**READING ACROSS THE CURRICULUM**

**INTRODUCTION**

**Please note - opportunities to apply reading skills must be provided in other curricular areas. This is the responsibility of all teaching staff.**

* Reading is often what we look to when we consider what it means to be literate. Engagement and motivation to read is vital to ensure pupils make progress not only in Literacy and English, but across the curriculum.
* Each classroom should be literacy rich with print, books and other texts easy for pupils to access; as well as links made between reading and the pupils’ writing. This underlines the importance and frequency of reading in the world and the many purposes for reading.
* Reading incorporates **decoding, fluency, and comprehension,** so each of these aspects should be addressed in teaching.
* Phonological knowledge and recognition of common words are foundational elements which allow readers to decode and improve fluency. Pupils should be given opportunities to read aloud and you may consider increasing ‘time on task’ by having all members of a group read aloud simultaneously with the teacher moving round to hear individuals. The theory is that by reading aloud more, fluency improves.
* Alongside this, there is much value in teacher modelling of reading aloud by following punctuation, font and other cues.
* We should explicitly provide pupils with reading tools for decoding. For example: look at the first letter, look at the picture, think of word families, look at the length of the word, read again, read on, sound it out, use what you already know, etc. Please refer to the Level 3 and 4 Active Reading Board for further details, as well as the Active Reading Board developed by the Literacy Committee for 2nd level (available February 2018).
* Comprehension is a further area where pupils should be taught specific strategies. Pupils should be utilising skills including: predicting, summarising, visualising, questioning and clarifying by later years of the BGE. Again, refer to the Level 2, 3 and 4 Active Reading Board for specifics.
* When selecting texts we should consider: pupils’ wider life experiences and interests; the involvement of children in selecting texts; using varied texts in terms of content and form – video, poster, recipe, audio text, comic, Newsround; working with a mixture of familiar and unseen texts; exploring Scots language; sourcing additional texts…especially in current subject specific affairs.
* Time to discuss texts is important, be it a true opportunity to share personal reading, likes and dislikes; or reading sessions to analyse texts and justify thinking.
* Supporting personal reading is crucial and has many facets. Time in class and the library should be protected for pupils to choose texts and read alone. Sharing recommendations amongst peers in a variety of ways can help BGE pupils especially. Classes may use online book reviews or the Scottish Book Trust to inform choices; as well as other initiatives such as The Carnegie Medal.
* The ExPLORE method should be used for research when focussing on Es+Os about fact and opinion, note-taking or creating new texts. Posters remind learners of the steps in the process and the different skills that they are building as they work through them. Research need not necessarily incorporate every step in the process each time so a sequence of lessons may simply focus on the ORGANISE stage, for example, with the use of lists, headings or mind maps. Elements of this methodology should be employed throughout the year, avoiding ‘doing ExPLORE projects’ just once or twice in the session.

**Resources**

* Teachers manuals with some photocopiable resources (Core reading schemes, Teaching Comprehension Strategies)
* Active Reading Boards at Levels 2,3 and 4
* The Library
* Highlighters for text marking