

PASS Systematic Teaching of Reading

PASS Systematic Teaching of Reading

- Deeper understanding of key strategies
- Deeper understanding of barriers to reading comprehension
- Consistent whole school approach to the systematic teaching of reading.

Why is comprehension important?

- Reading comprehension strategies shape how students listen in class and 'organise' teacher explanations and instructions.
- Developing active listening improves engagement and attainment.
- Improving the reading strategies of students is usually reflected in the quality of writing.

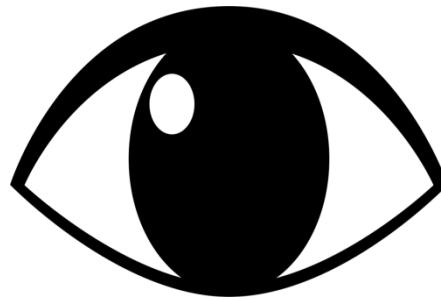
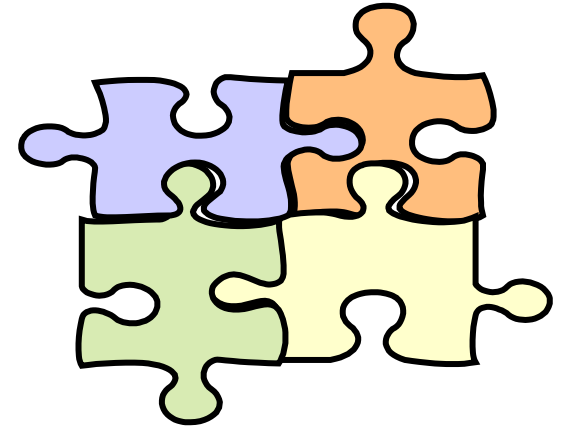
Making Reading 'Visible'

- Good readers (active readers) appear to have a natural ability to make sense of text without a visible process.
- This quality need to be broken down into a step-by-step (systematic) process which will; enable all learners to access the meaning of the written word.
- Strategies include: prediction, summarising, inference etc.

Off-Line Vs Active Reading (struggling readers Vs good readers)

- Focus is on individual words/sentences
- Attach most importance to decoding
- Have a passive style of reading
- Have lower expectations of text making sense and fewer comprehension monitoring strategies
- Read fewer books and are less sensitive to story structure
- Fail to activate background knowledge or visualise
- Struggle to make inferences
- Have a less efficient working memory

- Know that understanding is the goal of reading
- Activate background knowledge and working memory
- Integrate information/ideas and make inferences to get gist
- Have high expectations of text making sense
- Make predictions, ask own questions and watch out for "answers"
- Can visualise when appropriate
- Monitor meaning, notice breakdown and use breakdown strategies (repair)
- Read frequently and enjoy reading





1. As they read, good readers make predictions, ask questions (and watch out for answers) ..and sometimes go... “I wonder if...”

Good readers often predict, ask questions or think..... I wonder... as they read.



Teacher must model predicting: talk aloud about internal thoughts.
Teachers must model changing predictions when evidence contradicts initial prediction.



All Change



"Goodbye life", thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. All the usual crowd, messing about. An inner voice screamed, "This isn't right! You should be with them, waiting for the bus". Abby felt a sharp pang as she saw Becky, her best friend laughing and joking with Chloe.



Inside her room, Freddie looked down at Abby sympathetically, paws on top of a pile of suitcases and boxes. "Goodbye life." Abby felt like kneeling down in front of her Mum and pleading "Let's not do this because my life will be over".



Obviously Mum had no human feelings in her.

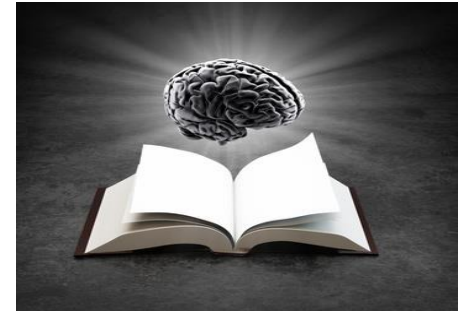
As we read, we ask questions, make predictions and watch out if we are right or whether we have to change our views....



2. Good readers make links with background knowledge to connect with what they read.



- book to self (own experience)
- book to world knowledge
- book to book



All Change



"Goodbye life", thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. All the usual crowd, messing about. An inner voice screamed, "This isn't right! You should be with them, waiting for the bus". Abby felt a sharp pang as she saw Becky, her best friend laughing and joking with Chloe.



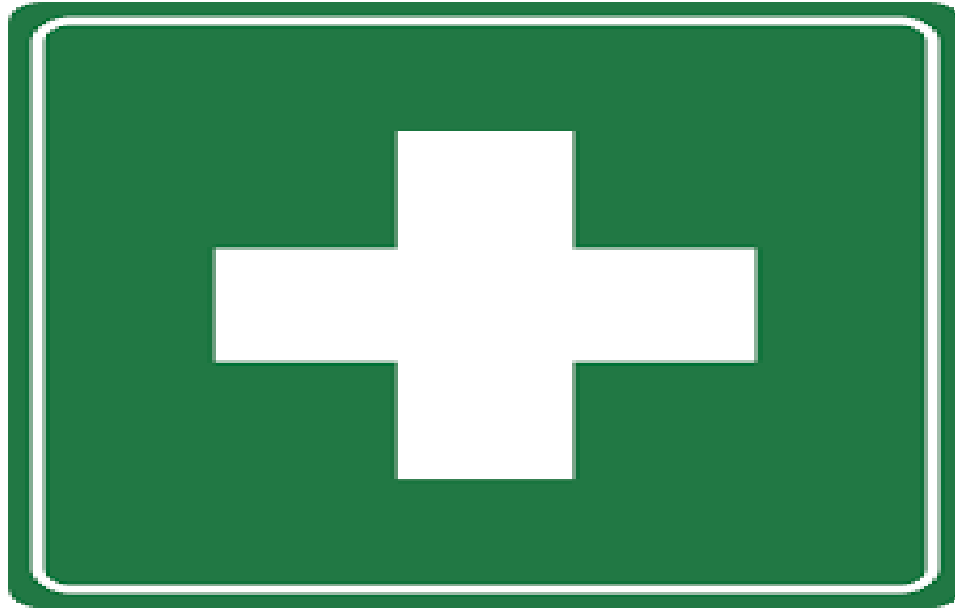
Inside her room, Freddie looked down at Abby sympathetically, paws on top of a pile of suitcases and boxes. "Goodbye life." Abby felt like kneeling down in front of her Mum and pleading "Let's not do this because my life will be over".

Obviously Mum had no human feelings in her.



It made me think about.....

3 As they read, good readers check things make sense and notice when they have an understanding “breakdown”



It's easy to tell when you have a breakdown in a car...it stops!!

How do children know that they have not understood?

Meaning breakdowns:

1 There is a word I don't understand

Here is an isoceles triangle

?????

Now is the
winter of our
discontent

2 I'm struggling with the "book language"



3 I have no pictures in my head

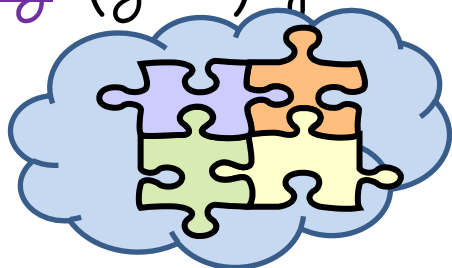
BLANK

4 I am daydreaming .. I'm thinking about something else!



5 I've stopped asking questions or predicting

6 I've not got a summary (gist) of what I've just read.



7 This bit I've just read doesn't connect with the last part??? OR This part contradicts what I've just read



Nothing adds up!!!

8 I've stopped thinking like a detective



As they read, good readers check things make sense and notice when they have an meaning “breakdown”



- Good readers don't just carry on when something doesn't make sense!!!

4 Think like a detective... use *inference*



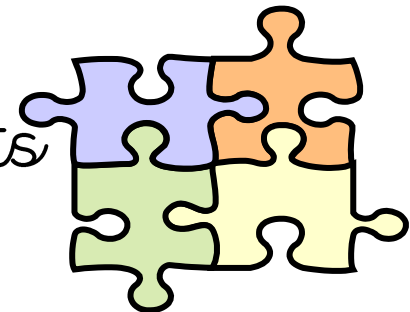
- Authors do not provide all the information you need to understand what's happening. If they did books would be long and boring. So you have to be a detective. Authors leave clues!
- A criminal does not want any clues about a crime to be discovered. But authors do want you to find their clues

To understand what's happening you have to read and keep thinking what the clue is. You need to ...



- Use your background knowledge... this could be your own personal experience... **or** your knowledge about the topic **or** your knowledge about other books similar to this one

- Watch out for the important parts and link them together



All Change

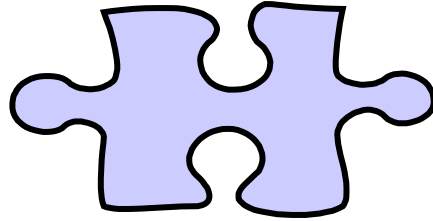
"Goodbye life", thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. All the usual crowd, messing about. An inner voice screamed, "This isn't right! You should be with them, waiting for the bus". Abby felt a sharp pang as she saw Becky, her best friend laughing and joking with Chloe.

Inside her room, Freddie looked down at Abby sympathetically, paws on top of a pile of suitcases and boxes. "Goodbye life." Abby felt like kneeling down in front of her Mum and pleading "Let's not do this because my life will be over".

Obviously Mum had no human feelings in her.



Sometimes clues are in a single sentence



Freddie looked down at Abby sympathetically, *paws* on top of a pile of suitcases and boxes.

All Change

"Goodbye life", thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. All the usual crowd, messing about. An inner voice screamed, "This isn't right! You should be with them, waiting for the bus". Abby felt a sharp pang as she saw Becky, her best friend laughing and joking with Chloe.

Inside her room, Freddie looked down at Abby sympathetically, paws on top of a pile of suitcases and boxes. "Goodbye life." Abby felt like kneeling down in front of her Mum and pleading "Let's not do this because my life will be over".

Obviously Mum had no human feelings in her.

Will she die? Her happy life over

All Change

Big changes coming?
Everything changing..?

Inner voice screamed... you should be with them. Abby is unhappy... she can't be with her friends

"Goodbye life", thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. All the usual crowd, messing about. An inner voice screamed, "This isn't right! You should be with them, waiting for the bus". Abby felt a sharp pang as she saw Becky, her best friend laughing and joking with Chloe.

Sharp pang....jealous ?

Inside her room, Freddie looked down at Abby sympathetically, paws on top of a pile of suitcases and boxes. "Goodbye life." Abby felt like kneeling down in front of her Mum and pleading "Let's not do this because my life will be over".

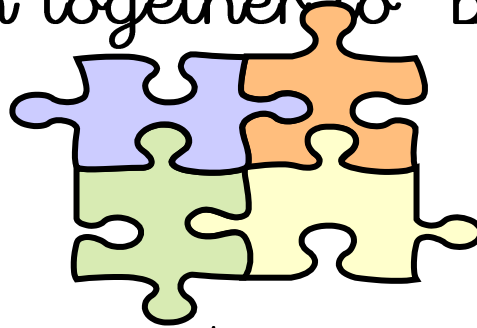
All change... goodbye life.. a pile of suitcases and boxes... let's not do this..Abby is moving!!

Obviously Mum had no human feelings in her.

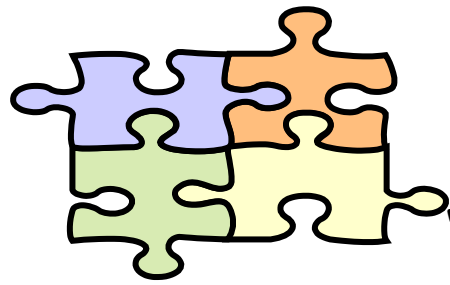
Freddie.... paws...a cat or dog

Mum is not going to change her mind

5 Good readers identify what is really important ...key words... phrases... sentences... ideas. Then as they read, effective readers spot important parts and connect them together to build meaning (summarising).



- If you Google the word **sport**, you will get 3 million sites! So as we read, trying to sort out what is important and what is not is... well it's important!
- As we read we come across... **words**... **phrases**... **sentences**... or **ideas**. Not everything in a book has equal value. We have to puzzle out what are the key words and pay special attention to them



All Change

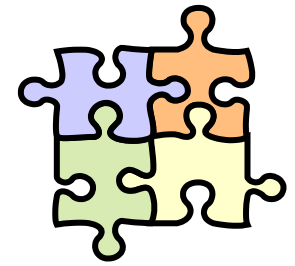
"Goodbye life", thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. All the usual crowd, messing about. An inner voice screamed, "This isn't right! You should be with them, waiting for the bus". Abby felt a sharp pang as she saw Becky, her best friend laughing and joking with Chloe.

Inside her room, Freddie looked down at Abby sympathetically, paws on top of a pile of suitcases and boxes. "Goodbye life." Abby felt like kneeling down in front of her Mum and pleading "Let's not do this because my life will be over".

Obviously Mum had no human feelings in her.

All Change

All Change....so a big change will happen



Goodbye life, thought Abby as she looked down from her bedroom window. Opposite at the bus stop everyone was there. **All the usual crowd** messing about.

Goodbye life

An inner voice screamed. "This isn't right! **You should be with them**, waiting for the bus. Abby felt a sharp pang as she saw Becky, her best friend, laughing and joking with Chloe.

Usual crowd/you should be with them

Inside her room, Freddy looked down at Abby sympathetically, paws on top of **a pile of suitcases and boxes**. "Goodbye life." Abby felt like kneeling in front of her Mum and pleading lets not do this because my life will be over."

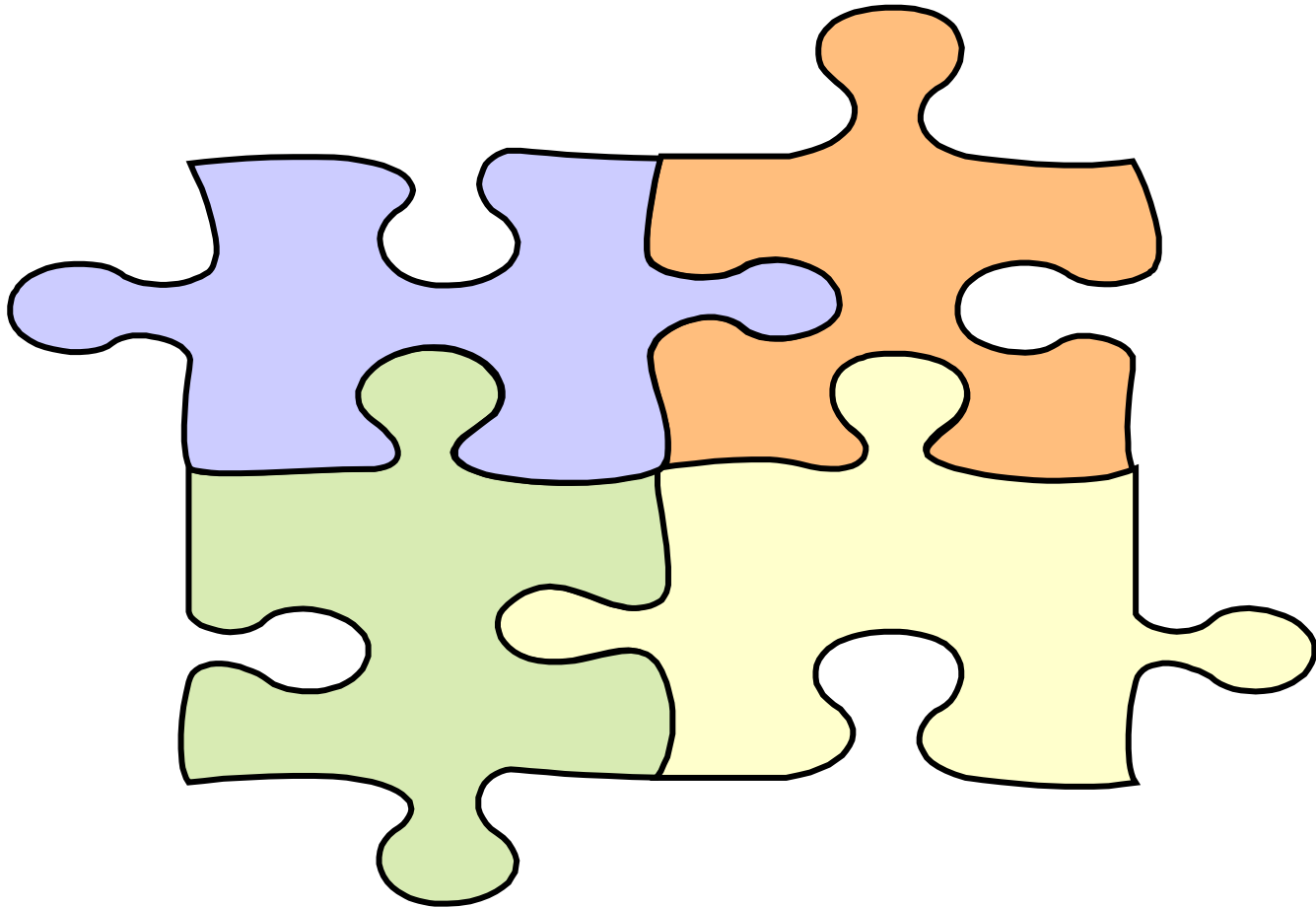
Suitcases and boxes and All Change and Goodbye life means Abby is moving

Obviously Mum had no human feelings in her.

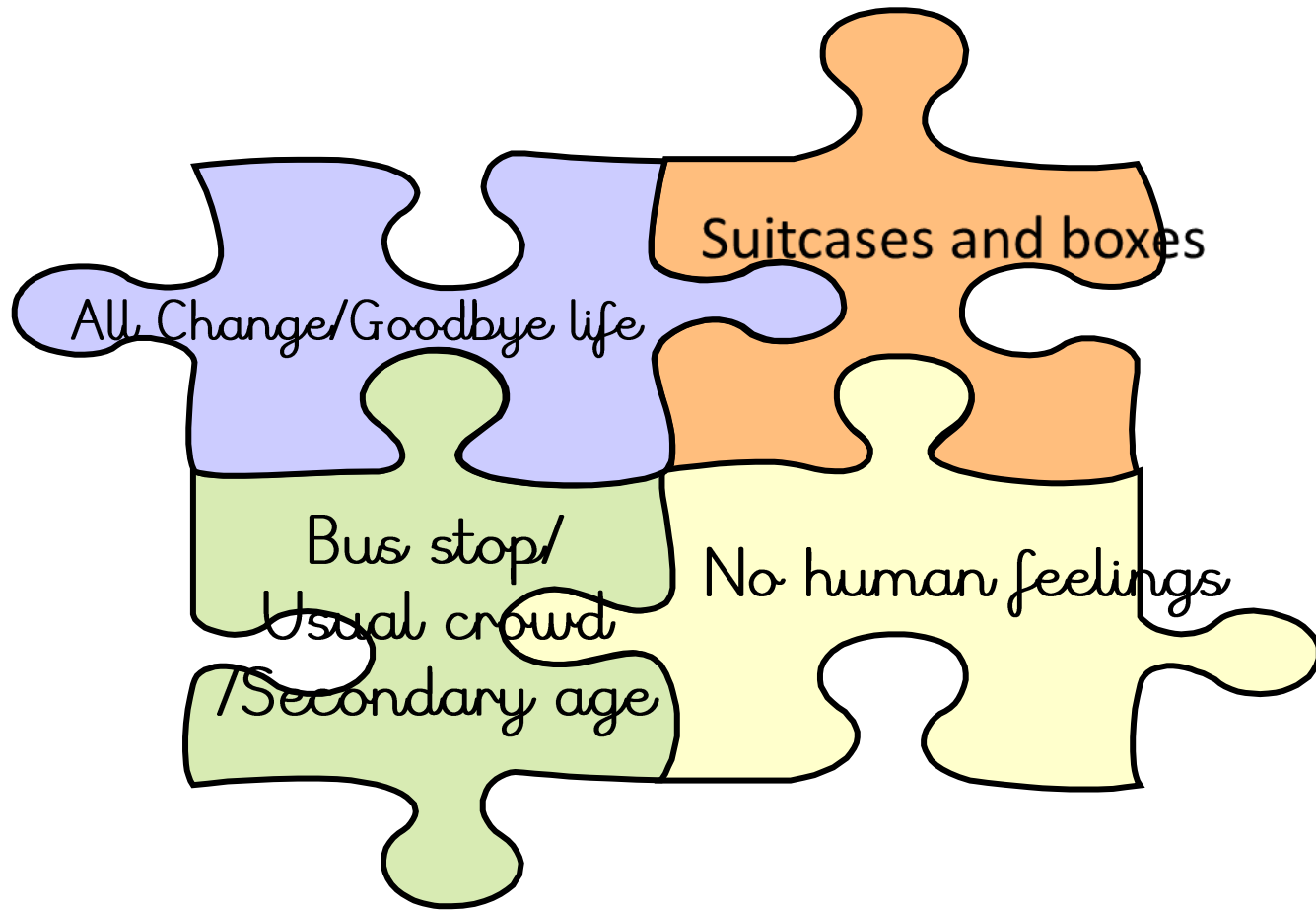
No human feelings.. Mum won't change mind

What are your thoughts about All Change?

Write the most important ideas on each of these jigsaw pieces

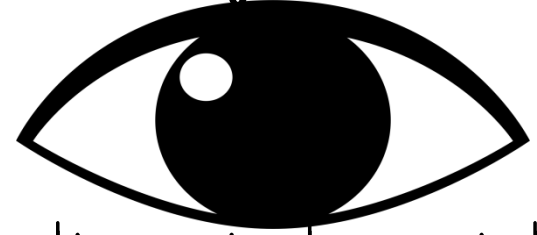


Identify important parts and fit them together....



Abby is being forced to move. Mum won't is not going to change her mind.

6. As they read, good readers visualise (make mind pictures) about some of the things that happen



- Often as we read, a picture will sometimes just pop into our mind by itself. .. we may see a “picture” of a character, or a “place”.



Solo Think Time



- What does this mean for us?
- What would this look like in whole class reading sessions?
- How will this differ to guided reading sessions?
- Are there any considerations for whole school policy?
- How could we share some of these messages with parents?