Reading strategies: Overview

- Shared reading
- Reading aloud
- Guided reading
- Independent reading (DAR time)
- Independent reading (Reading & Writing Focus Time)
Shared Reading: What is it?

- Shared reading is when a teacher and learners read a common text.
- It is a whole class activity.
- The focus is on modeling and teaching reading skills.
- Enlarged texts are used, e.g. published Big Books or texts on charts.
Shared reading: Value

- Can be used with a range of abilities and ages
- Allows learners access to texts above their reading level
- Extends sight word and vocabulary exposure
- Develops reading for meaning (responses)
- Works well in any language
Shared reading: Steps
Before reading

- Orientate learners to the text
- Explain new vocabulary
- Link to prior knowledge
- Do this by talking about the topic, the cover or doing a ‘picture walk’.
Shared reading: Steps During reading

- Model effective reading: Use expression, stop at punctuation
- Run a pointer under the words as you read
- Pause a few times and ask questions
- Re-read with learners joining in where they are able.
Shared reading: Steps
After reading

Check that learners have understood the story. Discuss:
- the main idea
- characters
- sequence of events
- why things happened
- the vocabulary
- personal responses
- personal opinions
Shared reading: Steps
Follow-up

- Re-tell story
- Oral discussions (issues)
- Word work
- Sentence work
- Write own story
- Re-read book in groups
- Dramatization
- Write another ending
Reading aloud: What is it?

- Reading aloud is when the teacher reads a text aloud to learners.
- The text is at a higher level than the learners can read independently.
Reading aloud: Value

- Helps learners become better readers by increasing vocabulary and developing language skills.
- Can be used to introduce different genre or text types.
- Motivates learners to read themselves as they listen to good stories or interesting facts.
(Group) Guided reading: What is it?

- The teacher works with a group of same ability learners.
- The teacher helps or guides them as they read and understand a text.
Guided reading: Value

- Allows teachers to listen to each learner read and check on reading progress
- Ensures learners read texts at their correct level
- Help learners develop as readers by helping them to
  - Read fluently
  - Apply word attack skills
  - Read with understanding
Word & Sentence Work: What is it?

- The teacher explains the new concept. (the phonic pattern, sight word, vocabulary words or sentence pattern).
- Learners find examples in the Big Book or elsewhere.
- The oral work is consolidated with written work (in Independent reading/writing activities).
Word & sentence work: Value

- **Phonics** helps learners to decode unknown words
- A large **sight word** vocabulary helps with reading fluency
- A knowledge of **sentence patterns** and punctuation helps with reading fluency
- A large **vocabulary** helps with comprehension
Independent reading (DAR time): What is it?

- In independent reading, time is set aside in each school for learners and teachers to Drop All and Read.
- Each classroom needs a range of authentic materials at the correct level.
- Learners choose their own books based on interest and ability.
- Time is set aside for report backs to the class or a group.
Independent reading (DAR time): Motivation

- Set up a reading corner or shelf
- Have regular displays on different themes
- Put up motivational posters
- Have comment or suggestion sheets
- Have a reading record sheet for each learner
- Display work by learners e.g. new book covers, posters, etc.
Independent reading (DAR time): Value

- Learners can choose to read what interests them
- Learners get reading practice with authentic texts
- Learners are exposed to a range of different genres
- Learners see the purpose of learning to read
Independent reading & writing
(Reading and writing Focus time)
What is it?

- Learners work independently, in pairs or in groups
- Learners complete a specific reading/writing task (s), e.g.
  - Reading graded readers in groups
  - Completing a comprehension
  - Working with word puzzles
  - Completing word-building or phonic activities
  - Completing sentence-building activities
Independent reading & writing activities: Classroom Management

- Establish a routine for Reading/Writing Focus Time
- For the independent reading/writing activities you could try:
  - Organizing learners into groups
  - Having a task board
  - Beginning with simple activities for every group e.g. *completing work from a textbook, writing daily news, or adding vocabulary words to the personal dictionary*
  - Move on to differentiated work according to levels or equipment that is available
  - Pre-prepare storage/shoe boxes for each group
  - Have a storage system for storing finished/unfinished work
Independent reading & writing activities: Value

- Consolidates learning from Shared reading
- Consolidates learning from Word and sentence level work
- Provides structured practice
- Means learners read and write every day
There are a range of strategies teachers can use to teach reading. Each has a value. They are:

- Shared reading
- Reading aloud
- Guided reading
- Word and sentence level work
- Independent reading (DAR time)
- Independent reading and writing activities.
Reading difficulties

- Diagnose barriers to learning as early as possible
- Work to identify the barrier to develop effective strategies e.g.
  - More reading practice at the correct level
  - 1-1 reading daily with a helper
  - Working on specific areas e.g. phonics, sight words
  - Using learners’ own words
  - Always use praise
Guided reading steps

- Before reading:
  - Introduce the text
- Scaffold the reading
- Learners read the text
- Teacher listens to individual learners
- The teacher and learners talk about the text