

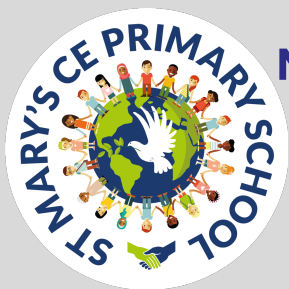
Professional Development Meeting



Subject Knowledge Development: Teaching Reading



Subject Knowledge | 16th March 2023



MASON MOOR
PRIMARY SCHOOL

Reading comprehension to build knowledge

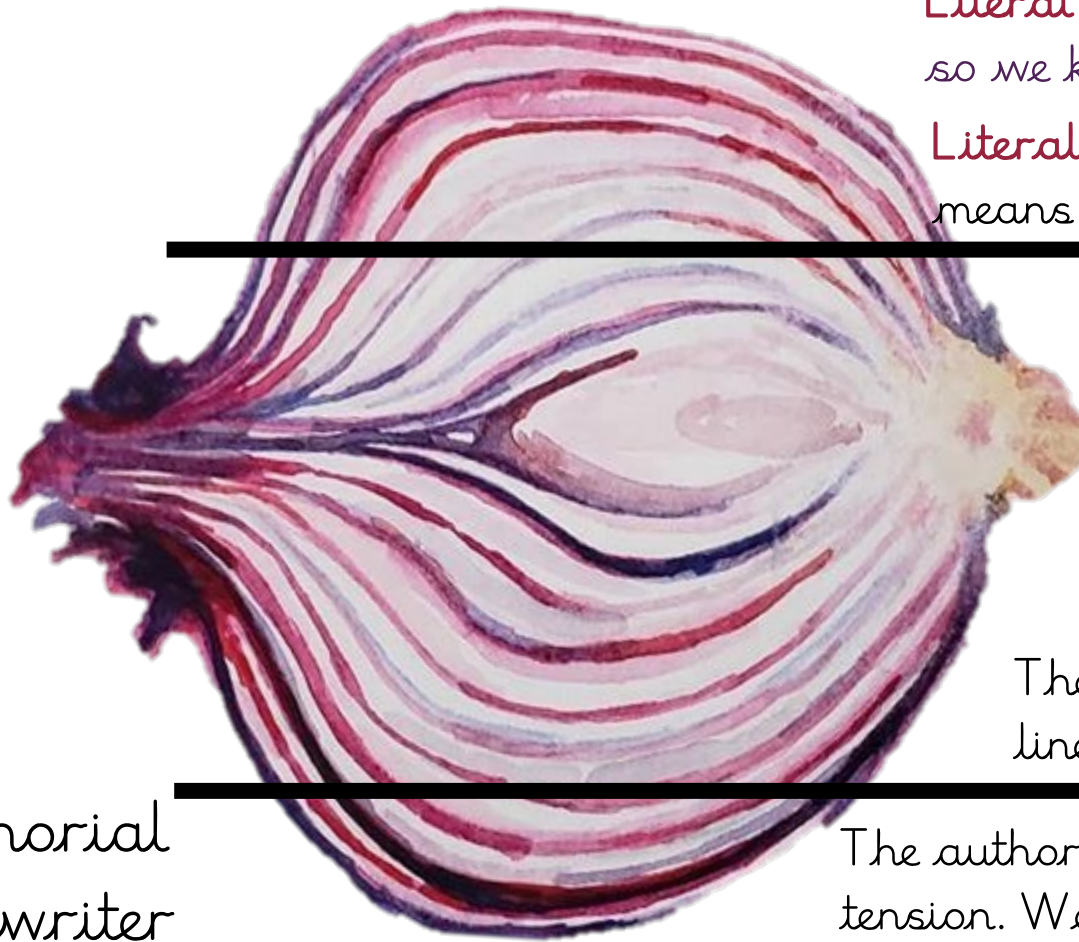
Subject Knowledge Development - Reading

Reading Onion Analogy – Layers of meaning

Top layer - Literal interpretation

Middle layer - Character and behaviours, motives, plot.

Bottom layer - Authorial intent - what is the writer trying to make us think?



Literal inferential - She wears a coat, so we know it's cold.

Literal clarification - The word 'rotund' means big or overweight.

We know the character feels angry because the text says...

In this chapter, we learn more about X character we can infer that they feel... the text says...

The dialogue builds suspense in the line... it tells us...

The author chooses the word X to create the tension. We know this because X means... and it links to...

The author builds tension in the line... This is created by...

Subject Knowledge Development - Reading

Developing meaning – problematic inference

- Inferring meaning from context even with sufficient skills can be problematic...

Taken from Bringing Words to Life 2013

Misdirective Contexts: i.e those contexts that rather than helping reveal the meaning of the word, seem to direct pupils to an incorrect meaning.

" It's time I made an egg sac and filled it with eggs."

" I didn't know you could lay eggs," said Wilbur.

"Oh sure," said the spider, "I'm versatile."

Taken from Charlottes' Web

Wilbur himself illustrates the problem:

"What does versatile mean? Full of eggs?"

" Certainly not," said Charlotte

Non directive Contexts: i.e. those which have very little help in revealing the meaning.

Dan heard the door open and wondered who had arrived. He couldn't make out the voices. Then he recognised the **lumbering** footsteps on the stairs and knew it was Aunt Grace.

Lumbering here might just as well mean light and lively as heavy.

General Contexts i.e those which provide enough information to infer general meaning.

Joe and Stan arrived at the party at 7pm. By 9.30, the evening seemed to drag for Stan. Joe however, really seemed to be having a good time at the party. " I wish I could be as **gregarious** as he is." though Stan.

We get the general meaning although specific characteristics of the word still unclear.

Directive Contexts i.e those where the surrounding description and a definitional phrase lead to the specific meaning.

When the cat pounced on the dog, he leapt up, yelping, and knocked down a shelf of books. The animals ran past Wendy, tripping her. She cried out and fell to the floor. As the noise and confusion mounted, Mother hollered upstairs, "What's all that **commotion**?"

What happens if we don't build layers of understanding? **Task Design Issues**

In this example - the intention of learning is to pick out details from an image to later make an inference

LI: To make inferences from details stated and implied.	
W4 L3 B/G	Pupils
SC1: I can pick out details from an image	
SC2: I can use discuss these details with my peers	
SC3: I can use details to make an inference about a character	

Pick out details from the image - the task asks for one

LI: To make inferences from details stated and implied.		
W4 L3 Y/O/R	Pupil	Teacher
SC1: I can discuss a range of details from an image with my peers		
SC2: I can make an inference about a character, using specific details from an image		
SC3: I can write a sentence to clearly explain my inference.		



The intention is to make inferences from details implied - how does the task support a child to do it?

I like SC1 to discuss with a peer - could the task have been to annotate first?



Thinking about the LI - how does the question help the children to be successful?

Write sentences to explain what inferences you have made about this character and why.

I do: I think this person is confident because I can see them standing proudly.

I think this character is

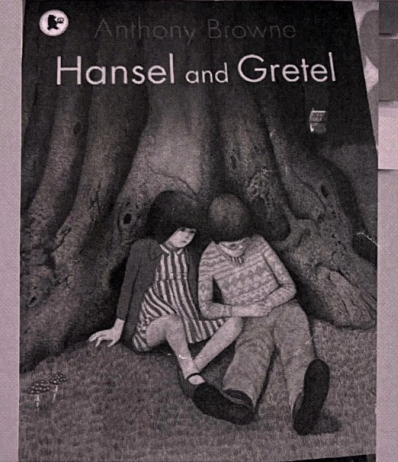
I think this because in the picture I can see ...

What happens if we don't build layers of understanding? **Task Design Issues**

Tuesday 21st February 2023

Learning Intention: I am learning to make inferences from pictures and text.

Week 1 Lesson 2 - Y1/2/R	Pupil	Teacher
Success Criteria 1: I can explain what I think is happening in the text.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Success Criteria 2: I can infer how other characters may feel.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Success Criteria 3: I can explain why I have made an inference about what is happening.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



1 - What do you think this book might be about?
 2 - What do you think might happen in the story?
 3 - How do you think this story will end?

In this example - the intention is to make inferences from pictures and a text.

Question 1 asks the child to make a prediction - this is not linked to the content domain 'inference'.

Question 2 further asks about prediction from the cover.

TASK – how could this task be better linked to inferential deduction from the image?

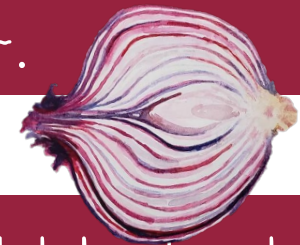
There are NO questions from the text

① I think there mum ~~kept~~ kept them in the forest. ② - Hansel and Gretel get lost in the woods. ③ - They will run away from the little house because it is the witch.

What happens if we don't build layers of understanding? Task Design Issues

LI: to RETRIEVE information from a text.

Question 1 is a literal-retrieval task. It matches the expectation of the LI but doesn't go any further.



The next step of this question should be to deepen the retrieval.

E.g. can you think about synonyms for the word 'stowed' to develop vocabulary - display this.

Taking this further - multiple choice style 'which word is closest in meaning' for lower abilities.


Thursday 23 February 2023

LI (Week 1 Lesson 2) To retrieve and record information from a fiction text (2b) R/O/Y

	P	T
SC 1: I can retrieve a synonym from a text.	✓	
SC 2: I can retrieve more than one example from a text.	✓	
SC 3: I can scan more than one paragraph to retrieve an answer.	✓	

Text

Nor did the sailors know that they had carried infected fleas with them, on rats that stowed away on their ships.



The plague had already killed 25 million people, from southern Russia - where it probably began - to China, India and North Africa. Now the sailors had brought it to Europe. The world would never be the same again.

Questions

1. What two-word phrase in the text means hidden?
2. Where did the plague probably begin? Which countries did it spread to?
3. Where did the sailors bring the plague to?

1. I think hidden means know and stowed away

2. I think it spread to southern Russia, China, India and North Africa. ✓

3. I think they took it to Europe.

NS - were were the infected fleas.

What happens if we don't build layers of understanding? Task Design Issues

LI: to retrieve and record information.

Monday 13th March 2023

LI: To retrieve and record information.	Pupil	Teacher
SC1: I can understand the events over a series of pages.	✓	
SC2: I can retrieve information from more than one place in the text.	✓	
SC3: I can use this information to answer different types of retrieval questions.	✓	

1. What was the name of the poet who wrote the tiger poem?
2. Why did Oona make so much noise in the pool?
3. Find and copy three pieces of litter Will found in the river.
4. What kept the parasites away from Oona?
5. What did Will spot by the river?
6. How could Will separate the young orangutans to the old orangutans?

NSL- It means Oona was taking the pool for herself. She claimed it from the crocodiles

He the
 poem about the tiger.
 2) she was losing herself down, and she was indulging.
 3) plastic bags, coca cola cans and a T-shirt
 4) Mud that she rolled ^{around} in.
 5) He found a kingfisher in the river.
 6) The young ones clinged on the older ones.

Question 1 should not be given to a top set. It is unlikely a child in KS2 would ever be asked to locate the name of a poem.

None of the questions BUILD on meaning. They're isolated and therefore do not develop the child's understanding of the text.



Vocabulary development IS tangibly linked to reading

TOP TIPS



Subject knowledge vocabulary is crucial and needs to be displayed.

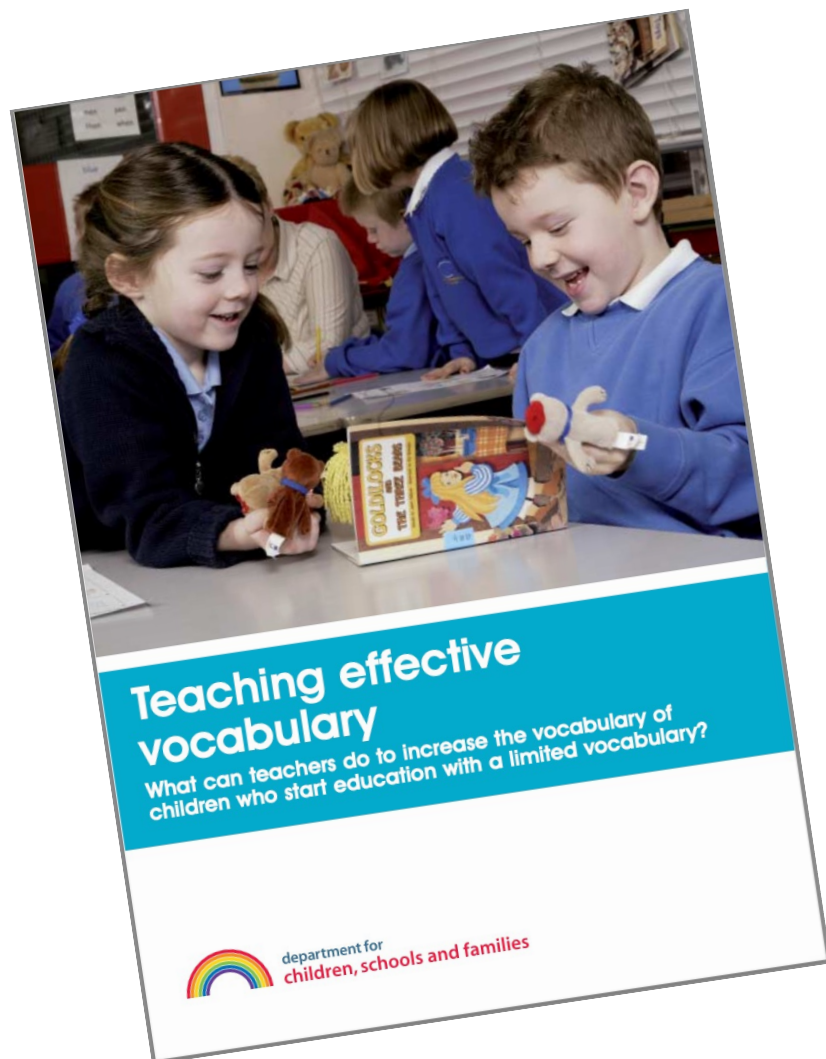
Children need definition and explanations of words

They need frequent encounters to words - 6 exposures in a week to commit to memory

Deep and active processing of words in a range of contexts

Vocabulary development IS tangibly linked to reading

TOP TIPS



Changing life stories

Vocabulary: top ten essential research reports and resources

A National Literacy Trust Membership resource

1. Teaching Effective Vocabulary

What can teachers do to increase the vocabulary of children who start education with a limited vocabulary (Crown Copyright 2008)

A combination of research and practical classroom strategies to support vocabulary development. (Return to resource page to download a copy of the document)

2. [A Review of the Current Research on Vocabulary Instruction](#)

A research synthesis developed by the National Reading Technical Assistance Center 2010

The NRP's synthesis of vocabulary research identified eight findings that provide a scientifically based foundation for the design of rich, multifaceted vocabulary instruction.

3. Addressing Vocabulary Deficits

What can schools do to increase the vocabulary of children who start education with a limited vocabulary? Schools Research Team, Crown Copyright 2007

An excellent and accessible summary of research evidence from the UK and the US on effective practice in increasing the vocabulary of children who start education with a limited vocabulary. (Return to resource page to download a copy of the document)

4. [Low Income and Early Cognitive Development in the UK](#)

A Report for the Sutton Trust 2010

Interesting report which uses vocabulary test scores to explore the links between poverty and cognitive development. A 62-month-old child in the lowest income quintile is 11.1 months (after rounding) **behind** the average score for the average child in the middle income quintile. This is a gap of almost a full year.

5. The Early Catastrophe: The Thirty Million Word Gap (2003)

In this groundbreaking study, University of Kansas researchers Betty Hart and Todd Risley entered the homes of 42 families from various socio-economic backgrounds to assess the ways in which daily exchanges between a parent and child shape language and vocabulary development.

Their findings were unprecedented, with extraordinary disparities between the sheer number of words spoken as well as the types of messages conveyed. Follow-up studies

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Direction of
things to read.

Non-core teaching and learning

Fluency in the non-core curriculum reading

LI: To compare and contrast attitudes over time.

History (then): Racial Discrimination

For many immigrants, their first experience of discrimination came when trying to find accommodation.

A survey undertaken in 1956 found that only 15 of a total of 1,000 white people surveyed would let a room to a black tenant.

Do not need to read out all sources - to be used for the tasks



Starting in the late 1960s, and peaking in the 1970s and 1980s, violent gangs opposed to immigration took part in frequent attacks, which targeted and assaulted Pakistanis and other South Asians.

The action was also fuelled by the failings of the authorities, which included under-reporting racist attacks, the criminal justice system not taking racist attacks seriously, constant racial harassment by police, and sometimes police involvement in racist violence.

"Most of the Irish when they came here they were young, young. And there was no place for them to go, only to meet their friends in a pub. A lot of them never drank - living in rural Ireland they didn't drink in those days, and, really, they were almost pushed into it. Unfortunately, there was nowhere else to go..."
Daniel Foley, Mayo, Ireland, 1945

Struggles | Ashford Place

Mala Sen

Born in India, Mala came to London in the 1960s. She was stunned by prejudice against migrants, particularly from the local authorities. They would often refuse to house migrants, arguing they'd made themselves intentionally homeless. Those that did get housing often found themselves on white-dominated estates and endured daily threats of racism. Mala co-founded the Bengali Action Group, sourcing empty council flats for homeless Bangladeshis. They drew up a map for the former Greater London Council, defining a safe living area for the community. This established Brick Lane as the Bangladeshi heartland of Britain.

"You did see the signs, and it wasn't just Irish - no blacks, no dogs - whatever. It was quite horrible to

The text from the lesson should be stuck into books. Children should highlight the key vocabulary.

How is society different now?
How is it similar?

Clarifying and summarising tasks are a great way to support children in summing up the information

- Can you sum up the information in three sentences?
- Can you write down how this information made you feel?
- What other questions do you have?