

Curriculum & Reporting

4.3 The Oxford Reading Tree

Group Reading

Many approaches to the teaching of reading are used by the school as different methods suit the learning styles of different children. All methods used complement each other. Group reading is one of the reading strategies that have been adopted for use in our school as it has been proven to help children to become better readers. It aims to make children confident, proficient readers. Using this method pupils read at their own reading level and progress at their own pace. Each child is placed within a suitable group having been tested on a word recognition test. The reading resources used are suited to the needs of each individual group and pupils are able to read the core words in the readers with 90% accuracy. This enables the pupils to focus on the meaning of the story and derive more enjoyment from it, thus avoiding an overwhelming number of "road blocks" that interfere with comprehension. The vocabulary in the books uses the basic sight words in the child's sight vocabulary. Reading several books at the one level ensures this sight vocabulary is reinforced, while enabling this sight vocabulary to be extended and it gives the child greater confidence as a reader. Reading groups are reviewed twice annually.

Group reading takes place in school at a designated time each day. In most classrooms this occurs directly after lunch. Designating a specific time for reading ensures that interruptions in the class are at a minimum. The teachers provide support for small groups of up to six readers as they learn to use various reading strategies. Each child within the group reads assigned pages or chapters to an adult and following this new reading is assigned for homework. A reading record is maintained for all pupils both in a class folder in school and in each pupil's reading notebook. Children keep the reader in a plastic folder for storage as this ensures a continuous supply of books in good condition for all children. Children read whole class materials with their peers on several occasions throughout the school day eg *Alive O* texts, *Earthlinks*, *Mathemagic*, class novels etc.

The school has invested in sixteen levels of The Oxford Reading Tree series exclusively for this purpose. Multiple copies of each book have been purchased. Considerable financial resources have been deployed to purchase this scheme and the school has made a long term commitment to investing in and expanding the number of books at each level. Pupils also pay an annual rental fee for the use of the books. This rental fee represents very good value for families as most pupils have the opportunity to read an entirely new book each week. The importance of the role of parents in fostering the success of this method and in helping children to learn to read is crucial and it cannot be emphasised enough.

Some parents have sought guidance from the school in order to further assist their children when reading at home. The following suggestions may be of interest to you as a parent. The items listed are not in any particular order. Use it as a menu and adapt it to suit the age, interests, reading ability of your child and the time available to you

Show a positive approach to reading.

Sit with your child while s/he reads the designated pages. Choose a quiet area free from interruptions.

Praise and encourage your child's efforts.

Discuss the title and cover illustration with your child before s/he reads the book and together try to predict what the story may be about.

Discuss chapter titles.

Discuss the illustrations on the pages.

Discuss with your child what s/he has read.

Encourage him/her to retell the story in his/her own words.

Ask your child to sequence the events in the story.

Ask your child to name the characters in the story, identify the setting, discuss the plot and the ending.

You may opt to use the following prompts;

Did anything in this story surprise you?

What part of this story did you enjoy most?

Were you hoping something would happen that didn't?

Were you disappointed that something in the story didn't turn out as you'd expected?

Does this story or any part of the story or anyone in the story remind you of anything that has happened to you?

Does this story or any part of the story or anyone in the story remind you of anything that has happened to someone you know?

Does this story or any part of the story or anyone in the story remind you of anything that you have read about?

Does this story or any part of the story or anyone in the story remind you of

anything that you have seen on television?

Did you find any part of the story confusing?

Predict what might happen to the characters in eg 10 years time

The following four suggestions pertain to all levels but are particularly relevant when your child is reading The Facts Books from levels 10 and 11.

Help your child to pronounce a word s/he has pronounced incorrectly.

Explain the meaning of words your child does not understand

Encourage your child to reread a phrase or sentence if it did not make sense.

Discuss topics of interest with your child and direct him/her to books that provide additional information about the topic. Source supplementary information through the internet.

When your child encounters a word s/he has a difficulty with you should tell your child the word and get him/her to reread the sentence containing this word. It is important to remember that this is not an instructional reading situation for you so the focus should be on continuous reading and

comprehension. Interruptions and word analysis should be kept to a minimum.

Your child is reading material that is compatible with his/her reading age.

If you have any additional queries regarding this method of reading please do not hesitate to contact your child's teacher. The teachers will be delighted to provide you with any additional information you may require.