Platt Bridge Community School

Better Reading Partnership

Promotes **B**elief **C**reates **S**uccess

Contents

Better Reading Partnership

Section 1: Overview

The Better Reading Partnership is a 'light-touch' Wave 2 programme which aims to raise the attainment of children who can read but who lack fluency, understanding and enjoyment and may need support with decoding skills, vocabulary and/or comprehension. A Better Reading Support Partner is a trained teaching assistant or volunteer who gives regular individual support to children who have fallen behind in reading. The children read a range of texts in each session, and the Partner provides a relaxed environment that is designed to give them the time and space both to practise and apply their skills, and to talk about their reading with an interested adult. The sessions are designed to boost children's ability to apply phonics skills and to develop their vocabulary and comprehension skills. The Partner assesses children's progress regularly and discusses it with their class teacher.

The programmes are for pupils aged from 6 to 14 who:

- Lack skills and confidence as readers
- Require a boost to their reading age
- Need to develop their understanding of texts

The Better Reading Partners system was selected as it mirrors many of the skills and expectations of successful teachers of literacy. The ten week programme shows average gains of 6 months progress. BRP works on the principle of three reads; a familiar text, to focus on fluency, expression and comprehension; a new text, for testing decoding ability; a recent text, which would have been the new text from the previous week, for developing speed and comprehension. This would then act as a rota, with new texts being introduced, practised the following week, and then added to the catalogue of familiar texts.

Better Reading Partnership

Section 2: Observing the Reader

Use the following questions to guide your observations of the pupils reading.

- Is there one to one correspondence? Does the pupil point accurately to each word as they read?
- Is the pupil pointing when reading familiar books? Do you think that they need to?
- Will they attempt an unknown word independently and without help?
- Which cueing strategies do they use when they attempt new words?

   Do they:
- Check the picture
- Use phonic knowledge and skills (letter sound knowledge and blending)
- Check whether their reading makes sense
- Check whether their reading sounds grammatically correct
- Do they return to the beginning of a sentence to re- read?
- Do they notice when they have made a mistake?
- Do they try to self correct? If so, are they ever successful?
- If the pupil does not attempt an unknown word, what do they do?

   Do they:
- Wait for you to tell them
- Ask for help
- Say they are stuck
- Point to the word and wait

Responding to and understanding the text

- Can the pupil answer questions which require a yes or no answer or when the answer can be simply retrieved in the text?

For example: The text says: The lion always liked to eat fried egg sandwiches for his breakfast.

Question: What did the lion like to eat?

Answer: Fired egg sandwiches.

-Is the pupil able to respond: always/sometimes/never?

- Can the pupil answer questions that require a more complex response or a more reflective answer, which may draw on the pupil's, own experience?

For example: The text says: The girls ran across the street, laughing and shouting to each other.

Question: How are the girls feeling? How do you know? Where does it tell you?

-Is the pupil able to respond (even if their answer is not always accurate): always/sometimes/never?

-Their answer one word yes or no or is it two or three sentences which [provides a full response?

- Can the pupil offer a prediction of the next part of the text?
- Can the pupil give a summary of the last section of the text or answer questions reflecting on the last section?
- Can the pupil explain parts of the texts or give reasons for events in the text?

Phrased and fluent reading

- Does the pupil read familiar texts with some fluency? Or is their reading stilted or slow?
- Does the pupil use expression in speech sections of the text?
- Does the pupil read in a phrased way?
- Does the pupil pay attention to any punctuation as they read?

Attitude to reading

- Does the pupil seem confident as they read aloud?
- Are they interested/ enthusiastic about reading?
- Were they enthusiastic about being selected for Better Reading Partners?

Reading Targets

- What do you think the pupils reading targets are for the Better Reading Partners Programme?

Better Reading Partnership

Section 3: Key Objectives for Reading with pupils

Introduction

Success as a reader underpins learning in all areas of the school curriculum. Many pupils become successful reading partners your role is to support pupils and open up to them the world of literacy and understanding by reading with them and guiding them on this journey.

Starting where the pupil is

Our aim must be to work from the successful learning already achieved by the pupils. All pupils come to school as successfully and active learner. We must build on that and hep to overcome any confusions and difficulties that any have developed in their reading system. **Our first lesson is spent talking with the reader and gathering information about how they view themselves as readers and their reading history.** If appropriate we can establish some common goals and objectives as targets in the reading programme.

Building on their strengths

The most successful teaching occurs when we build on the achievements and strengths of learners. To build on strengths we need to be able to identify those reading behaviours which are successful. We must, therefore, become careful and sensitive observers.

Praising their good reading behaviours

As you build a successful reading partnership the pupils you work with will listen and attend to what you are saying. The things we say as adults will influence the pupils and direct their attention to particular aspects of print and how they read. In our reading time it is crucial that we praise pupils for the most useful and important aspects of their reading. I f we are sparing with our praise and use it in a very direct way, naming the behaviour or work, it will be more powerful and memorable.

Planning for Success

The aim of the Better Reading Partnership is to help pupils become better readers. It is important that we try to make every session successful. When children are successful they develop confidence and the motivation to achieve. When we read with pupils each session will start with the pupil reading familiar books and practising their successful reading behaviours. Reading these 'easy' books allows the pupil to work on developing fluent phrased reading.
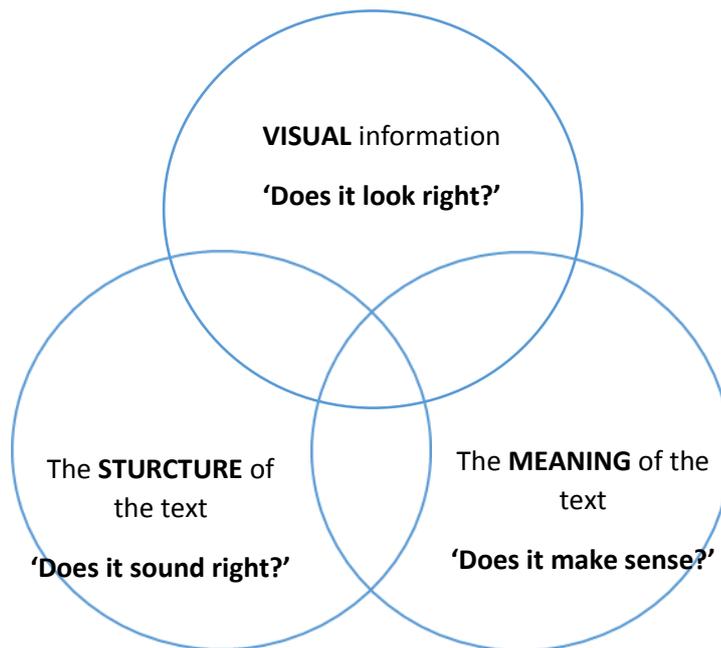
Creating new challenges and goals

Each lesson will provide opportunities for the pupil to work with books in their control. We will also introduce a new and challenging texts to provide new experiences and demands. The new book introduced will build on the successful learning already achieved and support the reader to control new reading behaviours and skills.

Better Reading Partnership

Section 4:The Reading Process

Reading is a very complex process which involves both accurate word recognition and good language comprehension and both are essential if children are to become effective readers.

It is important to emphasise that effective and efficient word recognition requires the reader to attend to a combination of sources of information (see diagram below)

VISUAL information

'Does it look right?'

The **STURCTURE** of the text

'Does it sound right?'

The **MEANING** of the text

'Does it make sense?'

1. **The VISUAL information -** 'Does it look right?' This involves attention to , letters, to phonic rules and being able to blend phonemes into words, to recognising high frequency words at speed and to applying what they know to something new e.g. getting from look to book and cook etc.
2. **The MEANING of text -** 'Does it make sense?' This involves making sense of the text, using prior knowledge about the subject/story, and/or using the picture.
3. **The STRUCTURE of the text -** 'Does it sound right?' This involves the 'grammar' of language or the way words fit together in the English language e.g. we don't day ' I *runned* down the road' we say 'I *ran* down the road'

It is important that we aim to help the child attend to all these sources of information simultaneously, so that they make a mutually supporting system.

Better Reading Partnership

Section 5: Introducing a new text

- Make sure you are familiar with the text before the session.
- Give the pupil the title/genre of the book and then ask a question to activate prior knowledge.
- If appropriate look at the blurb layout, index etc. Give a brief overview giving character or place names if necessary.
- Attend to any new or potentially difficult vocabulary/ concepts. I f the pupil really cannot work it out after asking different question, tell him/her.
- Locate any repetitive structure.
- Help the pupil access the text by the questions you pose.
- Remember the importance of specific praise, it will instil confidence and encourage the pupil to try that again!
- Following the introduction, let the child read the text as independently as possible.

Better Reading Partnership

Section 6: Starting the Better Reading Partnership with pupils.

Session 1 (20 mins)

Complete initial first observation to get to know your pupil and complete a benchmark.

Using 3 or 4 books the childs class teacher has provided ask the pupil to choose 1 book which becomes their **FAMILIAR** book for this session.
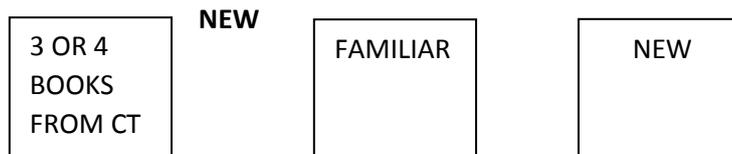
3 OR 4 BOOKS FROM CT	FAMILIAR

Session 2 (20 mins)

Using 3 or 4 books the childs class teacher has provided ask the pupil to choose 1 book which becomes their **FAMILIAR** book for this session.

Choose a **NEW** book from the levelled/banded books which are appropriate yet challenging for the pupil. Prepare and then spend 7-9 minutes on the book.

NEW

3 OR 4 BOOKS FROM CT	FAMILIAR	NEW

Session 3 (20 mins)

Using 3 or 4 books the childs class teacher has provided ask the pupil to choose 1 book which becomes their **FAMILIAR** book for this session. (3-5 minutes)

Last sessions NEW book is now the RECENTLY INTRODUCED book.

Choose a **NEW** book from the levelled/banded books which are appropriate yet challenging for the pupil. Prepare and then spend 7-9 minutes on the **NEW** book.

FAMILIAR	RECENTLY INTRODUCED (LAST SESSIONS NEW BOOK)	NEW

Session 4 (20 mins)

You will still have your 3 or 4 books from the teacher but last sessions **RECENTLY INTRODUCED** book is now their **FAMILIAR** book. (3-5 minutes)This is the book that you will send home with the pupil reminding them they must bring it for their next session with you.

Choose a **NEW** book from the levelled/banded books which are appropriate yet challenging for the pupil. Prepare and then spend 7-9 minutes on the **NEW** book.

FAMILIAR	RECENTL INTRODU (LAST SESSIO NEW BOOK)	NEW

Lesson Plan Outline

	PUPIL	PARTNER
FAMILIAR READING (3/5mis)	The pupil chooses one text from a range of texts they have read before (once or twice)	Encourage fluent and expressive reading, attending to punctuation. Use appropriate prompts e.g. 'Does it make sense?', Does it look right?' Praise afterwards- 'I really liked the way you tried again/looked at the picture/used expression etc'.
RECENCENTLY INTRODUCED TEXT (3 min)	The pupil reads the text introduced in the last session.	Take running record or observe. Don't intervene unless pupil is really stuck. Ask if they need help and tell them the word to maintain fluency. Afterwards – praise with ' I really liked the way you…@. (this texts now becomes a familiar text)
NEW TEXT (7/9min)	The pupil listens and responds to the introduction. He/she reads the text.	Introduce the text by giving a brief overview, and helping the pupil access the meaning. The pupil reads the text Listen to the pupil read the text. Respond and support with appropriate prompts and specific praise. (This text now becomes the recently introduced text)
AFTER THE SESSION		Analyse running record and decide on the most suitable new text for the next session.