

READING STRATEGIES @ NANCLEDRA

Reading with meaning is a multifaceted process. Readers who read with a deep level of meaning habitually select the right reading strategy often using them simultaneously to orchestrate an overall understanding through continually building and updating their own mental model. Nancledra bases its reading instruction on the research and the 'Set the Query' approach in *Robust Comprehension Instruction with Questioning the Author* by Isabel L Beck, Margaret G. McKeown, et al.

We use the following:

Get the gist. The teacher reads and models what a successful reader does to build an effective mental model of the text

Get to grips. The teacher rereads and poses problems for the pupils to solve together to make explicit the link between author and reader.

Go solo. Pupils are provided with a learning experience which puts them in control of their outcomes; they believe they are successful readers and attribute that success to themselves, which builds motivation.

Additionally, each read develops not only the pupils' ability to **monitor their comprehension** but also supports them in developing an accurate, appropriate mental model. The teacher will repeatedly draw the pupils' attention to what information matters, what information does not make sense yet and what needs to be done to ensure it does.

Reading strategies do play an important part in ensuring all children read with meaning but they should be viewed as a set of tricks that can be quickly taught but which do not improve with extensive practice. [The Art and Science of Teaching Primary Reading by Christopher Such; pg 56] Nancledra's approach shares the strategies to develop a common language between reading novice and reading expert; a language which supports clear teacher explanations and allows purposeful, reading orientated metacognitive discussions to flourish between all members of the classroom. Our four strategies are: **summarising, predicting, questioning** and **clarifying**. However, our approach does not solely teach the strategies in isolation as transferable 'skills' as this is not how expert readers read.

Predicting Clarifying
Summarising Questioning



YR

CLASS ONE

Core reading texts and **wider reading texts** are mapped out across the year to facilitate high-quality book talk throughout the year - explicitly modelling how an expert reader uses the four strategies. Talk out loud moments model how readers 'Get the Gist'.

Talk Through Stories explicitly teaches the four strategies through teacher-led 'Get to Grips' moments such as solve the problem, nasty or nice, the right sentence and freeze frame.

Talk for writing supports children to summarise story plots - building a bank of mental models to draw upon further up the school and providing further opportunity for teachers to model 'Get the Gist'.

Little Wandle Reading sessions not only allow further opportunities to teach the strategies but also build in repeated, guided practice of them.

Y1/2

CLASS TWO

Core reading texts and **Reading To Learn** texts facilitate high-quality book talk throughout the year. The Autumn Term explicitly focuses on using Talk Out Loud (TOL) moments to bring the four strategies alive.

Whole Class Guided Reading (WCGR) is introduced in the Spring Term: explicitly teaching the four key strategies. An emphasis is placed on summarisation.

Talk for writing uses the four strategies during the 'Read as a Reader' and 'Read as a Writer' lessons. Through the use of the story mountain, an emphasis is placed on summarisation both orally and in written form.

Reading To Learn emphasises and enacts the use of both summarisation and clarification.

Little Wandle Reading sessions not only allow further opportunities to teach the strategies but also build in repeated, guided practice of them.

CLASS THREE

Class reading texts and **Reading To Learn** texts facilitate high-quality book talk throughout the year.

Whole Class Guided Reading (WCGR) is taught every week over three sessions. The Autumn Term explicitly teaches the four key strategies and an emphasis is placed on summarisation through the 'Get The Gist' session. 'Get to Grips' sessions teach children how to use the strategies and 'Go Solo' provides independent practice. Once the four key strategies have been taught, lessons focus on using all four strategies together, just like an expert reader does.

Talk for writing uses the four strategies during the 'Read as a Reader' and 'Read as a Writer' lessons. Through the use of 'boxing up', an emphasis is placed on summarisation both orally and in written form.

Reading To Learn sessions emphasises and enact the use of both summarisation and clarification.

Y3/4

Y5/6

CLASS FOUR

Class reading texts and **Reading To Learn** texts facilitate high-quality book talk all year.

Whole Class Guided Reading (WCGR) is taught weekly. 'Get The Gist' is achieved through paired and individual thinking throughout sessions. 'Get to Grips' opportunities are provided as needed, recalling explicitly the four key strategies and practicing as appropriate. The 'Go Solo' task brings all four together, often focusing on inferring meaning as inference is not an isolated strategy.

Talk for writing uses the four strategies during the 'Read as a Reader' and 'Read as a Writer' lessons. Through the use of 'boxing up', an emphasis is placed on summarisation both orally and in written form.

Reading To Learn sessions emphasises and enact the use of both summarisation and clarification.

