

Reading Lessons

Reading lessons in P5-7 take place three times a week. Children work in **ability groups with differentiated texts**, to ensure that they are working with texts that are appropriate to their level. Most often the texts used will be novels but it could also be any other main text that will be studied in depth from beginning to end, such as a film, a play or an advert.

There will still be a focus on listening and talking and high-level discussion but following group discussion, children will also be expected to write down their answers in full, detailed sentences, either in their jotters or as a document in their OneDrive folders.

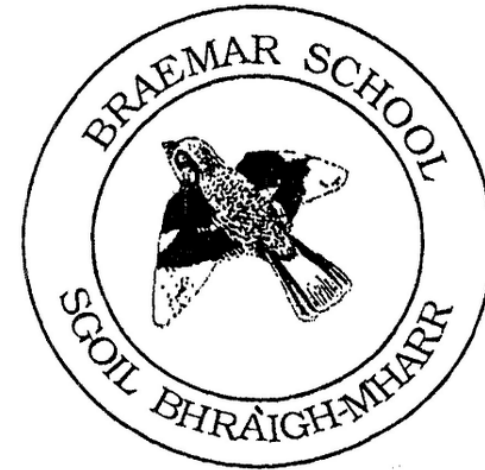
As these lessons have comprehension as their focus, higher order thinking skills become especially important here. Children must be able to 'get under the skin of the text' and explore all aspects of a text, to ensure they fully understand it, the author's intentions and their reaction to it.

The Comprehension Compass has been designed to ensure that texts are explored in appropriate detail to enable in-depth discussion of a text. The Compass is used by teachers to ensure that they are providing a range of tasks, questions and activities that are **specific to the text that is being read** – and that will provide appropriate challenge and engagement. For more detailed information, see the Comprehension Compass handout .

Please get in touch if you would like more information about how we structure reading lessons in P5-7.

Mrs Maclean

Reading in Rm 3 at Braemar School



Family Learning Session
February 2023



The Simple View of Reading

It is essential that every child is taught how to read, not only to access the curriculum and improve knowledge, but to benefit from the wider opportunities that reading for pleasure offers. From improving spelling, vocabulary and even maths, research also shows that reading improves our empathy and our understanding of others. Reading for pleasure benefits our health and wellbeing, and, when children are accomplished readers, this also has an important impact on self-esteem and how children view themselves as learners.

For this reason, teaching all children to read (and write and spell) is a priority at Braemar School.

Reading is a complex skill which can be broken down into two main aspects: **decoding** (being able to read words and 'lift them off the page') and **comprehension** (understanding what the words mean). This is known as **The Simple View of Reading**.

decoding + comprehension = reading

Reflective
★ **Reading**

Building a Reader

To build a reader it is important to attend to both aspects of **The Simple View of Reading**, as above. But it is also essential to ensure that we engage children's interest in reading – so that they become enthusiastic, confident, accomplished and motivated readers. Therefore, 'Building a Reader' involves three essential ingredients:

Decoding / Word Recognition: being able to read and 'lift the words off the page'

Comprehension: being able to understand what the words and text actually mean

Motivation: being engaged and motivated – the desire to read and be a successful reader

It should also be noted that oral language skills underpin both aspects of reading (decoding/word recognition and comprehension) and its importance must not be underestimated. It is therefore essential that teachers and parents read and talk lots with their children – providing high quality, rich literature experiences. Talk tasks are therefore built into comprehension activities each week.

