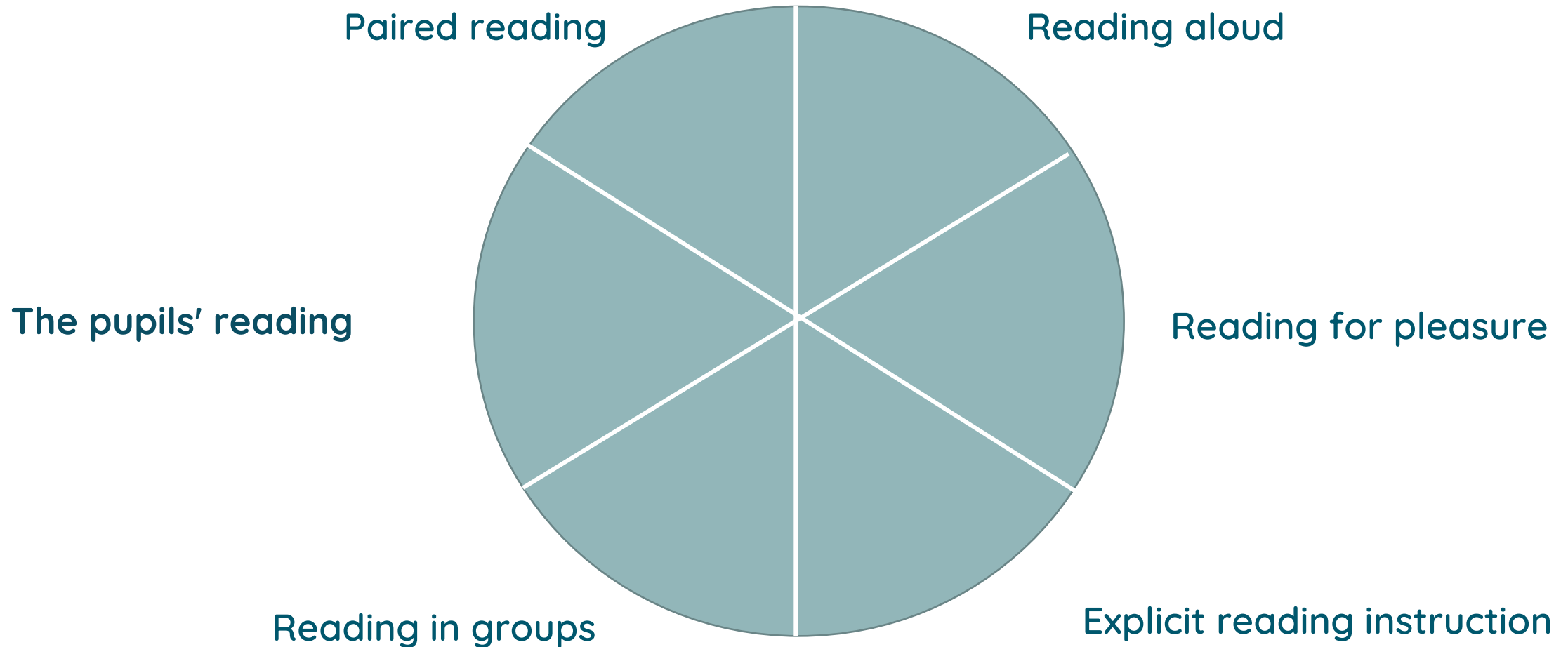


Model for a balanced reading instruction



A balanced reading instruction

Reading for pleasure

Independent reading with no subsequent activity such as questions or tasks.

The pupils' reading

Silent reading with subsequent questions or tasks.

Paired reading

Two or more pupils read to increase reading fluency.

Reading aloud

Teacher reads aloud for the class.

Explicit reading instruction

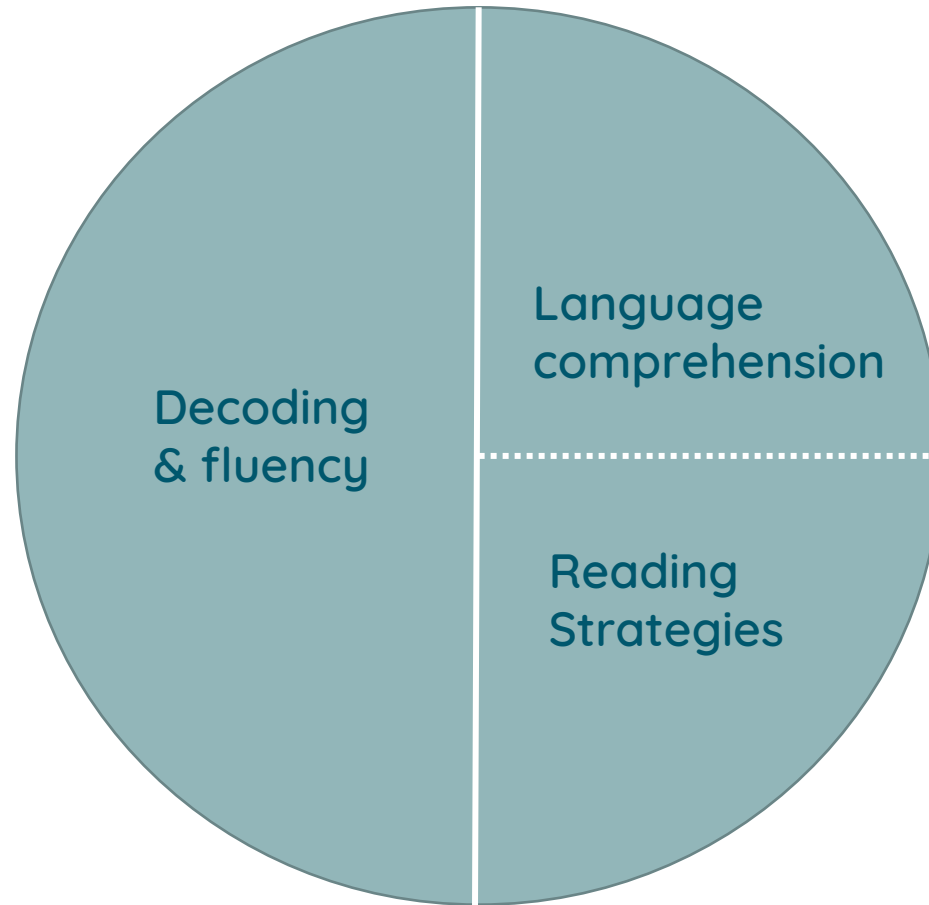
Teacher-led teaching of words/concepts, grammar (language comprehension) and reading strategies (approximately two weekly lessons should be devoted to teacher-led reading instruction and cooperative learning).

Reading in groups

Pupils read the same text, followed by discussion or tasks.



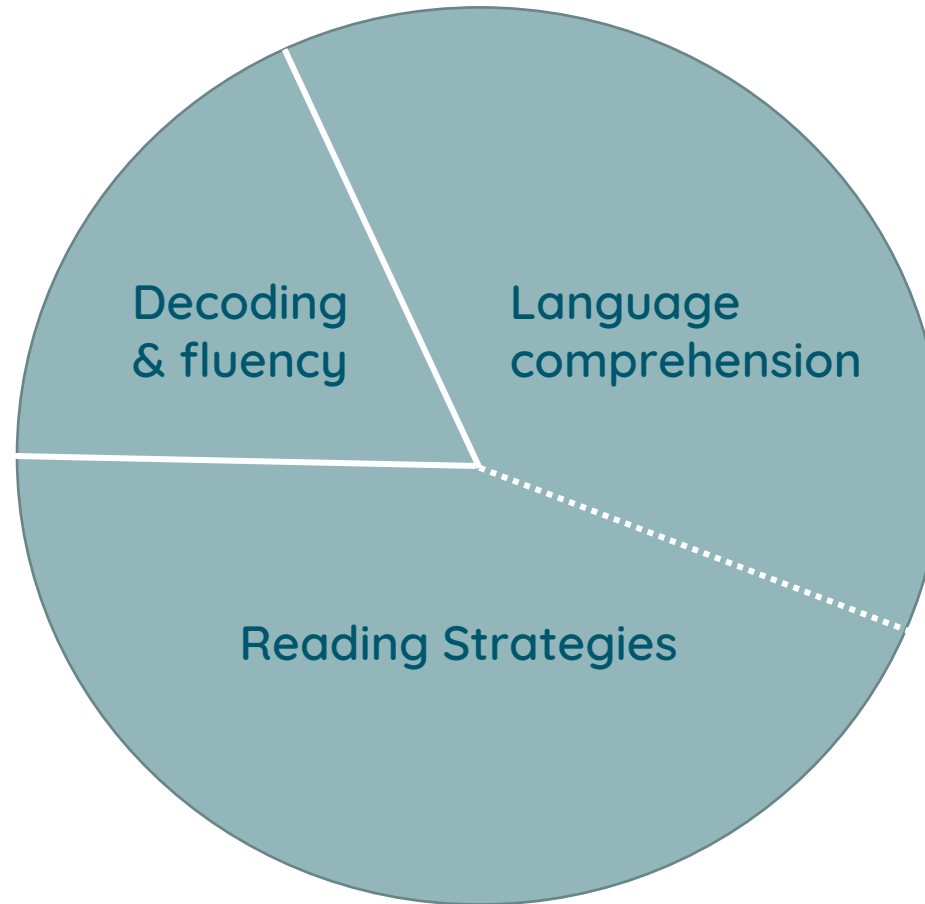
Reading activities in initial reading development



Approximate distribution of reading activities during a week for pupils in initial reading development (approximately Key stage 1-2)



Reading activities in later reading development



Approximate distribution of reading activities during a week for pupils in the phase "moving from learning to read to reading to learn" (approximately from Key stage 3).



Analyse your reading instructions

Write down all the reading activities that take place in your class.
Sort the reading activities into different categories using the model.

Which category has the most activities?

Which category has the least activities?

Is there anything you and your colleagues want/need to develop?

