Explicitly teaching Year 4 children to write well structured meaningful sentences about a topic and to use self-scripts enables students to effectively use meaning cues when reading texts and increases their self-efficacy as readers.

TEACHING STRATEGIES

The Lessons:

- **Session 1** (The whole session will be recorded)
  - The teacher will begin by introducing a chosen text to the children
  - The teacher will ask the children “How do you think you will go at reading this book/story?” Their responses will be recorded by circling the appropriate face on a smiley face grid.
  - Through discussion and scanning of the text the main concepts will be predicted by the teacher and children
  - The text will then be put aside
  - The children will brainstorm their knowledge of the topic and they will write their responses onto a “semantic web”- spelling of the words will be discussed- analogy will be used to work out the words and incorrect spelling will be corrected.
  - The teacher will need to extend their discussion to include new concepts that may be met in the text.
  - The teacher will ask them “How do you think you will go at reading this book/story?” Their responses will be recorded by circling the appropriate face on a smiley face grid.
  - The children will then be asked to read the text –
  - The teacher will say
    - “Remember when you read it has to make sense to you.”

The teacher will tape each child reading a part of the text
The second session
Using the same text

- The “semantic web” will be reviewed.
- Children will be asked to recognize the words.
- The teacher will say, “We are going to use this information to write a report/procedural text about the topic.”
- The children, with assistance of the teacher, will put their ideas into sentences, which they will write into a passage based on a specific format. – Children will be asked to use a particular word in a sentence. Again, analogy will be used for spelling.
- Structures and concepts that are found in the text will be put into sentences written by the students.
- The children will read the composed passage with the teacher at first then independently.
- The teacher will say

  \textit{Remember when you read it has to make sense}

- The children will read the original text again
- The teacher will tape the child’s reading of the text.
- The teacher will ask the children “How do you think you went at reading this book/story?” Their responses will be recorded by circling the appropriate face on a smiley face grid.
- Session ended

This 2-session block will be repeated 5 or more times with more and more difficult texts but always on concepts the children have some knowledge of.
**The Program:**

**Week 1:** (Pilot Study)
Soccer
Concepts: Soccer, team spirit, money
Children brainstorm what they know about soccer.
Discuss the idea of team spirit - who should be rewarded if you get a goal?
Write about Soccer including team spirit.
Read the text.

**Week 2:**
Two Little Gold Fish
Concepts: Fish, aquariums, friendship, water
Children discuss and brainstorm what they know about fish as pets.
Read text
Discuss the idea from the point of view of the fish.
Write a procedural text: How to put fish in a tank.
Read text

**Week 3:**
Jack and Chug: Concepts: Friendship, tractors and farming, gardening, parks, vandals,
Discuss and brainstorm the children's experience of parks.
What do you see in parks?
Why do you go to parks?
What do you do in parks?
Have you ever seen the results of vandals in parks?
Develop a concept map of these ideas.
Read Text
Week 4:
Jonathon Buys a Present: Markets, relatives, shopping, money, giving
Children discuss what they know about markets.
How is a market different from a shop?
Why do people go to a market?
Discuss and write ideas.
Read text
Write a report about markets.
Read report
Read text.

Week 5:
Training a guide Dog: Concepts: Puppy training, dog training, blindness,
This week we took a different tack as the children had little idea about this topic. I
used the text as a reference to learn about the topic.
Talk about the children's pets and the necessary skills the puppy needs to know.
List parts of a dog.
List the things a dog needs.
Read Text
List the special skills of a Seeing eye dog.
What did you learn?
Read Text

Week 6:
The Special Ride: Concepts Relatives, bikes, picnics, bush, farms
Brainstorm after a discussion about bikes.
What is a bike?
What do you ride?
Where do you ride?
When do you ride?
What are the parts of a bike?
What are the things we need for safety?
Read Text
Write a report about bike riding.
Read the report.
Read text
Week 7:

Car Trouble: (This is a clever book with a double meaning)

Concepts: Stranger Danger

Discuss: What you do if nobody picks you up?

List in a table

<table>
<thead>
<tr>
<th>If no-body Picks me up</th>
<th>I should</th>
<th>I shouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read text

Write a poster for the classroom, using sentence beginnings

Do............................

Never..........................

Read text

Table – Summary of the reading Texts

<table>
<thead>
<tr>
<th>Text</th>
<th>Publisher</th>
<th>Fry</th>
<th>Reading Recovery Level</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonathon Buys a Present.</td>
<td>PM</td>
<td>Grade 3</td>
<td>17</td>
<td>Markets, relatives, shopping, money, giving</td>
</tr>
<tr>
<td>Car Trouble</td>
<td>PM</td>
<td>Grade 5</td>
<td>22</td>
<td>Stranger danger, trust your feelings</td>
</tr>
<tr>
<td>The Special Ride</td>
<td>PM</td>
<td>Grade 2</td>
<td>21</td>
<td>Relatives, bikes, picnics, bush, farms</td>
</tr>
<tr>
<td>Training Guide Dogs</td>
<td>Rigby</td>
<td>Grade 6</td>
<td></td>
<td>Puppy training, dog training, blindness,</td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td>Grade 3</td>
<td></td>
<td>Soccer, team spirit, money</td>
</tr>
<tr>
<td>Two Little Gold fish</td>
<td>PM</td>
<td>Grade 4</td>
<td></td>
<td>Fish, aquariums, friendship,</td>
</tr>
<tr>
<td>Jack and Chug</td>
<td>PM</td>
<td>Grade 1</td>
<td></td>
<td>Friendship, farming, tractors. Gardening, vandals,</td>
</tr>
</tbody>
</table>
Prompt for the classroom:

*Remember when you read it has to make sense to you.*
Reading tests:

PM Reading test- level 16 The Great Lion and Tiny Mouse

Record of Oral Language:

According to Marie Clay and associates (11) this test is the best way to assess the linguistic skills of children because

1. It is quicker and more efficient than trying to assess their classroom speech.

2. The repetitive nature can discover the language structures the child is grappling with but not using in everyday speech.

All test were analysed based on John Munro’s Analysis Of Errors Made Reading Aloud chart (6) p 58 of lecture notes.

The Self –Efficacy test Smiley Chart was designed by the Researcher

The Parent and Teacher Surveys were designed by the Researcher and are attached
1. The Children’s self Assessment sheet:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>After</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
<td>😞</td>
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<tr>
<td>After</td>
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</tr>
</tbody>
</table>

Please Note: It is recommended that before using this chart with children that it be photocopied and the expressions enhanced with a pen.
**Teacher Survey**
Completed by: ___________________
Date: ____________________________
Child:

<table>
<thead>
<tr>
<th>Circle the most appropriate answer</th>
<th>no</th>
<th>a little</th>
<th>a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the last 3 months has this child’s Reading ability changed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the last 3 months has this child’s attitude to reading improved?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this child read books in his / her spare time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your child enjoy listening to you read?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has his/ her enjoyment of books increased ?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has this child’s behaviour in Reading improved?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty getting this child to read?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has this improved over the past 3 months?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does this child write independently without scaffolding and assistance?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has this improved?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty getting this child to do school work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has this improved over the last 3 months?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Parent Survey

Completed by: ____________________  
Date: ________________________

| Circle the most appropriate answer |  
|------------------------------------|---|---|---|
| In the last 3 months has your child’s Reading ability changed? | no | a little | a lot |
| In the last 3 months has your child’s attitude to reading improved? | no | a little | a lot |
| Does your child read books in his / her spare time? | no | a little | a lot |
| Does your child enjoy listening to you read? | no | a little | a lot |
| Has his/ her enjoyment of books increased in the last | no | a little | a lot |
| How often did you read to your child when he/ she was little? | rarely | a little | a lot |
| How often do you read to your child now? | rarely | a little | a lot |
| Do you have difficulty getting your child to read? | rarely | a little | a lot |
| Has this improved over the past 3 months? | no | a little | a lot |
| Do you have difficulty getting your child to do homework? | rarely | a little | a lot |
| Has this improved over the last 3 months? | no | a little | a lot |

Comments: