

## Preparing your Reading Recovery lesson: maximising opportunities for learning

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### Why do we need to prepare?

In order to know what I am teaching for and how to teach it

- to prioritise
- to know what to attend to and *what to let go*
- to know *how* to deal with opportunities that arise
- *in order to achieve change*

|                 |  |                                 |
|-----------------|--|---------------------------------|
| Looking back    | where is this child now?<br>what has been achieved?<br>what is working for him,<br>and what isn't? | Is my teaching working?         |
| Looking forward | what has to be done,<br>where are we going?<br>what needs to change?                               | How must my teaching<br>change? |

### How does the way we use our running records change as the child moves through his series of lessons?

- How is child working on problems?
- Does the way the child **self corrects** indicate growing control
- Is child's reading steadily becoming more fluent and well phrased?
- Does he cope with tricky language structures, e.g. literary language?
- Does he engage in the story?

### What do you want your lesson records to tell you?

- Who is doing what?
- How well known is the known?
- What do I need to prompt for and what can I simply *expect*?
- How effective is my praise?

### What kind of changes are we looking for?

Additive model of reading process (credit in the bank account or scores for words known)

Transformation model (changes in the complexity of the processing system)

Additive – progress reported as quantitative counts or scores

Transformational – progress reported in terms of

- mobilising several resources needed for a specific task
- or integrating different kinds of information
- or demonstrating alternative ways of using information

Clay, Change Over Time, page 48

### Successful readers at about eight years

*Any of the following in any order or combination*

- Partially silent processing.
- Accurate reading of larger chunks of information on harder texts.
- Knows how to add words to own repertoire
- Marked shifts in rate of acquiring new words in reading and writing.
- Problem- solves new words, miscued familiar words, and strings of words with self-corrections which occur close to the point of challenge.
- Errors are close to the text words on syntactic, visual, phonological and semantic information.
- Has reduced or refined most subsystems to eliminate unnecessary work.
- Can alter the weighting of attention to different knowledge sources, that is, can give more attention to sub-word information with hardly noticeable effects on pace.
- Has constructed complex structures of processing skills.
- Increased speed coming in part from efficiency in the processing system which does not have to work slowly through earlier processing links.

Clay, Change Over Time, page 85

### Opportunities for learning

Teachers contribute to the shifts in the processing which children are able to carry out, by:

- altering the learning opportunities provided
- prompting to influence the choices made by the constructive learner
- altering the interactions between the teacher and learner

Clay: Change Over Time, pg 98

## A GRADIENT OF TEXT DIFFICULTY

To help you determine the gradient of difficulty of texts, you might consider:

### 1) Characteristics of the texts e.g.

- text length
- sentence length/number of sentences
- predictability
- repetition
- picture cues
- grammatical structures/tenses/changes in tense
- shifts from oral language structures to more literary structures
- use of direct and indirect speech
- text style/size/font/layout/spacing
- use of upper and lower case letters
- punctuation
- story structure/characters/plot
- other factors -

### 2) Opportunities for learning e.g.

- opportunities to learn/practise early strategies, e.g. direction, 1-1, locating
- repetition of high frequency words
- repetition of familiar grammatical structures
- opportunities to draw upon different sources of information
- opportunities for more detailed visual analysis
- opportunities to meet the same word with upper and lower case initial letter
- opportunities to meet the same words in different contexts
- opportunities to meet the same words in different grammatical structures
- opportunities to meet new grammatical structures
- opportunities to meet new vocabulary
- opportunities to practise new vocabulary
- opportunities to use punctuation
- opportunities to learn how to phrase reading
- opportunities for more sustained reading
- opportunities to encounter more complex ideas/story lines
- other opportunities

**How can I prepare myself as a teacher to enable children to meet these new challenges?**

### **Teaching on the new book or after the running record**

Teaching for Strategies

*Introduction, page 39*

*Recovery Procedures, pages 40-42*

### ***locating and using known and new words***

Reading Books

*Teaching during the first reading, page 37*

Taking words apart in reading

*Recovery procedures, page 48-49*

### **Letter work and word work**

Learning to look at print

*Looking at print, page 24*

*What makes this easy? page 25*

### **Writing**

Writing stories

*Before writing, page 28*

*The child composes a story, pages 28 - 29*

*The child writes, page 29*

Hearing and recording sounds in words

*Intermediate steps, page 33*

### **How often should I prepare?**

What should I do

every day?

every week or two?

once or twice in the child's programme?

every year?