

# Reciprocal Reading

This structured, discussion-based approach is taught across Key Stage two for one week every term. Initially, each skill is explicitly taught using one key text as the foundation of their learning. This is so children can deeply develop each skill without the cognitive overload of learning new texts.

Following on from this, children then participate in a group discussion and are assigned key roles. During this time, they analyse and evaluate a new text together to acquire a more profound understanding. They are given 'reading role cards' to support their questioning and thinking as well as provide sentence stems that can be used during discussion.

*\*Reading sessions are designed so that different comprehension strategies are taught throughout the term to ensure coverage of all objectives.*

Reciprocal Reading is designed to enable children to become more independent readers. By learning four key strategies, they will be able to become active learners as they read. Developing critical thinkers by teaching them skills to analyse and evaluate will support them with their understanding of a text.

## Summariser



As you read you should:

- Identify the main ideas of the text
- Identify key vocabulary
- Explain the key details

Once you've read, you should

- Ask yourself, who, what, when, where, why and how
- Focus on key details
- Use key words or phrases
- Leave out little details that aren't important
- Try to keep your summary between 2 and 3 sentences

*I think the most important part from the text is ...  
The key details are ...  
If I had to sum the text in 10 words, I would say ...  
The main characters are ...  
The setting takes place ...*

## Predictor



As you read you should:

- Consider what you already know as well as the information from the text
- Ask yourself, what makes me think that?
- Think about what might happen next in the story or to a specific character.

Once you've read, you should

- Make a prediction
- Use your skimming or scanning skills to extract evidence to support your prediction
- Share your prediction and evidence with the group

*My prediction is ... my evidence from the text is ...  
I think this because ...  
I predict that the character will ...  
I think the next chapter will be about ... because ...*

## Clarifier



As you read you should:

- Look for unfamiliar words or phrases
- Identify complicated words or concepts
- Work together to identify meaning

Once you've read, you should

- Re-read the part that you don't understand
- Read the sentences around the word that you don't understand
- Ask yourself, what is the context of the text?

*I think this word could mean ... I think this because ...  
The text is about ... therefore this word could mean ...  
At first, I thought ... but now, I think ...  
I don't understand ... but I do understand ...*

## Questioner



As you read you should:

- Think about questions that you could ask to deepen your understanding
- Consider thick and thin questioning

Once you've read, you should

- Ask one thin question – who, what, when, why, where
- Ask one thick question – why, how, should, could, would
- Make sure you know where to find the answers to the thin questions

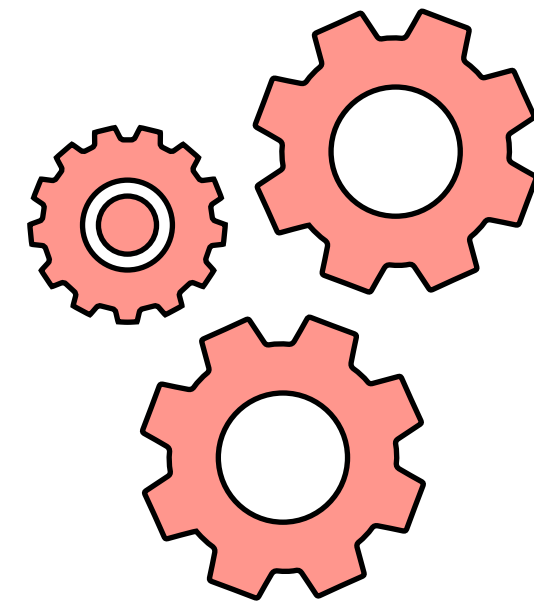
*What is the name of?  
Where is the story set?  
Which character ...  
Why did the author use ... word?  
Should the author?  
How do you think the character felt?*

# Reading Fluency

Children at St Bartholomew's are explicitly taught the different elements of fluency which further supports their comprehension.

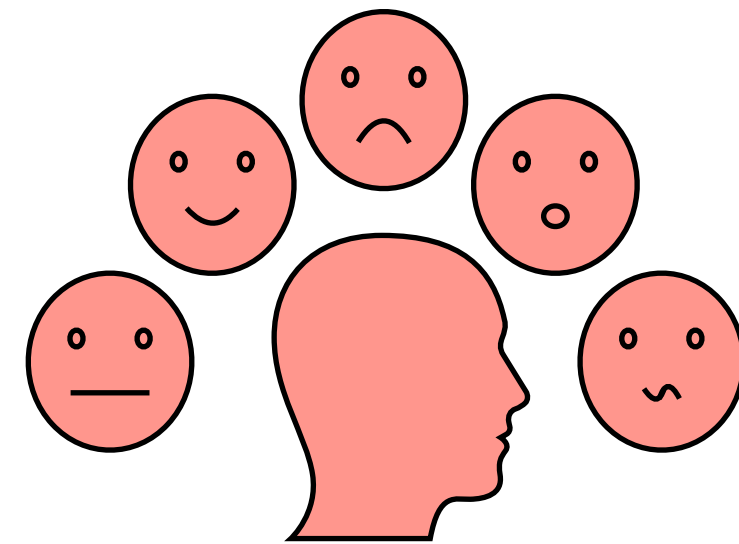
## Automaticity

The pace and accuracy of reading words. Can children read words by sight? Can they decode words?



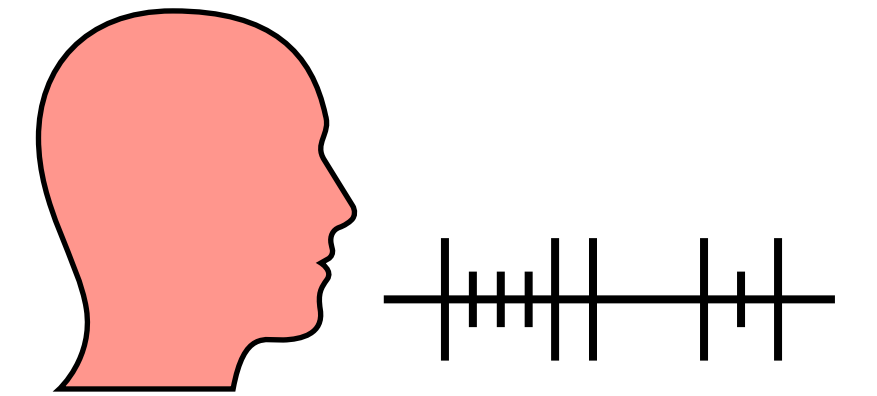
## Expression

Reading with tone and intonation creates enjoyment for reading. Is it correctly pitched for the audience? Are word stresses recognised?



## Rhythm and phrasing

Knowing when to pause dependent on the given piece of punctuation. Reads in phrases and chunks. How does different punctuation affect the meaning of the text?



## Smoothness

The ability to read with ease knitting all other components of fluency together. Can children read with ease, accuracy and expression?

