

Reading Activity 1: Practise Reading the Speed Sounds

Phonics Handbook page: 36

Resources: Speed Sounds Chart (Simple or Complex)
Reading Books
Lolly Sticks

Purpose:

Children: to develop instant recognition of sounds.

Teacher: to check children are confident with sound knowledge before reading words.

Trainer:

Slide 10/11

DVD Activity:

How did the teacher maintain her pace?

What impact did that have on the children's behaviour?

How did the teacher ensure that the children worked effectively as partners?

Activity

Complete the table below – identifying what the teacher and the children do at each stage of the activity.

Teacher	Children
Carpet input: <ul style="list-style-type: none">• • • • •	Carpet input: <ul style="list-style-type: none">• •
Partner practice at tables: <ul style="list-style-type: none">• •	Partner practice at tables: <ul style="list-style-type: none">• • •

Key teaching and learning points

Teacher	Children
<p>Carpet input:</p> <ul style="list-style-type: none"> • point to sounds out of order • watch children to check their response • use praise and enthusiasm to encourage participation • minimise own language to ensure pace • provide input on any sounds that children are not confident on • position children carefully to ensure that all join in – challenging children need to be in the teacher’s main eye line 	<p>Carpet input:</p> <ul style="list-style-type: none"> • respond with normal (not shouting) voices • all respond to all sounds
<p>Partner practice at tables:</p> <ul style="list-style-type: none"> • monitor children’s reading by moving round the group • establish and praise good partner teaching, noting specifically children who are listening carefully to and correcting their partners • monitor the pace of the group - ensuring the activity doesn’t last too long 	<p>Partner practice at tables:</p> <ul style="list-style-type: none"> • teaching partner points to graphemes in order and listens carefully to reader’s response • teaching partner corrects any mis- pronounced sounds and praises good reading • swap over teaching and reading roles until the class teacher stops the group

Reading Activity 2: Practise Reading the Green, Red and Challenge Words

Phonics Handbook page: 36

Resources:

Selection of Green Words (single syllable, multisyllable and root and ending) and all Challenge Words written up on board/flip chart
Reading Books
Red Word cards
Lolly Sticks

Purpose:

Children: to practise the words that will be used on the story

Teacher: to check children are confident with the words that will be used in the story and to model and teach any new or slightly tricky words

Trainer:

Slide 12, 13 and 14

DVD Activity:

What different strategy was used for each of the categories of words?

How did the teacher keep the children engaged?

How much language did the teacher use?

Which words did the teacher provide more input for – why?

Activity:

Check that you are sitting in groups of 4.

Identify the person whose birthday is closest to 30th November.

That person is the expert and must explain to the group how to teach the different types of green words, red words and challenge words.

Make sure that the expert includes details of how to maintain the 5 'P's as well as the content of the activity.

Key teaching and learning points

Teacher	Children
<p>Carpet input:</p> <ul style="list-style-type: none"> • use specific different strategy for each type of word • switch own voice off – only model words when children falter or if predict the word may be difficult • watch children carefully to check for participation • use praise and enthusiasm to maintain pace and participation • check children’s understanding of unfamiliar words • monitor children’s confidence and response - if they can’t read the words, they can’t read the story! 	<p>Carpet input:</p> <ul style="list-style-type: none"> • respond with normal (not shouting) voices • all respond to all words
<p>Partner practice at tables:</p> <ul style="list-style-type: none"> • monitor children’s reading by moving round the group • establish and praise good partner teaching, noting specifically children who are listening carefully to and correcting their partners • monitor the pace of the group - ensuring the activity doesn’t last too long 	<p>Partner practice at tables:</p> <ul style="list-style-type: none"> • teaching partner points to words and listens carefully to reader’s response • teaching partner corrects any mis- pronounced words and praises good reading • swap over teaching and reading roles until the class teacher stops the group

Reading Activity 3: Listen to the Story Introduction

Phonics Handbook page: 38

Resources:

ideas/props needed to provide a lively introduction to the story

Purpose:

Children: to build engagement with the story

activate prior knowledge and experiences to ensure comprehension

Teacher:

to engage and build a meaningful context for children
to aid comprehension.

Trainer:

Slide 15 and 16

DVD Activity:

What extra resources did the teacher use? Why?

How did the teacher adapt the written introduction?

How did the teacher use partner work?

How would you have introduced this story to the children you teach?

What would you do if you felt the children were still confused about the story subject matter after your introduction?

Activity:

Complete the true/false statements below. Check your answers as a group.

The teacher reads the introduction at the front of the book.

True/False

The teacher asks every child in the group to share their ideas.

True/False

The children raise their hands to answer questions.

True/False

The teacher makes the introduction relevant to her group by adding in her own thoughts and experiences and explaining any concepts that may be new to the children.

True/False

Share your ideas with the group and check them against the key teaching points list.

Key teaching and learning points

Teacher	Children
Carpet input: <ul style="list-style-type: none">• plan ahead how to introduce the story• use props to engage children and help them to understand• use own enthusiasm to build engagement and participation• combine story introduction with vocabulary check• monitor children's response - giving further input if necessary	Carpet input: <ul style="list-style-type: none">• respond to any questions with partner discussion

Reading Activity 4: Vocabulary Check

Phonics Handbook page: 38

Resources:

list of vocabulary words written up on flip chart
any props/pictures needed to explain vocabulary

Purpose:

Children: to understand the meanings of unfamiliar words or phrases
to learn new vocabulary

Teacher: to expand children's vocabulary
to aid reading comprehension

Trainer:

Slide 17 and 18

DVD Activity:

How did the teacher adapt the word list to meet her children's needs?

Why did the teacher touch the word as she said it?

Why did the teacher make the children repeat the word?

Why did the teacher tell the children what the word meant – instead of asking them?

Activity:

Read through this list of statements and decide where to place on the table below.

Ask the children for the definition.

Give children every possible definition of the words listed.

Ask children to put their hand up to tell you the definition.

Don't bother to write words up – just read them from the book.

Don't bother to change the list of words to match your children's needs.

Give a brief definition to children.

Adapt the list of words according to children's prior knowledge.

Write words on board – touching them as you say them. Use My turn, Your Turn to get children to say the word.

Things not to do	Things to do

Explain the reasons for your choices to the group.

Key teaching and learning points

Teacher	Children
<p>Carpet input:</p> <ul style="list-style-type: none">• change the words according to the children, adding any words or phrases that it is predicted the children do not know• touch the words as they are introduced to ensure the children focus• use My Turn, Your Turn to check children say the word and all participate• tell children the definition within the context of the story to ensure understanding• use drama and discussion to enhance understanding• use praise and enthusiasm to ensure participation• maximise any opportunities to develop children's vocabulary by stressing words that would be useful for them to take into their ongoing vocabulary range	<p>Carpet input:</p> <ul style="list-style-type: none">• repeat the word• participate in partner discussions

Reading Activity 5: Reading the Story

Phonics Handbook page: 39

Resources:

copies of Storybook – 1:2
lolly sticks
tables and chairs

Purpose:

Children: to read the text independently, to monitor partner reading

Teacher: to monitor independent reading, to teach monitoring skills

Trainer:

Slide 19 and 20

DVD Activity:

What does the teacher do whilst the children are reading?

How do the children support their partner?

How does the teacher encourage good partner work?

Activity:

Read the statements below, some are false. Identify the false statements in each case.

1. The teacher:
 - a. reads the story to the children first
 - b. moves round the group, monitoring partner reading
 - c. focuses on decoding on this first reading rather than reading with expression
 - d. gets each child to read a page to the group out loud
 - e. works with individual children who don't have a partner
 - f. trains the children carefully how to work as partners

2. The children:
 - a. take turns to read alternate pages.
 - b. use their lolly stick to poke their partner when they have made a mistake.
 - c. take turns to read the whole book to each other.
 - d. monitor their partner's reading carefully, helping them with finger talk and other strategies.
 - e. look out of the window when their partner is reading.

Key teaching and learning points

Teacher	Children
<ul style="list-style-type: none">• checks whole group has started well before listening in carefully to partners• only talks to the teaching partner – never the reader• praises good teaching rather than good reading• never works with individual children – if there is an odd number, have a group of three• moves round the group rather than sitting in one place• monitors the groups fluency and confidence at decoding – checking that the text is at an appropriate level	<ul style="list-style-type: none">• take an alternate teaching and reading role on alternate pages• listen carefully to their partner, helping them when stuck• praise their partner for reading well• continue reading – i.e. go back to the beginning, until the group teacher stops the group

Reading Activity 6: Questions to talk about

Phonics Handbook page: 40

Resources:

copies of Storybook – 1:2
lolly sticks
tables and chairs
ongoing word wall

Purpose:

Children: to discuss their understanding of the text
to learn new vocabulary and

Teacher: to build children's comprehension skills and level of engagement in text
to develop children's vocabulary and understanding of story grammar

Trainer:

Slide 22, 23, 24, 25 and 26

DVD Activity:

Why does the teacher insist that the children re read the story to find the answers to the questions?

What different feedback mechanisms does the teacher use?

How does the teacher keep the children on task?

How is drama used to build comprehension?

How does the teacher build the children's vocabulary?

What links does the teacher make between the reading and writing process?

Activity:

After watching the dvd, complete the table below with examples of the 5 P's of teaching.

5 'P's'	Examples
Purpose	
Participation	
Pace	
Positive	
Passion	

Key teaching and learning points

Teacher	Children
<ul style="list-style-type: none">• plans a range of both find it and prove it questions and identifies any vocabulary development opportunities• ensures that the children talk to their partner for all questions to maximise participation• uses praise and children's names to keep the children on task• ensures that children have literal level of understanding before developing a higher level of comprehension• teaches in a lively and animated way to keep the children interested – doesn't use this as merely a comprehension checking exercise• makes links between reading and writing explicit for children.• makes connections with previous work and maximises opportunities to build children's vocabulary	<ul style="list-style-type: none">• discuss every question with their partner• refer back to the text to find the answers, learning to use the text and not pictures•

Reading Activity 7: Read the story with fluency and expression

Phonics Handbook page: 41

Resources:

copies of Storybook – 1:2
lolly sticks
tables and chairs
ongoing word wall

Purpose:

Children: to explore authors' techniques and enhance comprehension and writing skills
to learn new vocabulary

Teacher: to build links between the reading and writing process. To teach language comprehension

Trainer:

Slide 32, 33, 34, 35, 36, 37, 38 and 39

DVD Activity:

How does the teacher use drama to develop understanding?

How does the teacher develop the children's vocabulary and develop a deeper understanding of language?

How does the teacher maintain good pace?

Build a list of techniques the teacher uses to increase learning in the session.

What planning would have been necessary to underpin this session?

How does this activity build links to creative writing?

Activity:

This activity links with Writing Activity 8: Picture Strip Composition

Choose a Blue book Picture Strip. Decide with your partner which aspect of the Picture Strip you will focus on, using some of the Yellow book ideas to help you. Plan the Fluency and Expression activity to go with it and plan how you would teach the Picture Strip.

Share the ideas with the group to build a bank of ideas for Blue book Picture Strips.

Key teaching and learning points

Teacher	Children
<ul style="list-style-type: none">• uses partnerwork and drama to maximise participation• makes maximum use of possibilities of links with creative writing tasks• conveys her love of literature through her enthusiasm for the story and the language used• shares her own ideas to develop children's <p>Uses this task to teach range of the following:</p> <ul style="list-style-type: none">• new vocabulary and or punctuation• model the writing process and shared writing experiences• how writers chose words and punctuation carefully to meaning• build on comprehension activities• how some words are more powerful than others <p>richer understanding of the story</p>	<ul style="list-style-type: none">• discuss every question with their partner• refer back to the text to find the answers, learning to use the text and not pictures•

Reading Activity 8: Questions to read and answer

Phonics Handbook page: 43

Resources:

copies of Storybook – 1:2
lolly sticks
tables and chairs
exercise books

Purpose:

Children: to show their understanding of the text. To practise answering comprehension questions

Teacher: to teach children comprehension skills

Trainer:

Slide 27 and 28

DVD Activity:

How does the teacher help children to find the answers?

Why?

Why does the teacher make the children find the actual evidence in the book?

How does the teacher use partnerwork to increase the children's comprehension?

Why doesn't the teacher make the children write the answer to all the questions?

Activity:

Complete the sentences below.

The teacher kept the pace of the lesson by.....

The children checked their answer by.....

The teacher used praise to.....

The teacher got the children to participate by.....

The teacher collected feedback in these ways:.....

As a group, share your examples and discuss how they contributed to the teaching and learning.

Key teaching and learning points

Teacher	Children
<ul style="list-style-type: none">• teaches children to find evidence for their answer in the text• uses the questions to teach information retrieval skills• models how to answer questions in sentences• uses partnerwork to build participation	<ul style="list-style-type: none">• discuss every question with their partner• refer back to the text to find the answers, learning to use the text and not pictures• only write the answers to questions the teacher chooses

Reading Activity 9: Speed words

Phonics Handbook page: 43

Resources:

copies of Storybook – 1:2
lolly sticks
tables and chairs

Purpose:

Children: to build reading fluency and speed

Teacher: to assess reading accuracy

Trainer:

Slide 30 and 31

DVD Activity:

What do the children do if their partner is stuck on a word?

What does the child do when he makes an error?

What is the group teacher's role?

Activity:

Choose the right answer for the questions below.

1. Speed words Activity should last
2 minutes/5 minutes/10 minutes
2. Children read
words randomly/in rows and then columns/only the words they don't know
3. The teacher
listens to every child read every word/moves round the group, especially checking on vulnerable children/makes the group chorally read the words in fred talk
4. When a child gets a word wrong:
they miss it out and move on/their partner helps them and makes them go back to the beginning of the row/ they have a guess
5. If a child makes lots of errors, the teacher:
tells the manager at the end of the term/tells the manager straight away/makes the child do the speed read in front of everyone

Check your answers as a group. Discuss what the most effective communication system will be for your school between RWI teachers and the RWI manager.

Key teaching and learning points

Teacher	Children
<ul style="list-style-type: none">• monitors the accuracy of the children – especially the vulnerable ones and reports any concerns to the manager• moves round the group, praising good partnerwork	<ul style="list-style-type: none">• teaching partners listen carefully and stop and help partners when they make an error• teaching partners make reader go back to the beginning of the row every time they make an error• swop teaching and reading role until group teacher stops the group