



CHAPTER SUMMARY

The key components of powerful reading practice

Being a reader brings with it access to whole new worlds, real and imagined. If you are a reader, you understand and empathise with those beyond your sphere, and can encounter thoughts, deeds and words that bring you new knowledge and understanding. Being a reader is a powerful experience; teaching someone to become a reader is a remarkable and wonderful thing to do, but it is also a complex, multi-layered process.

If we want children to move from beginner readers to mature, independent readers we need a number of different things in place. It is really important to know what you want provision to look like in your classroom. You need to be clear about your pedagogical approach and willing to ensure that it is well evidenced and researched. You also need a thorough understanding of what progression looks like, what the observable features of progress are and how they might vary in different children.

You need texts in your classroom that will engage and support all the children in your class, whatever their starting point, and you need to ensure that you have a good knowledge of what is available. When you're thinking about teaching reading you need to ensure that you teach the technical skills that will enable children to access texts and that you are doing this in a meaningful way where they can hear, see and explore examples of great writing, and understand the power and pleasure of a well-constructed text.

And all the time you need to be checking that you are providing the right environment, the most appropriate next steps and literature that will inspire, engage and motivate children to go on their own reading journey, discovering the real power of reading.



ASSIGNMENTS

If you are completing an ITE assignment about supporting reading for pleasure in your classroom it would be useful to consider the following aspects:

1. What are the key elements of practice that would help you to develop an ethos and an environment that excites, enthuses, inspires and values reading?
2. Why is reading aloud important and how can you make it a regular and integral part of your programme?
3. How can you plan for talking about books and stories, and what are the structures that support children to do this?