



St Christopher's

Reading and Literacy Bulletin

Term 1 | September 2024

'The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread.'

Ofsted Reading Framework 2021

This term, and academic year as a whole, we will be focusing on embedding strategies that have been trialled across departments throughout the previous two academic years.

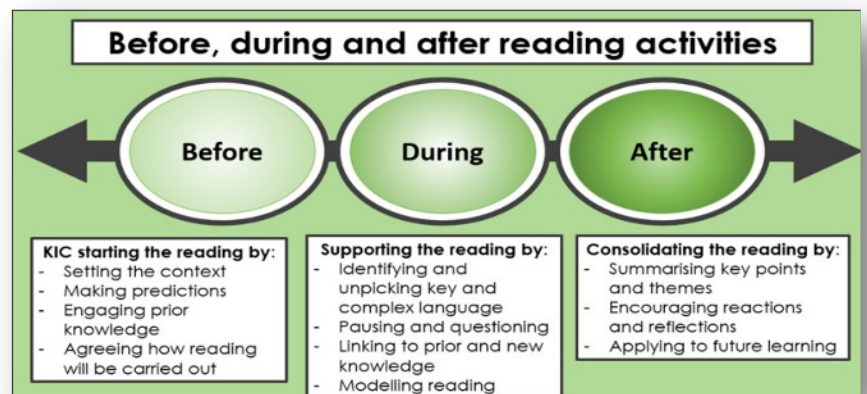
Each term we will endeavour to embed key strategies from each of our areas of focus; Reading, Vocabulary, Writing and Oracy. The rest of the bulletin will therefore be dedicated to providing examples of how Term 1's strategies might look in our day-to-day delivery of high quality classroom teaching.

	Term 1	Term 2	Term 3
Reading	Ensure reading comprehension is prioritised through the model of pre/during/after reading questioning .	Skimming and scanning taught and used effectively to summarise or select information from reading texts.	Guided reading through comprehension questions around a selected piece of reading in class.
Vocabulary	Use of the Frayer Model for key vocabulary acquisition and retrieval.	'Connect 4' . This strategy is a simple way to isolate, emphasise and connect key vocabulary. Then you ask pupils to make as many connections between the words as possible.	'Said is dead' . A concerted focus on alternatives for commonly used basic vocabulary, in this case 'shrieked', 'wailed', 'exclaimed', offer alternatives in fiction writing.
Writing	Sentence signposts to help structure arguments. <i>Eg. Because...But...So</i> or <i>First...furthermore...finally</i>	Use Single Paragraph Outlines (SPOs) to break down more complex writing tasks such as exam essays or to summarise key areas of content.	Kernel Sentences : Take the grain of a concept, the kernel of an idea, and expand it with additional questions or criteria. This can take the form of the 5 W's, minimum word counts for annotations or combing structures.
Oracy	Use the Voice 21 types of talk to guide discussion. Especially the roles of challenger and summariser.	Image link where students need to discuss the connection between the four images, or find the odd one out in the connection.	Answers first : Students discuss and formulate, from their knowledge of the topic, the types of questions to which these answers apply. Groups will then present and explain their findings to the rest of the group.

Here we take a look at examples of some of these strategies in a little more depth:

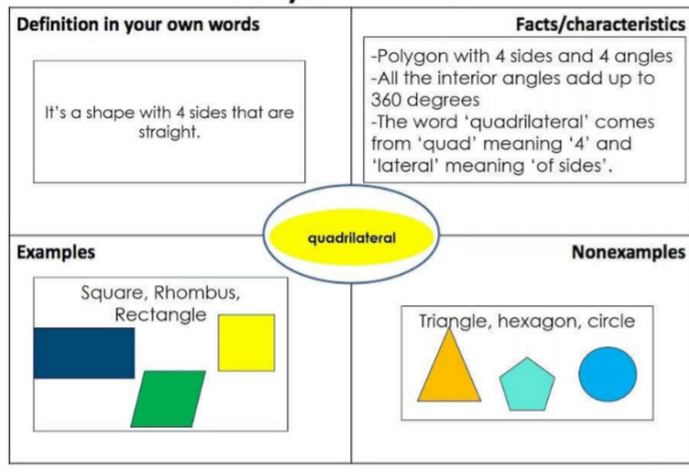
The Pre/During/After Reading Model:

Guided reading is informed by Vygotsky's (1978) Zone of Proximal Development and Bruner's (1986) notion of scaffolding, informed by Vygotsky's research. Guided reading helps students develop greater control over the reading process through the development of reading strategies which assist decoding and construct meaning. The teacher guides or 'scaffolds' their students as they read, talk and think their way through a text.



[Understanding the relationship between reading comprehension skills and strategies \(state.co.us\)](https://www.state.co.us/reading/understanding-the-relationship-between-reading-comprehension-skills-and-strategies)

Frayer Model



The Frayer Model:

The Frayer Model is a graphic organizer for building student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed on a chart that is divided into four sections to provide a visual representation for students.

[Vocabulary Knowledge and the 'Frayer Model' \(alexquigley.co.uk\)](https://www.alexquigley.co.uk)

Signposting:

Essays can be considered a journey from the introduction to the conclusion. You're the driver, your readers are the passengers, and signposts are the roads you choose to take.

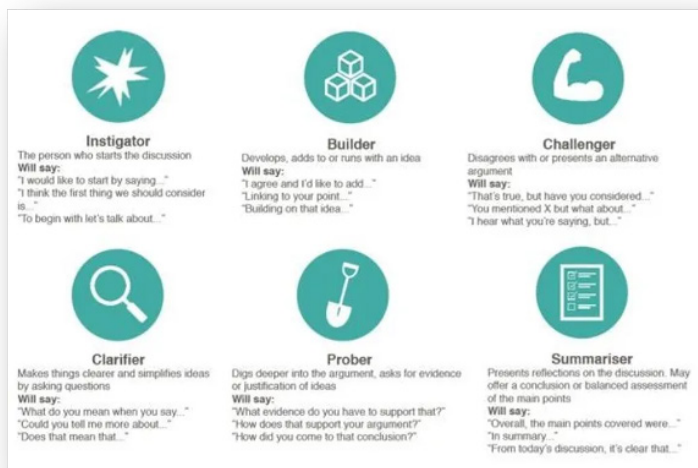
Not signposting your essay is a bit like sleeping on a journey and only waking up occasionally – it can be disorientating. You'll wonder where you are and how you got there.

[Better Essay Signposting | Student Services - University of Portsmouth](https://www.portsmouth.ac.uk/better-essay-signposting)

Signposting connectives

Connective words are a great signposting tool for joining sections of your argument into a logical flow

	Addition	Sequence	Contrast	Illustration	Consequence
Use for:	Developing points further	Describing things in order	Showing sides in a debate	Backing up your arguments	Showing cause and effect
	Additionally Also Even more so Furthermore In addition Likewise Moreover Plus Similarly	At first Before Eventually Meanwhile Next Previously Subsequently Then Until	Although Alternatively Despite Except However In contrast Nevertheless On the other hand Unless	As shown by For example For instance In other words Such as These include	Accordingly As a result (of) Because Consequently Subsequently Therefore Thus



Types of talk:

There are lots of types of talk – from exploratory talk (the sort we use collaboratively to discuss or solve problems) to presentational (more 'polished' talk; "giving a speech"). Moreover, these types of talk may vary in appearance across contexts, and some genres of talk may involve additional specific skills or competencies.

[What is oracy? - Voice 21](https://www.ncetm.org.uk/what-is-oracy-voice-21)

Further reading:

- [Reading in the MFL classroom: The Big Read – Kayleigh Meyrick \(wordpress.com\)](https://www.wordpress.com) (MFL reading article)
- [Frayer models: a tool for explicit... | Kingsbridge Research School](https://www.kingsbridge-research-school.co.uk) (Science lessons specific article)
- [Signposting | Academic Skills Kit | Newcastle University \(ncl.ac.uk\)](https://www.ncl.ac.uk) (helpful for KS5 subjects)
- <https://www.podbean.com/ep/pb-dktsr-162ae1c> (Oracy in Maths, article found here: [Oracy in the maths classroom - Part 1 | NCETM](https://www.ncetm.org.uk))

Check out our Library resources:

[Recommended Reading for KS3](#) | [Challenging Reading for KS3](#) | [A Guide to Support Reading at Home for Parents](#)