

## Next Generation Literacy: Oral Language and Reading Comprehension

### Oral Language and Reading Comprehension Early Level to Fourth Level

<p><b>Where are you?</b> <b>Assessments:</b></p> <ul style="list-style-type: none"> <li>- PM Benchmark Assessment</li> <li>- SNSA</li> <li>- Observation of pupils and discussion during and following reading</li> </ul>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. <b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. <b>LIT 0-19a</b></p>	<p><b>Background Research</b> <a href="https://newcastleearlycareerteachers.files.wordpress.com/2015/05/teaching-ideas-comprehension.pdf">https://newcastleearlycareerteachers.files.wordpress.com/2015/05/teaching-ideas-comprehension.pdf</a></p> <p><a href="https://cer.schools.nsw.gov.au/content/dam/doi/sws/schools/c/cer/localcontent/comprehension_handbook.pdf">https://cer.schools.nsw.gov.au/content/dam/doi/sws/schools/c/cer/localcontent/comprehension_handbook.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p>
<p><b>Teacher reflections</b></p> <ul style="list-style-type: none"> <li>-Do I introduce comprehension strategies i.e. making connections, prediction, inference, questioning, monitoring, visualising, summarising by modelling these to the class, thinking aloud as I do this?</li> <li>- Do I use a range of text types e.g. novel extracts, film clips, still images, to ensure that all pupils can participate in lessons, regardless of reading ability?</li> <li>- Do I ensure that pupils have the opportunity to practise using the strategies whilst being guided and supported by the teacher? (Gradual Release of Responsibility Model). Pupils should have plenty of guided practice before applying to independent reading.</li> <li>-Do pupils use a range of appropriate strategies together successfully?</li> </ul>	<p>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. <b>LIT 1-13a</b></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. <b>LIT 1-16a</b></p> <p>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. <b>ENG 1-17a</b></p> <p>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. <b>ENG 1-19a</b></p> <p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a / ENG 3-12a / ENG 4-12a</b></p> <p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection. <b>LIT 2-13a</b></p> <p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <b>LIT 2-16a</b></p> <p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <b>ENG 2-17a</b></p> <p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. <b>ENG 2-12a / ENG 3-12a / ENG 4-12a</b></p> <p>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. <b>LIT 3-13a</b></p> <p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> <li>• identify and consider the purpose, main concerns or concepts and use supporting detail</li> <li>• make inferences from key statements</li> <li>• identify and discuss similarities and differences between different types of text. <b>LIT 3-16a</b></li> </ul> <p>To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. <b>ENG 3-17a</b></p>	<p><b>Additional Support</b></p> <ul style="list-style-type: none"> <li>-An appropriate level of written text must be used when teaching the strategies to ensure access for all pupils. ASN children should be reading at least 95% of text so that they can focus on comprehension strategies.</li> <li>-Strategies should be taught and practised at an appropriate pace.</li> <li>-Spoken text should be used to support comprehension if written text has become a barrier.</li> </ul>
<p><b>Commercial Interventions</b></p> <p>When selecting a literacy intervention consult <a href="#">Greg Brooks – What Works?</a></p>		<p><b>Schemes</b></p> <p>Schemes can provide a good structure but they tend not to provide adequate pedagogy.</p> <p>Comprehension should be taught using the 'Gradual Release of Responsibility' model. The strategies should be modelled by a teacher using a range of texts before pupils practice/apply the strategies within reading sessions and across the curriculum.</p> <p>The Highland 'Epic 8' Comprehension training adopts this model.</p>

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### Whole School Approach

A whole school approach to teaching reading comprehension is based on teachers adopting the 'Gradual Release of Responsibility' model. The model moves through the following stages – teacher models new learning/strategy, teacher involves pupils through shared instruction, pupils practice guided by teacher and finally pupils apply strategies independently. Each comprehension strategy is to be taught using the gradual release model, and all strategies are taught and practised with fiction and non-fiction texts. These strategies should be used at each Curriculum for Excellence level. The complexity of the text the learners are exposed to shapes the way the strategy is applied.

Emerging literacy (Early Level)	Developing Literacy (First Level and Second Level)	Expanding Literacy (Third Level and Fourth Level)
<p>-At early level the teacher or expert will think aloud, modelling comprehension strategies e.g. questioning, making predictions, and making connections, through discussion and activities linked to a class story/text.</p> <p>-Teacher will encourage and support pupils who wish to have a go at using the strategies to think aloud/share their ideas.</p>	<p>-Class teachers continue to work through the 'Gradual Release Model' as described above.</p> <p>-Pupils may now be familiar with the strategies but they may need continued support to practice and apply these strategies depending on the complexity of the text.</p> <p>-Comprehension strategies can be applied across all areas of the curriculum.</p>	<p>-By now, it is expected that pupils will be able to apply the strategies in their reading independently. Some teacher modelling/instruction/support may be required.</p> <p>-The strategies and the approach to teaching these do not change across the levels. The complexity of the text shapes the way the strategy is applied.</p> <p>-Comprehension strategies can be applied across all subject areas.</p>
<b>Classroom Environment:</b>	<b>Classroom Resources:</b>	
As above, classroom teachers use a variety of texts, e.g. novels, short stories, plays, poems, reference texts, spoken word, charts, comics, clips and blogs, to model, instruct and guide pupils.	<p>Highland's Epic 8 Comprehension Training – <b>Resources to be added at a later date</b></p> <p><a href="https://highlandliteracy.files.wordpress.com/2018/06/wraparound-comprehension.pdf">https://highlandliteracy.files.wordpress.com/2018/06/wraparound-comprehension.pdf</a></p> <p><a href="https://highlandliteracy.com/oral-language-toolkit/">https://highlandliteracy.com/oral-language-toolkit/</a> - This resource supports oral language comprehension which lay the foundations for reading comprehension.</p> <p><a href="http://scottishbooktrust.com/reading/book-lists/14-wordless-picture-books-0-2">http://scottishbooktrust.com/reading/book-lists/14-wordless-picture-books-0-2</a></p>	