

Collins

READ ON

Teacher Guide

Supplement to the 2012 Teacher Guide

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p. 105: "Funeral Blues" by W. H. Auden. Reprinted with permission of Curtis Brown Limited.

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Introduction

What is *Read On*?

Read On aims to support students in Key Stage 3 (KS3) who find reading difficult. The series includes a range of high-interest fiction and non-fiction texts for students with lower reading ages. Each book contains a double-page of activities designed to challenge readers' understanding of the text.

In addition, this Teacher Guide contains:

- session plans for each text to support guided group reading sessions
- additional reading, writing, poetry, web-based and film-related activity ideas linked to each text for homework or independent work
- guidance on assessment to help teachers monitor students' reading progress
- self-assessment guidance for students to monitor their own progress
- general advice on supporting struggling readers.

Progression in reading skills

The *Read On* series is designed to support the development of reading skills for students who are working below their chronological age in literacy. As part of the reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. However, the *Read On* guidance continues to refer to current National Curriculum levels, *where appropriate*, to support schools through the period of transition. The four bands of texts within *Read On* are suitable for students reading at the following National Curriculum levels:

- Green: between Level 3c and 3b – RA approx 8.6 to 9.0
- Yellow: between Level 3b and 3a – RA approx 9.0 to 9.6
- Blue: between Level 3a and 4c – RA approx 9.6 to 10.0
- Purple: between Level 4c and 4a – RA approx 10.0 to 11.0.

Through a variety of reading, writing, drama and speaking and listening activities, the guided group sessions focus on the following aspects:

- language, including word recognition
- comprehension of text, including inference and deduction
- understanding writers' use of language and their viewpoints
- providing a purpose for reading and developing enjoyment of reading.

The *Read On* texts

The *Read On* books are designed to motivate struggling readers at KS3.

- They are written by outstanding teen fiction authors.
- The chosen themes and topics are engaging and age-appropriate for young teenagers, both boys and girl alike.
- The books are designed to be real, individual books, not a reading scheme, with bespoke illustrations and layouts to appeal to 11 to 14 year olds.
- Books are of an achievable length to help students see themselves as successful readers.

Using the resources

The *Read On* texts are designed to be used mainly as a resource for group, guided, or paired reading. Each text is supported by series of session plans, available further on in the Teacher Guide, providing step-by-step guidelines for adults delivering guided group sessions. The session notes are designed to be used either by a teacher or teaching assistant. Each session provides a clear, consistent, structured approach following the same format:

- **Overview**
- **Prepare**
- **Read**
- **Challenge**
- **Review**

For further detail on how to use the notes for guided group reading sessions, see pp. 12–14.

Guidance on the teaching of reading

The importance of teaching reading

Being able to read fluently and confidently is an essential skill that all children need to learn in order to be successful in life. At primary school, the teaching of reading and writing has always been a key priority, starting with the development of communication, language and literacy in the Early Years. It is expected that the majority of students, by the end of Year 6, will have mastered the skills to enable them to be confident, expressive and fluent readers and to be 'secondary ready'.

In reality, however, there are still many who are not reaching 'expected' levels and who find it hard to cope with the reading challenges they face at secondary school. These students can often:

- lack confidence with reading
- struggle to decode unfamiliar words
- become dependent on others to help them with reading
- fail to comprehend what they read
- struggle to use inference and deduction
- lack the experience of practising reading on a regular basis
- become disengaged with the reading materials on offer
- see reading as a chore rather than as a tool for learning or a source of pleasure.

Where children are experiencing any of the above, it is essential that they are given opportunities to continue developing basic skills within a positive reading environment, where the purpose and enjoyment of reading are stressed.

Using the guidance

When starting secondary school, some students will still have gaps in their learning and others may have difficulty recalling or applying the skills they have learned. For this reason, consistent reinforcement of the skills, where necessary, is an important part of the guided group reading sessions.

Often, one of the challenges secondary teachers and support staff face is that the opportunities for them to develop the understanding and knowledge of how to teach reading skills *directly* are limited. The guidance in this section therefore aims to support staff delivering the guided group sessions by providing an information reference. It will be particularly useful for any literacy non-specialists who may be delivering the guided sessions.

It is intended that teaching staff use the guidance as a reference by referring to any of the sections about the teaching of reading as and when they feel it appropriate. However, this guidance will be particularly useful for the **Read** section within each of the guided group sessions, where specific strategies are reinforced throughout the reading of the texts.

The strategies focused on are:

- word recognition
- comprehension of text, including inference and deduction
- creating a positive reading environment.

The skills of reading

The overarching skills that students need to master in order to read a text successfully are as follows:

- word recognition (converting printed words to spoken words)
 - recognise letters and know their associated name and sound
 - blend sounds together to make a word
 - recognise words that are used frequently

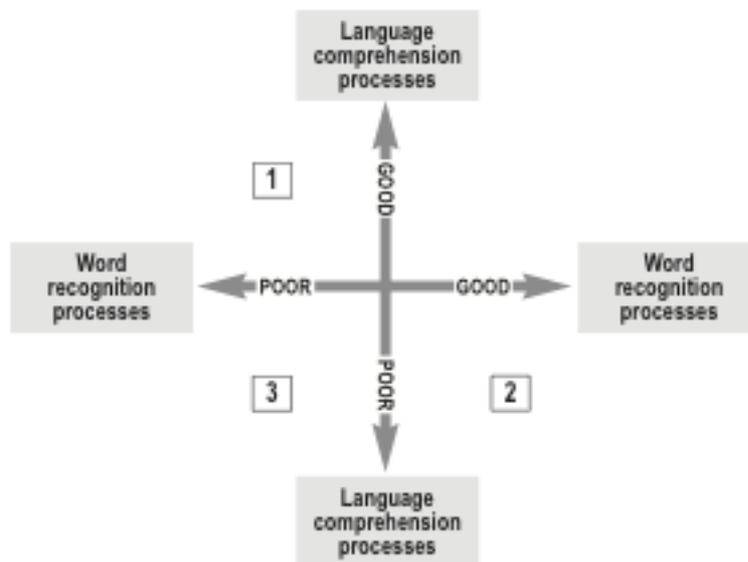
and

- language comprehension (understanding the meaning), e.g.
 - use language patterns to read and understand new words
 - understand the use of punctuation and how it impacts on reading
 - understand what they read
 - use inference and deduction to develop understanding.

This suggests that word recognition and language comprehension are the two key components to reading. A common model of reading based upon this theory is known as the simple view of reading.

The simple view of reading

The simple view of reading uses a quadrant diagram to show how the two key components of reading – word recognition and language comprehension – impact on the ability to become a fluent and successful reader. Although the two are related, they require specific kinds of teaching. Once a reader has learned to decode a word, their level of comprehension will depend not only on recognition of the word, but also on broader language concepts such as vocabulary, grammar and making inferences. It is important to recognise the balance between the two elements – word recognition and comprehension.



The simple view of reading diagram adapted from: *Teaching struggling readers*, National Strategies (2010) [Originally drawn from an Appendix to the Rose report]

The model suggests that students who struggle with reading fall into one of the following quadrants:

- 1 good comprehension, poor word recognition
- 2 good word recognition, poor comprehension
- 3 poor word recognition and poor comprehension.

Teachers need to know in which quadrant students' difficulties lie in order to be able to focus on the appropriate teaching strategies. The use of accurate assessment will support this and teachers can use the guidance given on pp. 24–32 to help them make decisions about students' difficulties.

Teaching word recognition

Word recognition skills

The ability to sound out or decode words is a key skill for learning to read. Students need to understand the relationship between a symbol (also known as a *grapheme*), or a combination of symbols, and the sound (also known as a *phoneme*) or sounds they represent. With practice, students begin to recognise an increasing number of words automatically. The more words they recognise, the more fluent their reading becomes.

Early literacy starts with students knowing the relationship between the 26 letters of the alphabet and the 44 phonemes they represent. They can then begin to blend the phonemes together and develop instant recognition of some words. However, the sound/symbol relationship is complicated by the fact that some of the sounds are represented by more than one symbol or combination of symbols (e.g. the /f/ sound can be represented by the single letter *f*, the combination of *ph* as in *phone* or *gh* as in *laugh*) and that some letters represent more than one sound (e.g. *c* can be a 'hard' sound as in *car* or 'soft' as in *certain*).

Phonic knowledge

Learning the English language is not easy because of the differences in the number of letters and the number of phonemes these letters represent.

- The English language uses 44 sounds, or **phonemes** (for a listing of these, see www.lancsngfl.ac.uk/curriculum/literacy/lit_site/lit_sites/phonemes_001).
- The 44 phonemes are represented by the 26 letters of the alphabet.
- The written representation of a letter or group of letters that make one sound is called a **grapheme**.
- There are over 200 ways of spelling the 44 phonemes.
- There are 24 **consonant** phonemes. For most of these, there is a fairly close match between the letter and the sound it represents in a word (**grapheme–phoneme correspondence**).
- Where two consonant phonemes together make one sound, this is known as a **digraph**, e.g. *sh*, *ch*, *th*.
- Where three consonant phonemes together make one sound, this is known as a **trigraph**, e.g. *ght*, *tch*.
- Where two or three letters with discrete sounds are blended together, these are known as **adjacent consonants**, e.g. *str*, *cr*, *tr*, *gr*.
- There are 20 **vowel phonemes**, including the five short vowels (*a, e, i, o, u*) and five long vowel phonemes where the vowel says the letter name (*ay*, *ee*, *igh*, *oa*, *oo*). Some long vowel phonemes are called **split vowel digraphs**, where the two letters of a digraph are split by a consonant, e.g. *gate* (where the *ae* is split by the consonant *t*).

Blending and segmenting

Students need to be able to **segment** words in order to hear the individual phonemes within a word. For example, *crash* consists of four phonemes *c/r/a/sh*. They also need to be able to **blend** the individual phonemes together by recognising (or sounding out) each grapheme and then merging the phonemes together to make the word.

When adults are supporting students to read and spell words by blending and segmenting the individual phonemes, it is important that the phonemes are spoken clearly. In order to produce a clear representation of separate phonemes, it is important that they should be enunciated without adding an unstressed vowel – for example, the phoneme *m* (as in *m/a/t*) should be pronounced as *mmm* not *muh*.

Phonics in *Read On*

Although all students are taught phonic knowledge in a systematic way in primary school, some will continue to need this support in KS3. The *Read On* guided group sessions offer support for the continued development of phonic knowledge.

- Some of the more difficult words in the texts are introduced as part of the preparation for reading. The student is taught ways of decoding these “attack” words, including the use of phonics, where appropriate (see p. 4).