

Continuing to be a reader...

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October 2024

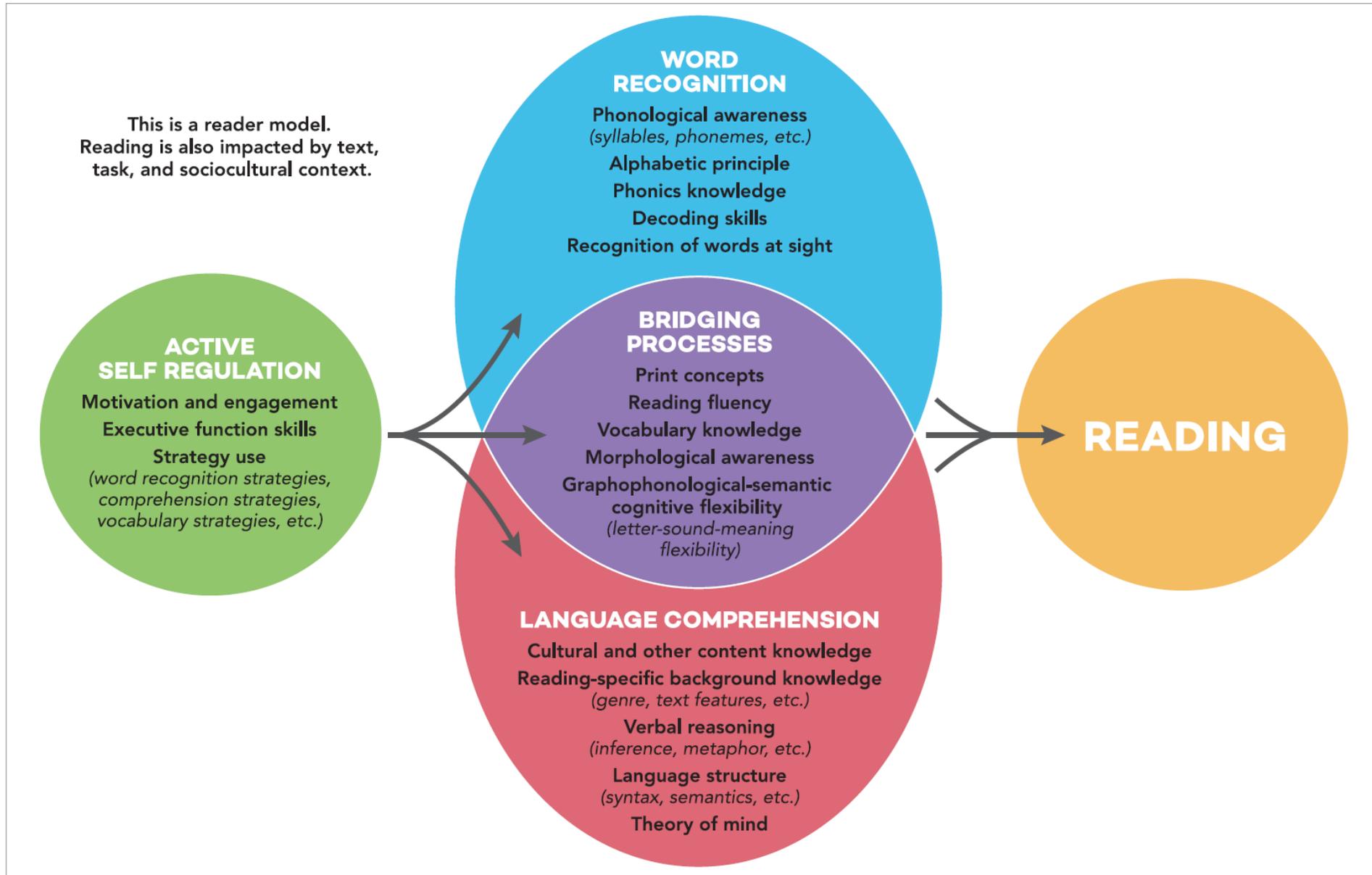


Overview

- Assessing reading
- Exploring the findings
- What to do next....

Read
BOOKS
Change
THE
World

FIGURE 2
The Active View of Reading Model



Note. Several wordings in this model are adapted from Scarborough (2001).

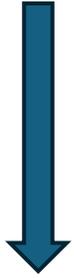
Reading is a long game....

So, we need to be continuing to understand how it is developing all the way along....

It's helpful if we have consistent measures that helps us measure progress in reading.

And pathways for support to continue to help students develop...

Start here:



NGRT
+ staff insight
+pupil voice
(questionnaire)

Sentence completion
(NGRT)

Fluency/decoding
small group intervention
(further assessments)
(Reading in every lesson,
using challenging texts
scaffolded for understanding)

Passage comprehension
(NGRT)

Reciprocal reading small group
intervention
(further assessments)

Volitional self-directed reading

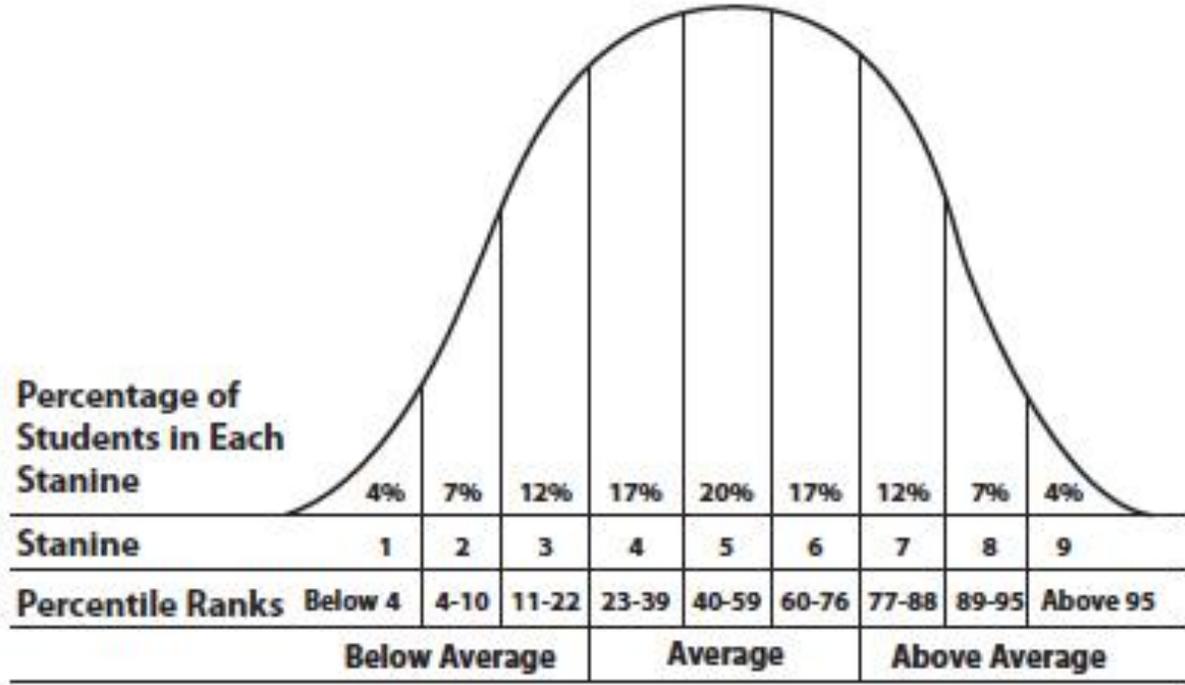
Reading across the school
strategy
Development of curriculum
(English as a focus)

Using norm referenced assessments...

NGRT/PIRA



Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Reading Ability Scale	Reading age	Reading age confidence bands		SAT reading indicator	Stanine	
											Lower	Upper		SC	PC
Callum Smith	TG	Start point	6:04	115	+2	Expected progress	7	84	380	14:10	13:11	15:09	109	9	6
		Mid-point	6:07	117			7	87	376	14:07	13:09	15:05	110	5	8
		Finish point	7:00	118	+1	Expected progress	7	89	396	16:01	15:02	17:00	111	5	9



- These tests help us understand the child's performance in relation to a national sample
- Question Level Analysis helps us understand the areas of difficulty

Using the NGRT to understand reading strengths and challenges.

Step 1. Identify students with sentence completion (SC) and passage comprehension (PC) stanines of 3 and 4 . These students are working below the average level for their age and may benefit from further support with reading to access the curriculum.

Step 2. Identify student with stanines of 1-2 in SC, or PC or both. These students are working significantly below the average level for their age and require further support. See Chart 2

Step 3. Identify any student who has a difference of 2 or more stanines between SC and PC. These students show an imbalance in their areas of strength and would benefit from additional assessment and possible intervention. See Chart 3.

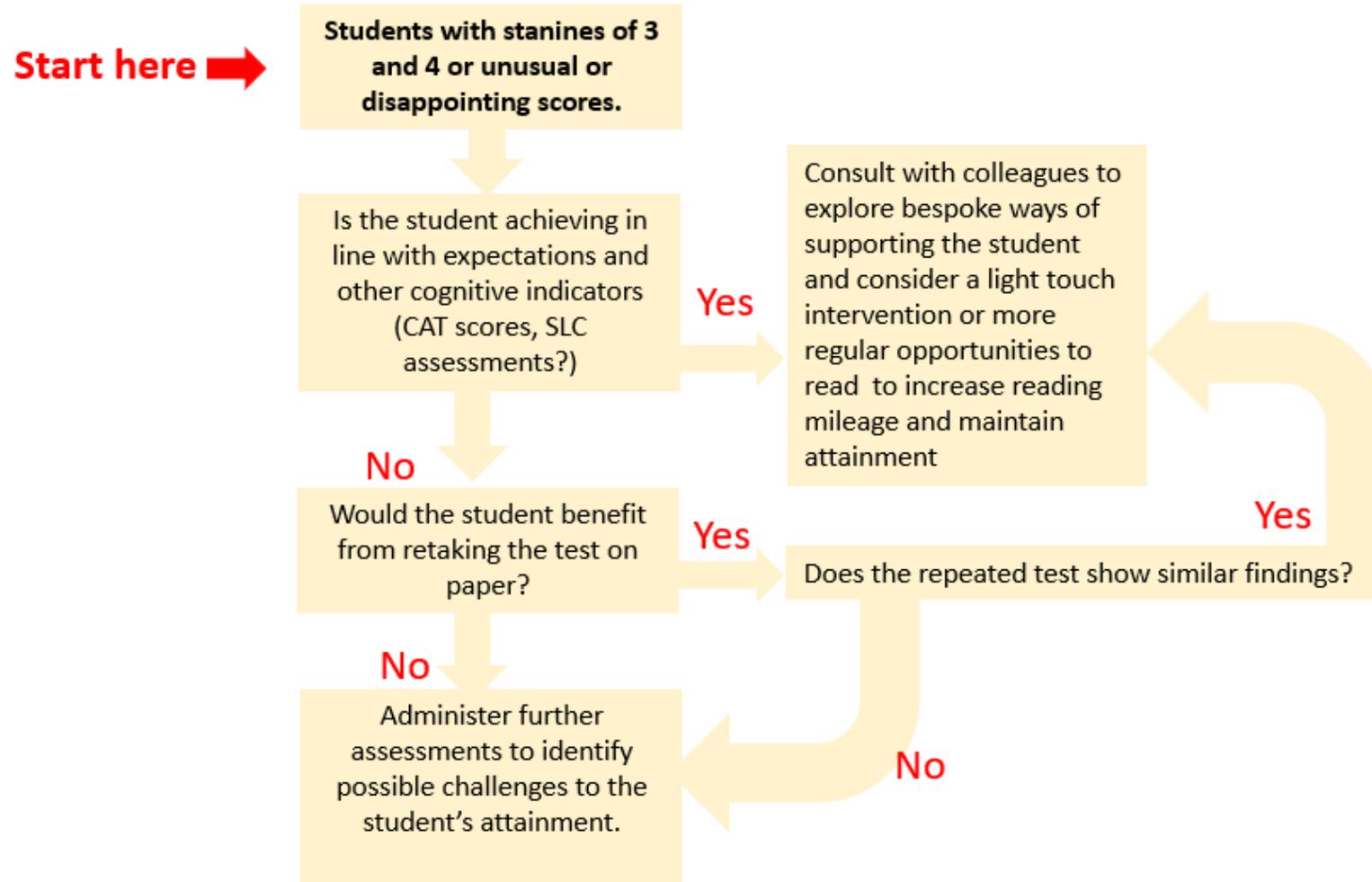


Chart 1.

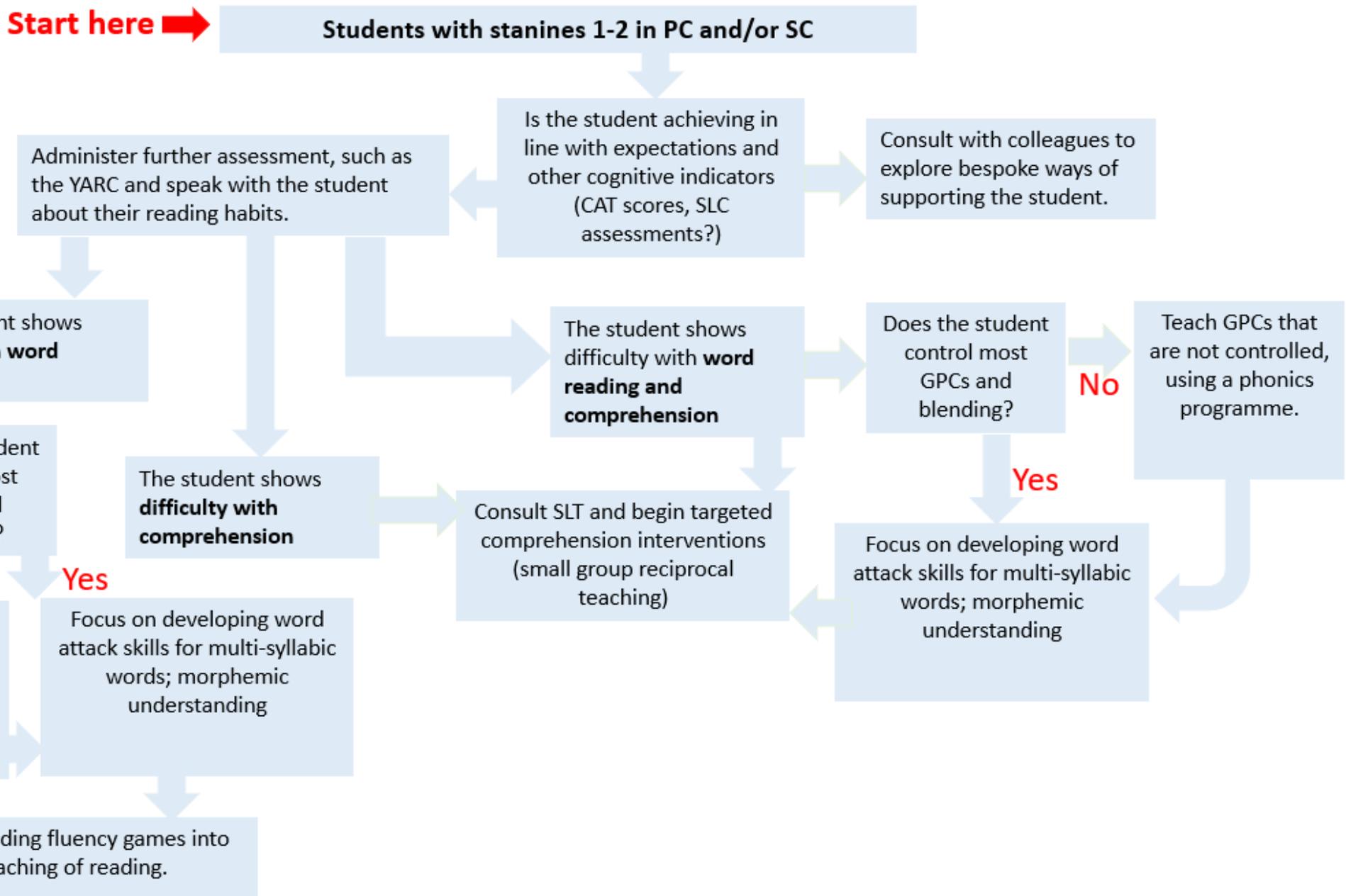


Chart 2.

Analysis of Passage Comprehension responses by question type

Question type	Retrieval	Simple inference	Context comprehension	Inference and deduction	Writer's purposes and viewpoints	Writer's use of language	Organisation of texts	Social, cultural and historical traditions
Number of questions in test	2/25	0/25	10/25	8/25	2/25	3/25	0/25	0/25
Number of questions answered correctly	1		5	4	1	2		
% of questions answered correctly	50%		50%	50%	50%	67%		

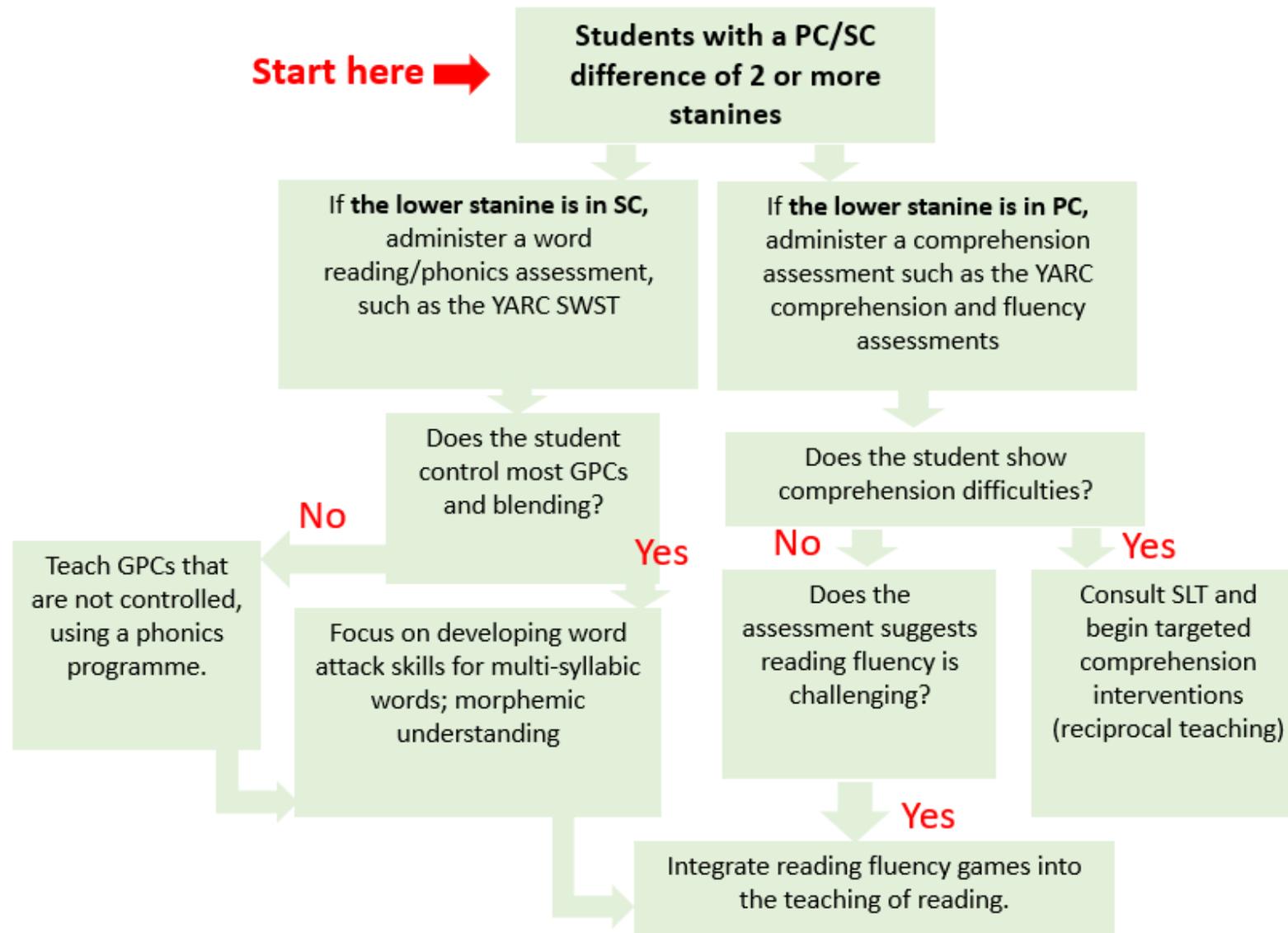


Chart 3.

Building meaning from text involves modelling the habits of thinking **and** letting the students get it wrong!

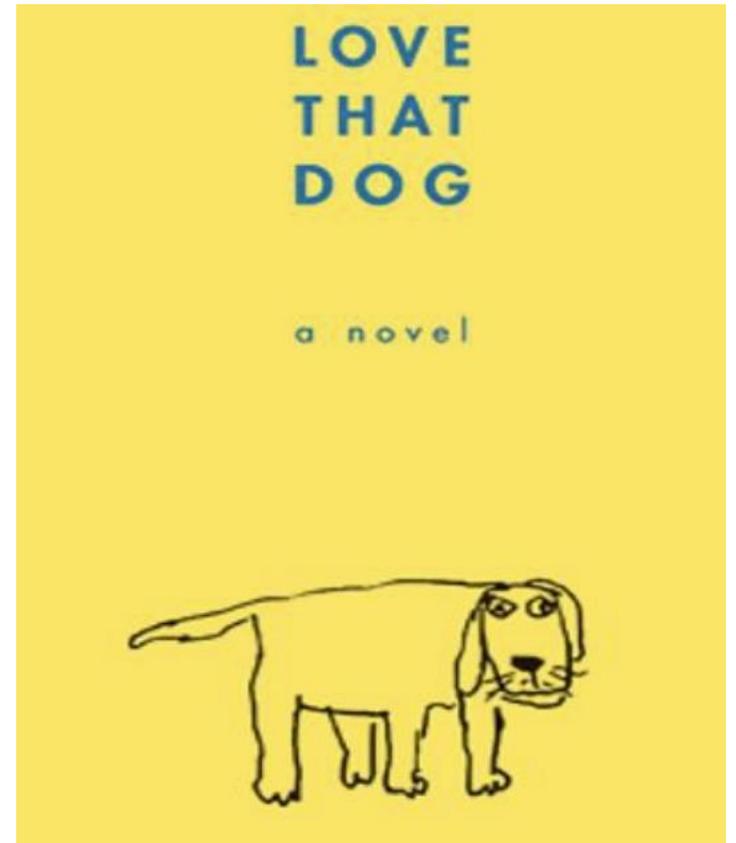
JACK

ROOM 105—MISS STRETCHBERRY

[SEPTEMBER 13](#)

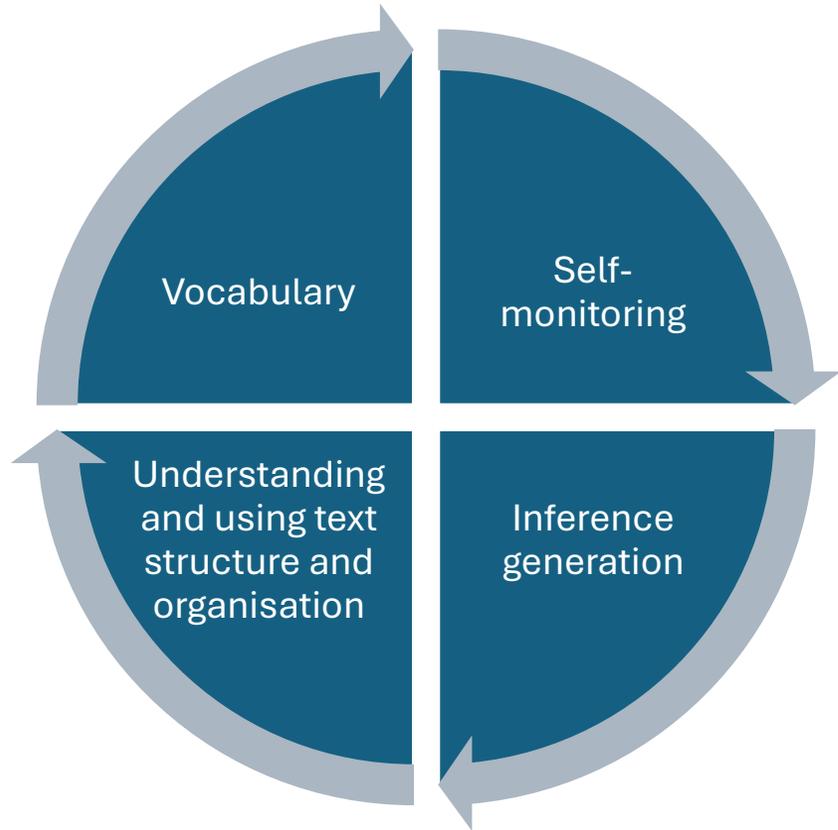
I don't want to
because boys
don't write poetry.

Girls do.



By Sharon Creech

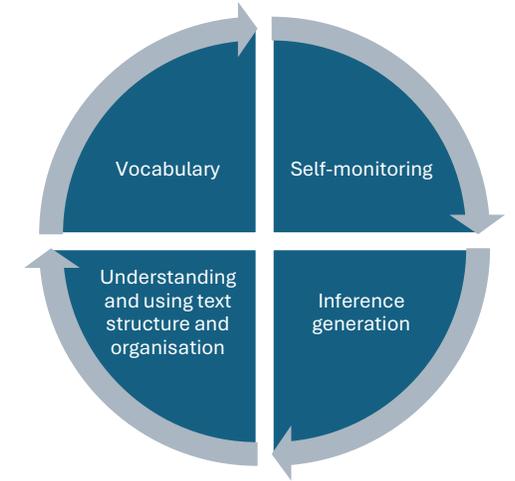
Every day... in every subject...



“reading comprehension is **the ability to construct meaning that is licensed by the text**”

1. How to work out the meaning of vocabulary in context
2. Expect to notice when it doesn't make sense (and repair)
3. Use the structure to help understanding
4. Know how to use prior knowledge and syntactical competency to connect bits of the text, from sentence to sentence, and across the whole text to understand.

Every teacher, every day.... Learning from text...



1. Any parts (words/phrases) you are not sure about? Anything that doesn't make sense?
2. Check technical vocab (that drives the meaning of the text forward)
3. What is the gist of this text?
4. What have you learnt from this text?

More detailed structured conversations...

Habit of thinking	Strategy to use (teacher model, small group practice)
<p>Learning the meaning of new vocabulary from the text.</p>	<ol style="list-style-type: none"> 1. Underline the unknown word. 2. Reread the sentence with the unknown word and look for clues in that sentence to figure out the word's meaning. 3. Reread sentences surrounding the sentence with the unknown wording and look for clues to figure out the word's meaning. <p>OR</p> <p>Using chunks in words to unpick meaning (morphology)</p>
<p>Self-monitoring for meaning</p>	<p>Asking: are there any words and phrases you don't understand? What have you learnt? What are you puzzled about?</p> <p>Teaching the strategy for correcting understanding: identifying key parts of the text; summarising paragraphs, rephrasing</p>

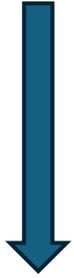
Use texts that will be read in class, across different subjects. Pre-teaching

Habit of thinking	Strategy to use in the classroom (teacher model, small group practice)								
Using text structure and organisation to aid understanding.	<p>Making predictions from the title, subtitles and text layout.</p> <p>Making predictions based on prior knowledge.</p> <p>Understanding the cohesive structures within a text (sentences, paragraphs)</p>								
Asking and answering questions	<table border="1"> <thead> <tr> <th data-bbox="759 472 1182 529">Question type</th> <th data-bbox="1182 472 1819 529">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="759 529 1182 736">Right There Question</td> <td data-bbox="1182 529 1819 736">The information needed to answer the question is considered “right there” because often the words in the question and the words used to answer the question are in the same sentence. This type of question can also be referred to as a text-dependent question.</td> </tr> <tr> <td data-bbox="759 736 1182 929">Think and Search Question</td> <td data-bbox="1182 736 1819 929">The information needed to answer the question is in different parts of the text so the student needs to “think and search” to figure out the answer. This type of question can also be referred to as a text-dependent question.</td> </tr> <tr> <td data-bbox="759 929 1182 1136">Author and Me Question</td> <td data-bbox="1182 929 1819 1136">To answer the question, the student must connect information in the text with information they learned or read previously. This type of question can also be referred to as an inferential question.</td> </tr> </tbody> </table>	Question type	Description	Right There Question	The information needed to answer the question is considered “right there” because often the words in the question and the words used to answer the question are in the same sentence. This type of question can also be referred to as a text-dependent question.	Think and Search Question	The information needed to answer the question is in different parts of the text so the student needs to “think and search” to figure out the answer. This type of question can also be referred to as a text-dependent question.	Author and Me Question	To answer the question, the student must connect information in the text with information they learned or read previously. This type of question can also be referred to as an inferential question.
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NB. Teaching comprehension is not teaching SATs tests. Answering SATs questions is much easier if you can attack a text and read for meaning.

Habit of thinking	Strategy to use in the classroom (teacher model, small group practice)
<p>Noticing the cohesion within the text, building the inferences that are important</p>	<p>Highlighting the words and phrases that link across a text (lexical cohesion)</p> <p>Identifying the features of a character, across a story and how they change</p> <p>Identifying the features of settings across a story and how they change</p> <p>Identifying indicators of time, place, manner (adverbials). (global cohesion)</p>
<p>Summarising (or getting the gist of a text)</p>	<div style="border: 1px solid black; padding: 10px;"> <ol style="list-style-type: none"> 1. Identify and mark the most important person (referred to as the <i>who</i>), place, or thing (referred to as the <i>what</i>) in a section of text. 2. Mark and then list the important information about the most important person, place, or thing. 3. Synthesize or piece together the important information to formulate a gist statement. 4. Write the gist statement in your own words. 5. Check that the gist statement includes all the important information in a short, complete sentence that makes sense. </div>

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Phonics is not everything....

- Any student with very low stanines (1 and 2) in word reading (SC/Phonics), in Year 7, should have their difficulties assessed by a specialist.
- Dyslexia is real **and** very slow effortful reading can be a sign of dyslexia. Writing (spelling) will also be affected.
- Most students (stanines 3/4) will not benefit (much) from further phonics. They may benefit from support reading multi-syllabic words and reading with a bit more fluency.
- Developing their reading fluency (pace, phrasing) and understanding will be more supportive.

Reciprocal reading (Palinscar and Brown, 1986)

- A structured, discussion-based approach to teaching reading comprehension
- Develops children's understanding of a text
- Uses four strategies: predict, clarify, question and summarise

Predict	Read	Clarify	Ask Questions and Discuss	Sum up
				
I predict (title/ subheading/ chapter) will be about	Let's read to check the prediction/s and find out more.	Is there anything you need to clarify, such as tricky words, phrases or ideas?	What did we learn? What else are you wondering about? (Title/sub heading/ chapter) was about
Would anyone like to add to my prediction or ask any questions?				Would anyone like to add to my summary?



Some questions to think about....

- 1. How much reading do your students do every day?
- 2. How often are students expected to do something with the text? (not just answer questions)
- 3. Do you have consistent way of supporting students to tackle texts they read in class?
- 4. Do you have a system for assessing reading in place?
- 5. Do you have pathways in place to support students who are finding it hard to continue developing their reading?

Helpful places to go....



NSW
GOVERNMENT

Education &
Communities

NSW Centre for Effective Reading

Middle Years



Providing Reading Interventions for Students in Grades 4-9

Educator's Practice Guide

A publication of the National Center for Education Evaluation (NCEE) at IES

What Works
Clearinghouse™

WWC 2022007
U.S. DEPARTMENT OF EDUCATION

UNDERSTANDING AND TEACHING READING COMPREHENSION

A handbook



Jane Oakhill, Kate Cain and Carsten Elbro



Get in touch!

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