

Wraparound Reading

Please revisit [Emerging Literacy - Where to begin](#)

Over the years there have been many changes in the focus and pedagogy of reading, leading to improved approaches. It is important as practitioners that we familiarise ourselves with the research, we know the strategies that are successful and have in place a clear progression of skills and concepts. These should be regularly assessed to inform our next steps in planning whilst providing a rich and motivating environment for our children to learn in.

Teaching reading should follow a systematic, structured and progressive programme. It should also be sympathetic and reactive to the needs and the current questions and development of the children.

As in all learning, we need to structure our programme in a spiral, constantly revisiting previously learnt concepts but at a progressively higher level. If we don't do this it is like asking a child to climb a ladder with the bottom rungs missing.

Planning should also be directed by assessment with a clear goal as to what is to be achieved and how it will be achieved and not forgetting, how we will know that it has been achieved.

Benchmarks will provide you with a clear direction but remember that over assessing can be stressful for pupils.

Getting the Pedagogy right.

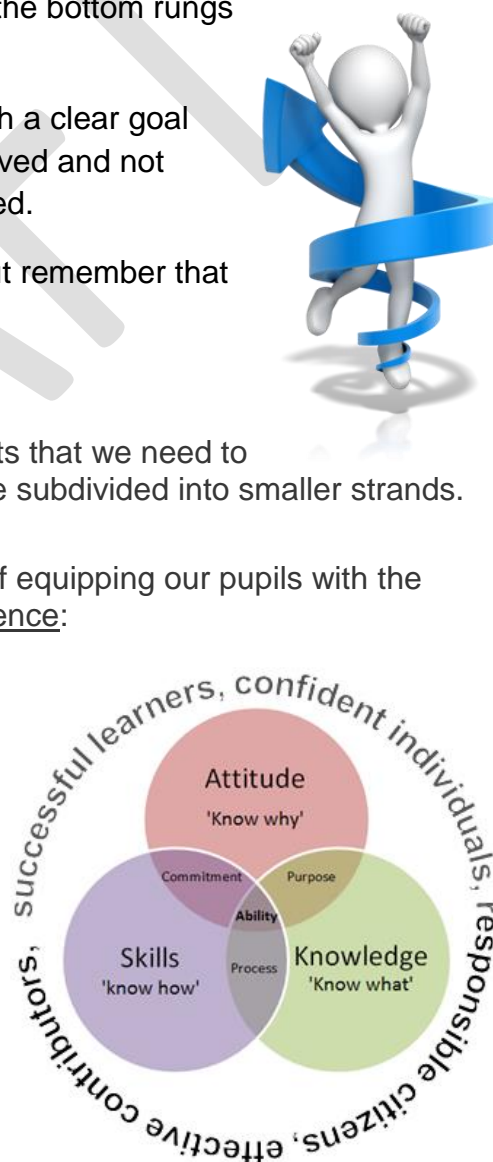
When teaching spelling, there are three main aspects that we need to plan for in teaching and learning. These can also be subdivided into smaller strands.

Spelling is one area that can detract from our goal of equipping our pupils with the Four Capacities as outlined in Curriculum for Excellence:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

When a person struggles with spelling, then this can be a barrier to the fulfilment of the Four Capacities.

The way we deliver and organise learning experiences very much depends on the learning situation but should involve these three aspects of learning and teaching: Attitude, Skills and Knowledge.



Pedagogy is.....

- the art of teaching – the responsive, creative, intuitive part
- the craft of teaching – skills and practice
- the science of teaching – research-informed decision making and the theoretical underpinning.

Reading is a multi-sensory process. There will be a sensory input (sight or touch) and a sensory internalising experience (hearing, feeling).

There are many things that can interrupt this process: distraction, processing difficulties, lack of prior knowledge)

Because it is a multi-sensory process, we must provide the multi-sensory input and experiences that enables this process to run smoothly.

When thinking about how we deliver our lessons and learning times, we must take this into account.

Top 10 Evidence Based strategies in teaching reading

For further information click [here](#)

1. Clear Lesson Goals. If you and your pupils can clearly state what your lesson goals are, you pupils are 32% more likely to achieve them.
2. Show and Tell. Show is modelling how you do something and tell is explaining or telling some information.
3. Regular checking for understanding. This is often done by questioning.
4. Summarise new learning in a graphic way.
5. Practice. It is important to make sure that they are practicing the correct things.
6. Provide pupils with constructive feedback.
7. Be flexible in how long it takes. Each pupil learns at a different speed. Rushing a child will mean that their learning is not necessarily retained securely.
8. Encourage collaborative learning.
9. Teach strategies not content.
10. Nurture metacognition. Metacognition is not just using strategies but thinking and weighing up which ones to use and analysing afterwards if it had been an effective strategy for that situation.

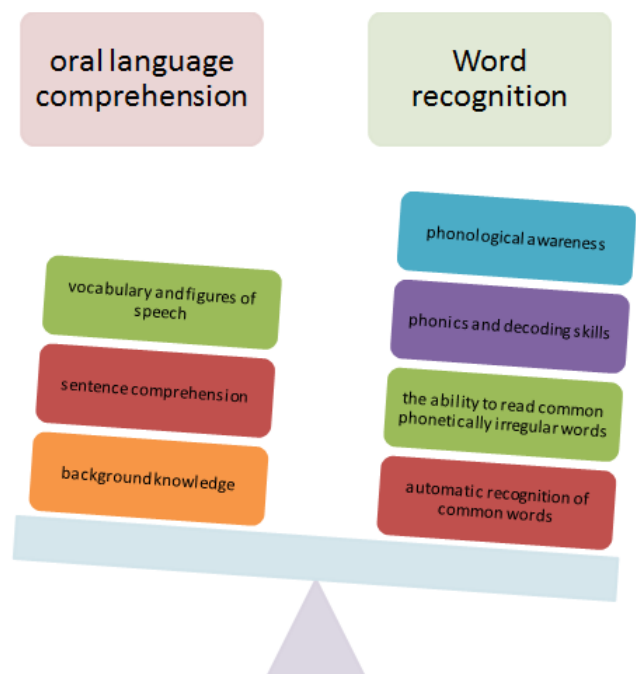
Other research has concluded that the following strategies or connectors are also important:

1. Children who hear text in their own dialect or voice make more secure progress.
2. Decoding (reading) and encoding (spelling) should always work together to re-inforce these partner skills.
3. Children should learn to decode using the alphabetical code as a reference point.
4. Visuals should accompany the spoken word when instructing and directing. This lessens the processing load on hearing, listening and auditory processing.
5. Repetition over a series of days is important for secure retention but must be revisited over time to prevent knowledge from being lost or at least its automaticity diminishing.
6. New learning should be embedded in prior learning.
7. Learning should have a clear purpose and goal.
8. Graphic and semantic organisers are useful for helping pupils to relate text to what they know.

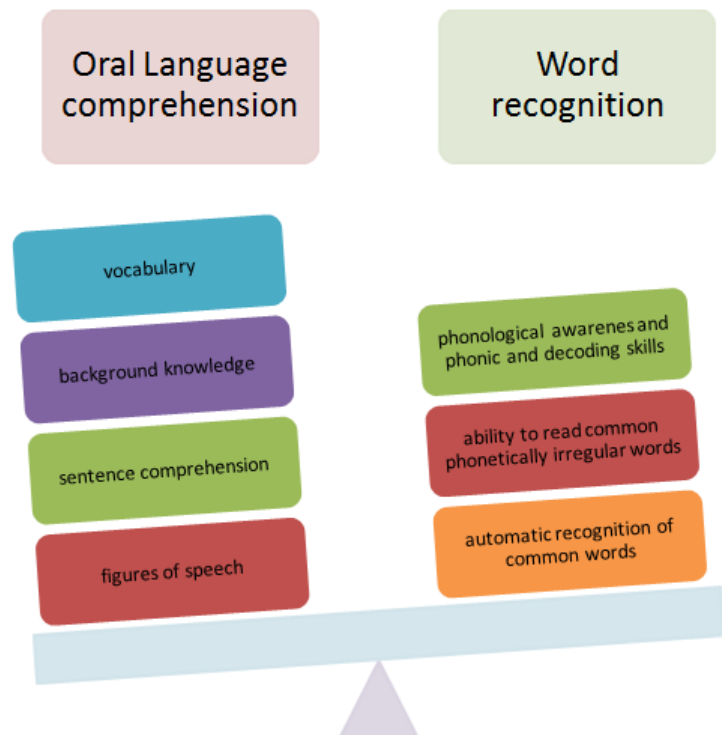


In the early stages of reading, the word recognition skills should carry the greatest weight. Without these skills, it will be difficult for pupils to engage with text and analyze its meaning.

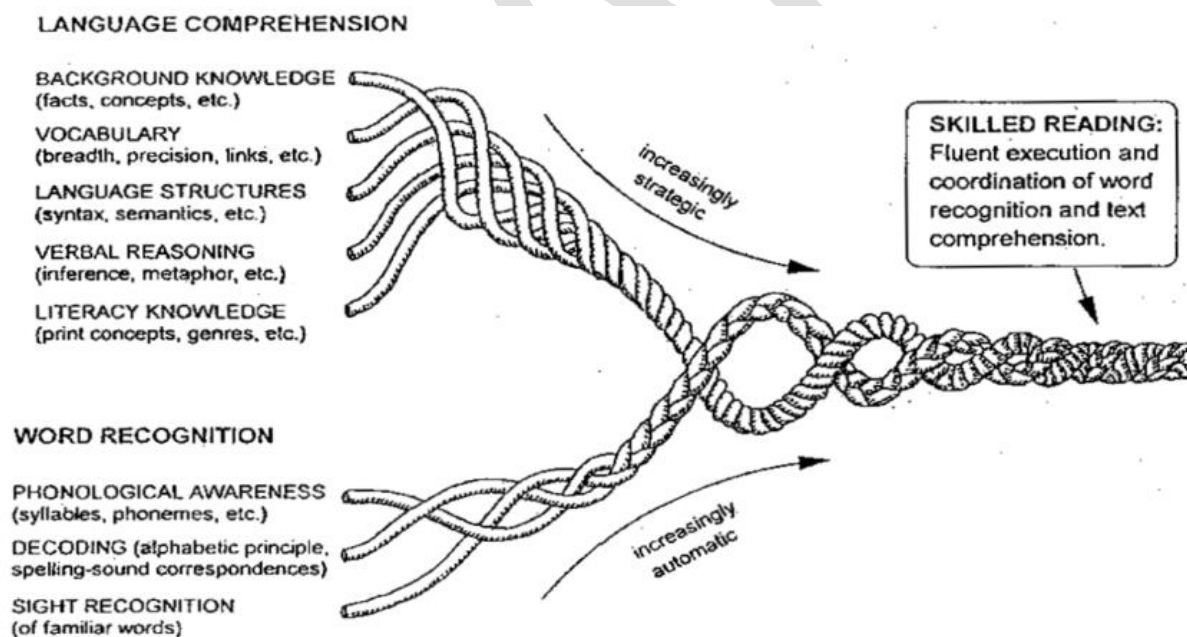
This does not mean that we do not surround the child with a growing knowledge and experience of oral language comprehension. This must be taught to provide the foundations of comprehension in preparation for when the word recognition skills are sufficiently advanced for the child to be able to concentrate on reading comprehension rather than decoding.



As the child becomes fluent in reading, the focus then shifts from reading for accuracy to reading for meaning. 'Learning to read' turns into 'reading to learn'. (Jeanne Chall (1983)).



All of these strands must be wrapped around each other to create children who not only learn to read but read to learn.



From Scarborough (2001)

*(Note: While the visual representation above is helpful in visualising the complex elements of reading, the term 'recognition' for some means 'memorisation'. Sight word memorisation is **NOT** a productive reading strategy.)*

How to teach reading in first level

Prof Maureen McLaughlin, International Reading Association

To read the whole article click [here](#)

Reading is a complex process that involves multiple factors including decoding, integrating background experiences, having purposes for reading, and using skills and strategies to construct meaning. For very young readers, the process begins with issues such as the alphabetic principle and concepts of print. The goal of successful reading is comprehension.

There are five pillars of literacy - phonemic awareness, phonics, fluency, vocabulary, and comprehension. All contribute to reading comprehension. Students need ample opportunity to learn, practise, and use these skills. Researchers report that students' construction of meaning is enhanced when they use a repertoire of reading comprehension strategies, including predicting, self-questioning, visualising, monitoring, summarising, and evaluating.

Some useful reading techniques

[HL Dialogic Reading](#) [Dialogic reading](#)

[The Daily Five](#)

[HL Independent reading](#)

[HL Read with confidence](#)

The Daily Five

Literacy Five a day

Based on [The Daily Five](#)

There are five main elements to reading that should be experienced every day.



What can be done in your Five a Day?

Remember that literacy is not confined to the formal read, spelling and writing lessons but is taught across the curriculum.

It is important that specialised vocabulary is taught in the same way that spelling and word recognition is taught through literacy work.

Read to self	<ul style="list-style-type: none">• Library time• ERIC + teacher reading• Reading for enjoyment and information• Cross curricular activities and assignments
Read to another	<ul style="list-style-type: none">• Read to teacher or PSA in Group Guided Reading• Read to a peer in Paired Reading or Buddy Reading• Read to be recorded on computer etc
Listen to reading	<ul style="list-style-type: none">• Teacher reading a novel to the class• Peer reading to child in Paired Reading or Buddy reading• Listening to ebooks or CDs
Word work	<ul style="list-style-type: none">• Class spelling/grammar lesson• Wraparound spelling• Word games• Whole class shared reading• Word for the day• Rhyming and syllable activities
Work on writing	<ul style="list-style-type: none">• Extended writing• Functional writing• Overlearning handwriting• Cross curricular activities and assignments


Pupil Prompts

Read to self	<ul style="list-style-type: none">• Read the whole time• Stay in one place if you can• Read quietly• Get started right away• Work on reading stamina
Read to another	<ul style="list-style-type: none">• I read, you read (turnabout or both together)• Stay in one place• Read softly so you don't disturb others• Get started straight away• Work on reading stamina
Listen to reading	<ul style="list-style-type: none">• Get out your materials (earphones, computer etc) Follow the words as you listen• Read to the end of the story• Pack away neatly
Word Work	<ul style="list-style-type: none">• Collect your work and get started straight away• Work quietly• Stay on task• Be respectful of others in your group or class• Follow all directions
Work on writing	<ul style="list-style-type: none">• Collect your work and get started straight away• Write the whole time• Stay in the one place• Work quietly• Underline words you are not sure of and move on

Basic Group Reading Lesson structure

First Level (CfE) - Main focus: Decoding


Secondary focus: understanding/oral comprehension

Each session	
1	Quick recap of their memories of the last section (pages) the group read.
2	Quick recap of the new words that they learned.
3	Read over some of the text or pages read during the last session.
4	Prepare new pages for reading
5	First look at the pictures and talk, comment and question using open questions and, 'I wonder if....' Statements. This is setting the foundations for reading comprehension later. You could use the attached first level reading cards.
6	<p>Ahead of time prepare new words. These should be written on flashcards like this:</p> <p style="text-align: center;">  </p> <p>Introduce 'special friends': groups of letter which together make only one sound. Talk about how /ay/ says only one sound and /ed/ says only one sound and the word has four sounds altogether.</p> <p>This can be done by writing the dots under single sound letters and lines under sounds made by two or more letters.</p> <p>Refer the children to the 44 phoneme/grapheme chart and show them where that sound is.</p>
7	<p>Once you have worked through your new words, read over each card again, stretching the word.</p> <p>p – l – ay – ed = played</p>
8	<p>Now read with the class the new portion of text. Depending on their abilities you could read for the first time using choral reading, modeling and echoing, or turn taking.</p> <p>Make sure at some point you read, so that you can model intonation and fluency. Remember to encourage and praise for fluency, working out difficult words, expression etc.</p>
<p>On the daily focus, use which ever words you are working with that day. It doesn't need to be the same words for a whole week. If you do not work in guided reading groups then use the five day structure in order stretched over your reading sessions. This works in tandem with Wraparound Spelling.</p>	
Day 1	Concentrate on stretching words and identifying special friends.
Day 2	Choose around four or five words and clap out the syllables for each word and try to think of a word that rhymes with each.
Day 3	Parts of speech – with your five words or new words, talk about whether it is the name of something (noun) or something that is being done (verb). Stick to these types of words for this section.
Day 4	Choose four or five words and see if you can grow the word. i.e. add and suffix or prefix.
Day 5	Play a game such as bingo or I have, who has? Cards, using new words

Basic Group Reading Lesson structure

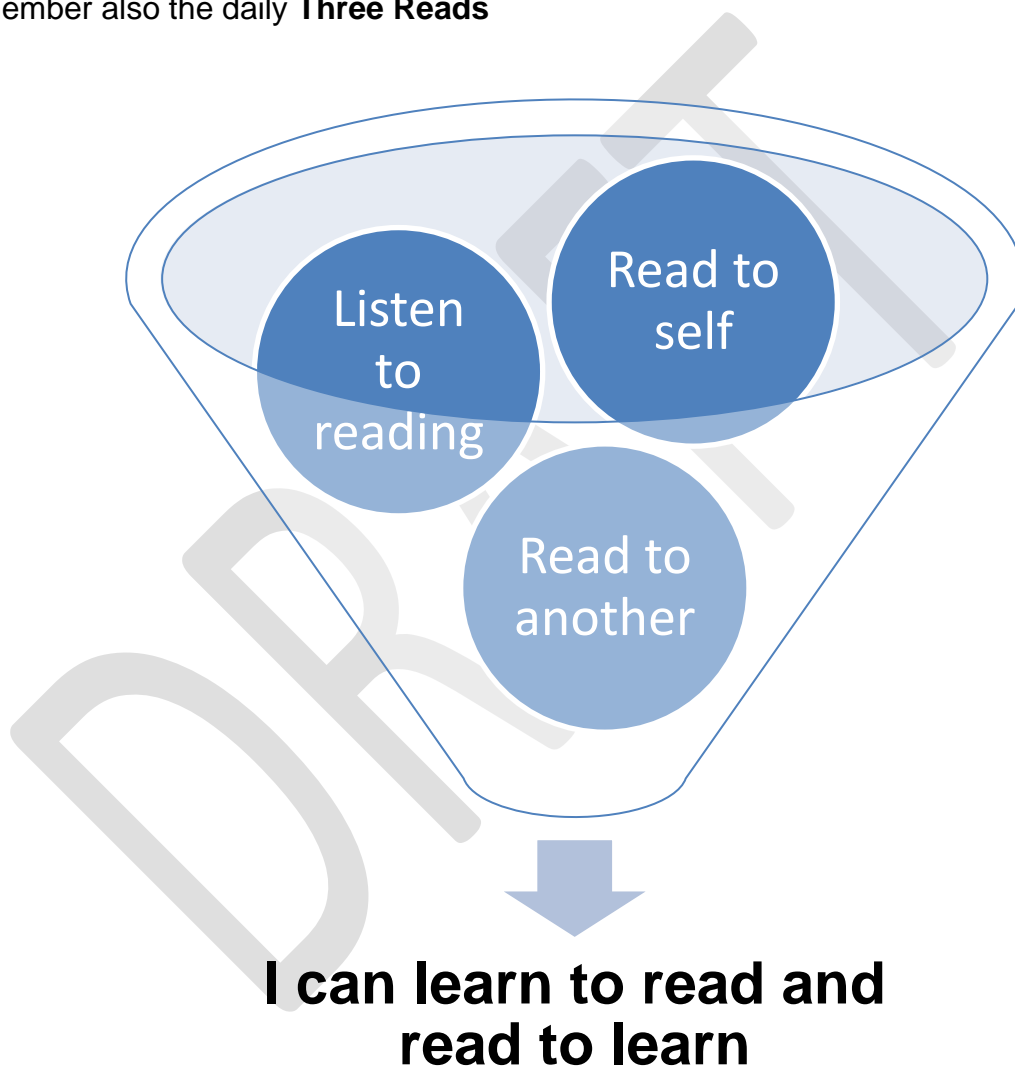
Second Level (CfE) – Main focus: reading comprehension

Secondary focus: decoding

Each session	
1	Quick recap of their main memories of the last section of group text. Where did it take place? How do you know? When did it take place? How do you know? Who are the main characters? Was there a problem? Has it been resolved? If not what do you think might be done to resolve it?
2	Re read the last section of the text taking turns to read.
3	Take the reading task cards. Choose from the selection, the ones which will enhance your teaching target for this lesson. Distribute the cards so that each child has one as well as the adult. Read over the cards with the group to make sure that each child knows what is expected of them. If it is a mixed ability group, you could pair the pupils into proficient reader and less proficient reader. During the reading of the text, each child (and adult) will have a task to focus on and glean information. This will be discussed with the group at the end of the reading of the text.
4	Now read the new portion of the text. Each child should have the opportunity to read and the adult should also take a turn of reading so as to act as a model of good practice. During the reading, pause to anchor the text into prior knowledge and explain any complicated vocabulary or figures of speech.
5	If any words are read incorrectly or can't be worked out, write them on a piece of paper underline any groups of letter which together make a different sound.  Ask them to sound out the word: r – e – s – e a – r – ch – ed = researched Then spell it using letter names. If a root word can be identified then look for that and see how the word has been changed in meaning and spelling by adding the suffix/prefix.
6	Ask each group member in turn to say what they have found out about the text using their task card. Set the others the task of listening and thinking if they could add further information. Encourage them to answer in sentences and refer to the question. i.e. Q. Why do you think the boy was excited? A. I think that the boy was excited because he had got a present. If more information is needed, prompt using questions and grow the answer. i.e. What was the present? A. I think that the boy was excited because he got a present of a book. Why did that excite him?> A. I think that the boy was excited because he got a present of a book written by his Uncle.

7	Choose one answer for each child and after you have dealt with it orally and have rehearsed it orally, ask the children to write it. When they have finished writing it, you write it and they will correct their own work by ticking every correct answer. Mistakes should be rubbed out and written correctly. No x next to mistakes please.
8	Congratulate them for effort and attention.
9	Sneaky peak. Let them flick through the next portion of text to have a 'sneaky peak' at what may be coming next.


Remember also the daily **Three Reads**



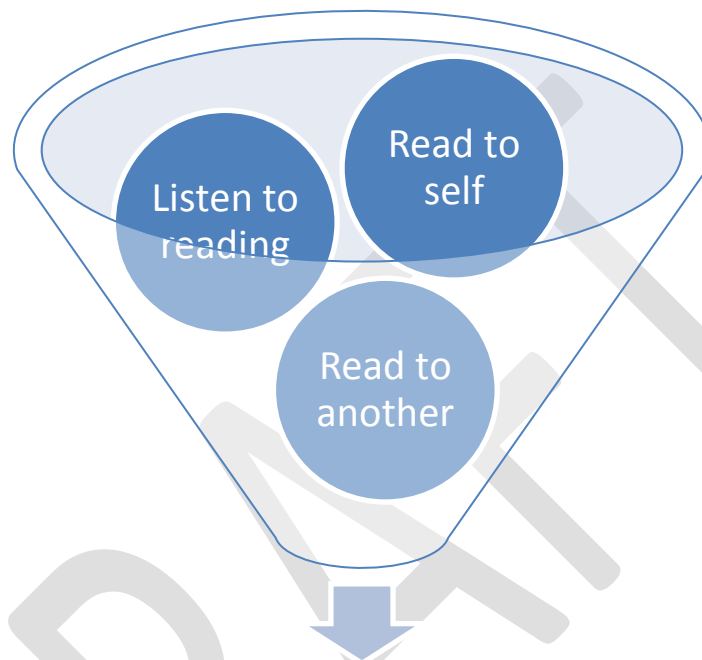
Basic Group Reading Lesson structure

Third Level (CfE) – Main focus: reading comprehension

Secondary focus: decoding

Each session	
1	<p>Quick recap of their main memories of the last section of group text. Where did it take place? How do you know? When did it take place? How do you know? Who are the main characters? Was there a problem? Has it been resolved? If not what do you think might be done to resolve it?</p>
2	<p>Take the reading task cards. Choose from the selection, the ones which will enhance your teaching target for this lesson. Distribute the cards so that each child has one as well as the adult. Read over the cards with the group to make sure that each child knows what is expected of them. If it is a mixed ability group, you could pair the pupils into proficient reader and less proficient reader. During the reading of the text, each child (and adult) will have a task to focus on and glean information. This will be discussed with the group at the end of the reading of the text.</p>
3	<p>Now read the new portion of the text. Each child should have the opportunity to read and the adult should also take a turn of reading so as to act as a model of good practice. During the reading, pause to anchor the text into prior knowledge and explain any complicated vocabulary or figure of speech.</p>
4	<p>If any words are read incorrectly or can't be worked out, write them on a piece of paper underline any groups of letter which together make a different sound.</p> <p style="text-align: center;">  </p> <p>Ask them to sound out the word: r – e – l – ti – o – n – sh – l p = relationship Then spell it using letter names.</p>
5	<p>Ask the group to read the task silently to themselves, taking notes in the form of mind maps or graphic organizers.</p>
6	<p>Ask each group member in turn to say what they have found out about the text using their task card. Encourage them to answer in sentences and refer to the question. i.e. Q. Why do you think the boy was excited? A. I think that the boy was excited because he had got a present. If more information is needed, prompt using questions and grow the answer. i.e. What was the present? A. I think that the boy was excited because he got a present of a book. Why did that excite him?> A. I think that the boy was excited because he got a present of a book written by his Uncle.</p>
7	<p>Either use the comprehension questions supplied for the text, or ask the pupils to create their own super questions for the group to answer.</p>

8	Take turns answering the questions. Use the pattern in section 5 of Second Level to grow good sentence structure with all of the necessary information.
9	Ask pupils to write the answers to the questions. This could be done back at their desk.
10	Congratulate them for effort and attention.
11	Sneaky peak. Let them flick through the next portion of text to have a 'sneaky peak' at what may be coming next.



**I can learn to read and
read to learn**

Comprehension Strategies (Mary Shea)

F – Facts

I – Inferences

V – Vocabulary


E – Experiences

S - Summary

44+ Phoneme/Grapheme Charts

Consonant sounds

b	c	d	f	g	h	j	l	m	n	p	qu
bb	k	dd	ff	gg		g	ll	mm	nn	pp	
	ck		ph			ge	le	mb	kn		
	ch					dge					

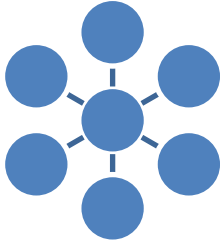
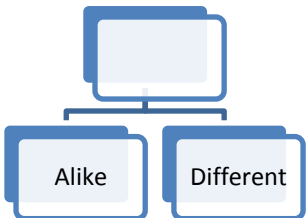
r	s	t	v	w	x	y	z	sh	th	ng	ch	
rr	ss	tt	ve	wh			zz	ti		nk	tch	ch
wr	se						s	ci				
	c						se	si				
	ce											

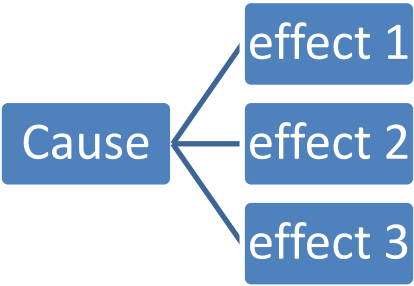
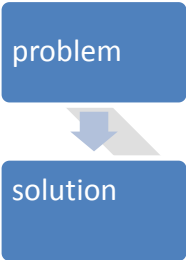
Vowels sounds

a	e	i	o	u	ay	ee	igh	ow
	ea		a		a-e	y	i-e	o-e
					ai	ea	ie	oa
					ea	e	i	o
					aigh		y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Five Expository Text Structures and their Associated Signal Words

Pattern	Description	Cue Words	Graphic Organiser
Description	The author describes a topic by listing characteristics, features, attributes, and examples	<ul style="list-style-type: none"> • for example • characteristics • for instance • such as • is like • including • to illustrate 	
Sequence	The author lists items or events in numerical or chronological sequence, either explicit or implied	First second third later next before then finally after when later since now previously actual use of dates	1. _____ 2. _____ 3. _____
Comparison	Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different	however <ul style="list-style-type: none"> • nevertheless • on the other hand • but • similarly • although • also • in contrast • different • alike • same as • either/or • in the same way • just like • just as • likewise • in comparison • where as • yet 	

Cause and effect	The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event	if/then <ul style="list-style-type: none"> • reasons why • as a result • therefore • because • consequently • since • so that • for • hence • due to • thus • this led to 	
Problem and solution	The author presents a problem and one or more solutions to the problem	<ul style="list-style-type: none"> • problem is • dilemma is • if/then • because • so that • question/answer • puzzle is solved 	

Inspector Heurisko's

Detection card 14

Ambiguity or inference?



Figures of speech

Are there any figures of speech in the text?

What are they?

What do they mean?

Why do you think the author chose to use a figure of speech instead of just telling the meaning?

Inference

Words don't always mean the same thing.

As we read, our brain calls up possible meanings. With barely a pause, we infer an appropriate meaning in each of the remarks.

We read ideas NOT words.

The boy **ate** the apple in the pie.

The acid **ate** the metal.

His guilt **ate** into him.

The stapler **ate** staples

The word ate means different things in each of these sentences. •

* took in solid food as nourishment

* caused to rust or disintegrate

* produced worry or anxiety

* used up

Ambiguity

Common words often have multiple meanings and this can lead to ambiguity: a situation in which two or more equally legitimate readings exist. In many instances, any potential ambiguity is easily resolved by the context of the text.

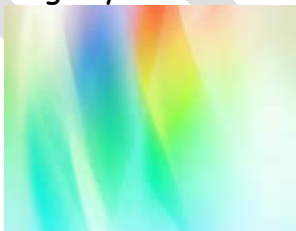
The painting was found by the tree.

By can mean "near," or "through the work of." It is unlikely the tree did the finding.

Inspector Heurisko's

Detection card 15

Ambiguity or inference?



Figures of speech

Are there any figures of speech in the text?

What are they?

Can you think of a different figure of speech that could be used for the same effect? You can make one up.

Inference

Words don't always mean the same thing.

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Detection card 1

Literal



Genre

What kind of text is this?

(i.e. poem, fiction, invitation,
information....)

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Detection card 2

Literal



Title

What information does the title of
the text give me?

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Detection card 3

Literal



Illustration

Look at the illustrations in the text.
What information do they give about
what the text is about, who it is
about, who it is for, and its purpose?

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Detection card 4

Literal



Topic

What is the text about?

What is the topic?

What is the purpose?

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Detection card 5

Inferential



Figures of speech

Are any figures of speech used to help you understand the real message?

(i.e. similes, metaphors, personification....)

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Detection card 6

Inferential



Hidden message

Are there any lessons which are being taught in the text?

What did the writer use to teach this lesson?

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Detection card 7

Inferential



Inspector Heurisko's

Detection card 8

Inferential



Inspector Heurisko's

Detection card 9

Personal



Emotion

How did the text make you feel?

What techniques did the writer use to make you feel this way?

(i.e. jokes, choice of words, subject problems.....)

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Detection card 10

Personal



Prior knowledge

What did you know about the topic before?

What new things have you learnt about the topic now?

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Detection card 11

Personal



Attitude

Do you agree with what the writer is saying in the text?

Why?

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Detection card 12

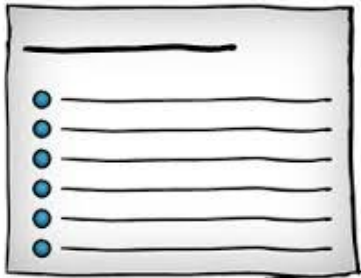
Personal



Purpose

What do you feel is the purpose of the text?

Inspector Heurisko's
Filing a report
Card 26



What are the main
bullet points?



Inspector Heurisko's
Filing a report
Card 27

1. First
2. Then
3. Next
4. lastly

Write in order what
happened

Inspector Heurisko's
Filing a report
Card 28



In your own words
write what happened?

DeBono's Six Thinking Hats

Which will you be today?

White Hat
(Facts)

Red Hat
(Feelings)

Yellow Hat
(Positive)

Green Hat
(New)

Blue Hat
(The Rules)

Black Hat
(Problems)



White Hat thinking

You are today's White Hat Thinker for your class.

You will talk first.

As you read the text, note down the facts: the information we are given.

Share the facts with your class.



Red Hat Thinking

You are today's red hat thinker for your class.

You will talk second.

As you read the text, note down your feelings: How does the text affect my feelings? Does the text make me feel there is something else going on that it isn't telling me about?

Share your feelings with your class.



Green Hat Thinking

You are today's green hat thinker for your class.

You will talk third.

As you read the text what new ideas about the subject does it make you think of?

When you hear, the problems thought of by the Black Hat Thinkers, can you think of any creative solutions?



Yellow Hat Thinkers

You are today's Yellow Hat Thinker for your class.

You will talk fourth.

As you read the text, note down the positive ideas and values that are written about. How can they help us and influence our thinking?

Share your positive information with your class.



Blue Hat Thinking

You are today's Blue Hat Thinker for your class.

You will talk last.

You need to read the text several times, jotting down anything that jumps out at you because you are the judges today. You must listen to the other teams and decide if they have used their thinking hats properly.

So, you must know your text very well!



Black Hat Thinking

You are today's Black Hat Thinkers for your class.

You will talk fifth.

As you read the text, do you see anything that could make readers jump to the wrong conclusions?

Do you think any of the other other groups have come to the wrong conclusion about something?

Today's Thinking Hat Award goes to

The



Hat Thinkers

Job well done!

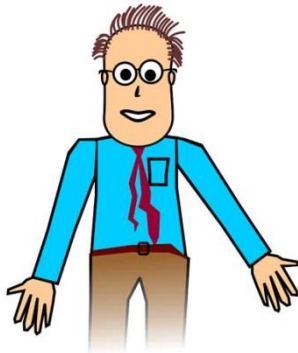
The Summariser

The Summariser will highlight the key ideas up to this point in the reading.

Tell the group what you have read in your own words

Only tell them of the important information

Keep your summary short



The Questioner

Ask questions to help your group understand what has been read.

Question starters:

Who?
Where?
When?
Why?
What?
How?
What if?



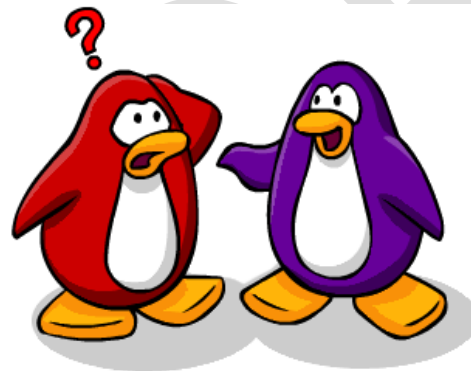
The Clarifier

Clarifies when something doesn't seem to make sense.

Clarifies when a word has been read wrongly.

Asks for help if the group can't work it out between them.

May use a dictionary to find out meanings.



The Predictor

Use clues from what you have read or illustrations to work out what might happen next.

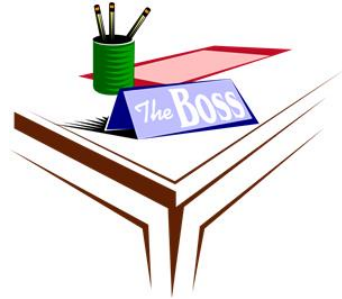
You can change your predictions as you read on through the text.

I think
Maybe.....
It might be that.....
I wonder if
I'll bet.....
This may be about.....



The Big Boss

The Big Boss organizes the group.



He or she says how much they will read, and will hand out the Task Cue Cards.

The Big Boss will tell each person when to share their information.

He or she will make sure everyone is taking part and will help a group member who is finding things difficult.

DRAFT