



Aims of the day

- To consider how inference is taught and the place of reciprocal reading
- To develop an understanding of the reciprocal reading process
- To look at how reciprocal reading can be used in the classroom
- To plan ways forward for reciprocal reading in your classroom



In order to be good at meaning-making pupils need to :

- Be an active reader who wants to make sense of the text
- Monitor comprehension and repair misunderstandings
- Have a rich vocabulary
- Have a competent working memory



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Teaching for inference

- **Teacher modelling of inferencing**
 - Teachers 'thinking aloud' their thoughts as they read aloud to pupils
 - Teachers asking themselves questions that show how they monitor their own comprehension
 - Teachers making explicit the thinking processes that result in drawing an inference
- **Word level work**
 - Developing fluent basic reading skills
 - Vocabulary building: aurally and in reading
 - Lexical training, e.g. in cohesive devices (pronouns and connectives)



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Teaching for inference

- Text level work
 - Making explicit the story structures
 - Discussing the role and usefulness of a title
 - Emphasising that fiction allows multiple interpretations and inference making
- Questioning by the teacher
 - Asking 'How do you know?' whenever an inference is generated in discussion of a text
 - Asking questions about relationships between characters, goals and motivations
 - Asking questions that foster comprehension monitoring, such as 'Is there information that doesn't agree with what I already know?'
 - Ensuring that pupils are not interrupted during their reading by asking questions of their reading



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Teaching for inference

- Questioning by pupils
 - Training pupils to ask 'Why?' questions while reading
 - Teaching the meaning of the question words who, when, why etc
 - Asking pupils to generate their own questions from a text using these questions
- Activation of prior knowledge
 - Asking pupils to generate associations around a topic, and discuss and clarify their collective knowledge
- Prediction and contextualisation
 - Working on predictive and contextualising skills for example via cloze procedure



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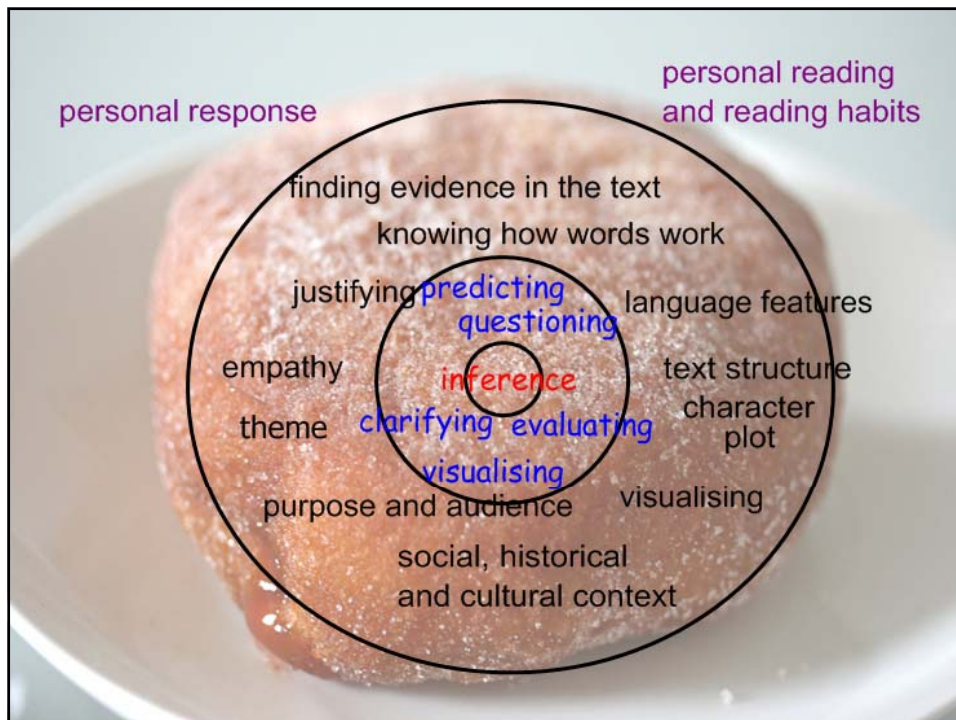
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Teaching for inference

- Aural work
 - Listening to stories and story tapes
 - Practising inferential questions on aurally presented texts
- Choosing the right texts
 - Taking care not to choose texts that are too easy for classwork
 - Discussion of texts in curricular areas outside literacy



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The goals of reciprocal reading

- To improve reading comprehension using the four strategies of predicting, questioning, clarifying and summarising
- To scaffold the four strategies by modelling, guiding and applying the strategies while reading
- To develop the metacognition and reflection on use of the strategies
- To help pupils monitor their reading comprehension
- To use the social nature of learning to improve and scaffold comprehension
- To strengthen teaching in a variety of situations; shared, guided and independent
- To be part of a broader framework of comprehension strategies that comprises of previewing, self-questioning, making connections, visualising, knowing how words work, monitoring, summarising and evaluating



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Reciprocal teaching, when used consistently, can produce rapid results and growth in comprehension for readers of all ages.

(Cooper et al., 2000; Palincsar and Brown, 1984)



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The building blocks of successful teaching of reciprocal reading are:

- Scaffolded teaching
- Teacher and pupil modelling of strategies and thinking
- Metacognition
- Co-operative learning



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Prediction

- Predicting involves previewing the text to anticipate what may happen next. Readers can use the information from the text and their prior knowledge to make logical predictions before and during reading. Prediction can also be linked to text type.



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Clarifying

- Although children can be taught to identify difficult words and work through them, it is much more difficult for some to recognise unclear sentences, passages, chapters or ideas.
- Clarifying helps children to monitor their own understanding and identify any problems in comprehending portions of text.



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Questioning

- Good readers ask questions throughout the reading process but formulating questions is a difficult and complex task. In reciprocal reading students learn to generate questions about a text's main ideas, important details and about textual inferences.



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Summarising

- To summarise effectively children must recall and arrange in order only the important events in a text.
- Summarising helps readers to construct an overall understanding of a text, story, chapter or paragraph.

What was done to help you develop your
meaning-making?

How is reciprocal reading different to guided reading?

It gives children more ownership of the discussion about books through;

- Explicit teaching of four particular strategies
- Encouraging metacognition
- Removal of the teacher
- Child generated rather than teacher generated



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How can we vary reciprocal reading?

- Use Thinking Dice as part of the question section. www.thinkingdice.com
- Giving children individual roles (name plates)
- Use a spinner to decide what happens next
- Use bookmarks as reminders of what to do
- Run the session without a teacher!



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Reciprocal Reading and APP

- Look through the sheet and identify the strands most directly related to reciprocal reading
- If we had done the same activities with children, could we collect any evidence for these strands?



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Planning Time

Time now to think about how you might start to use this in your classroom

- Think about whether you will start this off in shared or guided time
- Think about the groupings for reciprocal reading
- Think about how you will introduce the strategies to the children
- Think about how you will develop children's independence



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Reciprocal Teaching at Work Strategies for Improving Reading Comprehension

by Lori D. Oczkus



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Ways of staying in touch

- joy.simpson@devon.gov.uk
- www.devonldp.org/literacy go to guided reading/writing folder and then reciprocal reading
- www.delicious.com/DevonPrimaryLiteracy for a list of websites that we use
- www.literacyresourcesandideas.edublogs.org for regular information about new resources and ideas
www.youtube.com/12help3 for a collection of videos that can be used in literacy teaching
- <http://www.facebook.com/pages/Devon-LDP-Primary-Literacy-Team/120316944695178?v=wall> and see notification of new resources



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