



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

BHA guide for teachers when listening to students read.

Reading aloud is difficult. Readers have to be able to do three things at once:

1. Use their eyes to decode the words and symbols.
2. Use their mouths to speak the words and indicate the symbols.
3. Use their ears to hear whether what they said makes sense.

Their eyes go ahead, their mouths speak in the present, and their ears go back in time. Three time zones at once! No wonder reading aloud is such a difficult skill. No wonder even adults get nervous when asked to read aloud.

When students make mistakes and correct themselves, we know that they've mastered the skill of listening to themselves. Even if the word said is not exactly correct, if the meaning of the text is not altered, the error is not considered serious.

But what if the meaning of the text is affected? What if the mistakes change the meaning of the passage? Then we have to discover where the problem lies. There are three main categories of mistakes:

1. Visual

- e.g. incorrect letters change the meaning of the word
- especially common with letters at the beginning or end of a word
- tip: ask, "Does that look right?"
- tip: ask students to use their eyes to read each word more carefully

2. Structural (syntax or grammar)

- e.g. incorrect word endings or incorrect forms of verbs
- especially common with students new to the English language
- tip: ask, "Does that sound right?"
- tip: teach students a mini-grammar lesson

3. Semantic

- ie. what is read doesn't make any sense, is illogical or doesn't match what the student should already know about the story
- especially common with students who don't relate or connect to what they are reading
- tip: ask, "Does that make sense?"
- tip: start a reading session by talking about the topic so that the student starts thinking about what they decode

LISTEN AND RECORD ERRORS

Changes Words

- changes the first letter of the word
- changes the middle consonants in the word
- drops or changes the end of the word
- changes the vowel sound

Prompts:

- "Get your mouth ready."
- "Look at the first letter of the word."
- "Do you know a word that starts with that letter?"
- "What is the ending of that word? Now try again from the beginning."

Changes Sentences

- leaps over words
- adds words and passage no longer makes sense
- adds words and passage still makes sense
- substitutes words but the passage still makes sense

Prompts:

- ask, "Does that make sense?"
- "You missed a word in that sentence. Can you try it again?"
- "Try that again and think about what would make sense."

Changes the Symbols

- ignores commas
- ignores periods (full stops)

- ignores paragraphs
(Note that each symbol requires a progressively longer pause.)

Prompts:

- “There’s a symbol that indicates a pause. Where is it?”

Doesn’t Send Eyes ahead of Mouth

- reads abruptly
- doesn’t group words into phrases
- doesn’t emphasise key words
- doesn’t match mood of words with tone of voice

Prompts:

- “Can you send your eyes ahead of your mouth and look for . . . ?”

Use the following to guide feedback.

	Expression and Volume <i>Reading expressively with enthusiasm. Sounds like natural language. Varying the volume to match the text.</i>	Phrasing and Structure <i>Reading with appropriate phrasing, stress, pauses and intonation which follow sentence structure, punctuation and other clues in the text.</i>	Smoothness and Accuracy <i>Reading with a smooth rhythm with limited pauses, hesitation, repetition or multiple attempts (either correct or incorrect).</i>	Reading Pace <i>Reading at an appropriate conversational pace for the text which is neither too slow or too fast.</i>
Band 1	Reads individual graphemes but struggles to blend them together to form words. The pace is very slow and the focus on decoding limits any opportunity for fluency and expression.			
Band 2	Reads with limited expression or variance in volume.	Reads word-by-word with little sense of phrasing or sentence structure.	Reads with frequent pauses or multiple attempts at words.	Reads at a slow and laborious pace.
Band 3	Reads with some expression and beginning to use the voice to make text sound like natural language.	Reads with frequent mid-sentence pauses and runs over the end of a sentence without recognising punctuation.	Reads with smoothness in parts of the text but makes some pauses or multiple attempts at words.	Reads moderately slowly or too quickly (rushing).
Band 4	Reads with expression and natural language for much of the text. Voice volume is generally appropriate.	Reads with some attention to phrasing, sentence structure and punctuation.	Reads with smoothness for the majority of the text, with few pauses or multiple attempts at words,	Reads at a mostly appropriate rate with some uneven pace.
Band 5	Reads with good expression and natural language for most of the text. Reader varies their enthusiasm and volume to match the text.	Reads with generally good phrasing and follows the sentence structure, punctuation and other clues in the text.	Reads in a smooth, accurate style. Any pauses are quickly resolved or self-corrected.	Reads consistently at an appropriate rate and conversational pace.