

About this resource

Regular reading practice both silent reading and reading out loud is crucial to maintain good reading skills. The opportunity to monitor this becomes more difficult after KS1 but pairing older, more competent readers with younger readers works well as well as using some time from library lessons to read one to one with learners or tutor time.

Drop Everything And Read sessions are popular in schools and great at creating a reading habit but the impact of these sessions can be increased by monitoring the reluctant readers.

Date	Book title	Pages read	Notes for the teacher

Top tips for hearing readers

5 finger rule

If reading a new book check the level by counting the errors on one page. More than 5 it's too hard.

Try looking at one or two of these in each session. These will help with constructing questions about the book and are based on different aspects of reading. You could focus on one or two in detail or all of them briefly.

Fluency and reading speed

This needs to be a familiar easy to read text for the pupil. Maybe one which they've read before or at the end of a reading stage.

Word recognition

Sounding out words, recognise sight words, find words within words, prefixes and suffixes, plurals, root words. It would be handy to have a mini whiteboard or scrap paper available.

Word analysis

Definitions, synonyms and antonyms, dictionary work, alliteration, onomatopoeia. Assistive Tech would help here and would be a good opportunity for vocabulary work.

Text analysis and comprehension

Identifying themes, plot, characters, literary techniques. Stop and jots (initial thoughts throughout the paragraph or chapter rather than just at the end).

Inference and context

Feelings/impressions, what is the author implying? What is the book's context? (Time it was written, popularity, trends, impact it made?)

Own opinion with evidence

How did the text affect you as a reader? Why? Does it remind you of other texts? How does it fit in today's context? Is it in line with current world issues?

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