Developing Reading Comprehension Skills

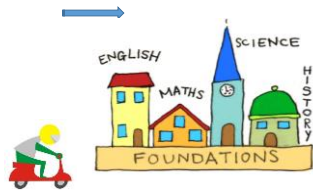Parents Online Session:
Wednesday 5th May 2021

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R.Shore@tsatrust.org.uk

Strategies that travel…

The characteristics of reading comprehension and barriers some pupils experience

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Four key aspects of reading

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• **Word recognition**

Phonemic awareness/ "highway code"/phonics/ look and say/language

• **Reading fluency**

Phrases/appropriate pace/ punctuation

• **Using strategies when reading texts**   e.g.

Detect errors/repeat/ self correct

• **Language, reading comprehension and enjoyment**

Understanding/enjoyment is goal of reading

reading frequency

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Implications of poor comprehension

Pupils who fail to understand adequately what they read…

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- Are inclined to be less motivated readers and so read less and have weaker vocabulary, background and text knowledge
- Listening comprehension (ie listening to texts) is likely to be weak as it is highly correlated to reading comprehension.
- Attainment in national assessments in English Maths and Science at 11 and 16 will be lower because effective reading to learn is denied   Cain 2010
- "… a severe obstacle to educational attainment." Perfetti, Landi and Oakhill

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Fotolia.com

Effective adult readers use a range of flexible reading comprehension strategies so quickly and automatically …we hardly notice they are taking place!!!!!!!!   Pressley

The price we pay for our expertise is that the strategies we use have become hidden from us   Eagleman 2016

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Accurate decoding is crucial but does not guarantee comprehension

When the mood took him, Jimmy Hendrix played the guitar upside down.

(Y7 pupil)

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Activity
Correct answers and real understanding ??!!!

Corandic is an emurient grof with many fribs; it granks with corite, an olg which cargs like lange. Corite grinkles several other tarances, which garkers excarp by glarcking the corite and starping it in tranker-clarped strobs.

Weaver 1979

1) What is corandic?
2) What does corandic grank with?
3) How do garkers excarp the tarances from the corandic?

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Comprehension difficulties are often hidden in the classroom...

Because some pupils seem to decode effectively.

Decoding problems are easily spotted

Comprehension difficulties are harder to spot

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There are many routes to comprehension difficulties

- Because comprehension depends on a range of factors

- But problems are usually a **combination** of factors, rather than just one

http://www.flickr.com/photos/elwillo/4337007744/

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1   Weak background knowledge or failure to use it when reading

text to self (own experience)
text to world
text to text
Buddy in Keene and Zimmerman 2007

• As parents you benefit from knowing your child's prior real life Experiences.

http://www.flickr.com/photos/mikebaird/5856089762/

But even when poor comprehenders do have background knowledge, they often fail to use it because they don't know its valuable

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Good comprehenders make more use of background knowledge as they read to generate inferences and therefore improve their memory of the text   Yuill and Oakhill

Background knowledge switch

Reading can fill in deficits in our first hand experience……….

So it's crucial for pupils with narrow life experiences to both listen to texts and read widely

But watch out for pupils who use too much background knowledge to compensate for not being able to access evidence from the text

Permission Microsoft

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Strategy   "Good readers use their background knowledge to connect with what they read."

Background knowledge **ON**

• book to self

• book to world knowledge

• book to book

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2   Vocabulary knowledge

- "Deficits in oral vocabulary knowledge can
  be one important reason for reading comprehension problems." Snowling et al 2009 and Perfetti
- A reader must know at least 90% of the words in a text to comprehend it
  Nagy and Scott 2000

He looked at the
neglected borzoi with
despair.
It would take time
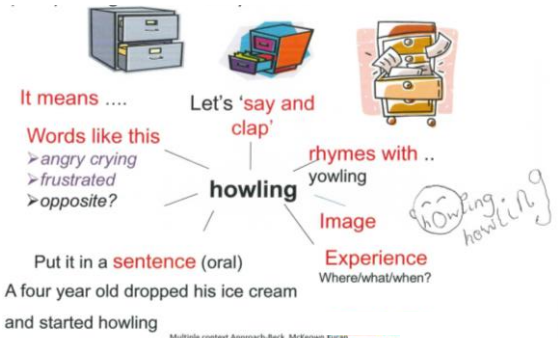and patience to train
it   Cain 2010

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Multiple context approach to vocabulary

It means ....

Words like this
➢angry crying
➢frustrated
➢opposite?

Let's 'say and clap'

howling

rhymes with ..
yowling

Image

Experience
Where/what/when?

Put it in a **sentence** (oral)
A four year old dropped his ice cream
and started howling

Multiple context Approach-Beck, McKeown,Kucan

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Vocab Helper

same root

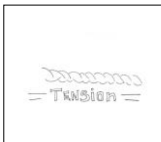| tensing | tense | tensed |

syllables

ten / sion

meaning

In science ..... forces in
conflict or strain ....
being stretched

pictoword

The word(s)/phrase

tension
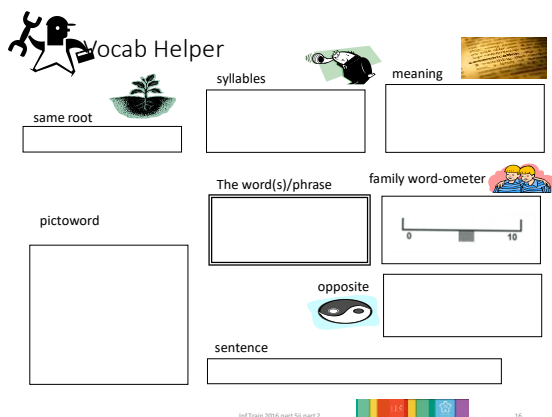
family word-ometer

| mild pull | | breaking point |
| 0 | tension | 10 |

opposite

sentence

The tension in the rope built up slowly

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Vocab Helper

same root

syllables

meaning

pictoword

The word(s)/phrase

family word-ometer

0 ———— 10

opposite

sentence

Inf Train 2016 part 5ii part 2

16
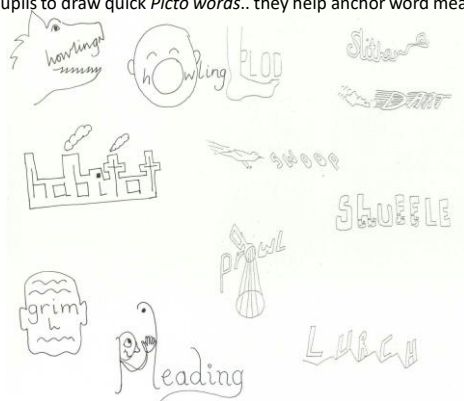

Teach pupils to draw quick *Picto words*.. they help anchor word meanings

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Y7/8 Students explaining meanings of vocabulary in information texts…

- Highly correlated…. "It's when you have a serious heart attack…"
- At this stage… "its where you act out plays…"
- Eventually…   "Is it about an event?"
- In contrast… "You can alter the brightness of a laptop using this…"
- In the short term… "Some terms at school are shorter than others…"

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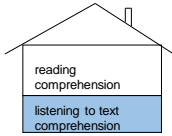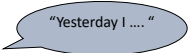**3   Poor comprehenders often have difficulties with understanding spoken and/or text language**

Weak listening comprehension

reading
comprehension

listening to text
comprehension

Reading and listening comprehension are highly correlated   Smiley et al

"Yesterday I …. "

Reading comprehension is a parasite of listening comprehension

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• Eg A 5 year old who listens to the Min Pins by Roald Dahl will use almost exactly the same skills aged 8 when he/she reads it

Twins, but not identical

Listening comprehension   Reading comprehension

• Early language skills support later literacy development
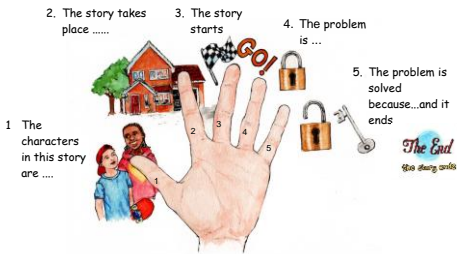Whitehurst and Lonigan

Some pupils arrive in FS2 having heard 1,000 hours of stories and others may have heard none. There can be 19 months of difference in vocabulary between children at 5 years of age   Ofsted

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Retell a story!

2. The story takes place ……

3. The story starts

4. The problem is …

5. The problem is solved because…and it ends

1 The characters in this story are ….

1. Characters   2. Setting   3. It starts… 4.The problem is   5. It is solved because….and the story ends

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4 Good readers are active readers. As they read they ask their own questions or predict .... and read on to find out

Slightly everything

- Comprehension difficulties will not be solved by always asking students to answer someone else's questions. Good readers ask their own questions

The photograph of the newly discovered star was on the front page.

What kind of star...?
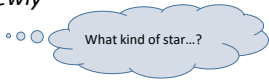
Cain 2010

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She had just won an award for best actress

OK.....that sort of star
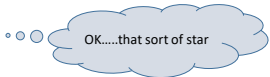
Inside her room, Freddy looked at Abby sympathetically, paws on top of a pile of suitcases and boxes

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Make predictions, ask own questions then read on to watch out for answers

"A prediction is a forward inference" Gunning

http://www.flickr.com/photos/faith-raider/2686815633/

The Minpins by Roald Dahl
Little Billy's mother was very controlling, always telling him exactly what he could and couldn't do. All the things he was allowed to do were boring and the things he wasn't allowed to do seemed exciting

On this summer afternoon, Little Billy was kneeling on a chair in the living room, gazing out through the window at the wonderful world beyond. His mother was in the kitchen doing the ironing and although the door was open she couldn't see him. Every now and again his mother would call "Little Billy, what are you doing?" And Little Billy would always call back and say, "I'm being good Mummy," But Little Billy was awfully tired of being good.

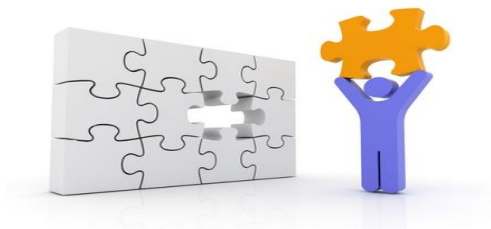Grieving Elephant Starves to Death in Zoo

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5 Inference

"Inference is the bedrock of comprehension."

Harvey and Goudvis 2000

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Authors do not spell out every detail as it would result in long and boring text……..

Jane was invited to Billy's party. She wondered if he would like a kite. She shook her piggy bank. It made no sound. Jane was sad. Adapted Yuill and Oakhill

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Jane was invited to Billy's party. *It was Billy's birthday*

She wondered whether he would like a kite. *So she's thinking of buying him a kite for his birthday present. She needs to take one if she's going.*

She shook her piggy bank. *She wanted to check how much money she had.* It made no sound. *Oh dear that means she hasn't any money! Jane was sad. She thought no money means she couldn't go*

"Younger or poorer readers can make inferences but are less likely to do so spontaneously." Cain and Oakhill

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Activity
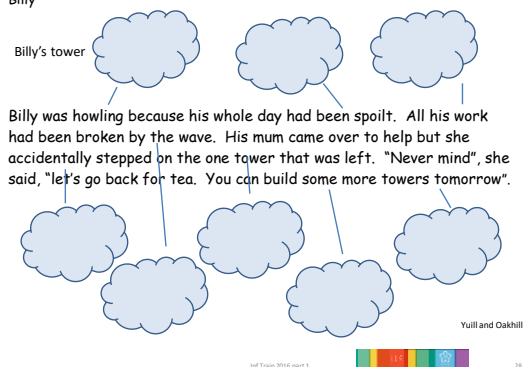
Billy

Billy's tower

Billy was howling because his whole day had been spoilt. All his work had been broken by the wave. His mum came over to help but she accidentally stepped on the one tower that was left. "Never mind", she said, "let's go back for tea. You can build some more towers tomorrow".

Yuill and Oakhill

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work   wave

tower

= beach

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6 Visualising-thinking in pictures

- Many students are unaware of the power of thinking in pictures as they read
- Making images as we read helps us to picture characters and scenes in fiction and determine importance in non fiction
- The ability to use imagery strategies may help weaker comprehenders integrate important parts and remember text   Oakhill and Patel
- Students who have been taught to use imaging have better reading comprehension Olson in Gunning

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7 Low "reading miles"

Seo-gunflickrcc

- We may under-estimate the volume and variety of reading pupils need to do to develop effective comprehension skills
- Some readers have weak comprehension simply because they do not do enough reading
- Reading comprehension, vocabulary and background knowledge are highly correlated to reading miles
- Enormous differences in words read each year by the middle years of school Nagy and Anderson

50,000   100,000   1,000,000

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Comprehension monitoring…

Make pictures

Make links between text and background knowledge

Predict/ask questions.. read on to find out

Notice VIP words…infer…build meaning
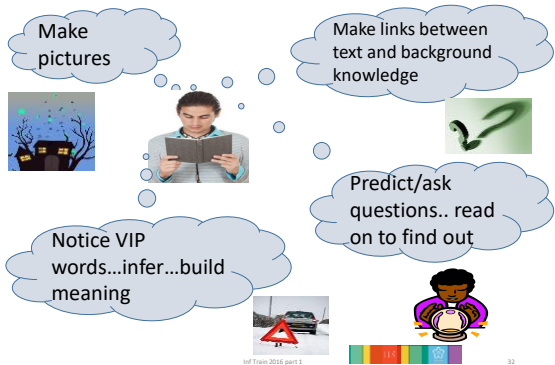
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As they read, effective comprehenders……..

1. Activate background knowledge
2. Make predictions/ask questions
3. Visualise when necessary
4. Identify important words/phrases/ideas
5. Monitor meaning during text reading
6. Detect understanding breakdown and use repair strategies
7. Make connections and integrate meaning
8. Use inference
9. Summarise and synthesise
10. And read frequently and widely to develop vocabulary and text experience

33
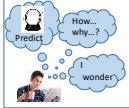
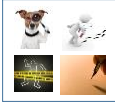Strategies to help us understand and enjoy reading.
As we read we ……..

Use our background knowledge and connect to text

Predict, ask questions, I wonder…
and read on to find out...

Visualise

Think like a detective- use inference

Notice breakdown**…**

and repair it

Watch out for VIP words/ phrases/ideas

…**and** put together to build GIST

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Comprehension

To examine what is involved in reading, consider the following passage:

Henry and his younger sister Ruby were going to visit their great-aunt for tea. She was eighty-eight years old. When they stepped outside it was raining cats and dogs, so Henry fetched his brolly. First they walked to the bank and then to the florist's. Great-aunt Julia was particularly fond of alstroemeria.

Oakhill, Cain & Elbrow (2015)

Reflections/ Questions:

What key things can you take from today's session and feel you can use straightaway?

What needs clarifying?
What would you like to return to?
Any questions in the chatbar?