

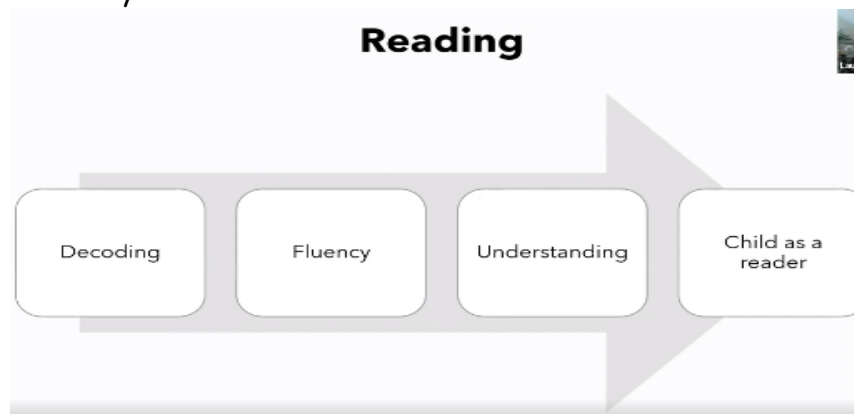


## Supporting Lower Attaining Pupils In Reading Lessons

**Guiding Principle:** All pupils, with the right support, can access and be successful in our reading lessons. Because of the adaptations we make, pupils will stay in lessons and not be withdrawn to follow an alternative curriculum.

Pupils who need phonics and fluency catch-up receive this outside of the main lesson in high quality interventions.

What do we really want:



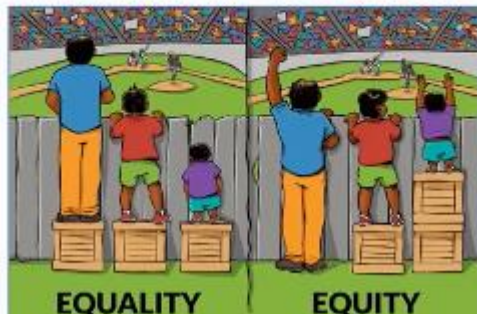
### The reality

1. Supporting lower attaining pupils can be really challenging.
2. There is no silver bullet.
3. Nothing will work for everyone or all of the time but everything will work for someone and some of the time.

However, using a combination of strategies we will, over time, make an impact to these pupils.



## Scaffolding not differentiation



In the first image we assume that some children can't do it so they are given different expectations and work/tasks.

In the Second image, we assume that all children can if we give them the right support/help.

We know that this works with reading. The evidence:

Improvement in Reading Age in 12 weeks	
Average + readers	+ 3.5 months
Poorer readers	+ 1 year 7 month

Why?

Impact on:

- Exposure to language
- Volume of text read
- Engagement and motivation
- Higher expectations
- Inclusion
- Teachers' perceptions



Strategies we could use:

### 1. Pre-Teaching or Pre-reading

#### **Why?**

- Makes the pupil the master
- Relieves anxiety
- Clarifies meaning
- Lays the foundation

#### **How?**

- Happens before the lesson
- Read to/with
- Track the text
- Introduce the concept or key vocabulary

### 2. Paraphrasing and Clarifying

A really good strategy when working with challenging texts, especially those with old-fashioned (archaic language).

Read the text then paraphrase in more simple language what has just happened.

#### **Paraphrasing and clarifying**

But the house was deep in the country, with no other house in sight and the children had been in London for two years without so much as once going to the seaside even for a day by an excursion train, and so the White House seemed to them a sort of Fairy Palace set down in an Earthly Paradise. For London is like a prison for children, especially if their relations are not rich.

*Five Children and It*

The house was in the countryside.  
The children had been stuck in London for two years. They hadn't been anywhere else, not even the seaside so the house seemed like a palace. London wasn't a nice place to live unless you came from a rich family.



### 3. Summarise and Sequence

Build up the key events of the plot on a timeline. Keep revisiting/and recapping so that they can follow the plot. Will help with retrieval.

#### Summarise and sequence

Hermia runs away with Lysander instead of marrying Demetrius.

The King and Queen of the fairies fight over a little boy.

Puck muddles up the lovers and causes havoc with a love potion.

### 4. Reduce the volume of text.

#### Reduce the volume of text

'Is there anybody there?' said the Traveller,

**Knocking on the moonlit door;**

And **his horse** in the silence **champed the grasses**

Of the **forest's ferny floor:**

And a bird flew up out of the turret,

Above the Traveller's head:

And he **smote upon the door again** a second time;

'Is there anybody there?' he said.

**1. Where is the poem set?**

**2. What is the Traveller doing?**

**3. Is he alone?**

What do we really want them to learn in the lesson?

Focus on that.

Photocopy key page that they will focus on.



## 5. Framing questions. Probably the most important strategy.

**Increase direction**

*The steaming fresh pizza arrived at the table quickly, its rich and decadent toppings still oozing across the edge of a crisp, doughy base. Just a few minutes later, Stefan loosened the top button on his trousers and leant back in satisfaction.*

**How can we tell that Stefan is greedy?**

In the paragraph beginning...

At the point where...

Look at the sentence...

Sentence included directly in the question

In the paragraph beginning The steaming fresh pizza...

At the point where Stefan loosens his trousers...

Look at the sentence, Just a few minutes later...

Reduces the scanning load for pupils and makes it more accessible.

Nothing extra needs to be prepared, we just say the question differently for different pupils.

**Reframe the question**

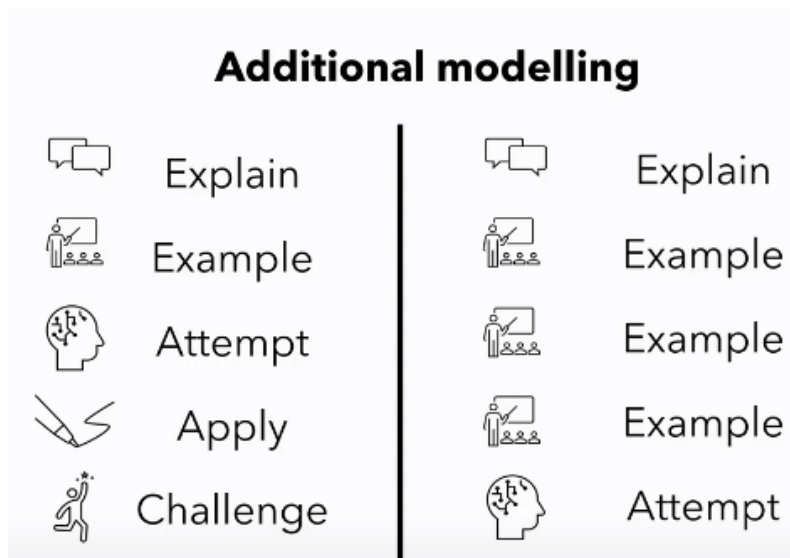
*The steaming fresh pizza arrived at the table quickly, its rich and decadent toppings still oozing across the edge of a crisp, doughy base. Just a few minutes later, Stefan loosened the top button on his trousers and leant back in satisfaction.*

What does this paragraph tell you about Stefan?

How does the author give the impression that Stefan eats a lot?

The first speech bubble makes the question more accessible for low attaining pupils. All pupils can have a go! Through guidance, we will get to the main idea that Stefan eats a lot and be able to find out how we know.

## 6. Additional Modelling



work through the whole set of questions.

Tweak the lesson structure so there is more guided practice.  
Additional modelling.

This doesn't mean you have to adapt the question strips. We can orally ask similar questions and model/guide how to solve them.

Don't expect all pupils to

## 7. Adapt the structure

**Adapt the structure**

- Increase the focus on the core text
- Reduce the extract study by 1 per week
- Read, digest, respond...
- Read to/with during fluency
- Slow it down
- Read with **purpose**

<b>Wind in the Willows</b>	Understand how writing styles have changed over time, introduce pupils to classic British literature and characterisation
<b>Introduction to Dickens</b>	Know who Dickens was and why he is so significant to British heritage, introduce archaic language structures in preparation for KS3

Look at the planning.  
What is the overall purpose of the unit? Why are they studying that text?

If pupils need more time on the core text then take out 1 extract lesson per week.

Choose fluency strategy carefully.

Slow the learning down if needed!

Use sparingly. Eventually, these shouldn't be needed as much or be omitting we will create another gap.



## 8. Recording:

For lower attaining pupils they may not record as much.

Look carefully at the question strip. If it says (say) they do not need to record.

If it says write, and some pupils need you to scribe then scribe!