SUPPORTED READING
SUPPORTED READING

> 5.1 MODULE 5 OVERVIEW

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> NOTES
5.2 INTRODUCTION TO SUPPORTED READING

Supported reading gives a teacher and a class of pupils an opportunity to talk, read, and think their way purposefully through a text. It is through supported reading that pupils experience what real reading is like within a supported environment.

NOTES
> 5.3 KEY FEATURES AND BENEFITS OF SUPPORTED READING

- Develops positive attitudes by involving pupils in discussion
- Presents manageable challenges that encourage reading for meaning
- Provides the instructional setting to teach reading strategies and skills
- Encourages pupils to take control of the first reading, give a critical response, and talk about messages and meaning in the text
- Enables pupils to practise new strategies for making sense of a text
- Fosters critical thinking through questioning

> NOTES

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GUIDING QUESTIONS

View and discuss the video clips on Gorilla.

1. What kinds of interaction did you observe in the reading session?

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2. What are some of the ways in which the teacher offers support to children?

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3. What are some of the ways that the teacher encourages his pupils’ reading development?

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> 5.4 SUPPORTED READING AND ENGLISH LANGUAGE LEARNERS

**SUPPORTED READING AND ENGLISH LANGUAGE LEARNERS**

In a supported reading context:

> pupils can support their peers and act as role models for language learning;
> the teacher can discuss the book content and provide links to the pupils’ prior knowledge and experiences;
> new vocabulary can be introduced and discussed in a supportive way;
> specific skills and levels can be catered for; and
> retelling of the text provides an opportunity to assess a pupil’s comprehension.

> NOTES
5.5 STEPS IN CONDUCTING SUPPORTED READING

**STEPS IN CONDUCTING SUPPORTED READING**

> The teacher works with the whole class or a group of pupils.

> The teacher starts supported reading with pupils who:

- have an initial understanding of the alphabet;
- have an understanding of the directionality of reading;
- can match the spoken words with each written word (1:1);
- can recognize a few words, including their names;
- can identify the same word written in different contexts; and
- are learning to use information from the text and illustrations to work out unknown words.

> The teacher selects a text and a purpose for the reading.

> The teacher uses strategic scaffolding, questioning, and prompting to help the pupils read the new text successfully.

> The teacher uses questions related to pupils’ application, analysis, synthesis and evaluation of the reading content to develop their critical thinking skills and creativity.

**NOTES**
5.6 STEPS IN CONDUCTING SUPPORTED READING

STEP 1
Introducing the text
General introduction to book topic

STEP 2
Reading the text
Pupils read softly and silently to themselves while teacher "listens in"

STEP 3
Revisiting the text
Focus on discussion and reinforcing skills, e.g. phonemic awareness

STEP 4
Follow-up
Meaningful activities related to the book

> NOTES

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5.7 STEPS IN CONDUCTING SUPPORTED READING: INTRODUCING THE TEXT

STEPS IN CONDUCTING SUPPORTED READING: INTRODUCING THE TEXT

Purpose: To motivate the pupils to want to read the book

Orientating the pupils to want to read the book should take no more than ten minutes.

The teacher:

> discusses the book cover and title and encourages the pupils to predict the content;
> activates background knowledge and experience;
> discusses relevant text features;
> discusses any unfamiliar vocabulary;
> shares the purpose for the reading; and
> sets the reading task, e.g. “Read to the end of this section and find out …”

NOTES

You can Make a Happy Cake
(Primary 5)
View and discuss the video clips on *You can Make a Happy Cake*.

What does the teacher do in the four steps?

**Step 1**

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**Step 2**

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**Step 3**

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**Step 4**

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> 5.8 STEPS IN CONDUCTING SUPPORTED READING: READING THE TEXT

**STEPS IN CONDUCTING SUPPORTED READING: READING THE TEXT**

Purpose: For the pupils to attempt to read the book independently and the teacher to monitor the pupils’ reading

**The teacher:**
> observes the pupils as they read;
> uses task setting and prompting to encourage pupils to search, anticipate, confirm, and self-correct independently; and
> intervenes only if necessary.

**The pupils:**
> read the text softly (emergent or developing readers) or silently (fluent readers) to themselves.

> NOTES
5.9 STEPS IN CONDUCTING SUPPORTED READING: REVISITING THE TEXT

**Purpose:** To explore the pupils’ responses to the book and reinforce skills

**The teacher:**
- discusses the main ideas in the text by asking a wide variety of knowledge and comprehension questions;
- promotes critical thinking by asking synthesis, analysis, and evaluation questions of the reading content related to pupils’ application;
- gets the pupils to apply the text to other situations, including their own lives and experiences;
- extends the pupils’ understanding of phonological awareness and phonics relating to the book;
- reviews vocabulary, language use, and punctuation from the book;
- teaches the language features of that particular text type; and
- asks the pupils to read the text again independently or with a partner.
5.10 STEPS IN CONDUCTING SUPPORTED READING: FOLLOW-UP

Follow-up activities are integral to the successful implementation of a supported reading programme.

Follow-up activities may include:
- undertaking a shared writing lesson around the theme of the text;
- sharing books, big books, poems and/or song cards related to the text;
- using a listening centre to read/listen to the text again;
- playing spelling or alphabet games related to the text;
- playing an oral language game related to the text;
- acting out the text as a play in small groups;
- using pocket charts and sentence strips to reconstruct the text;
- writing a review of the text; and
- completing a word search or crossword activity related to the text.

Follow-up activities might be undertaken by pupils as a whole class or in groups. They may work on the same or different activities.
> 5.11 SUPPORTED READING AND GUIDED READING

SUPPORTED READING AND GUIDED READING

Guided reading is an extension of supported reading in that it is undertaken with small groups (usually four to eight pupils), rather than the whole class based on ability or needs.

It places a particular emphasis on:
> attending to individual needs; and
> monitoring the progress of individual pupils.

Guided reading can be adopted when the teacher wishes to withdraw a small group of pupils while other pupils are engaged in some independent work.

> NOTES
5.12 GETTING STARTED WITH GUIDED READING GROUPS

Getting Started

Gather and collate existing data on students’ reading ability in English.

Does the data provide information about the students’ use of strategies and/or needs?

IF NO

Group students into three or four groups based on ability.

IF YES

Analyze the data. Identify and record the students’ needs for reading instruction.

Group the students based on common needs.

Plan a guided reading lesson for one group based on an identified need.

Select a text that will help the students to achieve the objective you have set for the lesson.

Teach the lesson, making notes about the students’ reading behaviours.

Assess the lesson. Reflect on your teaching and how well the students met the objective.

Identify the next step for the students.

Plan and teach the next session.

When you have established routines for your literacy program, plan lessons and teach the other groups. Regroup the students more flexibly when you feel able to manage and monitor this process.

> NOTES
5.13 SUMMARY OF SUPPORTED READING

SUMMARY OF SUPPORTED READING

Supported reading:
> supports pupils to read a new text successfully;
> helps pupils develop positive attitudes towards reading;
> provides an opportunity for pupils to develop and practise reading strategies necessary to read independently (These should be shared with pupils as purposes for reading);
> allows teachers to observe pupils while they process unfamiliar texts;
> fosters critical thinking through questioning;
> gives teachers and pupils an opportunity to explore the features of the language used in a variety of texts; and
> allows teachers to move their pupils towards guided reading.

NOTES