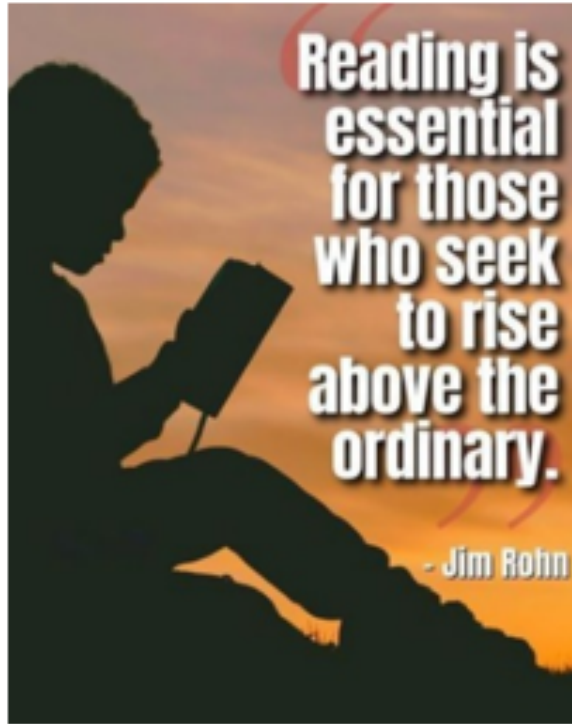


# St Peter's CE Primary Academy, Bratton



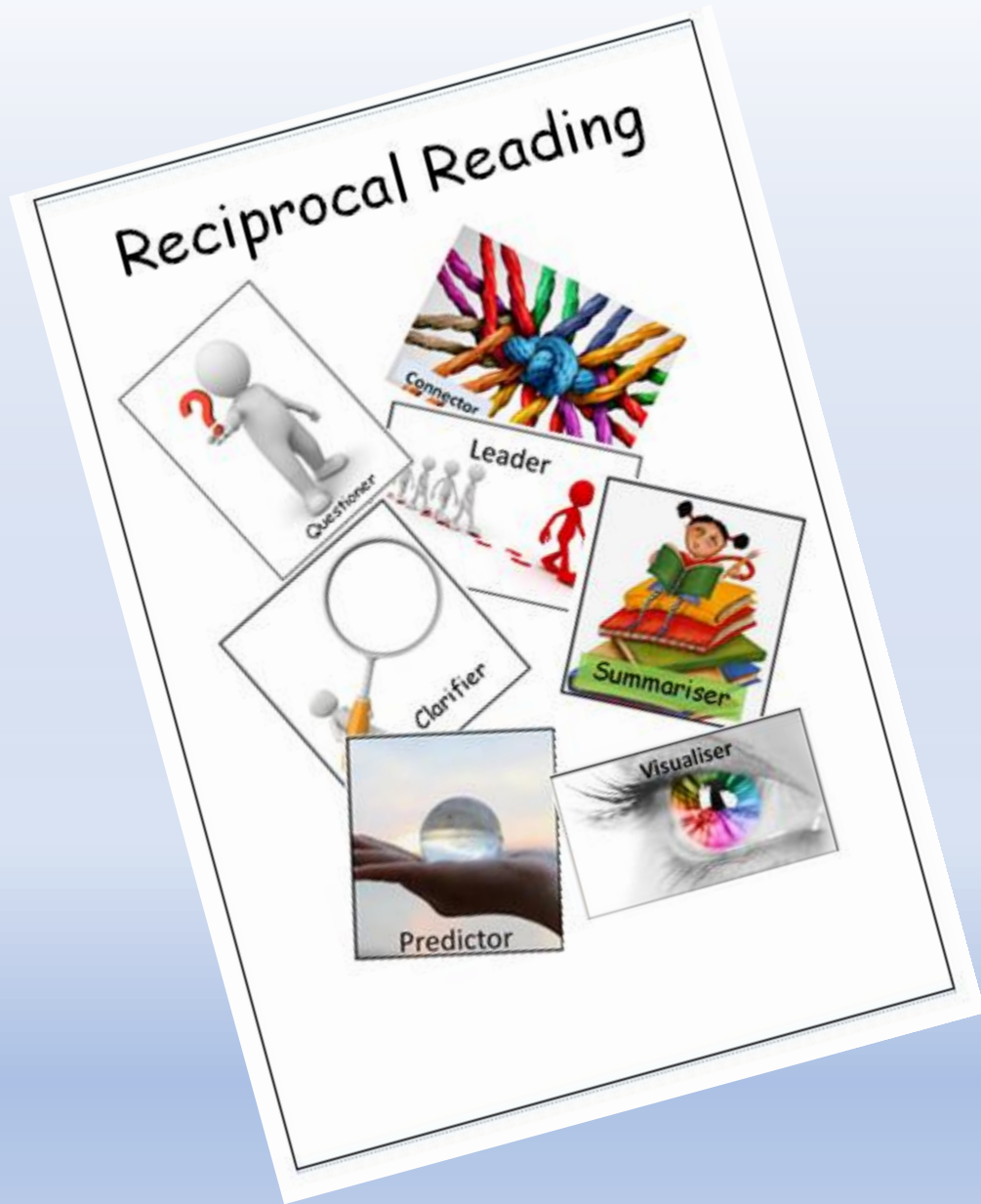
Reciprocal Reading and Reading at home

## Reading intent:



At St. Peter's Bratton we believe that a quality English curriculum should develop children's love of reading and confidence as life long readers. We recognise that reading well is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

We aim to inspire an appreciation of our rich and varied literary heritage, 'the habit of reading widely and often, with fluency and with good understanding' and to open doors to further learning. Developing a real enjoyment and enthusiasm for reading is something we aspire to.



# Reciprocal Reading at KS2

## **What Is Reciprocal Reading?**

**Reciprocal reading** is a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. **Reciprocal reading** emphasises teamwork and supports independent comprehension skills.

The goal of Reciprocal Teaching is to give students a structure to grow out of...one that will enable them to have a conversation with themselves or others about any piece of text they encounter. (Rita Reimbold)

## What is Reciprocal Reading?

Reciprocal teaching refers to an activity in which pupils become the teacher in small group reading sessions. In Reciprocal Reading, the pupils are involved in teaching and learning within a mixed ability peer group. This can encourage pupils to take a more active role in the learning and teaching experience and gain confidence in their own abilities.

Teachers model, then help students learn to guide group discussions using four strategies:

- summarising
- questioning
- Clarifying
- predicting

We, at St. Peter's, also believe that the ability to **visualise and make Connections** are crucial strategies in reading and so have included these skills in our Reciprocal Reading sessions.

Children take on one of the roles below during their group session.

They change roles each time they take part in a group.

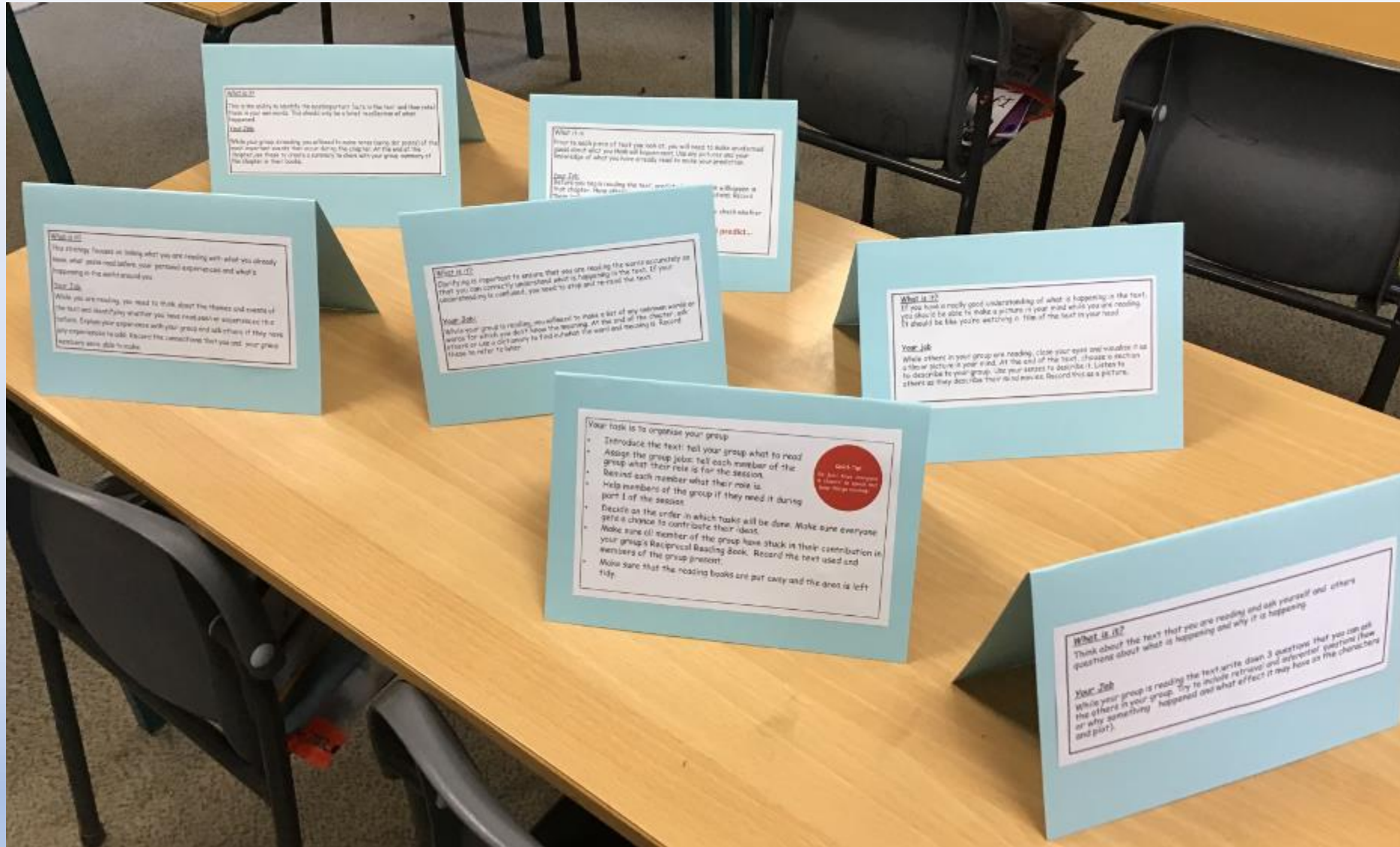
Below is an example of Year 6 prompts which children use. They are adapted accordingly for different year groups.





St Peter's CE Primary, Bratton





**What is it?**  
This strategy focuses on linking what you are reading with what you already know. What you read before, your personal experiences and what is happening in the world around you.

**Your Job**  
While you are reading, you need to think about the themes and events of the text and identify whether you have read about or experienced it before. Explain your experiences with your group and ask others if they have any experiences to add. Record the connections that you and your group members were able to make.

**What is it?**  
This is the ability to identify the most important facts in the text and then recall those in your own words. This should only be a brief recollection of what happened.

**Your Job**  
While your group is reading, you are allowed to make notes (using the points) of the most important facts that occur during the chapter. At the end of the chapter, you have to create a summary to share with your group members of the chapter in their books.

**What is it?**  
Clarifying is important to ensure that you are reading the same accurately as others. If you don't understand what is happening in the text, if your understanding is confused, you need to stop and re-read the text.

**Your Job**  
While your group is reading, you are allowed to make a list of any unknown words or words for which you don't have the meaning. At the end of the chapter, ask a friend or use a dictionary to find out what the word and meaning is. Record it and refer to later.

Your task is to organise your group

- Introduce the text: tell your group what to read
- Assign the group jobs: tell each member of the group what their role is for the session.
- Remind each member what their role is.
- Help members of the group if they need it during part 1 of the session.
- Decide on the order in which tasks will be done. Make sure everyone gets a chance to contribute their ideas.
- Make sure all members of the group have stuck in their contribution in members of the group journal.
- Make sure that the reading books are put away and the area is left tidy.



**What is it?**  
If you have a really good understanding of what is happening in the text, you should be able to make a picture in your mind while you are reading. It should be like you're watching it. This is the text in your head.

**Your Job**  
While others in your group are reading, close your eyes and visualize it as a few pictures in your mind. At the end of the text, choose a section to describe to your group. Use your senses to describe it. Listen to others as they describe their version. Record this as a picture.

**What is it?**  
Think about the text that you are reading and ask yourself and others questions about what is happening and why it is happening.

**Your Job**  
While your group is reading the text write down 3 questions that you can ask the others in your group. Try to include retrieval and inferential questions (how or why something happened and what effect it may have on the characters and plot).

# Leader

## What it is

Your task is to organise your group and to help them make connections

## Your Job:

- Introduce the text: tell your group what to read
- Assign the group jobs: tell each member of the group what their role is for the session.
- Help members of the group if they need it.
- Decide on the order in which tasks will be done. Make sure everyone gets a chance to contribute their ideas.
- Make sure all member of the group have stuck in their contribution in your group's Reciprocal Reading Book. Record the text used and members of the group present.
- Make sure that the reading books are put away and the area is left tidy.

**The Leader will usually also be the connector**



# Connector

## What is it?

This strategy focuses on linking what you are reading with what you already know, what you've read before, your personal experiences and what's happening in the world around you.

## Your Job:

- While you are reading, you need to be thinking about the themes and events of the text and identifying whether you have read, seen or experienced this before.
- Explain your experience with your group and ask others if they have any experiences to add.
- Record the connections that you and your group members were able to make.

**The Leader will usually do this job too.**





# Visualiser

## What is it?

If you have a really good understanding of what is happening in the text, you should be able to make a picture in your mind while you are reading. It should be like you're watching a film of the text in your head.

## Your job

- While others in your group are reading, close your eyes and visualise it as a film or picture in your mind.
- At the end of the text, choose a section to describe to your group.
- Use your senses to describe it.
- Listen to others as they describe their mind movies. Record this as a picture.



# Clarifier

## What is it?

Clarifying is important to ensure that you are reading the words accurately so that you can correctly understand what is happening in the text. If your understanding is confused, you need to stop and re-read the text.

## Your Job:

- Clear up any parts of the story you found confusing.
- While your group is reading, you will need to make a list of any unknown words or phrases for which you don't know the meaning.
- At the end of the chapter, ask others or use a dictionary to find out what the word and meaning is. Record these to refer to later.



# Summariser

## What is it?

This is the ability to identify the most important facts in the text and then retell these in your own words. This should only be a brief recollection of what happened.

## Your Job:

- While your group is reading, you will need to make notes (using bullet points) of the most important parts of the text.
- At the end of the piece, use these to create a summary to share with your group.



# Questioner

## What is it?

You need to think about the text that you are reading and ask yourself and others questions about what is happening and why it is happening. Pose questions about the text that you are unsure of or would like to discuss.

## Your Job

- While your group is reading the text, write down
- questions that you can ask the others in your group.
- Try to include *retrieval* and *inferential* questions (how or why something happened
- and what effect it may have on the characters and plot).





# Predictor

## What it is

Looking at the text you look at, you will need to make an informed guess about what you think will happen next. Use any pictures and your knowledge of what you have already read to make your prediction.

## Your Job:

- Before you begin reading the text, predict what you think will happen in that chapter.
- Ask others in your group share their predictions.
- Record these before you start reading.
- At the end of the chapter, reflect on your predictions to check whether they were accurate or not.



Predictor: ..... (name)

Part 1 Predict what you might read about if the text were to continue

1. \_\_\_\_\_

2. \_\_\_\_\_

Find clues or evidence in the text that support the prediction above

1. \_\_\_\_\_

2. \_\_\_\_\_

Summariser ..... (name)

Summarise the text on the lines below:

Record key words and phrases:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Visualiser ..... (name)

Draw a picture/map/image to represent what you see as you read the text.

Discuss this picture with members of your group. Do they have anything to add?

Questioner: ..... (name)

Write two questions based on the text (retrieval and inference)

1. \_\_\_\_\_

2. \_\_\_\_\_

Discuss the answers with members of your group.

Clarifier: ..... (name)

Find two unknown words in the text.

1. \_\_\_\_\_

2. \_\_\_\_\_






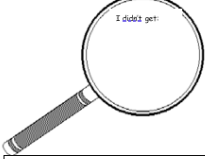
Part 2: Define/explain the unknown words (what strategies did you use)

1. \_\_\_\_\_

2. \_\_\_\_\_

# Recording in Reciprocal Reading

Children record their ideas and findings in their role briefly so that they are able contribute to the book discussion.

<p><b>Predictor</b></p> <p>I think about what might happen next in the text. I can justify my predictions.</p> 	<p><b>Connector</b></p> <p>I decide whether there are any links to what we I have read seen or experienced before. I discuss this with my group.</p> 	<p><b>Summariser</b></p> <p>I talk about the main point of the text. I finger summary that includes important details (e.g. setting, characters, plot)</p> 
<p><b>Questioner</b></p> <p>I ask questions to check understanding.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Can your group answer these questions? What kind of questions are they?</p> <p>retrieval      inference</p>	<p><b>Visualiser</b></p> <p>I create a picture in my mind as I read. Draw a picture of what you see.</p>  	<p><b>Clarifier</b></p> <p>I find the meaning of phrases, words or ideas:</p> <p>I didn't get:</p>  <p>What I found:</p>

## Predictor

I think about what might happen next in the text.  
I can justify my predictions.



## Connector

I decide whether there are any links to what we I have read seen or experienced before. I discuss this with my group.



## Summariser

I talk about the main point of the text  
5 finger summary that includes important details (e.g. setting, characters, plot)



## Questioner

I ask questions to check understanding.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 2. \_\_\_\_\_  
 \_\_\_\_\_  
 3. \_\_\_\_\_  
 \_\_\_\_\_



Can your group answer these question?  
 What kind of questions are they?  
 retrieval      inference

## Visualiser

I create a picture in my mind as I read. Draw a picture of what you see.



## Clarifier

I find the meaning of phrases, words or ideas:



What I found:

\_\_\_\_\_

**Predictor:**..... (name)



**Part 1** Predict what you might read about if the text were to continue

1. ....  
.....
2. ....  
.....

**Part 2** : Find clues or evidence in the text that support the prediction above

1. ....  
.....
2. ....  
.....

**Summariser** ..... (name)



Record key words and phrases:

.....  
.....  
.....  
.....  
.....  
.....

Summarise the text on the lines below:

.....  
.....  
.....  
.....  
.....  
.....

**Visualiser** ..... (name)



Draw a picture/map/image to represent what you see as you read the text.

.....  
.....  
.....  
.....  
.....  
.....

Discuss this picture with members of your group. Do they have anything to add?

.....  
.....  
.....  
.....  
.....

**Questioner:**..... (name)

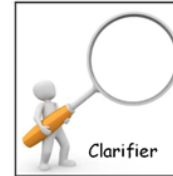


Write two questions based on the text (retrieval and inference)

1. ....  
.....
2. ....  
.....

Discuss the answers with members of your group.

**Clarifier:**..... (name)



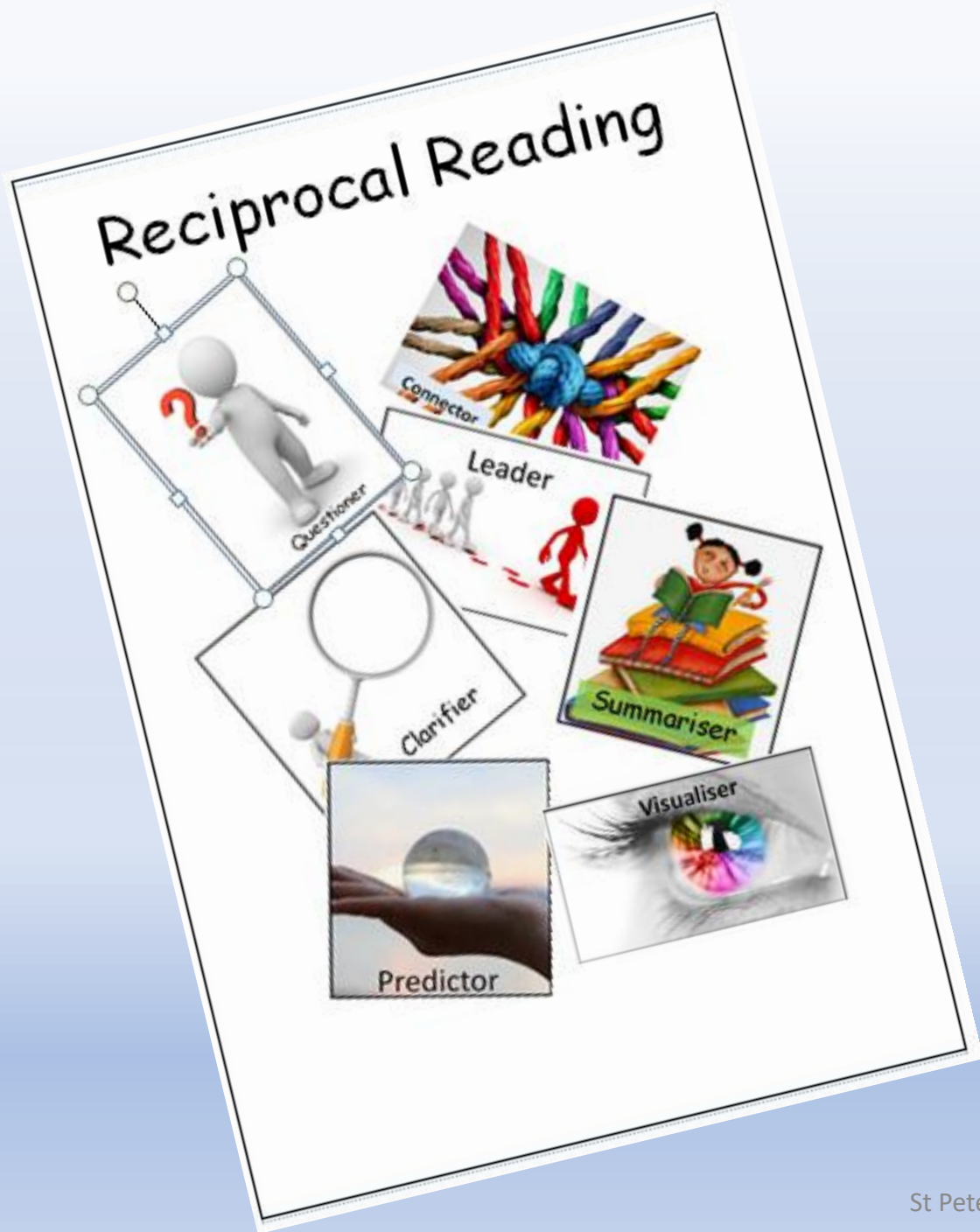
Find two unknown words in the text.

1. ....  
.....
2. ....  
.....

**Part 2** : Define/explain the unknown words (what strategies did you use?)

1. ....  
.....
2. ....  
.....


# Y5/6




Children's notes for discussion are then stored in Group Books.

The leader of each group takes responsibility for this.




Visualiser Qwas (name) 

Part 1  
Pick a scene from the story. Draw a picture/map/image to represent it.



Part 2  
Work together to evaluate the image/picture/map/symbol

In this image Mr. Nosy walks in and pushes Omar over inside the shops doorway. Furthermore Omar didn't like it since he was not being kind enough to him.


Predictor Ruby F (name) 

Part 1 Predict what you might read about if the text were to continue

- I think he will become a doctor.
- I think he will stop working for uncle.

Part 2: Work together to find clues or evidence in the text that support the prediction above

- because he was told to get a degree.
- because he is gonna start full time school.

Questioner Charlie (name) 

Part 1 Write two questions based on the text.

- Why was Uncle Ali grumpy that day?
- Why was Mr. Nosy's eye darting around the shop?

Part 2: Work together to answer the questions:

- Because he knew something bad was going to happen.
- Because he doesn't trust anyone.


Monday 25<sup>th</sup> November

Welcome to  
Now here


Kili Labeth haird

Tom Sophie  
oliver Alice  
Charlie Cleo  
Ruby F

header: Sophie


Summariser Cleo (name) 

Part 1  
Draw a picture to represent the main idea of the text.



Part 2  
Work together to summarise the text on the lines below:

Its culture and its about his life.


Clarifier Tom (name) 

Part 1 Find two unknown words in the text.

- grumpy
- crusty

Part 2: Work together to define/explain the unknown words:

- Bad tempered.
- a person usually with no permission here he looks shabby or ragged.

Evaluation (whole group) Alice 

What worked well during this session. What did you learn?


We have learnt how to use experience. We learnt new words eg: crusty. We learnt to communicate. Listening was good.

Part 2: What we still need to work on:

Talking over people. Stop messing around. We need to find words quicker. We get ready faster. I need to volunteer. We need to get on.

# Reading at home

Reading Journal

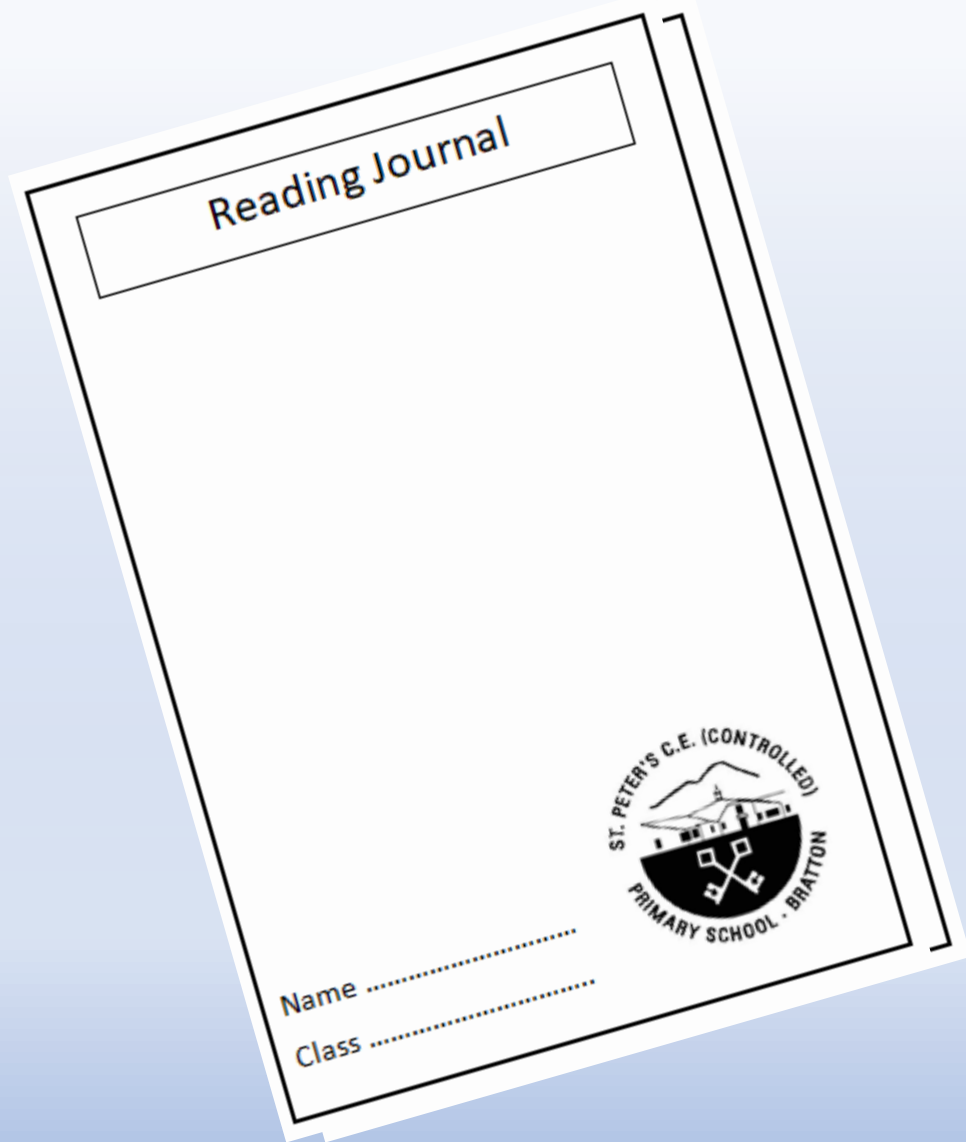


Name .....

Class .....



# Reading Journal



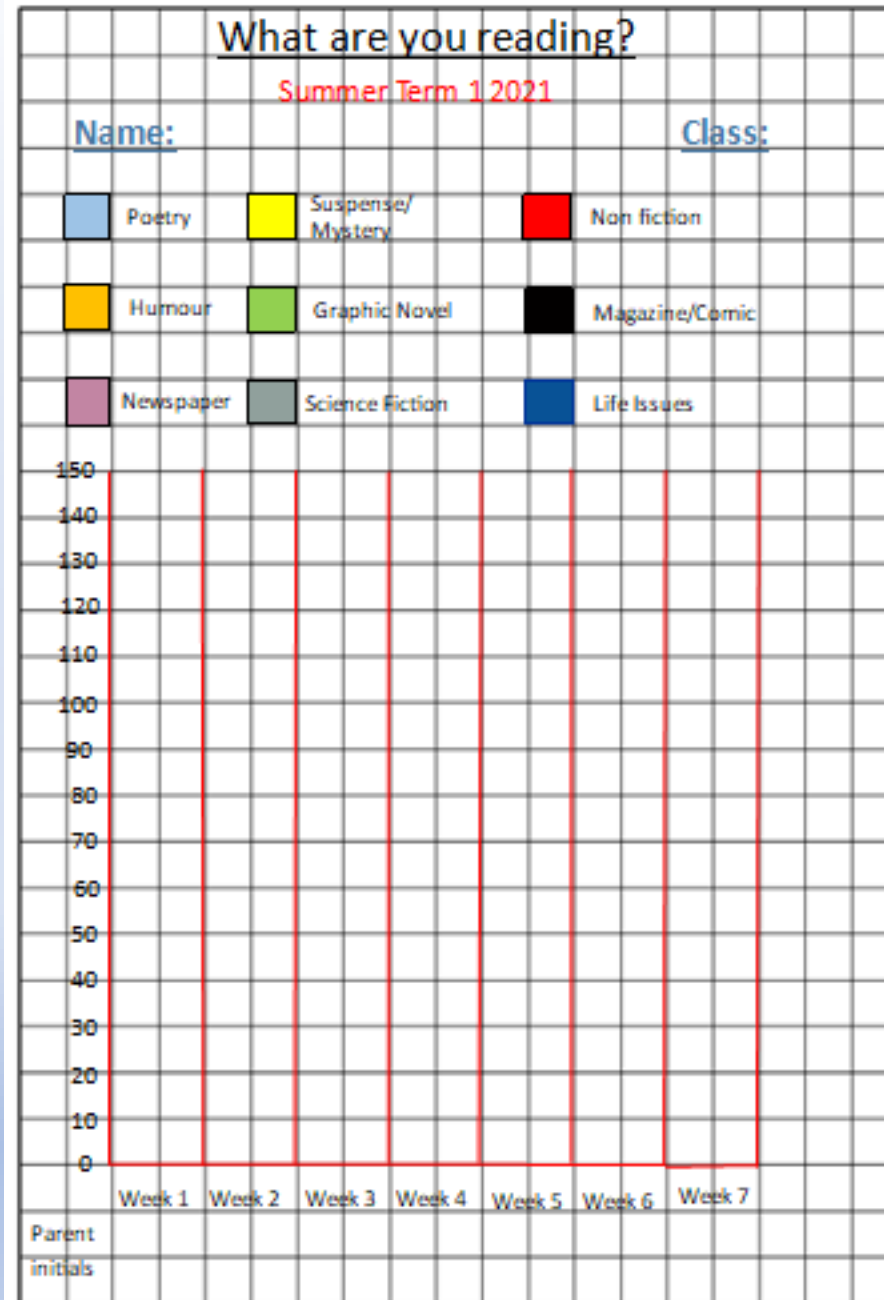
Children are encouraged to read regularly at home In Key Stage 2.  
They record their reading in a Reading Journal.

## What are you Reading - year 6?

1. Each time you read, colour in the number of minutes on the correct week of your bar chart. Use the appropriate colour for the genre of book you read. Remember: you may read several kinds of texts in one week.
2. Each completed text should be recorded on the record sheet (right hand page). It is your responsibility to do this.
3. Your parents should initial your chart at the end of each week. It is your responsibility to ask your parents to do it.
4. Your Reading Record should be put in the box on the art table by 9am each Monday morning. You will get it back on the same day.
5. You should complete at least 3 Reading Challenges per half term. [Photographs should be printed out and stuck on a page in this book with a title and an explanation of what you have done. Any writing should be done on a page in this book, with a clear title and a date.
6. Any writing or recording you do in this book should be at least as neat as the work you do at school.



7. Most of all, enjoy all of the reading that you do!



In order to ensure that children are reading widely, they are asked to record their reading on a graph showing different genres.



St Peter's CE Primary, Bratton

27.2.20	Transformers computer wars	the pictures were amazing but an ongoing story with it with twists
21.2.20	Wildspark Voddy Hardy	I love this book and the language features are amazing and how things come back to life
23.2.20	Transformers More than meets the eye	This book was amazing because I loved the secrets and how mechanical vehicles can lose their minds










Fill in this record sheet each time that you read a new text. Your comment should include what you liked and disliked and whether you would recommend your book to your friends.  
Remember: You may read more than one book in a week.

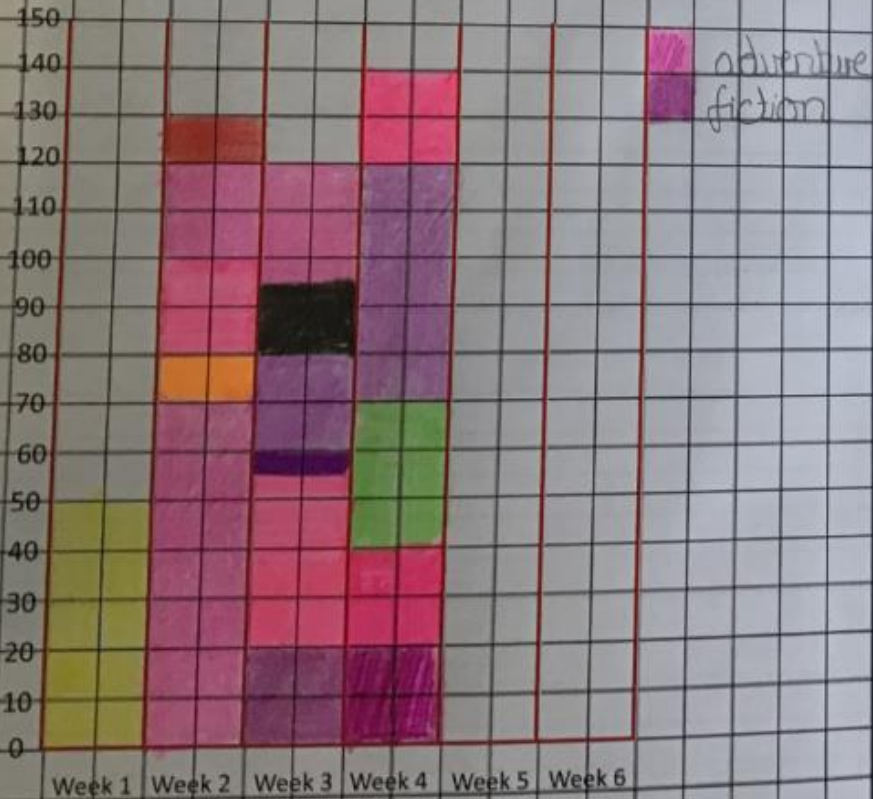
# What are you reading?

Spring Term 1 2020

Name: [Redacted]

Class: 6h11

- |   |  |  |
|---|--|--|
|  Poetry    |  Suspense/<br>Mystery |  Non fiction    |
|  Humour    |  Graphic Novel        |  Magazine/Comic |
|  Newspaper |  Science Fiction      |  Life Issues    |



Date	Text	Comment
20.1.20	The Explorers	I love this book and so far I haven't been able to get away from it.

Fill in this record sheet each time that you read a new text. Your comment should include what you liked



Sunday 19<sup>th</sup> January  
Challenge: Write a book review


Book title - The Creakers  
Author - Tom Fletcher

I liked this book because it was never boring and it was also mildly scary at times. Although the illustrations were very good, I think the book can be improved, by the author not writing to the reader unnecessarily.

I liked the way the plot was planned out. Furthermore, the descriptions were brilliant and would put a clear picture in anyone's mind.

I enjoyed reading this because the front cover is amazing and there was always something fun happening, in the story. In addition, the book was very funny and I absolutely loved reading it.

Rating: Excellent - 5 stars

Signed: 

Tuesday 28<sup>th</sup> January  
Challenge: Read instructions for playing a game

Today I read instructions from a present, got given at Christmas - it's called 'CRY Growing Lab'. I'm going to try and make a crystal, or to grow one, this weekend.

I can't wait to try it!

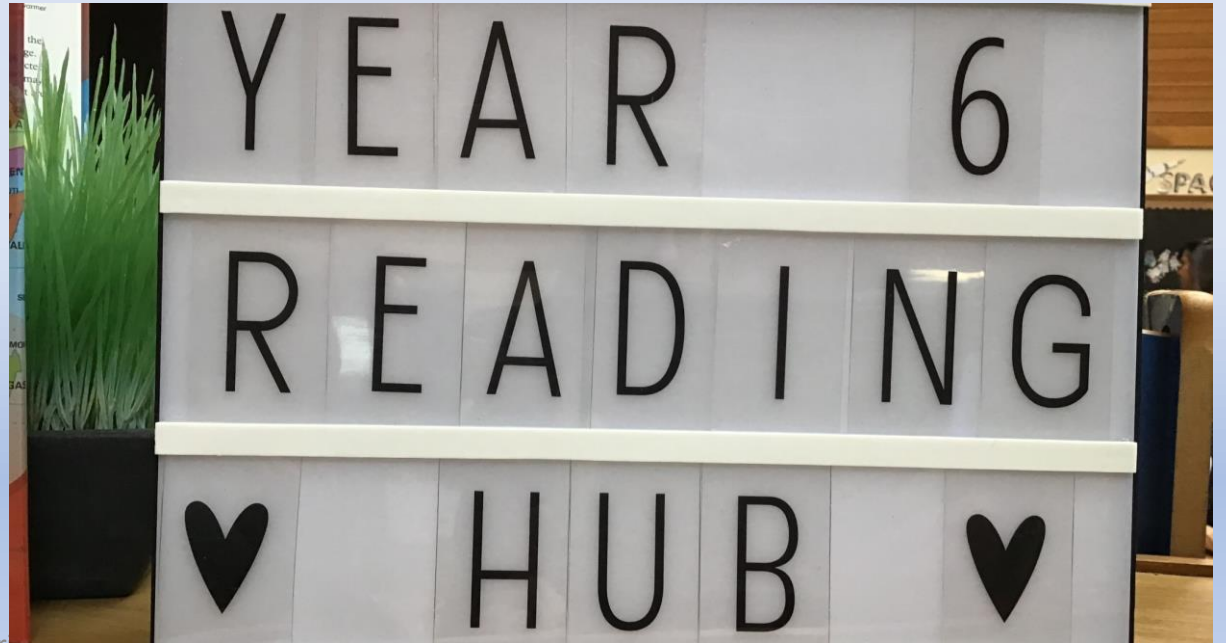
Sunday 2<sup>nd</sup> February  
Challenge: Read a book with over 300 p

I've recently read a book called 'As Old Time' which has more than 300 pages. The book is probably classed as a suspense or mystery. It is a twisted tale of the story of 'Beauty and the Beast'.

This was one of my favourites!

Book areas. Each Year group has a reading area where they can relax and read books.











## How do we start with Reciprocal Reading?

Before Reciprocal Teaching can be used successfully by the children, they need to have been taught and had time to practise the six strategies that are used in Reciprocal Reading:

- Summarising
- Questioning
- Predicting
- Clarifying
- Visualising
- Connecting

As with most successful learning, this is done through modelling the strategies by the teacher, having a clear process to follow and supported practice before being asked to work in independent groups. Whole Class Reading Sessions are used effectively to do this.