



## USING READING BOOKS AND EVERYDAY TEXTS

### Use reading books fully and effectively with your reader

- Introduce supported reading in your coaching sessions
- Help your reader transfer the skills learned through reading books to everyday texts

### Supported reading techniques

You may hear the terms 'paired reading', 'shared reading', 'guided reading' in relation to supported reading methods. They are often used interchangeably and have close similarities. They all involve:

- Putting in layers of support that can gradually be withdrawn as the reader grows in confidence i.e. 'scaffolding'
- Modelling proficient reading skills for your reader, to include fluency and reading with expression.

### Key points

- 1) **Introduce the text** – think and talk about it. Read the blurb, look at the pictures, flick through the pages, make predictions about the story etc.
- 2) **Hear the language** – read the first part of the text aloud to your reader with fluency and expression (modelling).
- 3) **Spot the tricky bits** – talk about them together.
- 4) **Read together** – if appropriate for your reader. This may be a sentence, the first page, the first chapter. Adapt for *your* reader.
- 5) **Think about it** – relate the gist of the story.
- 6) **Read independently** – when ready.
- 7) **Introduce extension and follow on activities**

Help your reader to relax and enjoy the experience of reading a book. It is not a test! Encourage guessing. Don't get bogged down in tackling decoding difficulties; make a note of them and revisit them later. The reading book is for pleasure and affirming the reader's progress. **Remember, speaking and listening is vital to successful reading.** Using language enables your Reader to build a wider vocabulary. Hearing words and understanding their meaning in context will increase the Reader's 'internal lexicon', making it easier to recognise some new words when they meet them for the first time.

### Extension activities – for maximum mileage

These activities fall into two categories:

## 1. Accuracy

- Make a note of errors or difficulties but don't tackle corrections in detail while reading the book. It will disrupt the flow and decrease concentration and comprehension. Cover the corrections within the manual work.
- Tricky words can be added to your reader's sight word pack or personal dictionary.

## 2. Language based

This is where you can have fun and reap real benefits.

- What happens next? (prediction)
- What pictures are painted by certain words? (using the imagination)
- Could we replace any words with others? (building vocabulary) Suggest using mini post it notes.
- Talk about the 'out of level' words; try to use them in sentences. (composition)
- Comprehension discussion / questions – ensure you are exploring *real* comprehension.
- Cloze exercises
- Gap filling activities
- Sequencing tasks
- Summarise the content in your own words (retelling). This will produce a text for even more activities!

**Remember** – adapt the methods to suit your reader's preferences, level of reading skill etc.

## Using everyday texts

This is the goal. Your reader will be highly motivated because the text is something they are interested in or because it is something that they really *need* to be able to read. But there may be barriers to accessing the text, including:

- The level of difficulty
- Specialised vocabulary and unfamiliar, long words
- Long sentences
- Density of print and length of text
- Layout
- Font size

The danger is that we will decide that something the reader really wants to read is just too hard at the present time. However, try not to let the barriers stop you trying.

At this point, you can try out all the activities we have talked about in relation to reading books, making sure that your reader has a clear overview of what the text is about to start with. This is essential and will involve lots of conversation.