



Daily Reading Lesson Structures Close Reading

Taken from, 'The Art and Science of Teaching Primary Reading' by Christopher Such

The whole class close reading lesson should follow extended reading and increase in frequency as pupils become more fluent readers. It involves the sustained, detailed analysis of a short text and, through deep discussion and analysis, focusses on the development of:

- component vocabulary knowledge
- text knowledge
- authorial intent
- comparisons with other texts.

Relative to extended reading, close reading involves less reading and more text analysis.

In a close read, meaning is established and analysed. Establishing meaning is working out what the author is communicating. Analysing meaning involves; exploring underlying themes, making comparisons and interpreting authorial intent.

Sessions begin with discrete component vocabulary instruction. Refer to the 'Vocabulary Instruction' section for detailed guidance.

The first read of the text focusses on developing an overall sense and understanding of the text. This may incorporate a combination of the teacher reading aloud, paired reading or independent reading, determined by the needs of the class.

Unfamiliar vocabulary and concepts should be explored with the class within an environment of rich discussion.

Second, and further additional, reads should focus on pertinent aspects that the teacher judges to be important to a particular text, such as:

- underlying themes
- powerful vocabulary choices
- the use of technical vocabulary
- literary devices
- text-level features of a non-fiction text
- the use of anaphors and other cohesive devices
- other features deemed important

Here, instruction goes beyond establishing meaning but also focusses on analysing meaning (beyond what the author is doing to why the author is doing it).

Examples of themes and foci that may be used when analysing meaning include: character traits, text structure of genre, use of descriptions, use of ambiguity, stylistic features, use of punctuation, humour, tone, irony, the level of formality, plot devices and the use of rhetoric.

Let your words teach and your actions speak

Deep and prolonged phases of class discussion and questioning should be embedded throughout the close read. Some of the phases of questioning should include the modelling of written comprehension strategies, culminating with pupils independently answering composite comprehension questions in writing.

However, it is the reading of the text and the related deep discussion that has the greatest impact on developing pupils' abilities to read, rather than engaging in prolonged written comprehension evidence.

As a rough guide, one third of the time should be spent reading and two thirds should be dedicated to related discussion and answering questions.

Close Reading Lesson

Vocabulary Instruction (5-10 minutes)

Discrete vocabulary instruction of commonly encountered tier 2 and root words.

Explanation: word games, oral or written exemplar sentences; low stakes quizzes.

Close Read (5-10 minutes)

First full read of the text.

Line by line discussion and questioning is embedded within a second read

Comprehension is monitored and inference modelled.

Discussion and Questioning (10-20 minutes)

Planned and embedded throughout 2nd close read and afterwards.

Unfamiliar vocabulary, literary devices, concepts, themes, text-level and other features are explored in depth. This may involve jumping to different parts of the text.

Specific comprehension questions are modelled and discussed as the text is dissected. This may or may not involve written answers.

Exit Ticket - Independent Practice (5 minutes)

Pupils answer comprehension questions connected to whole class discussion and modelling.

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