

## Interactive Shared Reading 1

### Interactive Shared Reading

**Interactive Shared Reading** is an approach intended to support children's engagement and understanding of stories. These sessions should be planned and include multisensory opportunities for children to interact with a text.

In small groups, children should have the chance to revisit and hear the same story on several occasions. Adults should use **Think Alouds** and **Effective Questions** to encourage thinking and conversation whilst remembering to follow the child's lead to enable sustained interactions.

Through **Interactive Shared Reading** children will develop awareness of **book handling skills** and **concepts of print** whilst exploring **story elements** and **story structure** to support their **comprehension**.



### First read strategies and approaches

**Purpose:** To introduce the book and enable children to hear the whole story. Conversations should not affect the story's 'flow'.

#### **Before reading:**

- You may wish to draw children's attention to **some key features** of the book e.g., title, author, illustrator, front/back cover, blurb.  
*"Let's read the blurb. What does it tell us about the story?"*
- Use the front cover/title to encourage children to make predictions about the book.  
*"Tell me about the front cover. What do you see?"*  
*"What do you think the story might be about?"*
- Children may be able to identify who the main character might be, the problem that may arise or the setting of the story e.g.,  
*"I am trying to visualise where this story might take place, I wonder if anyone else can..."*
- To reinforce book handling skills you may wish to point to the word where you will start reading.

#### **During reading:**

#### **Flow of story**

- Read aloud to group (use comments and questions at natural breaks.)
- Trace finger under some words.
- Shorter conversations.
- Encourage predictions. *"I'm wondering about..."*
- Emphasise new vocabulary.

#### **After reading:**

#### **Develop Understanding**

- Talk about the book using story elements (character, setting, problem, actions, resolution) and story structure (beginning, middle and end).
- Ask 'why' questions – *"Who?"* (character) *"Where?"* (setting) *"What?"* (action/big problem/resolution) *"Why?"* (explaining/understanding)? E.g.,  
*"I'm trying to understand why (insert scenario) happened?"*  
*"I'm wondering why (insert character's name) did that?"*
- Leave a copy of text in library with story props to reinforce the story.

## Interactive Shared Reading 2

### Subsequent reads strategies and approaches

**Purpose:** To develop comprehension and extend thinking skills by engaging children in longer conversations.

#### Before reading:

#### Prior knowledge

- Recap story elements from last session and discuss any new vocabulary.
- To reinforce book handling skills you may wish to point to the word where you will start reading.

#### During reading:

#### Comprehension

- Ask more questions to develop understanding.
- Use think alouds **followed by** questions e.g.  
*"I'm wondering if..."*  
*"What would you...?"*
- **Strive for 5** turns in conversations. Discuss characters' thoughts and feelings, refer to illustrations to provide clues for children.
- Encourage children to make connections with the story and their own experiences, thoughts and feelings e.g.,  
*"What does this story remind you of?"*  
*"Has anything in the story ever happened to you? Would you like to share it?"*  
*"What might you have done in \_\_\_\_\_'s situation?"*
- Use **Shooting for the SSTARS** to make **words sparkle**.

#### After reading:

#### Develop thinking

- Have conversations about the **resolution** to the **problem**. Continue to ask **why** questions e.g.,  
*"What do you think about...? Why?"*
- Encourage children to explore characters' **thoughts** and **feelings**, imagine and project e.g.,  
*"What would you say if you were...? Why?"*  
*"Why do you think the character has been drawn like this?"*
- Ask about secondary characters' thoughts and feelings, encouraging children to explain their ideas.

### Final read strategies and approaches

**Purpose:** To help children retell or read the story using illustrations and/or props as an aid.

#### Before reading:

#### Prior knowledge

- Ask children to recall the title, characters and setting and ask about the big problem in the story.
- Review any new **sparkle words**.
- Explain that the children are going to 'read' the story. You won't read all the text, just the parts of it that children need help with.

#### During reading:

#### Encourage details

- Support children to retell the story (events, reasons why, thoughts, feelings) with think alouds, question prompts and illustrations/props e.g.,  
*"What happened on this page?"* *"What's happening here?"*  
*"Why did this happen?"* *"What is she thinking/feeling here?"*  
*"What will he do next?"*
- Encourage use of details – names, objects, feelings and reasons.
- Observe and encourage children to use new **sparkle words**.
- Reread parts of the text if needed to secure understanding.

#### After reading:

#### Encourage thinking

- Develop conversations by following the children's lead.
- Continue to expand understanding by asking children to make connections, use their imagination (e.g., alternative ending) and make predictions e.g.,  
*"Think of a time when you... What would have happened if you...?"*
- Encourage all children to contribute by **Striving for 5** interactions.
- Invite children to comment on others children's suggestions.