



# SUPPORTING CHILDREN TO BECOME INDEPENDENT READERS

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- Reading is a very complex process
- It involves both accurate word recognition and good language comprehension
- Effective & efficient word recognition requires the reader to attend to a combination of information sources

Visual Information - Does it look right ?

The Meaning - Does it make sense ?

The Structure - Does it sound right?



# VISUAL INFORMATION

- Recognition of letters
- Phonic rules
- Being able to blend phonemes e.g. er, oi, th
- Recognising high frequency words at speed
- Applying what they know to something new e.g. *look to book to cook*



# THE MEANING OF THE TEXT

- Making sense of the text by using prior knowledge of subjects or stories
- By using pictures



The children ran to see what had happened.

"I'm tr \_\_\_\_\_,"  
said gran.



The big bad wolf went to the  
house of straw.

“Little pig, let me come in,” he cried.  
But the first little pig said, “Go away!”

So the big bad wolf huffed and puffed.  
And he blew the house down.



The big bad wolf went to the house of sticks.

"Little pig, \_\_\_\_\_"

he cried.

But the second little pig said,

"\_\_\_\_\_!"

So the big bad wolf \_\_\_\_\_

and \_\_\_\_\_ and he blew

\_\_\_\_\_.



# THE STRUCTURE OF A TEXT

- This involves the 'grammar' of language
- How the words fit together in the English language
- Does it sound right?  
e.g. *I runned down the road*  
or  
*I ran down the road*



*The little old man and the little old \_\_\_\_\_.*



## USING STRUCTURE

One fine day when mum was away,

Two dogs \_\_\_\_\_ to play.

They ate all of the food,

They \_\_\_\_\_ all of the drink,

They broke all the dishes,

In the kitchen \_\_\_\_\_.





## USING CONTEXT

One fine day when mum was away,

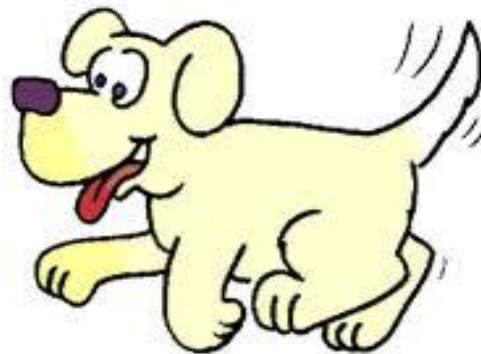
Two dogs w\_\_\_\_\_ to play.

They ate all of the food,

They sl\_\_\_\_\_ all of the drink,

They broke all the dishes,

In the kitchen c\_\_\_\_\_.



It is important that we try to help children attend to all these sources of information simultaneously when we support them in their reading.

We do this by the type of prompting we give.



Does that sound right?

Does that make sense ?

Have a look at the picture

What sound does it begin with ?

What sound does er make at the end of a word ?

Try prompts like these **BEFORE** giving the word



# BETTER READING PARTNERSHIP

## THREE KINDS OF READING

- The Familiar Text
- Recently Introduced Text
- New Text



A text should be within the *'Instructional'* level to be the correct level for a child to learn to read

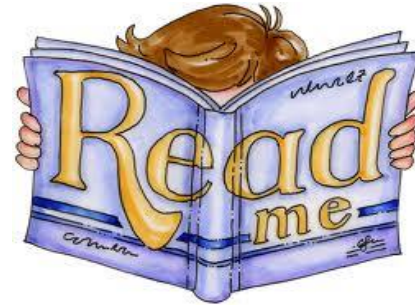
90 - 95% accurate

1:10 error rate - 1:15 error rate



# THE FAMILIAR BOOK

- Children love to read familiar books - Repeated reading of texts is not a bad thing !
- Opportunity to succeed
- Builds confidence
- Uses reading strategies already under the child's control
- Develops fluency and expression
- Attend to punctuation when reading
- Often a really good confidence builder before introducing a new or harder text.



## THE RECENTLY INTRODUCED TEXT

A text that the children have read once or twice before.

When children are attempting to read the text you do not help them !

Only give a word if they can make no attempt at all

Give word and let the child carry on - don't interrupt the flow of reading

Go back to discuss mistakes at the end



## NEW TEXT

- When introducing a new text to younger children or less confident readers it helps to *'walk through'* the text with them.
- Don't read the text word for word but do:
- Read the title and blurb
- Discuss the cover, layout and genre of book
- Look at the pictures - brief overview
- Pick out any tricky words
- Locate repetitive structures
- What do you think is going to happen in this book ?

Give the child all the tools they require to successfully have a go at reading the text



## ACTIVITY

Choose a book from the selection on your table.

With a partner *'walk through'* the book as you would with a child.

What can you pick out to help familiarise the child with the text.



# DEVELOPING COMPREHENSION SKILLS

To comprehend text a child needs:

- A good working memory
- A wide background knowledge
- A rich vocabulary
- Be an active reader who wants to make sense of a text
- Share the same cultural background as that assumed by the text



We develop children's comprehension  
through questioning





# INFERENCE AND DEDUCTION SKILLS

- Develop Inference and deductions skills through questioning
- Really important to vary the types of questions we ask children
- We need to teach children to identify different types of questions

## 'On The Lines Questions'

Information retrieval, questions - questions for which the answer is written in the text.



## 'Between The Lines Questions'

There is a clue in the text

## 'Beyond The Lines Questions'

Questions for which there are no correct answers e.g. Your opinion or prediction. The answer cannot be found in the text.

## 'Outside The Lines Questions'

Questions about text organisation and text features



Sam was crying.

**On The Lines** - What is Sam doing ?

**Between The Lines** - How is Sam feeling ?

**Beyond The Lines** - Why do think Sam is crying ?

It was in May that Kevin Barnes began  
to wish more than anything that he  
didn't have to go to school.

**On The Lines** - What time of year was it ?

**Between The Lines** - Does Kevin like school ?

**Beyond The Lines** - What did he want to do instead  
of going to school ?



## Quiet Heroine

Lyddie looked up from the pot of oatmeal she was stirring over the fire, and there in the doorway was a massive black head, the nose up and smelling, the tiny eyes bright with hungry anticipation.

"Don't nobody yell," she said softly, "Just back up slow and quiet to the ladder and climb up to the loft. Charlie, you get Agnes, and Mama, you take Rachel." She heard her mother whimper. "Sssh," she continued, her voice absolutely even.



## On The Lines

What was Lyddie doing ?

What were the children's names ?

## Between The Lines

How is Mama feeling ?

What time of day is it ?

Who or what do you think was at the door ?

What was Lyddie trying to do ?

## Beyond The Lines

What do you think is going to happen next ?

Does the story opening make you want to read the rest of the story ?



THANK - YOU

