texts.

# Teaching sequence



Creating  
interest

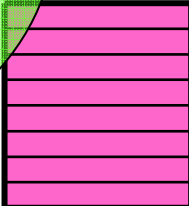
Phase 1b  
Book Talk  
Reading as a  
writer

Phase 1a  
Book Talk  
Reading as a  
reader

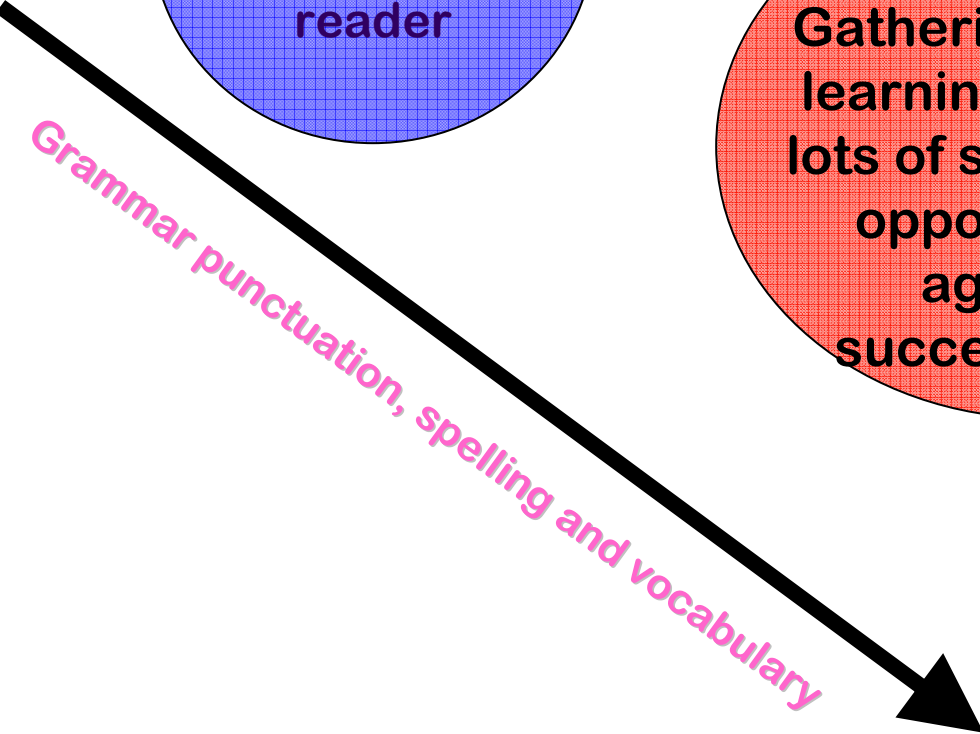
Phase 2  
Gathering content,  
learning the skills,  
lots of short writing  
opportunities,  
agreeing  
success criteria

One now (scaffolded),  
one soon, one later

Phase 3  
Planning, drafting,  
ongoing editing,  
responding to  
feedback,  
improving



Grammar punctuation, spelling and vocabulary





Consider this

Reading

... is at the heart of good writing.

Good readers make good writers.

Phase 1a  
Book Talk  
Reading as a  
reader



Are the texts you use with your classes  
challenging enough?

Are you familiar enough with children's literature?

Is there a rich vein of literature – narrative and poetry –  
running all the way through your school?

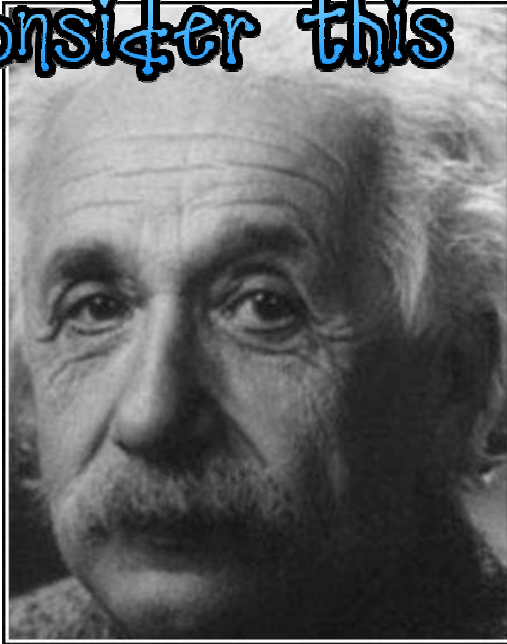
Are children exposed to a wide range of literature?

Do children have opportunities to raid and plunder high  
quality texts to feed their imagination?

Are your children marinated in a text to deepen  
understanding?



Consider this



If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.

— *Albert Einstein* —

How important is reading in your school?

Do teachers in Reception and Year 1 read challenging books to their classes to develop a love of stories and expose them to higher level vocabulary?

Do all teachers read aloud every day without fail?

Do teachers know what other teachers are reading to their classes?

Turn it off and  
READ A BOOK



## Reading increases vocabulary

**The number of 'rare' words in children's literature is 30 per 1000 words.**

**Compare with 17 per 1000 of graduates speaking, 18 per 1000 average family discussions and 23 per 1000 on prime-time television.**

Hayes & Ahrens 1988



There are rich, contextual clues in children's literature. New words are often introduced in an appropriate context with clues provided by the author to help work out the word. An example is the use of the unfamiliar words 'gullible' and 'runt' in passages from the novel *Charlotte's Web* by E.B.White:

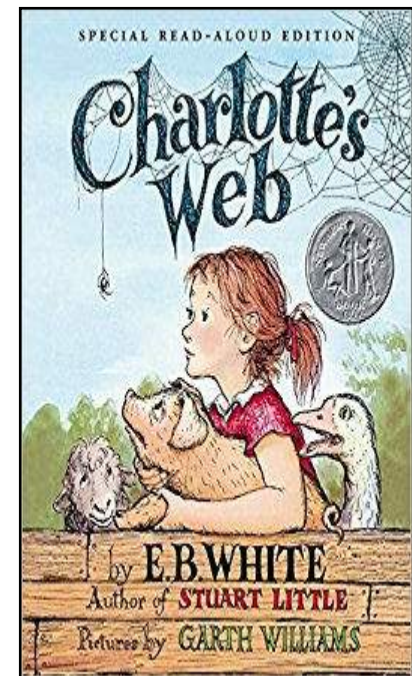
*"I was just thinking that people are very gullible," said Charlotte.*

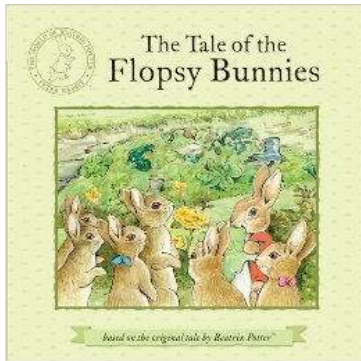
*"What does gullible mean?"*

*"Easy to fool," said the spider.*

*"Well," said her mother, "one of the pigs is a runt. It is small and weak and it will never amount to anything."*

In these examples, words are introduced then immediately explained.





Beatrix Potter's little masterpieces, 'perfect for tiny hands', never patronised her young readers. Her vocabulary choices were not condescending.

Benjamin and Flopsy are described as *improvident* and *cheerful*.

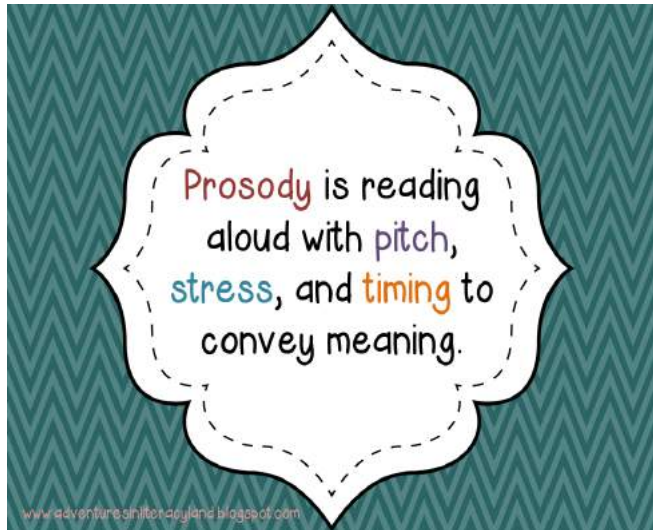
*improvident* synonyms: spendthrift, [thriftless](#), [unthrifty](#), [wasteful](#), [prodigal](#), [profligate](#), [extravagant](#)

Famously in the Tale of the Flopsy Bunnies she wrote, "It is said that the effect of eating too much lettuce is *soporific*."

Potter immediately gives the context and explanation for this word: "I have never felt sleepy after eating lettuces; but then I am not a rabbit."

For a young child, learning '*soporific*', given the obvious context, is as easy as learning '*sleepy*'. Learning the meaning of '*doleful*' is as easy as learning '*sad*', '*unhappy*' or '*miserable*'.

# A word about prosody



Fluent readers use prosody (pitch, stress, and timing) to convey meaning when they read aloud; dysfluent readers typically use less expression, read word by word instead of in phrases or chunks, and fail to use intonation or pauses to "mark" punctuation (e.g. full stops, commas, and question marks).

When text is read with prosody, it can help to develop understanding in young readers. Currently, there's a growing body of research evidence, including those funded by the Education Endowment Foundation, which show that a focus on prosody can help to close gaps for children with reading difficulties.

## A word about prosody

Prosody refers to the meaningful variations in the loudness, pitch, speed and rhythm of speech. These variations act, in effect, as the punctuation in the speech or reading.

Prosody is also important in signalling emotions and attitudes. When the reader varies the reading intentionally, for example to indicate fear or anger, this involves the use of prosodic features.

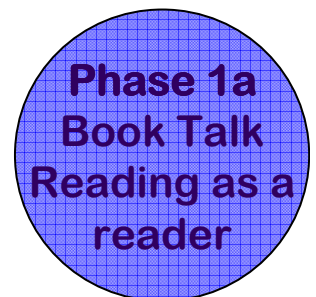
Intonation is the use of pitch to express meaning and conveys information to the listener about emotions (anger, surprise, etc)

Stress is the use of loudness to make one word stand out from the others to convey meaning:

I only spoke to John.

I only *spoke* to John.

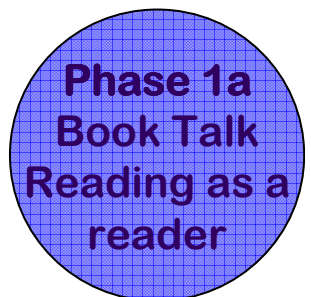
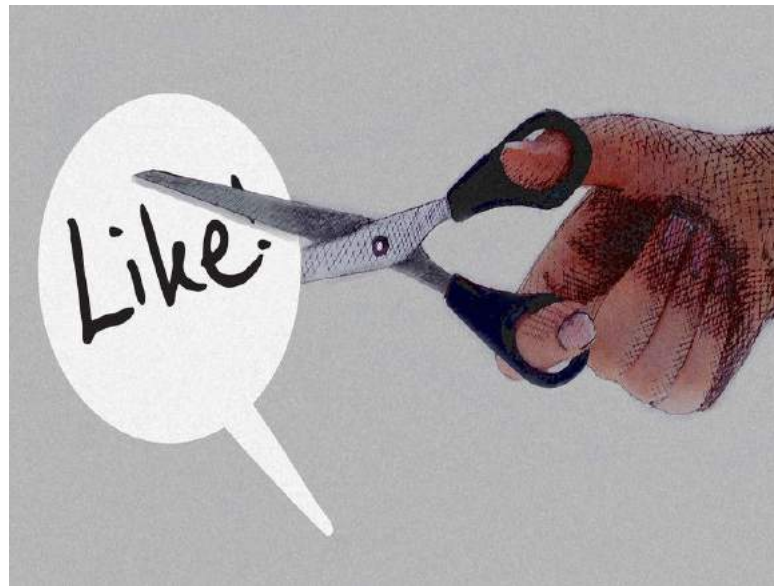
I only spoke to *John*.





# Standard English

**This is basically how to – like – literally stop using – like – meaningless fillers when – like – speaking, so that, you know, it doesn't leak into your – like – writing and stuff. I mean, writing should be written properly, you know.**



# Raising Expectations

## Don't accept:

- Sloppy talk;
- Vague talk;
- Imprecise words;
- Disparaging argument;
- Monosyllabic answers;
- Grunts.

## Encourage:

- Extended answers;
- Elaboration of ideas;
- Critique;
- Justification of opinions;
- Questioning.

“It’s quicker, it’s – like –“

“It’s not like, it is!”

“He was – like – and I was – like – so we put it on the table and it was – like – bam!”

“It’s not like, it is!”

“But we were – like – not knowing what to – like – do...”

“It’s not like, it is! It IS!”



# What is reading comprehension?

Comprehension is an active process that involves all these strategies and behaviours:

## **Comprehension – making meaning from texts**

*understanding  
the text*

*engaging with  
the text*

*critically  
evaluating the  
text*



*making  
connections with  
existing  
knowledge*

*reflecting upon  
responses*

*monitoring own understanding  
making decisions about which strategies will help  
clarify understanding*



**National Reading Panel Report 2000 identified three important factors in the effective teaching of reading comprehension, and these are still valid today:**

**Learning about words: vocabulary development and vocabulary instruction play an important role in understanding what has been read.**

**Interacting with the text: comprehension is an active process that requires ‘an intentional thoughtful interaction between the reader and the text’.**

**Explicitly teaching strategies for reading comprehension: children make better progress when teachers provide direct instruction, and design and implement activities that support understanding.**



# Making Connections

Activating prior knowledge

Construct images:

- visualisation
- drawing
- drama

Predicting

Questioning

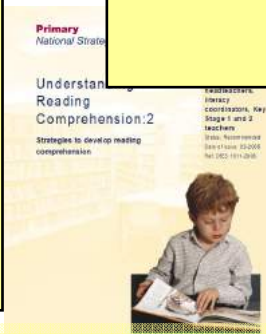
Strategies to  
develop reading  
comprehension

Text analysis

Sequencing


Summarising

Inferring

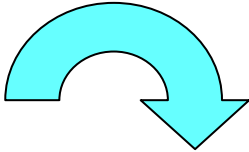


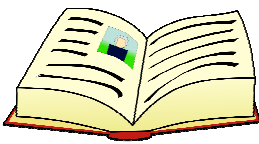


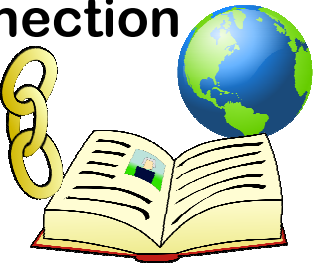
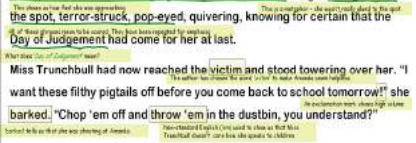
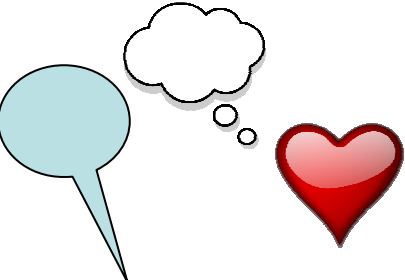




# Making Connections

Making connections by activating prior knowledge is a comprehension strategy for children to find ways to personally relate to a story

Text-to-self	Text-to-text	Text-to-world
<p>Look at the title, chapter heading or front cover.</p> <p>What does this story remind you of?</p> <p>Can you relate to the characters in the story?</p> <p>Does anything in this story remind you of anything in your own life?</p>	<p>What does this remind you of in another book you have read?</p> <p>How is this text similar to other things you have read?</p> <p>How is this text different from other things you have read?</p> <p>Make notes to compare texts.</p>	<p>How are events in this story similar to things that happen in the real world?</p> <p>How are events in this story different from things that happen in the real world?</p> <p>Mind-map your ideas.</p> 

# Strategies

<p><b>Question</b></p> <p><i>I wonder...</i></p> <p>Why has the character said/done that?</p>	<p><b>Predict</b></p> <p>What do you think will happen next?</p> 	<p><b>Infer</b></p>  <p>Infer characters' feelings, thoughts and motives from their actions or speech.</p>	<p><b>Clarify</b></p> <p>How have words and phrases been understood?</p> 
<p><b>Make a text-to-text connection</b></p> 	<p><b>Investigate cause and effect</b></p> <p>You lost a tooth</p>   <p>The tooth fairy came</p>	<p><b>Make a text-to-world connection</b></p> 	<p><b>Note the structure</b></p>  <p>How has the author created the effect?</p>
<p><b>Empathise</b></p> 	<p><b>Make a text-to-self connection</b></p> 	<p><b>Think aloud</b></p> <p>Read a few sentences then verbalise what has been understood.</p>	<p><b>Summarise</b></p>  <p>Write a summary of the section in no more than 100 words.</p>

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. (Y1)

Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. (Y2)



The National Curriculum states that:

*pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.*

In order to efficiently retrieve information from fiction and non-fiction texts, pupils need to be explicitly taught the skills of skimming, scanning and close reading.

**SKIM**

when you want to read through something quickly to get the general idea of the text.



**SCAN**

when you want to find a specific piece of information in the text.











Make sure your eyes follow the text from left to right, and from top to bottom.



**Skimming** refers to the process of reading only the main ideas within a text to get the general idea of the content.

**How to Skim read:**

-  Read the title. Does this give any clues?
-  Read the first paragraph.
-  Read the first sentence of the other paragraphs.
-  Are there any numbers, such as dates or statistics?
-  Are there any headings and sub-headings?
-  Are there any illustrations to help?
-  Is any text in bold or italic print?
-  Which words are the most important?

**Try this ...**

You have 15 seconds to read this paragraph and get the gist of the meaning:

**climate**

**earth**

**past**

**result**

**causes.**

**changes**

**1900s,**

**,**

**result**

**behaviour**

**changes**

**atmosphere.**

Confident readers, especially when under pressure of time, pick out the lexical content words in order to gain the main sense of the text's meaning. We make judgements about what the words refer to (their semantic fields) and whether the text is impersonal or formal.







Here is a demonstration of that skill:

Tongo lizards are sometimes mistaken for Iguanas and have many similar features. Their distinguishing marks are the row of black spots on either side of its body. They have 4 toes on their front feet and 5 on their back feet, all with sharp claws which help it to grip tightly to the narrow branches. The Tongo's head has a large crest which stands up dramatically when it is angry. It has large, red eyes which swivel through 360° giving it all-round vision.



**Scanning** is a technique used for finding specific information quickly. You know exactly what you are looking for and you read the text just to find the answer.

### How to Scan read:

-  Know what you are looking for.
-  Consider what clues will help you.
-  Are you looking for numbers or names? These are easier to find.
-  Are there headings, illustrations or captions to help you identify which section you need?
-  Look out for text in bold or italic print as these are often important.
-  If you are given a clue about where the answer is, focus on that and don't be distracted!

## Try this ...

You have 15 seconds to read this paragraph and respond to the 3 questions:

The magnitude system, which dates back roughly 2000 years, is the measure of the brightness of stars. Those that are nearest will excel in lustre and bigness; the more remote ones will give a fainter light, and appear smaller to the eye. The larger the number on the magnitude scale, the dimmer the star appears to us here on earth.

How long ago did the magnitude system begin?

Which stars appear smaller?

Find and copy a word that means *radiance*.



## CLOSE READING



**This is true reading for understanding. Take a short section of the text you have already read at least once and really look very closely at everything the author has used to make the writing effective. You need to be a text detective. Make notes on the text and discuss what you find with others.**

**Consider any vocabulary used and any language effects which enhance the writing. Record examples you think work really well so you can use them in your own writing.**

**Look at the text on the next slide and the way it has been scrutinised, then select another section to have a go yourself.**

# How to encourage children to read texts actively

It can be too easy to give children a text followed by a list of questions. Often, these questions don't delve deep enough and learning is superficial.

*Consider this*

**Glombots, who look durly and lurkish, are very fond of wooning, which they choose to do in the grebble rather than the grimper.**

What do Glombots look like?

What are they fond of doing?

Where do they go wooning?

Why do you think they prefer the grebble to the grimper for wooning?

You should find it easy to answer 1-3 without having the first idea what Glombots are. Traditional comprehension questions can reinforce a superficial approach to reading.

# How to encourage children to read texts actively

Use **cloze texts** to develop:

- paying close attention to the meaning of the sentence
- choosing a word that fits grammatically
- activating prior knowledge
- deducing from the surrounding text
- attending to the sense of the whole sentence

Use **sequencing** to develop:

- reading and re-reading for meaning
- paying close attention to the structure of the genre
- hunting for logical cohesion
- finding chronological clues
- activating prior knowledge

# How to encourage children to read texts actively

Use **text marking** to develop:

- skimming and scanning skills
- selecting relevant information
- identifying the main ideas
- categorising text elements

Use **text restructuring** to develop:

- identifying key elements
- applying knowledge in a new format
- remodelling the content
- summarising and prioritising
- writing as well as reading skills

# Text Marking and Annotation

- Highlight/mark sections of the text and annotate with responses/connections.
- Identify if the connection is text-to-self or text-to-text.
- Once the idea of making connections has been introduced and modelled, this would be a valuable activity for the children to complete in preparation for the guided reading session.
- Highlight unknown vocabulary and try to work out the meaning from the context/ the prefix or suffix/ making analogies with known words.
- Identify phrases and sentences where figurative language has been used and interpret them literally.



Matilda and Lavender saw the giant in green breeches advancing upon a girl of about ten who had a pair of plaited golden pigtails, <sup>from before her with long black braids hanging over her shoulders.</sup> Each pigtail had a blue satin bow at the end of it and it all looked very pretty. The girl wearing the pigtails, <sup>There was a look of terror on her face as she saw the giant coming.</sup> Amanda Thrupp, stood quite still, watching the advancing giant, and the expression on her face was one that you might find on the face of <sup>making connections to something higher so that we make our point.</sup> a person who is trapped in a small field with an enraged bull which is <sup>The cause of her fear was the fact that she was trapped in a small field with an enraged bull which is charging flat-out towards her.</sup> charging flat-out towards her. The girl was glued to the spot, terror-struck, pop-eyed, quivering, knowing for certain that the Day of Judgement had come for her at last.





*giant in green breeches* has been used to describe Miss Trunchbull to show how big she must look to little Amanda.

*advancing* is a good word to use because it suggests she is like an army.

Matilda and Lavender saw the giant in green breeches advancing

upon a girl of about ten who had a pair of plaited golden pigtails

*golden pigtails* and *blue satin bow* make Amanda seem sweet.

hanging over her shoulders. Each pigtail had a blue satin bow at the

end of it and it all looked very pretty. The girl wearing the pigtails,

This makes us think that Amanda is full of dread about what is going to happen next.

Amanda Thrupp, stood quite still, watching the advancing giant, and

the expression on her face was one that you might find on the face of

Making a comparison to something frightening that we might know about.

a person who is trapped in a small field with an enraged bull which is

This shows us how fast she was approaching.

charging flat-out towards her. The girl was glued to the spot, terror-

This is a metaphor - she wasn't really glued to the spot.

struck, pop-eyed, quivering, knowing for certain that the

What does '*Day of Judgement*' mean?

Day of Judgement had come for her at last.

The author has chosen the word 'victim' to make Amanda seem helpless.

Miss Trunchbull had now reached the victim and stood towering over

her. "I want these filthy pigtails off before you come back to school

'barked' tells us that she was shouting at Amanda.

tomorrow!" she barked. "Chop 'em off and throw 'em in the dustbin,

An exclamation mark shows high volume

you understand?"

Non-standard English ('em) used to show us that Miss Trunchbull doesn't care how she speaks to children.

Could your more competent readers/ writers analyse a piece of text independently?



One strategy that readers can use to increase comprehension is visualisation: creating pictures in the mind about what is being read. To become a successful **reader**, a child must learn to visualise what it is that they are reading. Visualisation takes place when children make a mental image of what it is that they are reading.

To be a successful **writer**, those images must be transmitted to the reader using only words so it is important that those words are the most precise, or most descriptive or most appropriate so the reader can also visualise.

Close your eyes and visualise ...



One by  
from her  
hiss and  
whispering  
the boil.

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rough roa  
way throu  
colour of  
the stars.  
her shaw  
small squ  
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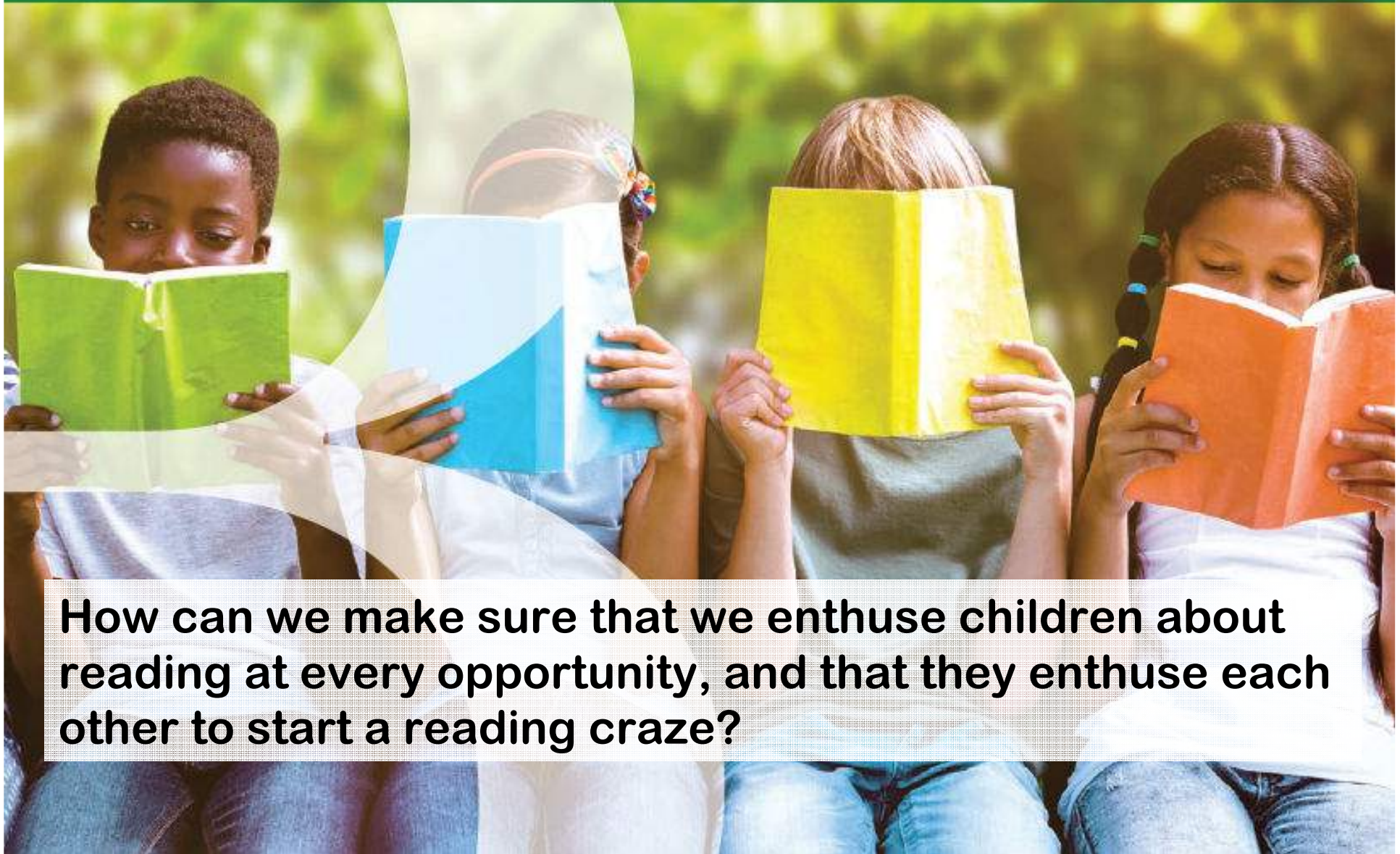


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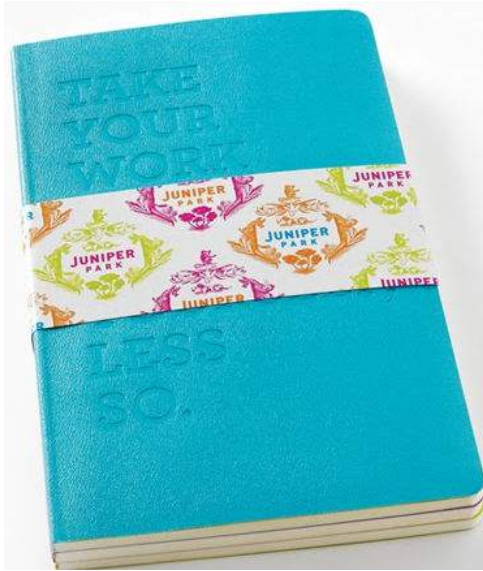
ood on the  
et found a  
ght the  
inting out  
nd pulled  
s went out,  
de above  
l crowed  
er



# Whipping Up a Book Frenzy



**How can we make sure that we enthuse children about reading at every opportunity, and that they enthuse each other to start a reading craze?**



**Belly bands are thin strips of paper that wrap around the spine of the book and tuck inside the front cover.**

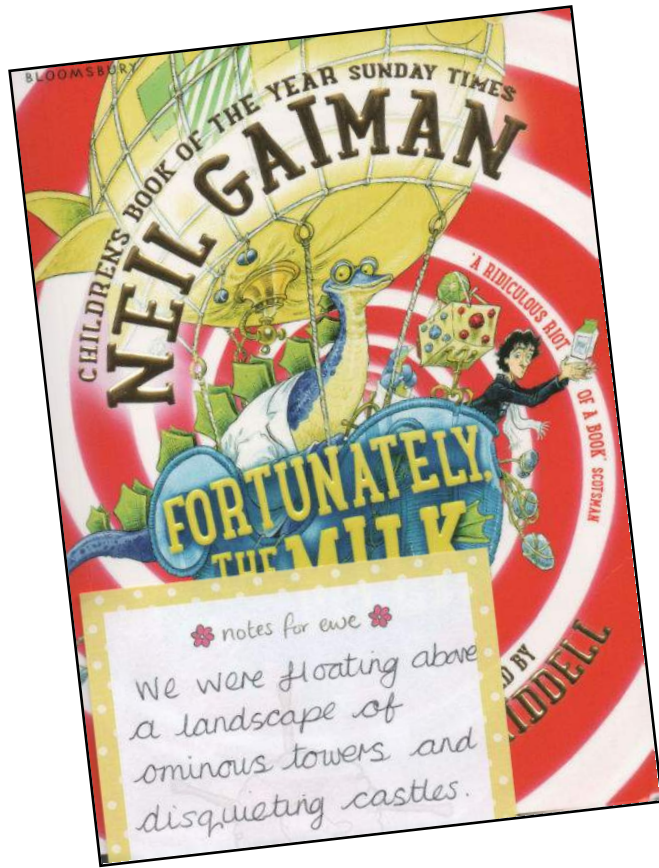
**When a child is reading or has read a book, they can write the '*line that lingers*' before attaching it to the cover.**

**This can be a funny line; a line that signifies a point of high tension; or simple a line that resonates with the reader.**

**Using this method, we are encouraging the reader to be reflective in a way that doesn't interfere with the enjoyment of reading. The message we are giving children is that reading should leave a trace ... a mark ... an impression. It should linger.**

**This may just pique the interest of the bewildered reader standing in front of the bookcase.**





**Pokey outies work in a similar way:**

**when a book has been read, the reader indicates the 'best bit' by inserting a post-it note on the relevant page and recording a line or two of the best bit as a courtesy to the next reader.**

**Upon seeing the pokey outie, the child selecting a book may go straight to that section to see if it draws them in enough to want to read the book in its entirety. Following reading, the reader may agree or may decide to add their best bit and so another post-it is added, making the book even more enticing.**



## **Me Next!**

**(The power of the peer group)**

**Every term, take a selection of books from the shelf and strew them around the classroom. Allow the children enough time to really explore the books.**

**Model choosing a book: read the blurb, look at the title and illustration, read a section, consider the author. If a child likes the look of a book, he/she may collect a waiting list form and place their name at the top of the list. Put the waiting lists in a highly visible place and wait for the buzz to begin!**



**Reading stamina - building up the legs for it.**

**In the same way that you wouldn't be able to swim 50 lengths/ run a marathon when you first start, it takes times and practise to read complete, lengthy, high-quality texts.**

**Children need to want to read – the will, as opposed to the skill. We need to develop systems in our classrooms that make children want to read widely, often and for significant periods of time. We need systems that as much as possible run themselves and have longevity.**

**What's in your head?**

**Encouraging children to put forward ideas**

**Exploring how the text makes us feel**

**Identify and discuss unknown words**

**Be prepared to change your mind**

**Phase 1a  
Book Talk  
Reading as a reader**

**Proposing ideas using tentative language**

**Consider the opinions of others**

**All ideas are accepted**

**Developing and deepening understanding through a collaborative interpretation**

**Read aloud with prosody**

**Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.**

# Book Talk



Talk for Writing 2008

Initiate open invitations such as:

- Tell me what you thought/felt about...?
- What came into your mind when you read...?
- Have you come across anything like this before...?

Focus on extending children's responses with prompts such as:

- Tell me more about...
- What led you to think that ...?
- Can you extend that idea a bit ...?

Frequently, groups of children can be supported and encouraged to feed off each other's thinking and talking, with prompts such as:

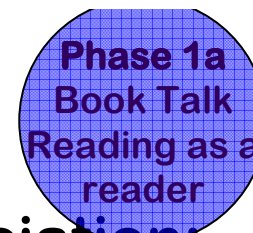
Do you agree or did anyone have a different response to that story/ paragraph/ sentence/ word?





In this way rich exchanges often occur, helping children to develop and extend their own responses.

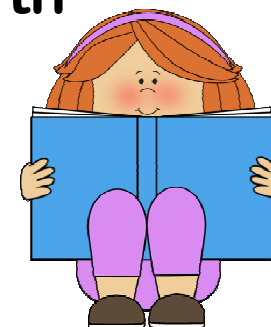
Phase 1a  
Book Talk  
Reading as a  
reader










# ***‘Book Talk’ is:***



-  learning about a book by talking about it;
-  talking to deepen understanding and critical appreciation;
-  giving children time to think **collectively** and **tentatively**, proposing and reshaping their understanding; speculating, making predictions and giving opinions;
-  only worth doing if the book contains anything worth talking about!



## **Guidelines:**

-  All answers are accepted;
-  All must be prepared to change your mind in the light of what others say;
-  Raise questions;
-  Nothing to do with guessing what the teacher has in mind;
-  The teacher acts as an interested listener;
-  Use ‘mirroring’ to encourage further and deeper thinking;
-  Return to the text and dig deeper.

## Question Matrix - Reading

	What	Where	When	Who	Why	How
is ...						
did ...						
can ...						
would ...						
will ...						
might ...						

To use the matrix, children choose a question opener from the top row, then the next word from the first column.

Think of questions relating to the text. If children think of an appropriate question, place a X in the box. Some are harder than others.

## Written responses



Many schools like to use reading journals or reading records to provide a written record of how children have responded to different texts over time.










These can be used by children independently, working with a partner or in a group, or in a group led by an adult, depending on the needs of the children.

More confident or proficient readers can be given greater choice and autonomy in their responses.

Phase 1a  
Book Talk  
Reading as a  
reader









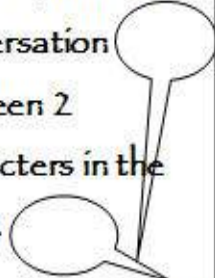




# READING RESPONSE ACTIVITIES – FICTION KS2

<p>Make a bookmark about events in your book in the order they happened.</p>  <p>2b</p>	<p><i>Write a new ending for the book so that something else happens.</i></p> <p>2d</p>	<p>Use program <a href="http://www.wordle.net">www.wordle.net</a> to create a collage of words and/or pictures to go with your story.</p>  <p>2a</p>	<p>Imagine that a character is in the Hot Seat. Write questions you would want to ask.</p>  <p>2b</p>	<p>Find an issue or dilemma in the story and make FOR and AGAINST lists.</p> <p>2d</p>	<p>Find five verbs in the story then add adverbs to make them more interesting.</p> <p>2a</p>
<p><b>PICK 10 EFFECTIVE WORDS FROM THE STORY AND CREATE A CROSSWORD!</b></p>  <p>2a</p>	<p>Find multi-clause sentences in your story and identify the main clause.</p> <p>2f</p>	<p>Find a description of a setting. What impression is the author trying to create?</p> <p>2g</p>	<p><i>Label a Role on the Wall with words and phrases the author uses to describe a character.</i></p>  <p>2b</p>	<p>Find 5 words with prefixes and list them. Write definitions for the meaning of the prefixes.</p> <p>2a</p>	<p>Write a school report for a character.</p> <p>2d</p>
<p>MAKE A LIST OF WORDS FROM THE STORY AND PLACE THEM ON A ZONE OF RELEVANCE TARGET.</p>  <p>2g</p>	<p>Produce a mind map of the characters in the story to show how they are linked.</p>  <p>2b</p>	<p>Rewrite a section of the story from an alternative point of view.</p> <p>2d</p>	<p>Rewrite a chapter in your own words.</p>  <p>2c</p>	<p><i>Write a letter from one character to another. Explain where you got your evidence for your ideas.</i></p> <p>2d</p>	<p>Predict what will happen next in the story.</p>  <p>2e</p>



# READING RESPONSE ACTIVITIES - FICTION KS1

<p>How do you think a character was feeling when something happened in the story that they didn't expect?</p>  <p>1d</p>	<p>Look at the front cover. What do you think will happen in the story?</p>  <p>1e</p>	<p><b>LIST ALL THE CHARACTERS IN THE STORY.</b></p>  <p>1b</p>	<p>Find 5 nouns in the story. Can you make them into plural nouns?</p> <p>1a</p>	<p>Choose a character from the story. Make a list of what you think they would like and dislike.</p>  <p>1d</p>	<p>Draw a story map to show the events in the story.</p>  <p>1c</p>
<p>Write down three questions you want to ask a character. Now try and write their answers.</p> <p><b>???</b></p> <p>1d</p>	<p><b>List the events in your story in the right order.</b></p> <p>1c</p>	<p>Choose a character from the story. Write down three things the author says about this character.</p>  <p>1b</p>	<p>Write a letter to the main character telling them what the other characters think of them and why.</p>  <p>1d</p>	<p>Draw and label a picture of a setting from the story. Copy words and phrases from the story to describe the setting.</p>  <p>1a</p>	<p>Using speech bubbles, write a conversation between 2 characters in the story.</p>  <p>1d</p>
<p>Make a fact sheet about things you have learned from the story.</p> <p>1b</p>	<p>Pretend you are one of the characters. Write a diary entry for everything that happened on one day.</p>  <p>1b</p>	<p>Find 5 words hiding inside other words in the story.</p> <p>together to get her</p> <p>1a</p>	<p>Draw an outline of a character. On the inside, choose words that tell the reader about their personality.</p>  <p>1d</p>	<p>Retell the story in your own words.</p> <p>1c</p>	<p>Find 5 words with prefixes and use them in new sentences.</p> <p>1a</p>



**What effect has been created and how did the writer do that?**

**How is the character introduced?**

**What words and phrases has the writer chosen to create the effects?**

**What clues has the writer included to reveal how the character feels through action and dialogue?**

**Phase 1b  
Book Talk  
Reading as a  
writer**

**What interaction is there with other characters?**

**Can you extract the bare bones of the plot?**

**How has the writer used different sentence structures?**

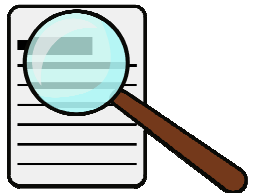
**Consider this** where will your model texts come from to precisely meet the needs of the children?

## TO INFER OR NOT TO INFER

- Inference is the most-assessed skill in the Key Stage 2 reading tests;
- It is a skill which will improve if a child reads often and widely;
- It relies very heavily on a child's understanding of vocabulary and their lexical competence;
- It should be taught relentlessly on every occasion that children are reading;
- It is hard to teach. Why do you think this is?

It's the sort of skill that competent and erudite readers (by that I mean you) possess without really learning. Teachers infer naturally, so deconstructing how they do it in order to teach a process to children can be difficult.

# Making inferences



Information  
from text



Knowledge and  
understanding  
of the world



Inferences

When you infer from a text, you go beyond the author's words to understand what is NOT explicitly said.

When you do this, you take explicit evidence and form implicit conclusions.

## Teacher modelling of making inferences:

- teachers '*thinking aloud*' their thoughts as they read aloud to pupils;
- teachers asking themselves questions that show how they monitor their own comprehension;
- teachers making explicit the thinking processes that result in drawing an inference;
- teachers demonstrating techniques and strategies as they use them, e.g. looking up a word in the dictionary, re-reading a section to clarify understanding.

If inference is defined as:

*'a conclusion reached on the basis of evidence and reasoning'*

then first a reader must be able to identify where the evidence is (retrieval) but before that, the reader needs to understand the words used to present the evidence *before* they can reason about it.

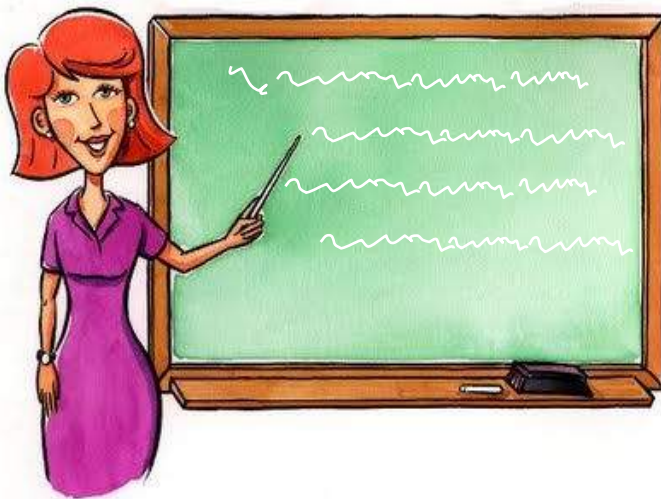
The understanding of vocabulary is the foundation on which information retrieval is built, which in turn provides the support for making inferences.

Consider this: how important is vocabulary and what can we do to improve it?



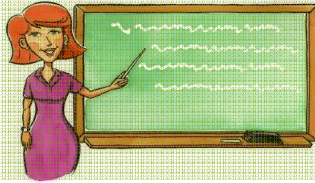
## What do we mean by *inference*?

The twenty-seven year old man hurried down the dark street in the freezing rain with his hands jammed tightly in his pockets. A bitter wind chilled his bones and his foot slipped on the icy pavement. He held on firmly to the item in his coat pocket. He was feeling apprehensive; he was rushing to his daughter's birthday party and he needed to make haste.

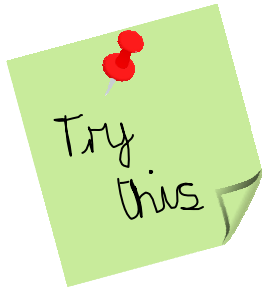


I can say this  
- because  
the text says  
that!

I can say this ...



because the text says that.



The seven little men **trudged** home from the diamond mine. Although **their backs were bent, and they were carrying heavy implements,** **they were cheered by the thought of their tea being** ready for them. **The** smallest one trailed **behind the others; they sang** to keep their spirits up.

I can say they were tired, because the text says ...

I can say they had been at work because the text says ...

I can say they were looking forward to their tea because the text says ...

I can say they weren't happy because the text says ...



**This is Professor Stone.  
Tell me more...  
what do you think his job is?**

**Tell me more...  
what do you think he is  
doing?**

**What makes  
you think  
that?**

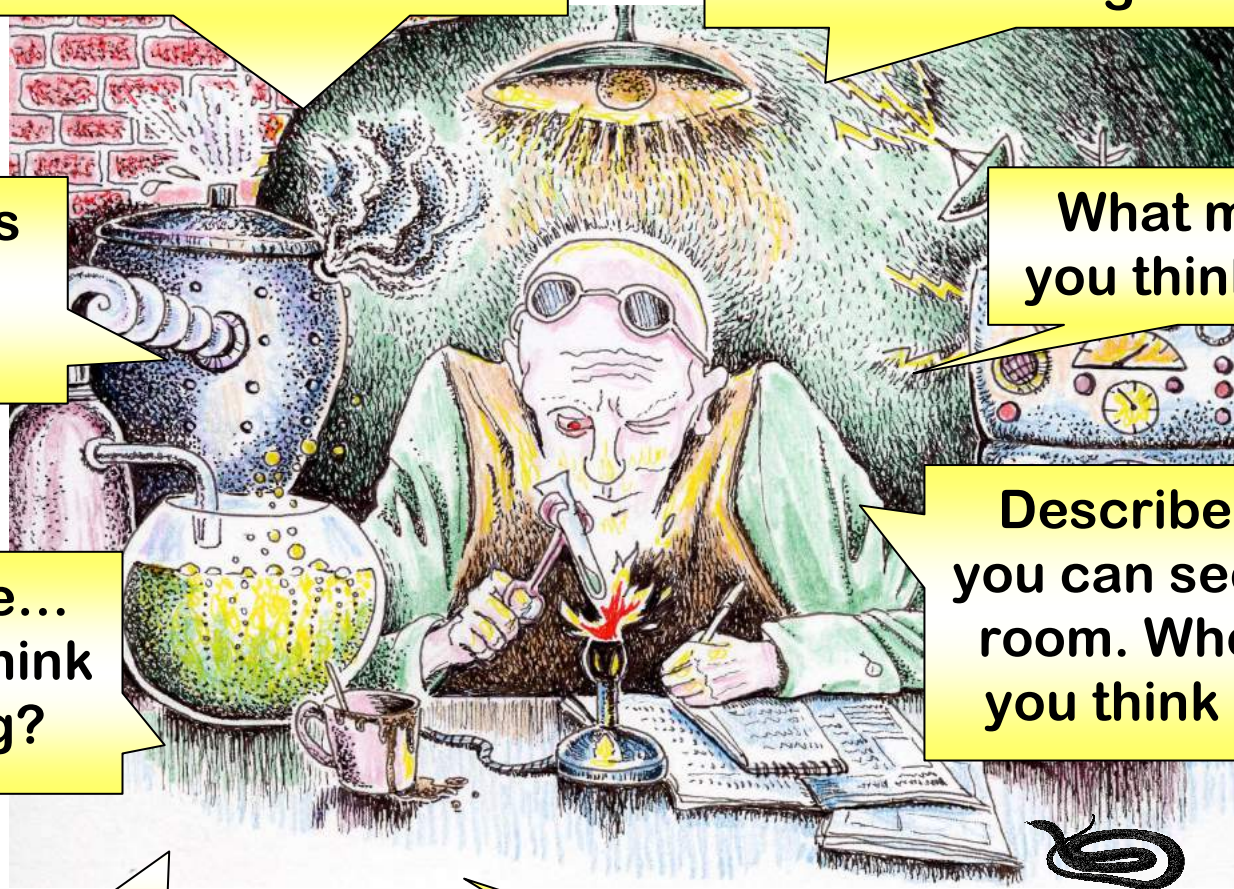
**What makes  
you think that?**

**Tell me more...  
how do you think  
he is feeling?**

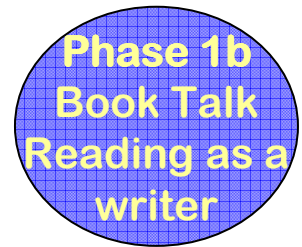
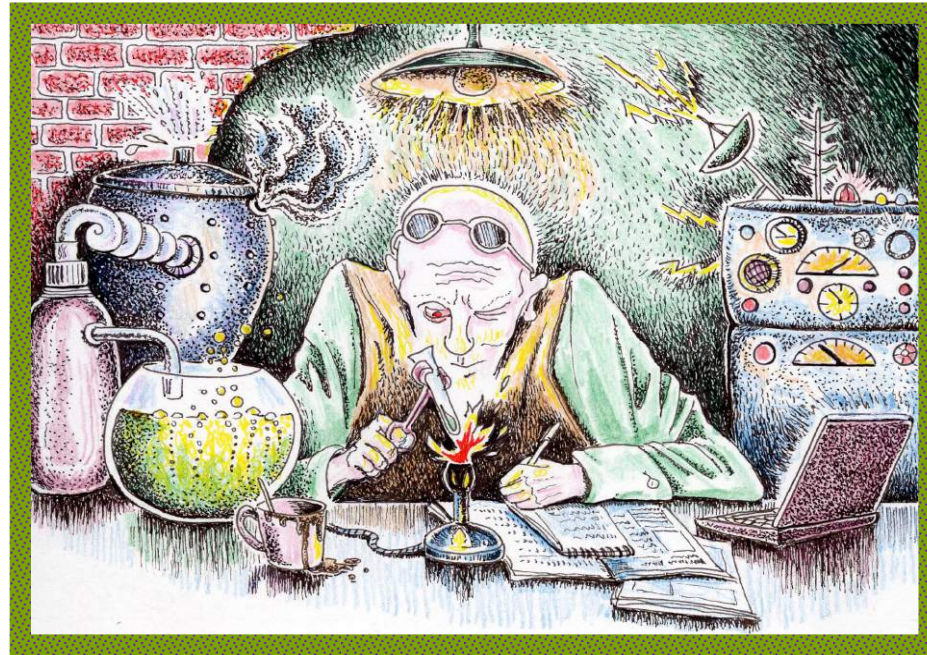
**Describe what  
you can see in the  
room. Where do  
you think he is?**

**How do you  
know?**

**What do you think will  
happen next?**







**It was late.**

**With a furrowed brow, Professor Stone was working methodically at his desk surrounded by his equipment. His shiny head glistened in the lamplight like a huge gleaming bauble. Long shadows flickered all around him and the stillness of the room calmed his trembling, clammy hands.**

**His green linen shirt was damp and crumpled; he was exhausted but he must conclude these tests tonight.**

I can say this ...



because the text says that.



1. I can say Professor Stone is careful and organised because the text says **'working methodically'**.

2. I can say he was hot and sweaty because the text says ...

3. I can say it was dark because the text says ...

4. I can say Professor Stone was nervous or worried because the text says ...

5. I can say he was tired because the text says ...

6. I can say he was under pressure to finish what he is doing because the text says ...

- There may be more than one piece of evidence to support each statement; one piece of evidence may support more than one statement.
- Make up some of your own '*I can say*' statements using evidence from the text.



# The Teaching Sequence from reading to writing

## Shared Reading

Immersion and analysis; identifying features; discussing effects



## Gathering Content



## Shared Writing

Modelled, shared, supported composition, paired, independent



## Independent Writing

Investigating, practising and applying skills

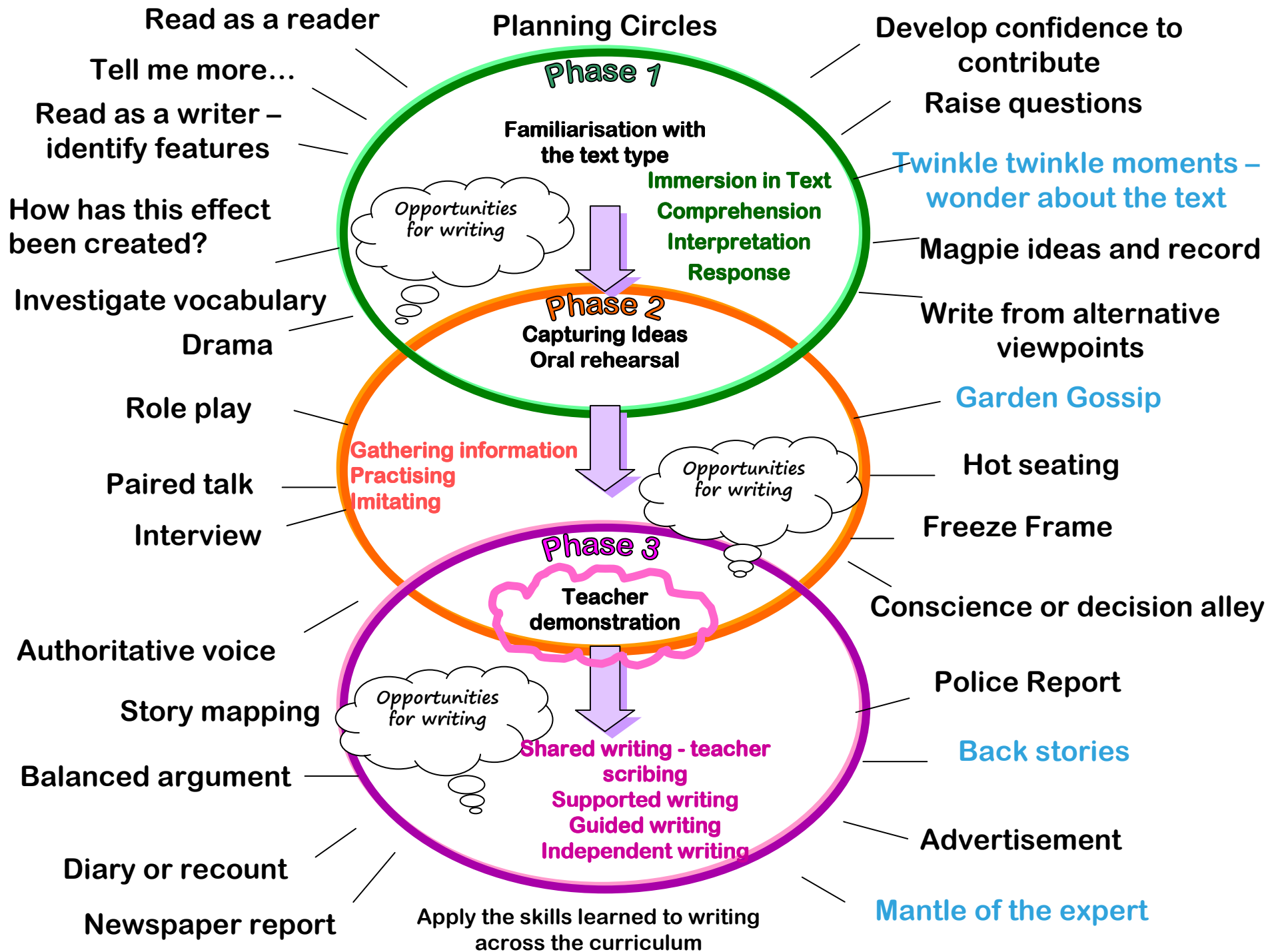


**Outcome**  
Bringing  
to presentation



Guided Writing





# Twinkle, twinkle moment



How I wonder why  
Goldilocks broke into the  
Three Bears' house.

Twinkle, twinkle, little star,  
How I wonder what you are...

A point in the story where you, as a  
reader, are left wondering why  
something happened or what is  
going to happen as a result.

# Garden Gossip



I heard that Snow White's stepmother turned herself into a witch and gave a poisoned apple to Snow White.

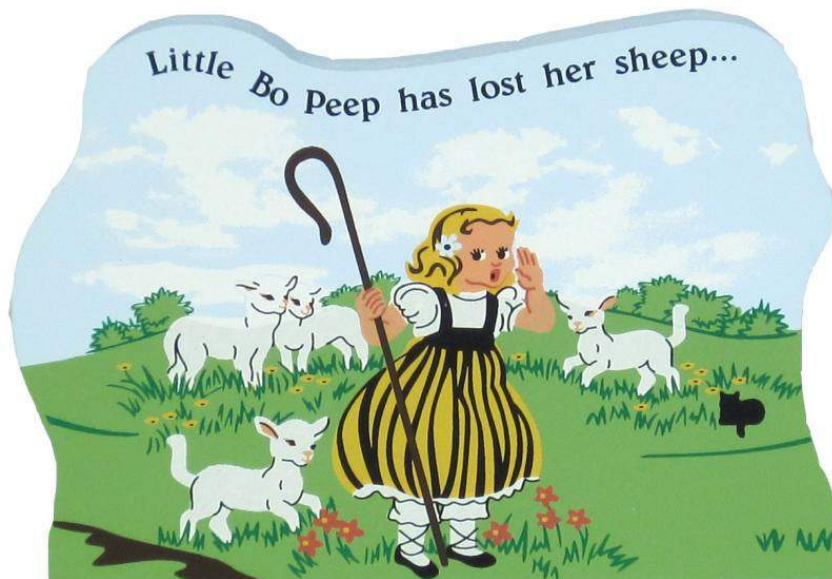
Well, I heard that the very same woman talks to mirrors.

Imagine you are standing with a neighbour talking about the events that have just occurred in the story. Discuss in hushed tones as if a secret.



Invent 'back stories' for characters

Stories begin with a character already developed and in place. What happened to them before? Constructing a back story for the character involves a level of investigation which will deepen children's understanding of the story.



Make up your own short 'back story' for Little Bo Peep.

She is clearly not a very good shepherdess. What might she have done before? Why does she keep losing her sheep?



# MANTLE OF THE EXPERT.COM

"A dramatic-inquiry approach to teaching and learning"



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**Ringsfield Hall Weekend - Beginners**

Fri, Nov 17 – Sun, Nov 19  
**Ringsfield Hall Weekend - Advanced**

## Welcome to Mantle of the Expert.com

Hello, welcome to Mantle of the expert.com. This website has been designed as a central location for information and resources on Mantle of the Expert. It will be useful to teachers, students and school leaders interested in using and developing MoE as an approach to teaching and learning for the 21st Century.

## A Beginner's Guide to Mantle of the Expert

NOW AVAILABLE AT THE NEW PRICE – £15

"This inspirational and informative book brings to life the Mantle approach to teaching with first hand examples from current teaching. The author explains it concisely and clearly, taking the reader through the stages of deepening the children's interest and engagement and outlining the curriculum threads within. This book is a must have for every school and every teacher."

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## New Planning for Mantle of the Expert

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Category: [Planning](#)



## Introducing MoE

A guide to Mantle of the Expert - its features, strengths and applications

Dorothy Heathcote explains Mantle of the Expert - a video podcast

## Training

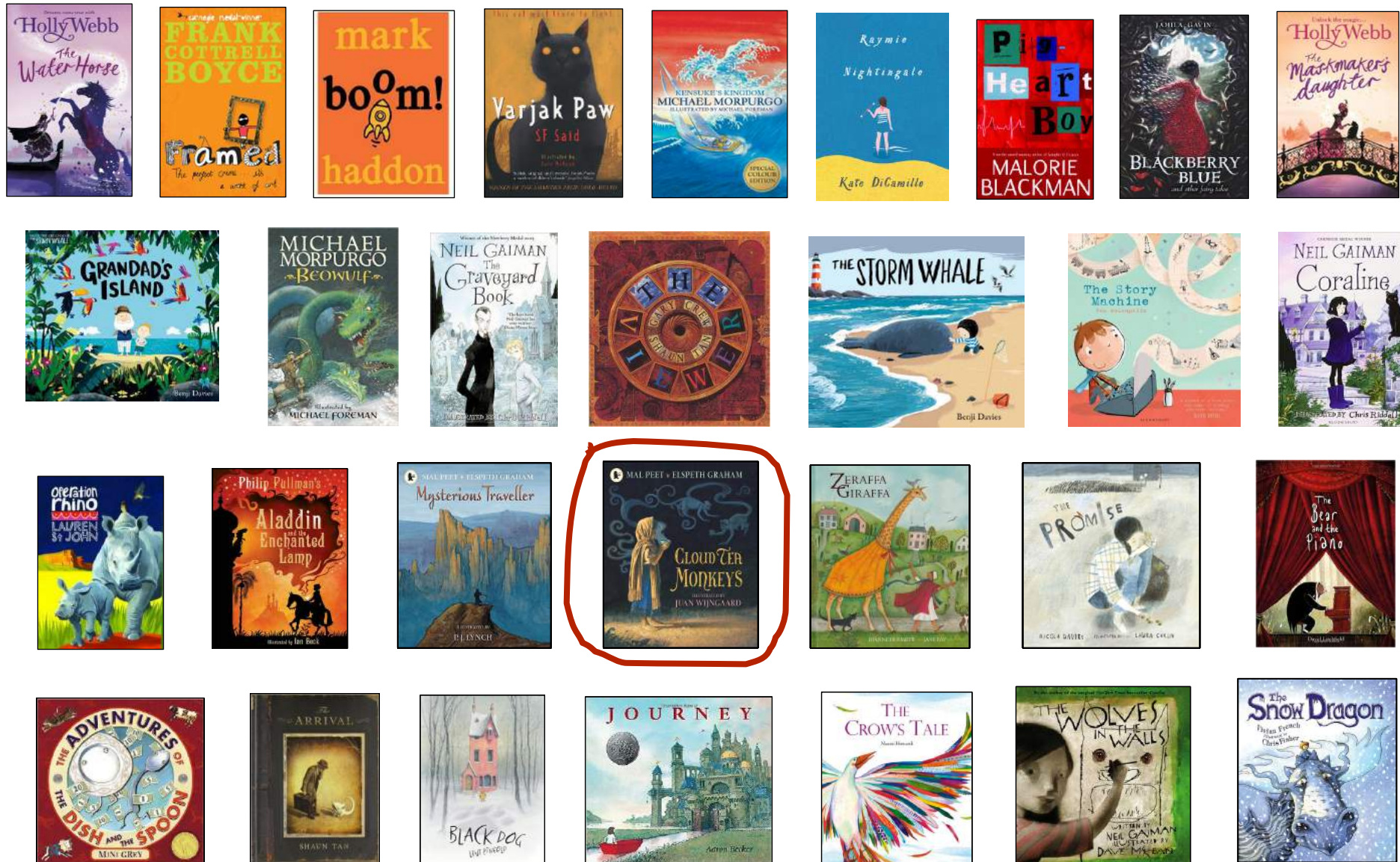
Information on training opportunities for mantle of the expert

## MANTLE OF THE EXPERT AT RINGSFIELD HALL





# Marvellous books that 'do the trick'!



Every teacher needs to know where children need to be by the end of Year 6.

# A few key messages

- The teaching sequence for writing continues to offer the best planning model;
- Ensure the reading phase is rigorous enough;
- Skills – including spelling, vocabulary, grammar and handwriting should be explicitly taught;
- Frequent teacher modelling of skills and processes – reading and writing – is a key feature of effective practice;
- The importance of vocabulary and grammatical terminology needs to be emphasised;
- Make learning as ‘real’ and purposeful as possible so children see how their skills enable them to become more effective speakers, listeners, readers and writers.



Order a kit

Sponsor a pupil

previously Readathon

## How it all works



### Your free kit makes it so easy:

- Set a start and end date (3-4 weeks is ideal)
- Play the DVD to pupils and staff, put up the posters
- Hand out the sponsor cards and bookmarks and you're done!



### Pupils will read like mad!

- Pupils choose what they want to read from comics to classics – anything goes
- They ask friends and family to sponsor them per book or per minute of reading
- Sponsors can pay online, so you won't need to collect any money in



### Everyone's happy!

- Choose which books you'll buy with your 20% free books voucher
- Books will be winging their way to your nearest major children's hospital
- Pre-order your kit for next year – that's it!

Order your kit now!