



Lessons too long  
something's  
going wrong.

### 1979 Replication Study

- Teaching time was reduced to 2 hours daily during which time teachers taught 4 children
- Everyone taught 30 minute lessons
- The 3 groups of training teachers achieved similar results to the field trials and this then became the pattern for the teaching

### Development project 1976-1977

- Teachers agreed to teach 2 children individually and meet every two weeks to observe and discuss.
- Procedures were tried and examined.

From this it was decided that children needed more intensive programs than 2-3 lessons a week.

### 30 Minute lessons

Daily 30 minute lessons produced the acceleration that was needed to get children back on track and provided for many children to get help.

"the cost for a limited number of weeks of 30 minutes a day for individual tuition is not high if effective results can be achieved" 2<sup>nd</sup> edition p17

### Field trial 1978

- Children received daily lessons
- Still variation in time

### Teacher's thoughts about lessons going too long

- Children are not reading fluently
- Familiar reading and running record are taking too long.
- Trying to do too much teaching
- Not focusing the teaching- trying to do everything
- Some aspect of the lesson is too hard

Teacher's thoughts about lessons going too long

- Over estimating the known.
- Waiting too long with children at difficulty
- Slow talk and composing of stories in writing
- Trying to do too much in writing

The teacher must be aware of how the reading sounds

- 1 The reading needs to sound like a good average reader- Are you listening to competent readers on a regular basis?
- 2 Are you attending to phrasing in fluent reading early and on an ongoing basis?
- 3 Are you noting how the reading sounds at the end of the running record?

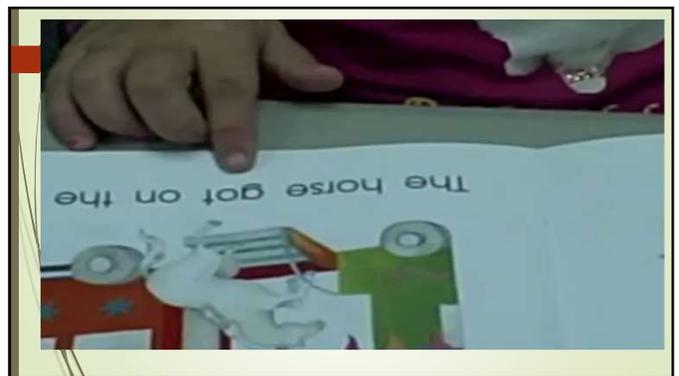
We have good ideas about what the problem may be, so now we need to take action.

If lessons are too long let's see if we can change this through careful teaching and decisions



Not reading fluently

- "When reading is phrased as in spoken language and the responding is quite fast, there is a fair chance that the reader has grouped together the words that the author intended to go together." p 121
- "beginning readers will tend to read most of their texts one word at a time, one word after the other, **if the teacher lets them.**" p122
- *What is certain is that when a person is reading continuous text, reading speed and reading fluency are linked to increasing improvement of test scores....." p121*





You need to teach to get a shift in the reading

- This teaching is easier on the familiar reading
- Is it phrasing or fluency or both that the child is having trouble with?
- Are we concentrating too much on expression?
- Modelling and the child copying is not enough
- Teaching needs to be consistent and persistent. **Don't give up.**



**Familiar reading and running record are taking too long.**

- Is it because the reading is too slow and not phrased and fluent?
- Is it that the processing is inefficient?

Let's look at the running record Lucky Goes to Dog School

- Just because the percentage accuracy is OK doesn't mean there is an effective, efficient process.
- You need to reflect on how the new book is going and analyze the running record on a daily basis.

“ However, the generative process only operates when the reading is ‘good’, that is successful enough to free attention to pick up new information at the point of solving.”

Becoming Literate, p328

- A successful choice of book will be well within the child's control, using language structures, words and letters he knows or can get to with the teacher's help, p114
- The teacher aims to have the child read the book fluently
- A few things in the book will require new learning

**Is it that the choice of book and level are inappropriate? That it is too hard!**

- The child's learning accelerates. We cannot drag children up through the levels.
- The perfect book with the perfect introduction will provide the perfect learning opportunity

The book should be read with 90-94 % accuracy or above **on the first reading**

- What does this mean?
- What would you expect on the second reading?

Choosing the new book

- Consider what has happened on the last 2-3 books.
- Consider the meaning, structure and the visual information as you choose a book. Is it within the child's reach, what will they need help with?
- Prepare an introduction that will give the child the ideas and language “he needs to produce when prompted in sequence by print cues” 1991

Overestimating the known

Trying to do too much teaching or not focusing the teaching

- There's a tendency to try and deal with all errors.
- Attend to and use the successful processing
- Make decisions on what will have the biggest payoff to teach for.
- Teach for strategic activity and processing rather than to just fix an error.

Are we dabbling with getting things known?

- New
- To only just known
- To successfully problem-solved
- To well-known
- Known in any variant form or surprising context

Talking and composing taking too long in writing

- "Select a topic you are sure he is interested in" p80
- Try a variety of ways to get the sentence to find what works for the child
- Often writing about the book is very helpful for a while for a child learning English
- The big issue I see is that we start a conversation, but then we take it off at a tangent with more questions in new directions

Are we neglecting this work and rushing into word work?

- A change with the first edition of Literacy Lessons was more emphasis on going left to right and learning how letters make up words
- Think we have lost track of the importance of building up the meagre knowledge of words
- Word analysis is about seeing relationships and making links so you have to have secure known to make those links and make the learning generative-  
"Give him a wealth of experience on the words he knows." p163

Trying to do too much in writing

- We need to make choices about what opportunities are useful but also maybe do less in some places.

What choices are you making?

- Sometimes I wonder actually if we are not doing enough?
- Are we really teaching the task of hearing sounds and letting children take this on and therefore expand their competencies?
- Are we teaching children to monitor and search and solve in their writing?

“At every book level the child should be able to ‘hear’ that his reading sounds like his speaking”

Literacy Lessons pg 120

If lessons are too long

**You may not be making good decisions:**

- about getting the processing efficient and effective
- about teaching for phrasing and fluent reading
- about book choices and level
- about what to teach for to get a shift in processing in reading and writing

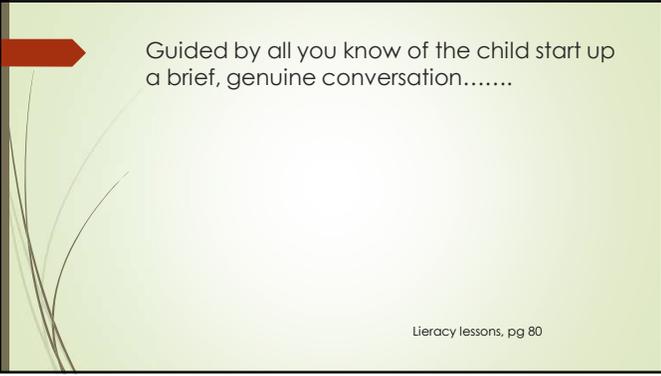
“Check that oral language, meaning, visual information and text difficulty are all contributing to successful reading.”

Literacy Lessons pg 123

“She designs each part of every lesson to target the cutting edge of this child's learning .....*This is a critical variable for Reading Recovery's success.*” p18

“Select a topic you are sure he is interested in.”

Literacy Lessons pg 80



Guided by all you know of the child start up  
a brief, genuine conversation.....

Literacy lessons, pg 80