



Advisory Teaching Service

Advice Sheet for Reciprocal Reading



About Reciprocal Reading

- The reciprocal reading approach aims to develop reading comprehension. As an intervention programme it is particularly effective with children who can decode but do not fully understand what they read.
- It is a group approach to reading intended to boost both accuracy and comprehension, in particular the comprehension of children whose understanding of texts lags behind their reading accuracy.

Benefits of the intervention

- It can improve children's reading accuracy as well as their comprehension age.
- It encourages children to think about the text they are reading, ask questions and gain a greater understanding.
- It develops their vocabulary.
- Children become actively involved in their reading. Research has reported that children are reading with more enjoyment and enthusiasm after the intervention.

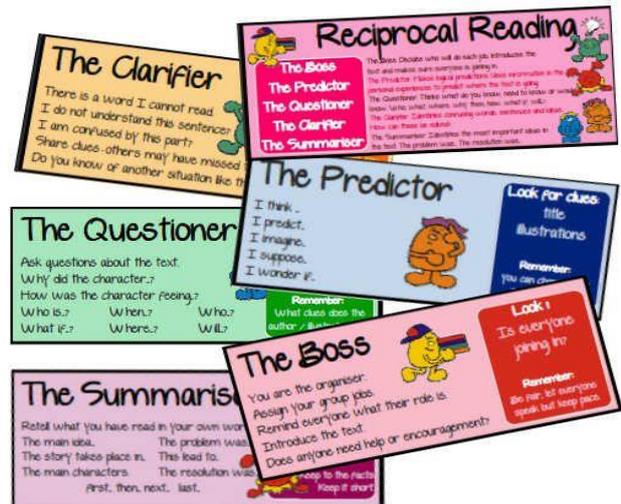


How it works

- Interventions evaluated by the Fisher Family Trust were based on two sessions a week for 10-12 weeks, to enable children to develop confidence in using the strategies. The reciprocal reading strategies can also be used in shared reading.
- The adult working with the children models the use of the four strategies of predicting, clarifying, questioning and summarising. These strategies become roles that the children take ownership of as they become familiar with them.

Introducing the roles

Before children begin the intervention they will need to be familiar with the different roles within the group. Cards with the key features of the role can be given as a prompt.



The Clarifier

Clarifies when something doesn't seem to make sense or find the meaning of any new words.

The Clarifier



Clear up any parts of the story you found confusing.
Find examples of good vocabulary and explain their meaning.
Find examples of unfamiliar words and punctuation and explain their use or meaning.

Stop and think about what you have already read.
Try to connect the text to something you read in another book, what you know about the world or something you have experienced.
Look for little words inside big words.
Keep reading to see if you can get an idea of the meaning.
Look for key words, bold print and punctuation.

The Summariser

Summarise the main things that happened in the text.

The Summariser



Summarise the main things that happened in your reading/story.

Use bullet points and as little words as possible to do this.

Use the following to create short summary sentences:

The main events were...

The problem/resolutions were...

The characters involved were...

The story was set...

The most important part to the story was...

The Predictor

Predicts what might happen next based on what has been read.

The Predictor



Use the story clues and illustrations to predict what is going to happen next in the story or text.

Use bullet points and the following prompts to help you:

I think

I bet

I wonder if

I imagine

I predict

The Questioner

Ask questions to help your group understand what has been read. Who? Where? When? Why? What? How? What if?

The Questioner



Ask questions to help your group understand and discuss what has been read next time you come together.

Use the following question words and phrases to help:

who, what, when, why, how, which, where, can, did, how would you feel, what might happen if...

The Big Boss

This role can be taken by the adult running the intervention. However as the children become more confident and are familiar with the different roles, they could take turns at becoming the 'Big Boss'

The Big Boss



Decides which children in the group will do each role.

Decides how much of the text the group will read.

Makes sure everyone is taking part.

Helps anyone who has got stuck, either on decoding a new word or with answering a question.



What the session looks like

1. Assign a role to the children within the group. Give them their card which will act as a guide of what to look out for. Remember to rotate the roles each session so that children don't stick to the same one.
2. Begin reading a set amount of text decided by 'Big Boss'. The group could read together at first to provide support.
3. Once the first part of the text has been read the children make brief notes:
The Summariser takes notes on key elements of the text.
The Questioner takes note to help form probing questions.
The Clarifier takes notes about things that may be confusing, for instance unusual words. Have a dictionary ready for them to check the meaning of new vocabulary.
The Predictor takes notes about what may happen next.
4. The 'Big Boss' asks the 'Summariser' to share their information first.
5. Then the other children take it in turns to share what they have found out or what they think and why.
6. After this sharing of information the group continue to read the next part of the text. 'Big Boss' supports anyone who may need extra help and again asks each child to report back to group when they have completed the next section of reading. This continues until the end of the session.



References:

Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/>

Fisher Family Trust Literature <http://literacy.fischertrust.org/overview/rr/>

What works for children and young people with literacy difficulties? An effectiveness of intervention schemes. Fifth edition. Greg Brooks, Emeritus Professor of Education, University of Sheffield.

Reciprocal Reading, Highland Literacy

<https://highlandliteracy.com/reciprocal-reading/>