

Reading Recovery Inservice Course

Reading: Low text levels on entry (Additional information)

Teacher Guidesheet

Rationale

When the Observation Survey is being administered to children whose instructional reading level appears to be in the range of new Magenta, now L 2, the Running Records will not provide sufficient information about reading behaviours. Teachers need to gather additional samples of text reading, before writing up the Observation Survey Summary Sheet and Predictions of Progress.

A record of what occurs can be made while the child reads additional texts 'with support'. The aim is to explore the child's reading behaviours and find out everything he or she understands, or can do, when working with text. These records will provide insight into the reading behaviours that are beginning to come under control but are not fully captured by standard procedures.

Procedure

First

Use the standard way to obtain the instructional text level:

1. Establish the instructional text level by finding the highest text level the child can read with 90% accuracy or above. If a child is unable to 'read' any text at 90% or above label the Instructional text level 1. That will be the only text level reported.
2. Transfer the information from these Running Records onto side one of the Observation Survey Summary Sheet.
3. Complete side one of the Observation Survey Summary Sheet.

Second

4. Before completing side two of the Observation Survey Summary Sheet gather and analyse additional samples (4-5) of text reading as described below.

Select from the following approaches starting with a dictated story moving to a very simple little storybook and then to a slightly more complex storybook. Capture the behaviours on a Running Record sheet each time (it cannot be scored). Write very clearly on each Running Record sheet how you prepared the child for the reading to avoid confusion with the taking of standard Running Records. Record the reading behaviour in full including 'How the reading sounds'. (cont.)

- Ask the child to draw a picture and tell you a story about it. Write the 'story' in clear print, read it to the child and ask the child to read it.
- Ask the child to read their story again.
- Read a very simple little storybook 2 or 3 times and then ask the child to read it.
- Read a very simple little storybook once and then ask the child to read it.
- Talk through a simple little storybook and ask the child to read it.

Examine each of these four to five samples of reaction to text carefully looking for evidence of what the child can do in relation to, for example: control of language and language patterns, access to meaning, knowledge of vocabulary, knowledge about how books work, directionality, noticing mismatches or ability to take action. Write a statement to encapsulate the behaviours of each.

Draw on these statements as well as on the previously recorded Running Records when you are writing up the second side of the Observation Survey Summary Sheet *An Analysis of the child's processing*. Include a précis of this information in the summary statement.

Indicate on the top of side two of the Observation Survey Summary Sheet that additional samples have been used in the analysis of strategic activity processing.

Attach all records to the back of the Observation Summary Sheet.