

Reading Recovery Inservice Course

Roaming around the known

Teacher Guidesheet

When you have completed the draft Observation Survey Summary Sheet for each of the children entering Reading Recovery, read carefully *Roaming around the known* (p.29) in *The Shape of the child's series of lessons in Reading Recovery*, and *An environment for learning* (p.44) in *How children's behaviours change during a series of individual lessons, Literacy Lessons Designed for Individuals*, 2nd ed.

- Begin working with each child for half an hour each day. This period of task-sharing will last for at least ten sessions (2 weeks)
- Think about the reasons for beginning in this way and the important goals of establishing confidence, ease, fluency, and flexibility as a firm foundation for subsequent literacy learning
- Work with what the child already knows how to do within easy activities. Do not be tempted to teach anything new
- Make sure the tone is positive, accepting, personal and the sessions enjoyable
- Work mostly with reading texts and writing texts
- Create opportunities to engage the child in conversation during all the literacy activities
- Collect together many very easy books for each child adding any texts you make. Keep these in his or her special box
- Keep a daily record in diary form of how the child responds to the activities and what you are finding out.

In each session

Ensure the child is always operating successfully. Think about the child's responses. Use information about what the child can do from the Observation Survey Summary Sheet, aiming for detecting the familiar and building fluency with what he or she knows. Encourage participation by reading easy books and assisting the child in writing the stories they compose, interspersing these activities throughout the lesson. Carefully observe how they respond.

Remember it is important to:

Work with the child on very easy tasks. Teach within the known only and develop fluency with what the child can already do, supporting the child's attempts in any way that seems helpful, praising and encouraging his or her efforts.

Review often the section on *Roaming around the known* (p.29).