

Guided Reading at Hutton Cranswick CP School



The Reciprocal Reading approach at KS1

What is reciprocal reading?

Reciprocal reading is an approach to teaching reading comprehension developed in the US by Annemarie Palincsar and Ann Brown. Their aim was to help teachers to actively teach understanding when reading.

Reciprocal reading is best described as a dialogue between teachers and children in which participants take turns in assuming the role of teacher. It is interactive teaching in which the teacher, or a child, leads a group as they talk their way through a text to understand it. As they work together, group members monitor their understanding by stopping at regular intervals to ask questions, summarise, predict and clarify what they have read.

What model of teaching underpins it?

One very distinctive feature about this approach to teaching is its basis in the now familiar ideas of Vygotsky, who put forward the notion that children first experience a particular way of thinking in collaboration with other, more expert, thinkers. The child is firstly a spectator, as the majority of the thinking is done by the expert (parent or teacher), then a novice as he/she starts to take over some of the work under the supervision of the expert.

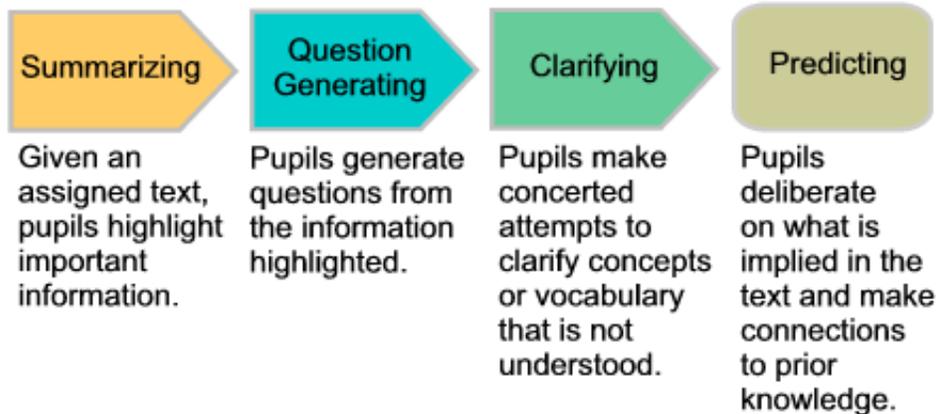
As the child grows in capability, the expert passes over greater and greater responsibility but still acts as a guide, assisting the child at problematic points. Eventually, the child assumes full responsibility for the task with the expert still present in the role of a supportive audience.

Using this approach to teaching, children learn about the task at their own pace, joining in only at a level at which they are capable – or perhaps a little beyond this level so that the task continually provides sufficient challenge to be interesting. The approach is often referred to as an apprenticeship approach, and the distance between the level at which children can manage independently and at which they can manage with the aid of an expert was called by Vygotsky ‘the zone of proximal development’. As Vygotsky put it, ‘What a learner can do in collaboration today, he can do alone tomorrow.’

How to use reciprocal teaching

There are 4 key roles within a group for reciprocal reading:

Reciprocal Teaching Strategy



In short, in groups students will read and discuss a text. Each student takes a different role. Each student keeps his or her job for the entire reciprocal teaching discussion. Jobs can be rotated with each new piece of text.

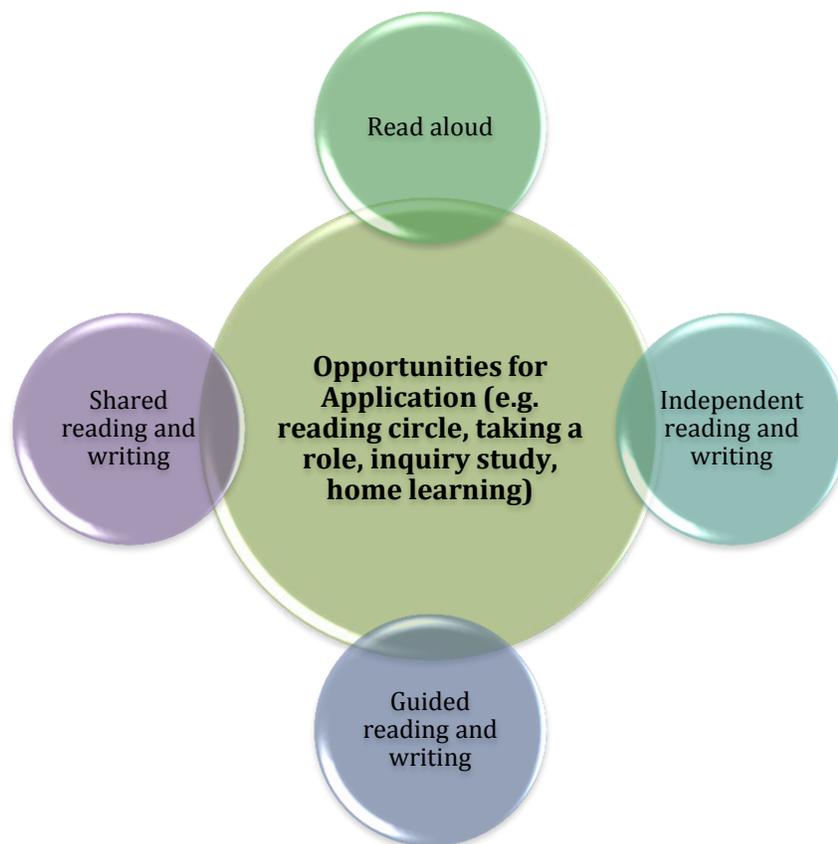
Strategy	Activity
Predict	Predictor: predicts with evidence - <i>My prediction is...</i> - <i>My evidence is...</i> Other pupils agree or disagree and give evidence.
Read	Pupils read the section silently, in unison or in rotation.
Question	Questioner: poses questions for the group to discuss - <i>My on-the-surface question is...</i> - <i>My under-the-surface question is...</i> Other pupils answer the questions.
Clarify	Clarifier: asks for or gives clarification - <i>I need to have _____ clarified.</i> - <i>Do you need anything clarified?</i> Talks about parts that were confusing and discusses unknown words.
Summarise	Summariser: summarises - <i>I think the most important idea/s are...</i> - <i>My summary is...</i> Other students add to the summary.

Reading Circle approach at KS2 (starting September 2017)

At Hutton Cranswick we are always seeking a way to gain that extra insight to better learning, which is why we are shifting our approach to reading at KS2.

Reading Circle is more of a 'book club' approach – groups will be reading a whole book over time, both at home and in school. The work they will complete between group sessions should lead to an in-depth understanding of the author's techniques, development of character and atmosphere and reading enjoyment that comes from completing a whole text.

Reading Circle is a way to complement our curriculum, having a comprehensive literacy program that allows children to **apply** what they are learning about reading and writing.



A key element of the Reading Circle approach is to use it as a homework tool. As always, we like to restrict homework to the key skills and this allows not only reading at home but more focus on understanding, inference as well as vocabulary.