

Basic or Advanced Reading Skills Toolkit

Depending on the nature / challenge of the text



Reading aloud

Basic and Advanced

- Reading aloud
- Presenting text aloud by ensuring that the meaning, tone of voice and expression are clear and correct



Locating facts

Basic

- Searching for relevant information from the text
- Identifying key points / information in a reading passage



Annotating texts

Basic

- Highlighting relevant points from the text
- Highlighting or underlining a specific piece of text



Filling in the blanks

Basic

- Inserting the key words that are missing in a reading passage



Skimming & scanning

Basic

- Skimming means reading quickly to gain a general overview of the text. There is no need to read every word, but rather choose key words and sentences
- Scanning means reading quickly to find specific facts. Text must be looked over quickly, line by line, looking for key words, dates, names or numbers



Reading for understanding

Basic and Advanced

- The ability to read text, process it and understand its meaning



Researching a range of sources

Basic and Advanced

- Considering evidence and the reliability of sources, weighing up different points of view



Retrieval strategies

Basic

- Retrieving and summarising information from the text and putting it in a logical order

Together, we can make a difference. This toolkit identifies the different types of basic and advanced reading skills that pupils need to develop and master across the curriculum.

Basic or Advanced Reading Skills Toolkit

Depending on the nature / challenge of the text



Inference & deduction

Advanced

- Understanding information or points of view that are not stated clearly and drawing a conclusion
- Creating hypotheses based on information and suggestions within the text and from background information, where relevant



Critical reading

Advanced

- Assessing the power and validity of an opinion or argument



Analytical reading

Advanced

- Considering and analysing the author's use of language



Appreciating & analysing content & style

Advanced

- Analysing authors' writing techniques
- Recognising the skills and craft of the writer when using ideas, techniques and effects



Conscious reading

Advanced

- Considering and discussing the writer's point of view rather than the behaviour or point of view of a character in a text



Evaluating texts

Advanced

- Looking at the quality, effect and reliability of reading passages



Gathering information

Advanced

- Pulling together information from the background of the piece, ideas, connections, conclusions and summaries and collating/combining them to show a complete and original understanding of the text
- When synthesising/collating, pupils' thinking changes and evolves as they read the text



Comparing & contrasting information

Advanced

- Looking for similarities and differences between two (or more) reading passages in terms of ideas, concepts, items, places etc.
- Comparing looks for similar or common features between two or more texts, ideas or concepts
- Contrasting identifies and emphasises the differences between two or more texts, ideas or concepts

Together, we can make a difference. This toolkit identifies the different types of basic and advanced reading skills that pupils need to develop and master across the curriculum.

Reading Aloud Skills Strategies



Independent reading

Pupils read on their own



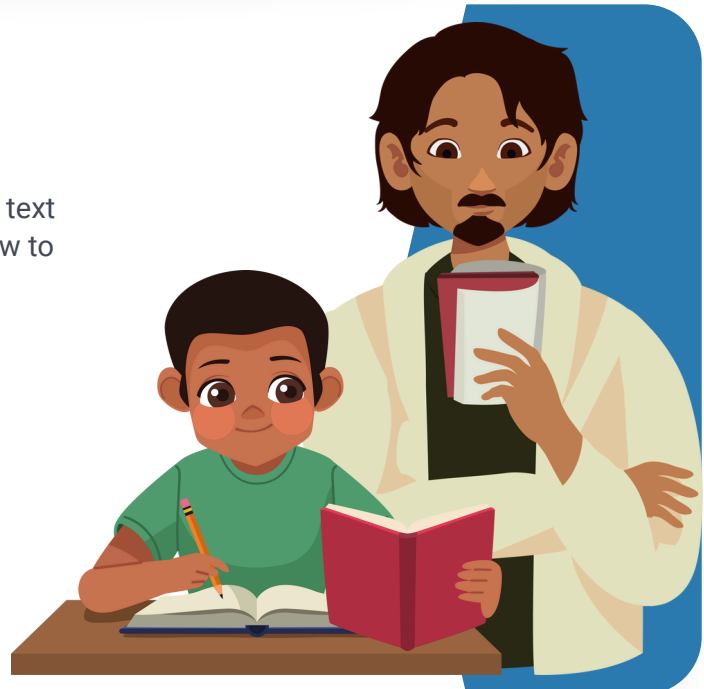
Reading partner / reading in pairs

All pupils work with a partner and take advantage of opportunities in lessons to read and discuss with a partner. One pupil reads aloud while the other pupil listens attentively. Studies show that working with a strong reader helps pupils who find reading difficult.

Joint reading

Teachers and pupils read the same text together. This helps pupils learn how to

- pronounce difficult words
- boost their confidence
- increase their vocabulary
- improve fluency when reading



Together, we can make a difference. Here are some useful strategies that pupils benefit from, and which improve their reading skills.

Reading Aloud Skills Strategies



Class discussions following reading

Start with a class discussion to check pupils' understanding and knowledge of what they have read. Prompts similar to the below can be used:

- Question them
- Encourage them to identify the things they do not understand so you can clarify or explain
- Ask a series of thought-provoking questions and promote class discussion
- Divide the class into smaller groups to promote extended conversations between pupils.

Guided reading / Reciprocal reading

Groups of three or four pupils read a passage together and then work together to find meaning in a text. Each pupil has a specific role and the task needs to be scaffolded carefully so that the pupils can make predictions, ask questions, explain key points and summarise successfully. It develops reading and critical thinking skills, in addition to speaking and listening skills.



Together, we can make a difference. Here are some useful strategies that pupils benefit from, and which improve their reading skills.

Reading Skills Self-Evaluation Toolkit



Consider evidence from a range of sources, which include:

- Lesson observations
- Learning walks
- Scrutiny of work
- Pupil's voice
- Professional dialogue with leaders
- Analysis of relevant data (national tests/item level data)

Through the above self-evaluation process, evaluate how well pupils:

- Read aloud
- Locate facts
- Annotate texts
- Fill in the blanks
- Skim and scan
- Read for understanding
- Research a range of sources
- Use information-retrieval strategies
- Infer and deduce
- Draw conclusions
- Read critically
- Read analytically
- Appreciate and analyse content and style
- Read consciously
- Compare and contrast information
- Gather information
- Evaluate texts

Together, we can make a difference. This toolkit can be used to identify reading skills as a whole-school priority.

Reading Skills Self-Evaluation Toolkit



During this activity, ask the questions:

- What are the strengths in terms of reading skills?
- What reading skills need to be developed?
- What is the quality and challenge of the reading materials that are already available?
- Where are opportunities being missed?
- What is the best practice shared?
- What training is needed and by whom?



Support teachers to define and plan opportunities to develop effective and valuable reading skills in their lessons



Produce your whole-school priority based on your findings and ensure that it is clear, relevant and incisive



Evaluate the impact of the actions for securing improvement

Together, we can make a difference. This toolkit can be used to identify reading skills as a whole-school priority.



Reading Skills Co-ordinator Toolkit



- Play a prominent role in self-evaluation processes to identify strengths within provision for developing reading skills and the areas of improvement.
- Identify the opportunities that already exist to develop reading and apply them in subjects across the curriculum.
- Identify opportunities that are being missed within some subjects or areas and work with those teachers to strengthen their provision.
- Analyse data from various sources to identify the areas within reading that need to be strengthened and the pupils who need additional support.

- Provide appropriate interventions that are tailored carefully to align with pupils' needs.
- Provide specific and appropriate training to meet the needs of each department / area of learning.
- Promote and foster a reading culture that provides valuable experiences for pupils across the school.
- Evaluate provision for reading regularly to ensure that pupils benefit from opportunities to strengthen their reading skills.



Together, we can make a difference. This toolkit can be used to identify the effective aspects of the role of the literacy co-ordinator to develop pupils' reading skills

Reading Skills Pupil Reactions

Here are some of the comments made by the pupils in the questionnaire and in our discussions in the schools we visited.



"More non-fiction books are needed in Welsh!"



"A website including all Welsh books by age would be so useful."



"There aren't enough books to appeal to Year 8 and 9 in Welsh!"



"Why don't Welsh authors visit us at school?"



"Why don't Welsh authors get the same publicity as English authors?"



"Why are Welsh books in one small corner of our libraries?"

Most pupils indicated that they develop their reading skills in subjects across the curriculum, mainly in the humanities. Many noted that research tasks and locating facts were completed the most in subjects outside Welsh.