

St. Joseph's Primary School

The BALANCED READER and WRITER

Key Stage 1



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Aims

To have an understanding of:

- The 'BALANCED READER'
- The 'BALANCED WRITER '
- The explicit teaching of text types
- Rhymes and poems to enable oracy and all literacy
- How to help at home

Activity 1:

Read this passage, aloud, together:

The twirup slikented loricantly noft the werfe. It vertered dwarnt the nipson veriforb. Jusnunctally, the twirup pooled an olky twend who was spooling round the borve.

‘Which Book and Why’

(eds.) Sue Bodman and Glenn Franklin

Answer these questions:

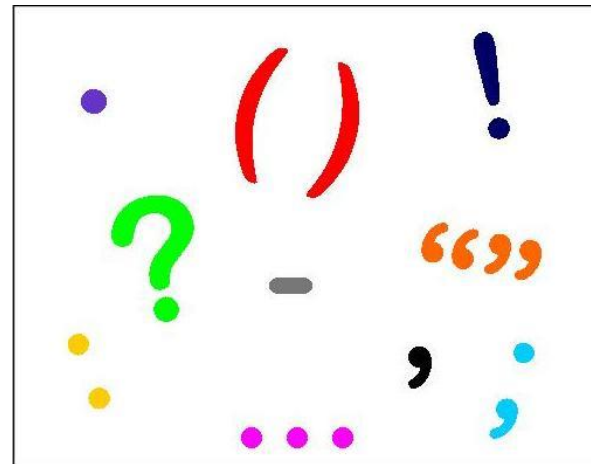
The twirup slikented loricantly noft the werfe. It vertered dwarnt the nipson veriforb. Jusnunctally, the twirup pooled a olky twend who was spooling round the borve.

1. Where was the twirup slikening?
2. What sort of veriforb was it?
3. How would you describe the twend?

**What skills did we use to
answer those questions?**

We used our knowledge of:

- Phonics
- Word structure
- Sight Vocabulary
- Punctuation
- Sentence Structure/Syntax



What skills didn't we use?

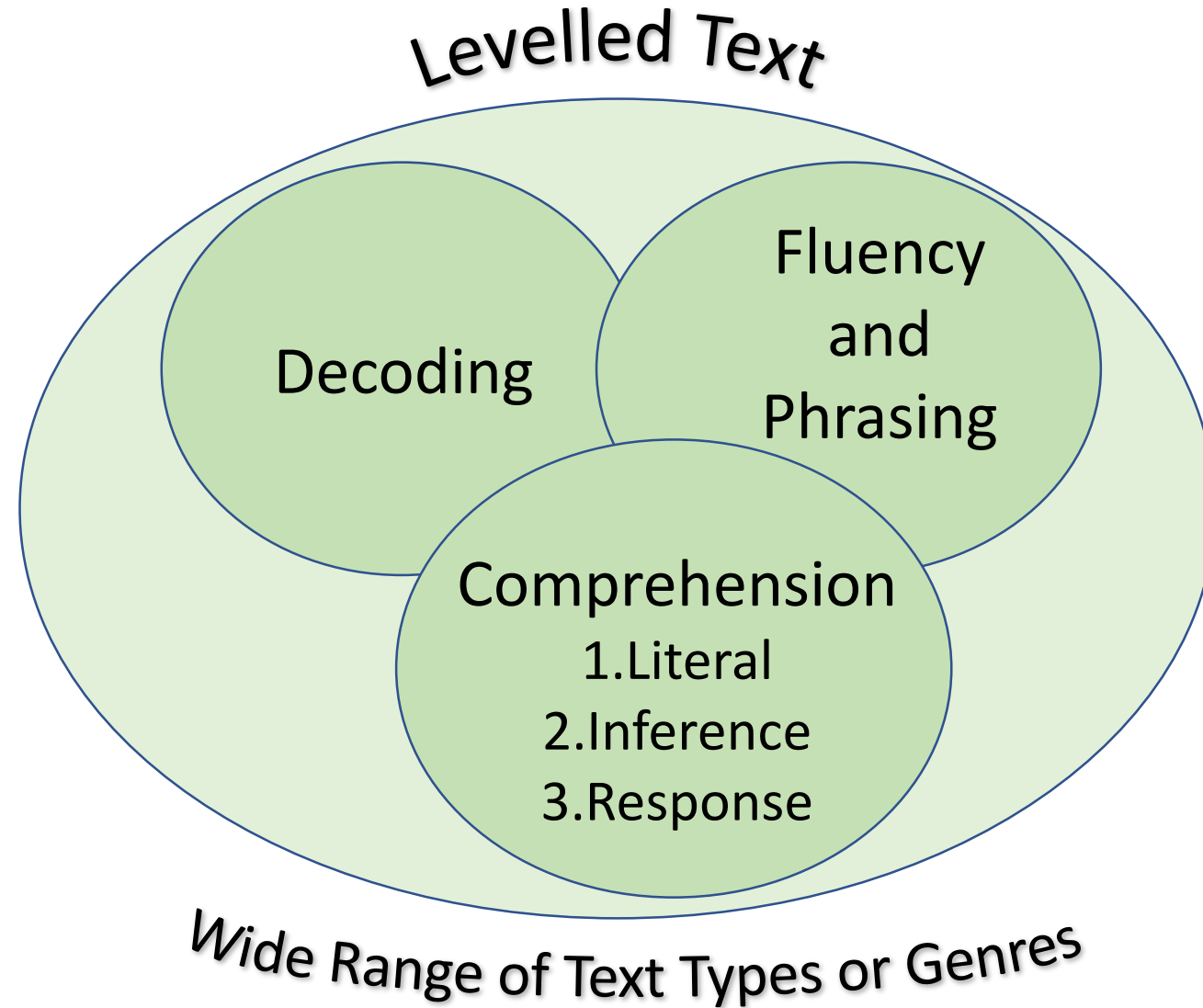
We didn't use:

- Expression and phrasing
- Comprehension/word meanings
- Links to knowledge of the world



'The balanced reader'

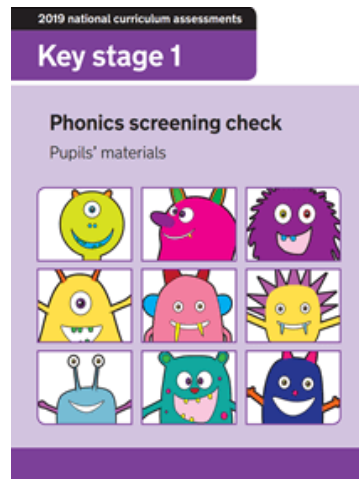
The PM Story (Cengage PM Materials)



Decoding

Phonics

- Phonics are a quick step into reading
- Research clearly shows that The National Year 1 Phonics Check “has had an impact on pupils’ attainment in phonics, but not (or not yet) on their attainment in literacy” (DfE).



Sight Vocabulary

These are “tricky” words that the reader:

- cannot decode simply by using phonics
- needs to recognise automatically

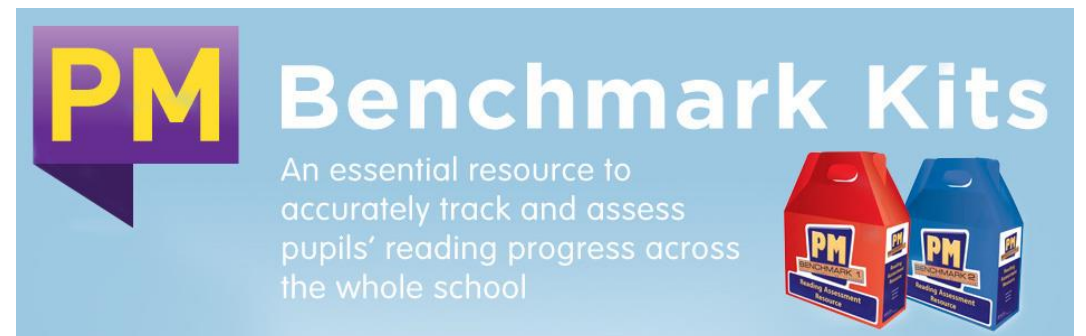
To develop 'The BALANCED READER' we need:

- *The **right** book*
- *In the hands of the **right** child*
- *At the **right** time*

How does a teacher make this happen?

A Benchmark reading record gives the following information:

- The accuracy rate on the levelled text
- The level of competency in retelling and comprehension
- The level of competency in fluency and phrasing
- Specific information on reading skills and behaviours to inform planning and teaching



Progression of successful text reading through the Book Bands

Book Band	Reading Level	Reading Stages
Magenta	1 - 2	Emergent
Red	3 - 5	
Yellow	6 - 8	
Blue	9 - 11	Early
Green	12 - 14	
Orange	15 - 16	
Turquoise	17 - 18	Developing
Purple	19 - 20	
Gold	21 - 22	
White (Silver)	23 - 24	Consolidating
Lime (Emerald)	25	
Lime (Emerald)	26	
Ruby	27	Extending
Ruby	28	
Sapphire	29	
Sapphire	30	

Retelling and comprehension

It is paramount that a child is reading for meaning and understanding.

A child can be reading(*decoding*) at 100% accuracy but not able to retell the story or answer the questions to a satisfactory level.

Retelling and comprehension must match the decoding level to ensure a child is a BALANCED READER.

Comprehension

When reading with your child you should encourage this vital part of reading

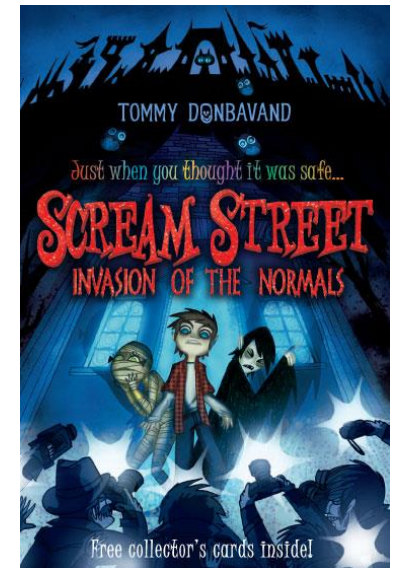
What is comprehension?

- Comprehension is the ability to understand what you have read
- Comprehension strategies should be taught from the beginning stage of reading
- The three components of comprehension are literal, inferential and response/applied knowledge

Literal Questions

- Right there in the text

ON THE LINES



WOLF

The Situation Model *Kintsch & Rawson (2005)*

- You have read the words of the page using your word reading skills but in addition you will be forming a “situation model” of the text- a mental model of the situation. You are using your own cultural terms of reference:
- The fairy tale tradition of the western world paints the wolf as villain
- Turkish mythology reveres this creature
- Native American cultures associated it with courage, strength, loyalty, and success at hunting. They would rub warrior arrows against wolf fur to bring luck.

Which Book and Why (Ed.) Sue Bodman and Glen Franklin Scholastic

Inferential Questions

The construction of a “situation model” is not a given.
Children need to learn the skill of inference:



- Think and Search
- Look for Clues

Response Questions

- On my own
- My Ideas

BEYOND THE LINES!



Developing comprehension through response/applied knowledge

The reader will think about what they have read and draw on and make connections with prior knowledge and emotions.

Why do you think..?

What would have happened if...?

Do you think it was right for..?

Why would..?

What if...?

Fluency and phrasing

This must be taught from the beginning stages of reading.

The reader's reading should be smooth, expressive and automatic.

It sounds like talking.

Reading and Writing are linked

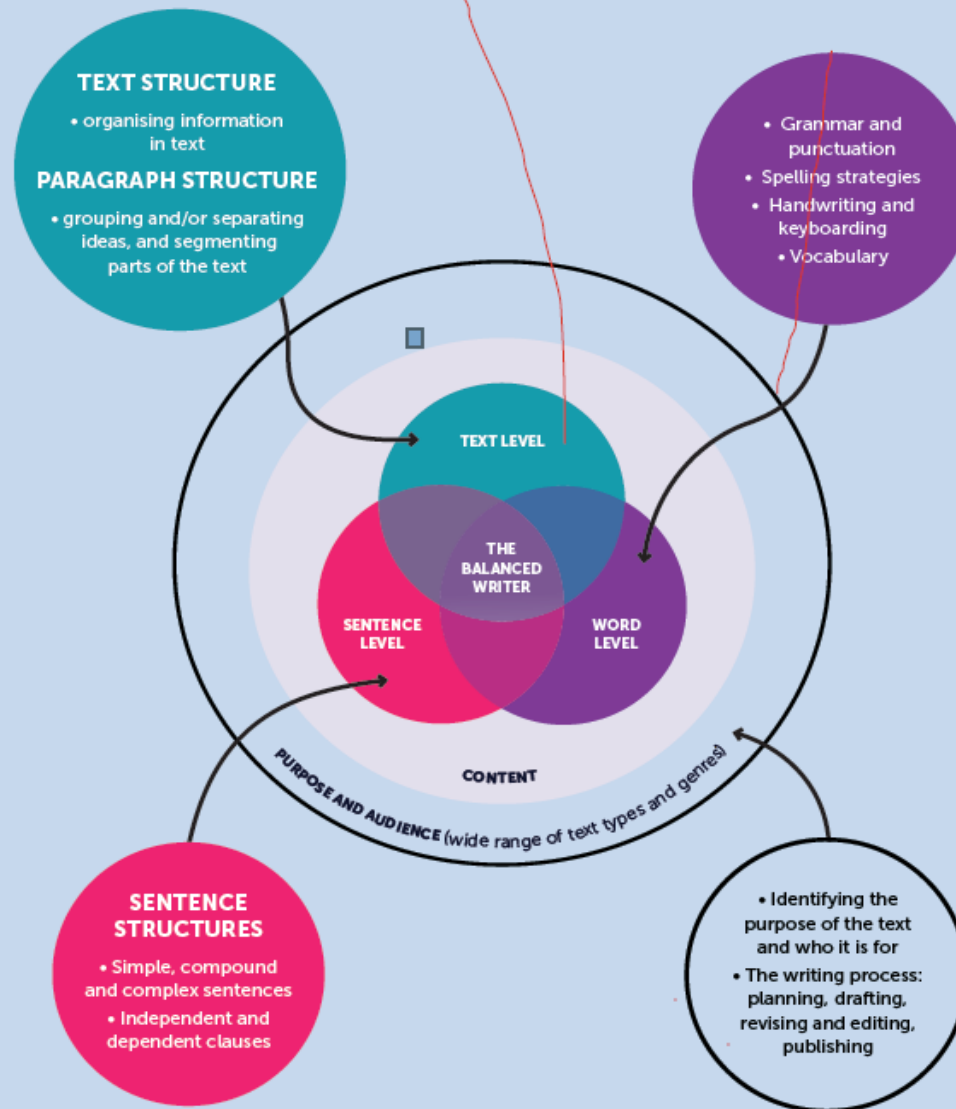
- Reading and writing are both acts of communication
- They draw upon similar knowledge bases
- If children read about a topic before they write about it, this gives them information that they can then use when writing
- As children become skilled readers, they notice more than just the content of the text, e.g. grammar, punctuation, in a meaningful context - this can be applied to their writing

PM Writing

It is not so much a resource, but a process to enable:

- Children to improve their reading and writing
- Teachers to improve their knowledge of their children's skills and the writing process

Creating successful writers with the BALANCED WRITER MODEL



Why the **explicit** teaching of text types?

Research has shown “text type-based approaches to teaching writing. . .achieve spectacular improvements in pupil outcomes, from twice to more than four times expected rates of learning” (J.R Martin & David Rose)

What is a text type ?

- Text types are pieces of writing that are created for a specific purpose and audiences.
- Each text type contains a typical structure and some characteristic language features.

Activity

Match each text type with its purpose

Features of Text Types

Type: Persuasive

1. Discussion: Persuasive

2. Response: Persuasive

3. Exposition: Persuasive

Purpose

d. To examine issues from more than one perspective

e. To respond to a visual, written or performed work

i. To persuade by arguing one side of an issue

Features of Text Types

TYPE

PURPOSE

4. Report: Informative

f. To classify and/or describe

5. Procedure: Informative

g. To instruct someone on how to do something (steps)

6. Explanation: Informative/
Imaginative

h. To explain how or why something occurs

Features of Text Types

TYPE:

7. Recount:
Informative/Imaginative

8. Description:
Informative/Imaginative

9. Narrative: Imaginative

PURPOSE

a. To retell a series of events

b. To describe the characteristics
or features of a thing or a
phenomenon

c. To entertain, amuse or instruct

Description

- It is a very important text type as it can be used in isolation or as part of many other text types
- A description describes the characteristics or features of a thing or a phenomenon
- It can be informative or imaginative

Description text structure

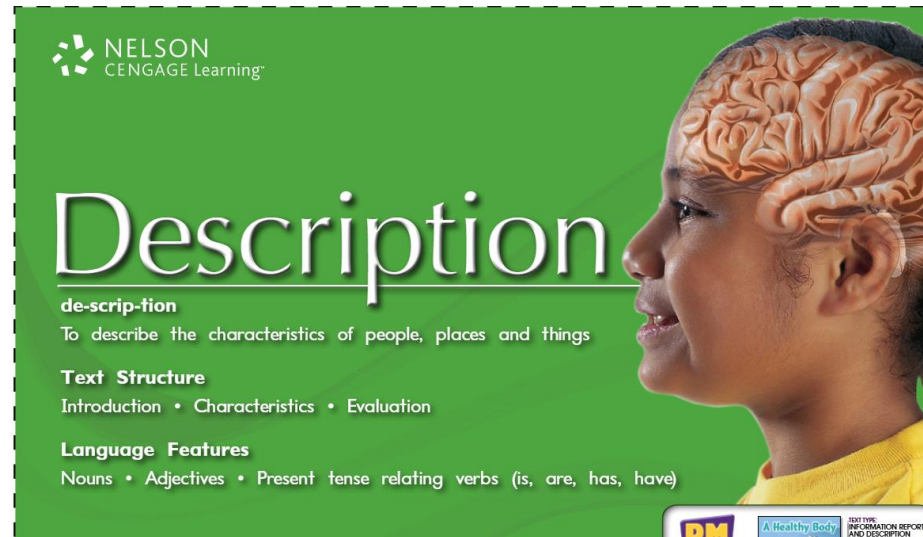
- **Title**

- **Introduction:** Defines the subject

- **The characteristics:**

Details are given to describe the subject (see *Describing Bubble* with shape size, colour, number, texture, action/doing, position sentences)

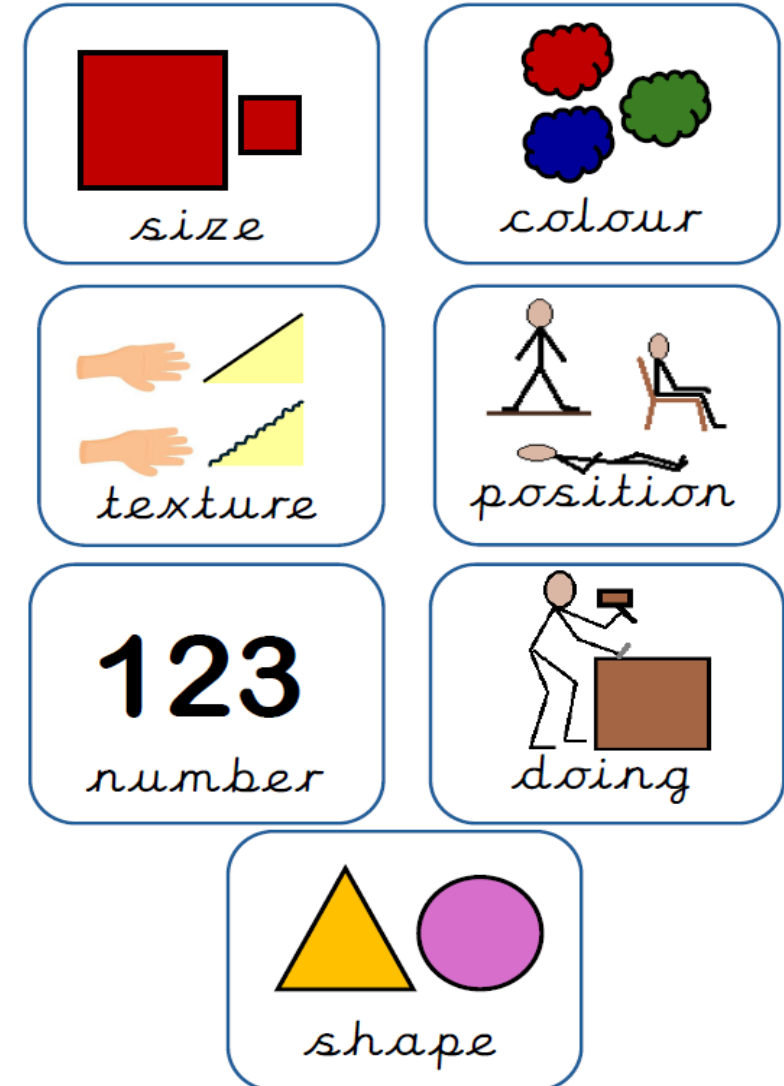
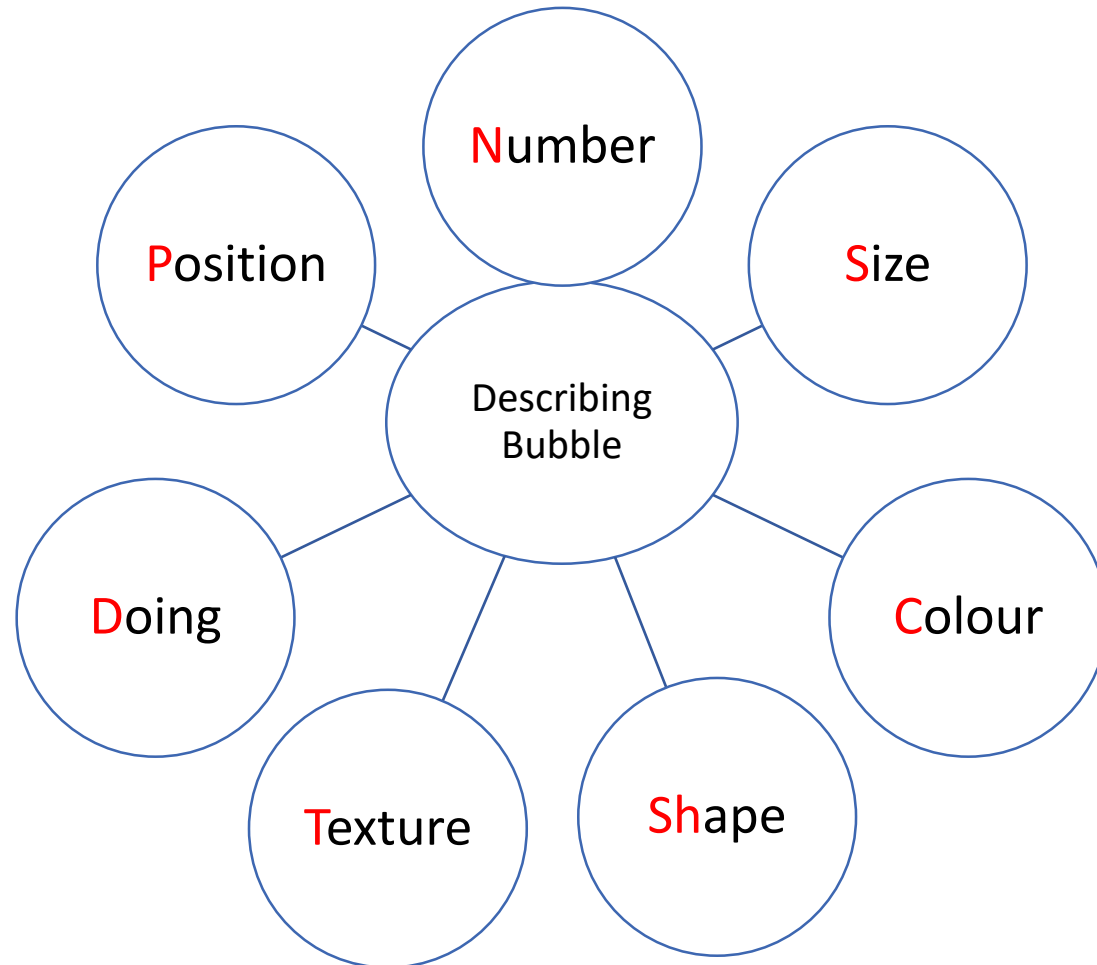
- **Evaluation:** Judgement sentence/s about the subject



The Characteristics using The Describing Bubble

It is vital to have this on display so that it can be referred to often.

Description



Description Shared text:

My Cousin

Locate the structural features and characteristics using the description bubble

- Title
- **Introduction:** Defines the subject
- **The characteristics:**
Details are given to describe the subject
(shape, size, colour, number, texture, action/doing, position sentences)
- **Evaluation:** Judgement sentence/s about the subject

DESCRIPTION

Title	My Cousin	
Introduction	Hana is my cousin. She is eight years old.	Characteristics
Characteristics	Hana is very tall. She has long brown hair. On the weekends, I go with Mum and Dad to Hana's house. Hana's house is very big.	
		Evaluation
		Hana and I play football on the grass. Hana is a good football player. She can run very fast. Sometimes, Hana and I put up a little tent in her backyard. We play games in the tent. I like my cousin Hana. We have fun playing at her house.

Title	Introduction	Characteristics	Evaluation
	Who or what is it?	What does the person or thing look like? What can the person or thing do?	How does the writer feel about this person or thing?

Language features are taught in context

My Cousin

Hana is my cousin.

She is eight years old.

Hana is very tall.

She has long brown hair.

On the weekends,

I go with Mum and Dad
to Hana's house.

Hana's house is very big.

Hana and I play football
on the grass.

Hana is a good football player.

She can run very fast.

Sometimes, Hana and I put up
a little tent in her backyard.

We play games in the tent.

I like my cousin Hana.

We have fun playing at her house.

Nouns

Adjectives

Present-tense relating verbs (*is, are, has, have*)

Exposition: A Clean School Ground

- Title
 - Statement of Position
 - Series of arguments
 - Concluding statement
-
- **Text Specific Language features**
- Sensing verbs e.g. enjoy, know, believe, agree, consider, understand

Title	A Clean School Ground		
Statement of Position	I think we need to keep our school ground clean.	Series of Arguments	Everyone can help to tidy the school ground. After we tidy the school ground, we feel better.
Series of Arguments	A clean school ground shows we care about our school. It is nice to eat outside when the school ground is clean. It is more fun to play if there is no rubbish on the ground, too.	Concluding Statement	It is good to keep our school ground clean. Then, we will feel happy with our school ground.

Title	Statement of Position	Series of Arguments	Concluding Statement
	How does the writer feel about the topic?	Arguments to support the writer's position	Restates how the writer feels about the topic

A Clean School Ground

I **think** we need to keep
our **school ground** clean.

A clean **school ground**
shows we **care**
about our **school**.

It is nice to eat outside
when the **school ground** is clean.

It is more fun to play
if there is no **rubbish**
on the **ground**, too.

Everyone can help to tidy
the **school ground**.

After we tidy the **school ground**,
we **feel** better.

It is good to keep
our **school ground** clean.

Then, we will **feel** happy
with our **school ground**.

Nouns

Sensing verbs (*to describe feelings*)

Time and sequence words



Sensing Verbs



Doing	Feeling	Thinking
 kick	 enjoy	 believe
 eat	 like	 know
 read	 smile	 forget
	 remember	

Verbs

3:09

3:31

CC

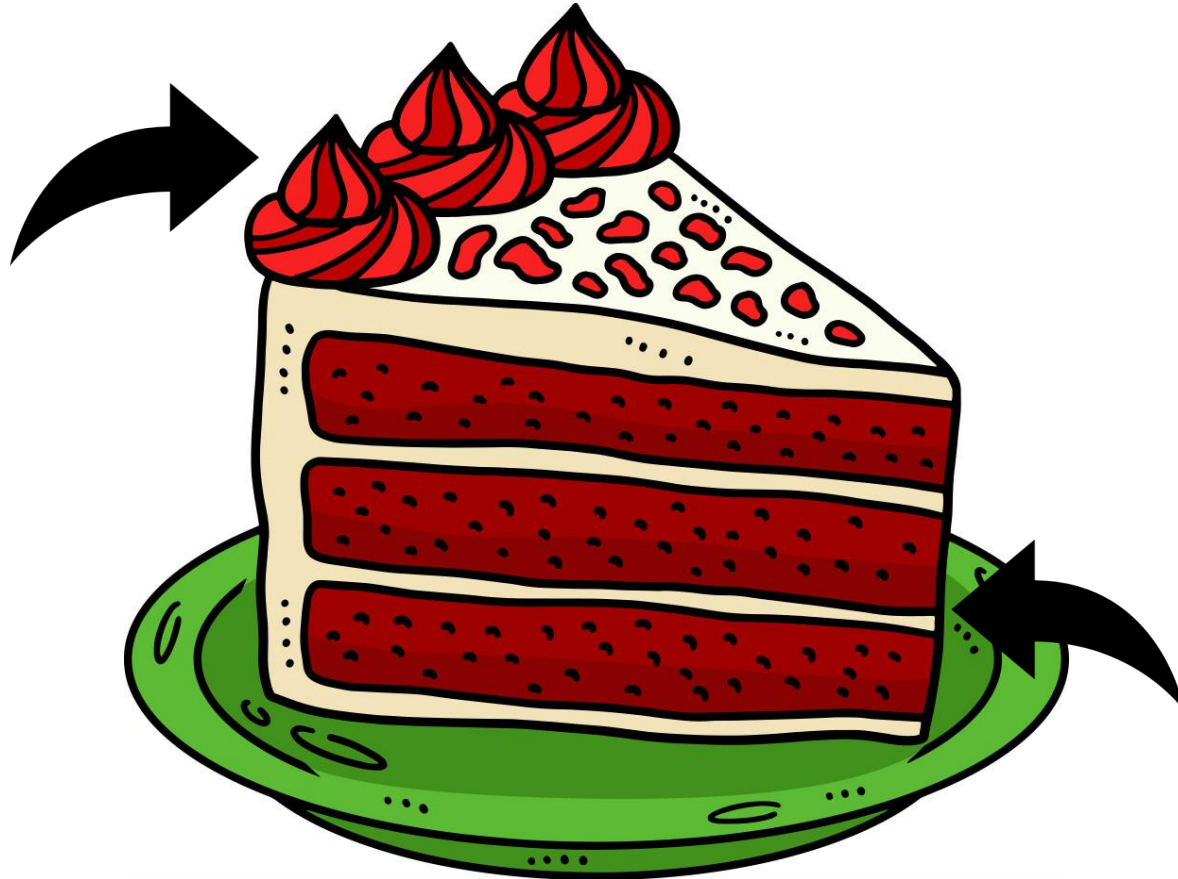
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Linking the text type model to the classroom

The Icing:
Using the text type to
link to high quality
literature and class
topics



The Ingredients:
The text type

“Reading and writing float on a sea of talk”.
James Britton

Oracy is the foundation for everything
that is learnt about through reading and writing.

POETRY

Using Rhymes and Poems to develop the oracy and all literacy skills

The benefits:

- Develops an understanding of early concepts about print
- Develops an appreciation for rhyme and rhythm, preparing the way for good phonological awareness e.g. hearing sounds in words
- Develops a memory for text
- Improves word recognition and accuracy
- Increases vocabulary
- Increases comprehension(paying attention to punctuation, connotation of words through expression)
- Improves not only oral reading fluency, but also silent reading fluency
- Extends knowledge about the world
- Develops listening skills
- Extends knowledge of the world
- Develop an appreciation and understanding of the genre of poetry

An Autumn Greeting

Discuss the learning in the poem



An Autumn Greeting

"Come", said the Leaves to the Wind one day.
"Come over the meadow and we will play.
Put on your dresses of red and gold.
For summer is gone and the days grow cold."



Poppy, Poppy

Discuss the learning in the poem





Poppy Poppy

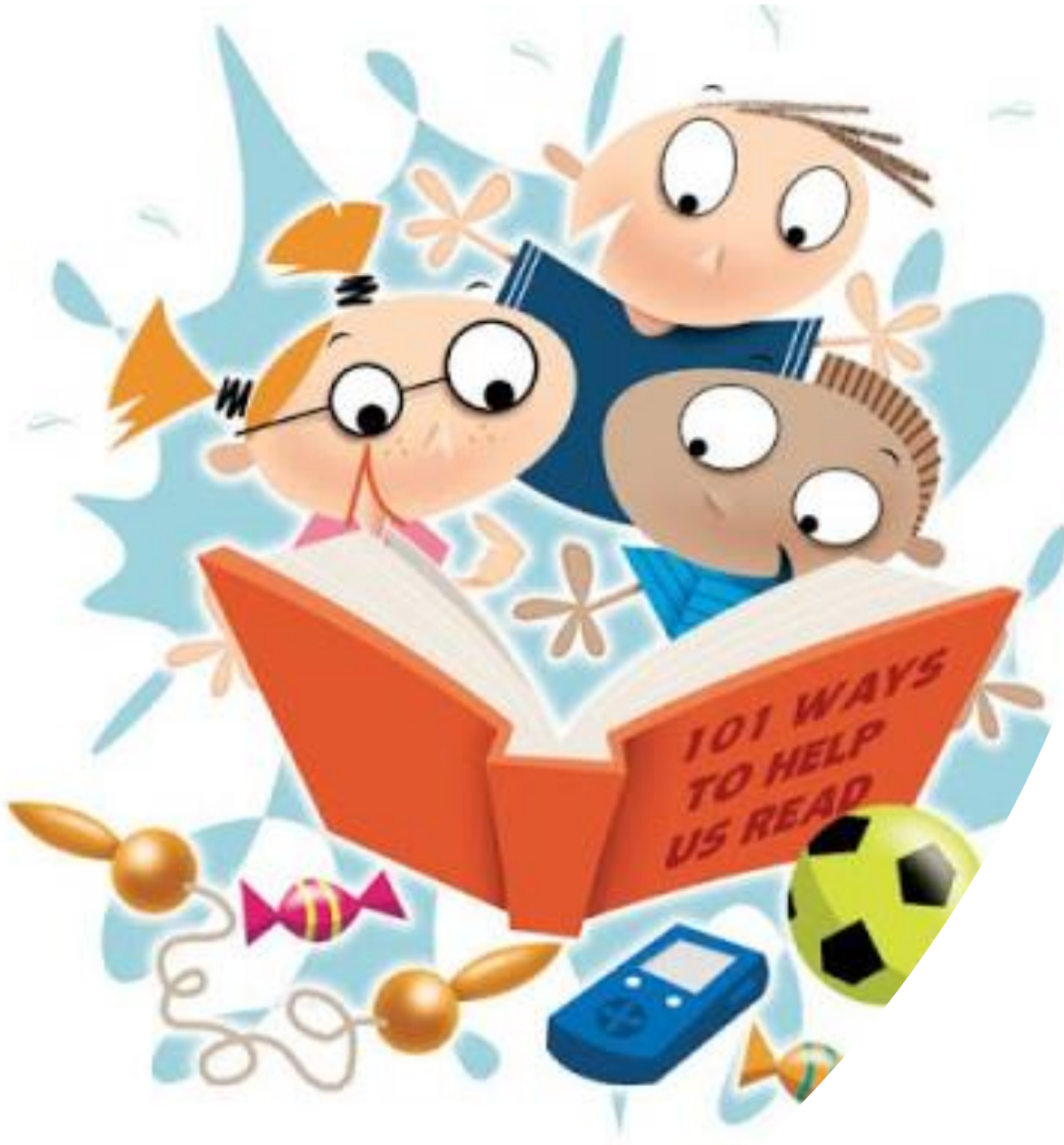


Poppy poppy what do you say?
Wear me on Remembrance Day.

Poppy poppy what do you tell?
Many soldiers in battle fell.

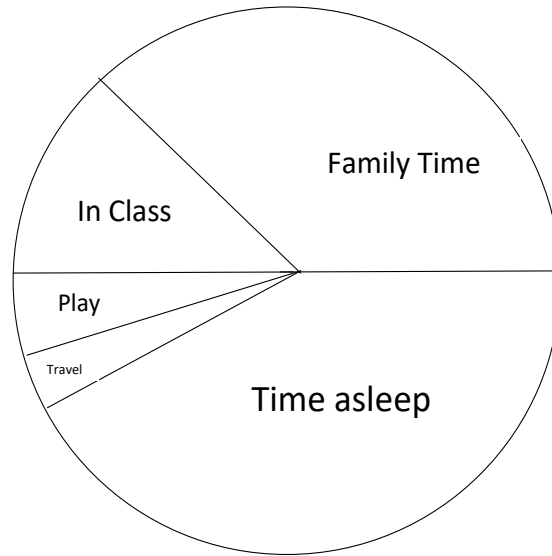
Poppy poppy what should we
know?

That peace on earth should
grow, grow, grow.



How can you
help at home?

HOME-SCHOOL BALANCE



Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education. It's best to read little and often, so put aside some time for it every day.

School teaches the skills. It is out-of school that children need to practise those skills, to learn to master them.



THE 'DO'S FOR SUCCESSFUL READING AT HOME

Praising

Praise makes your child feel good about themselves, makes your child feel good about reading, makes them want to try harder, lets them know what they are doing right.

Praise, praise, praise, praise and praise again!

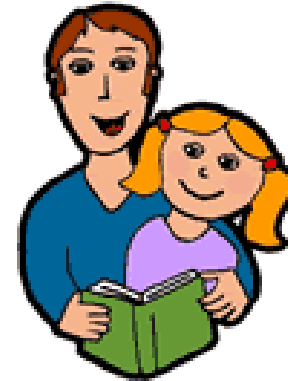
Pausing

Pausing gives the child time to work things out for themselves, gives you time to think how to help.

Try never to do anything for your child that they can do for themselves.

Probing

The purpose of reading is to get meaning.



THE 'DON'T'S' FOR SUCCESSFUL READING AT HOME

Comparisons

Every child is different, reading development can vary enormously from child to child. Try not to compare children.

Anxiety

Try not to worry about child's reading development. The teacher will contact you should there be any concerns. Children pick up on their parent's anxieties.

Covering the pictures

Children are taught to read using the pictures. Reading is about meaning.



Belief: "If it's not hurting, it's not working!"

Fluent readers don't always need harder books. They need a deeper understanding.