

# CLOSING THE READING GAP

## WHOLE CLASS

### READING APPROACHES

	DESCRIPTION OF READING APPROACH	POTENTIAL BENEFITS	POTENTIAL LIMITATIONS
<b>Teacher-led whole class reading</b>	The teacher reads with the appropriate degree of fluency (pace, expression, stress and intonation). Typically, explanations and questions are interspersed during reading, alongside checking vocabulary and monitoring comprehension etc.	<ul style="list-style-type: none"> <li>» The teacher models fluent, expert reading</li> <li>» The teacher can plan to concisely explain vocabulary, ask questions, or offer clarifications, during the act of reading</li> <li>» The teacher can more specifically control the task</li> </ul>	<ul style="list-style-type: none"> <li>» Pupils do not gain the opportunity to develop their own reading skill or fluency explicitly</li> <li>» Pupils could be prone to distraction and passivity</li> <li>» Less skilled readers may struggle to follow the text and listen to the reading simultaneously</li> </ul>
<b>Whole class reading: pupils selected to read individually in 'round robin' style</b>	The teacher selects individuals to read (this can be at random, or with individuals selected – which could significantly influence the impact of the approach)	<ul style="list-style-type: none"> <li>» Pupils' practise their reading skill</li> <li>» Teachers can assess pupils' reading skill and fluency</li> <li>» The teacher can more specifically control the task, selecting individuals, posing questions etc.</li> </ul>	<ul style="list-style-type: none"> <li>» Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher</li> <li>» Some pupils may feel inhibited regarding reading in front of their peers, hampering their performance and fluency</li> <li>» Pupils are not exposed to an amount of practice that would likely enhance their reading skill<sup>1</sup></li> </ul>
<b>Choral reading</b>	With an appropriate passage from a text, the teacher and pupils read in unison. Alternatively, the 'antiphon' approach – drawing upon religious readings – calls for the class to be divided into two or more groups, with each group being responsible for different parts of the text	<ul style="list-style-type: none"> <li>» Pupils' practise their reading skill</li> <li>» Pupils can develop an awareness of reading with the appropriate pace and intonation</li> <li>» Less skilled pupils can develop confidence and fluency, perhaps less inhibited by reading along within a group</li> </ul>	<ul style="list-style-type: none"> <li>» Some pupils may feel inhibited to read in this manner in front of their peers, limiting their practice</li> <li>» Pupils could be prone to distraction and passivity during such a group activity, not really reading with the group</li> <li>» A focus upon the reading performance may prove a distraction from attempts at comprehension</li> </ul>
<b>Paired reading</b>	Pupils are arranged into pairs and read to one another. This can be in a fashion which alternates, paragraph by paragraph, or page by page.	<ul style="list-style-type: none"> <li>» Pupils' practise their reading skill</li> <li>» Less skilled pupils can develop confidence and fluency Pupils are assigned clear roles and goals within their reading. There is a shared responsibility</li> <li>» The teacher can assess pupils' reading skill and fluency</li> </ul>	<ul style="list-style-type: none"> <li>» Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher</li> <li>» Pupils could be prone to distraction during such a group activity</li> <li>» A focus upon their peer's reading performance may prove a distraction from attempts at comprehension.</li> </ul>
<b>Repeated reading</b>	Repeated reading is used with very young children and with mature pupils alike as a way to consolidate comprehension. Re-reading is often guided e.g. a second read to explicitly identify evidence for a causal argument in geography.	<ul style="list-style-type: none"> <li>» Pupils' practise their reading skill</li> <li>» There is some evidence that repeated reading can enhance comprehension (especially if modelled first by a teacher or exemplary audio)</li> <li>» Less skilled pupils can develop confidence and fluency</li> <li>» Teachers can assess pupils' reading skill and fluency</li> </ul>	<ul style="list-style-type: none"> <li>» Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher</li> <li>» Pupils could be prone to distraction and passivity, as they do not understand the value of repeated practice</li> <li>» This strategy requires more curriculum time, which may or may not compromise curriculum planning</li> <li>» Some pupils may lack the strategies to learn from re-reading e.g. scanning for specific information on a repeated read etc.</li> </ul>
<b>Individual, silent reading</b>	Pupils read individually and independently.	<ul style="list-style-type: none"> <li>» Pupils' practise their reading skill</li> <li>» Less skilled pupils can develop confidence and fluency, without interacting with their peers</li> <li>» The teacher may be better able to assess pupils' reading skill and fluency on an individual basis</li> </ul>	<ul style="list-style-type: none"> <li>» Pupils do not gain the opportunity to hear the fluent, expert reading of the teacher</li> <li>» For less fluent readers, independent reading is likely to be highly challenging</li> <li>» Some pupils may lack the strategies to monitor their comprehension e.g. re-reading or scanning for specific information</li> <li>» Pupils could be prone to distraction and passivity</li> </ul>

<sup>1</sup>Shanahan, T. (2019) Is round-robin reading really that bad? Accessed online at: [www.shanahanonliteracy.com/blog/is-round-robin-reading-really-that-bad](http://www.shanahanonliteracy.com/blog/is-round-robin-reading-really-that-bad).