

Reading Recovery Inservice Course

More about the teaching procedures

Teacher Guidesheet

Literacy Lessons Designed for Individuals, 2nd ed. is a reference source and guide for your individual teaching. You will be becoming more proficient at moving around the teaching procedures and selecting tasks (making 'artful choices') from the suggestions you need to draw on, according to the changes each child is making.

A new task integral to writing stories is a way of solving words known as Hearing and recording the sounds in words.

Hearing and recording sounds in words (p.92)

This essential task is designed to help children hear and think about the sequence of sounds in words so they can make a sound analysis of new words they want to write. Make yourself familiar with this section of the procedures.

- Always begin with the initial activities described on pages 95 to 97. Work slowly or rapidly through these according to each child's needs.
- Shift from just hearing the sounds to representing them with letters as soon as the child controls the initial tasks (refer to page 98). Ensure the child is always articulating the word alone as they work on solving it.

Exploring the teaching procedures

Teaching for phrasing in fast and fluent reading (p.121)

- Look closely at the introduction noting the importance of 'phrasing in reading' and 'pace of progress' and review the guidance in the procedures for teaching.

Processing changes in the child's reading of text (p.110)

- Think about processing changes and the child learning from his own attempts on text, and the need to look closely at Running Records for evidence of such processing.

Taking words apart while reading (p.146)

- Note the attention to the child 'constructing' in the introduction to word analysis and reference to the early work on 'breaking words apart' to assist in following progress. Note also, the caution to take words apart only when necessary.

Assembling cut-up stories (p.106)

- Reread this section checking that you are clear about the reasons for having the child engage in this task.

It may be helpful to return to the section called *Changes teachers might observe during lessons* (p.44) checking on the early behaviours (I) and looking at the later behaviours (II) or (III), and thinking about necessary adjustments.