

## **Reciprocal Reading**

### **What is Reciprocal Reading?**

Reciprocal teaching refers to an activity in which pupils become the teacher in small group reading sessions. In Reciprocal Reading, the pupils are involved in teaching and learning within a mixed ability peer group. This can encourage pupils to take a more active role in the learning and teaching experience and gain confidence in their own abilities.

Pupils need to be matched sympathetically so that no one is ridiculed for mistakes.

Teachers model, then help students learn to guide group discussions using four strategies:

- summarising
- questioning
- Clarifying
- predicting

Once students have learned the strategies, they take turns assuming the role of teacher (The Big Boss) in leading a dialogue about what has been read.

### **Who is Reciprocal Reading for?**

Reciprocal Reading would be used mainly with pupils in the upper stages of Primary school and beyond. They would need to have a fair competency in reading but may struggle with comprehension, confidence and fluency.

### **Why use Reciprocal Reading?**

- It encourages students to think about their own thought process during reading.
- It helps students learn to be actively involved and monitor their comprehension as they read.
- It teaches students to ask questions during reading and helps to make the text more comprehensible.
- It helps pupils engage with text and read it beyond face value. This is important preparation for cross disciplinary reading in secondary school and university.

## How do we train our pupils in Reciprocal Reading?

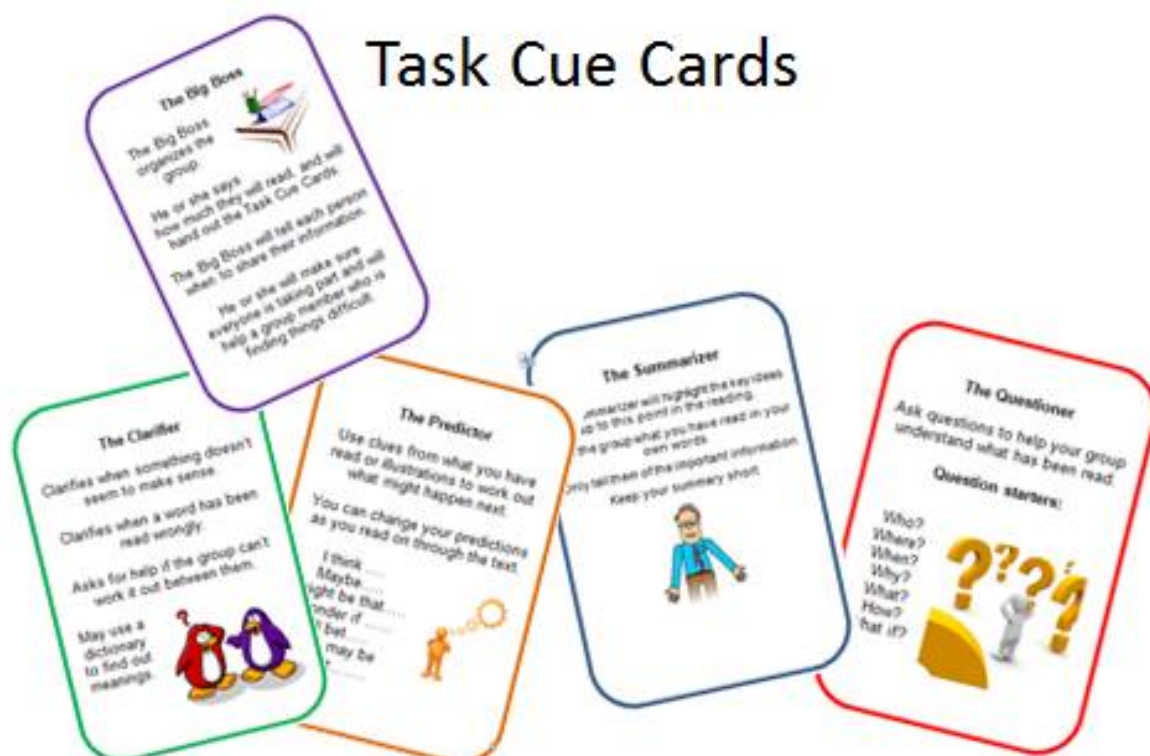
Before Reciprocal Teaching can be used successfully by your students, they need to have been taught and had time to practice the four strategies that are used in reciprocal teaching:

- Summarising
- Questioning
- Predicting
- clarifying

As with most successful learning, this is done through modelling the strategies by the teacher, having a clear process to follow and supported practice before being asked to work in independent groups.

During the introductory sessions, the pupils should be given the Task Cue Cards.

Take the pupils through the text, one or two paragraphs at a time, modelling the tasks on the Task Cue Cards and asking for ideas from the group.



What are the stages in Reciprocal Reading?

## Reciprocal Reading

1. Put students in groups of five



2. Hand out a Task Cue Card to each of the five group members



The Big Boss  
The Summariser  
The Questioner  
The Clarifier  
The Predictor



3. The Big Boss tells the group how much will be read first. (Usually one or two paragraphs)



4. Encourage them to use note-taking strategies to fulfill the task on their Task Cue Card



5. The Big Boss then asks the Summariser to summarize what has been read



6. The Big Boss calls on the other group members to do their bit one at a time



7. The Big Boss helps out if one of the group members is having problems and makes sure that everyone is taking part



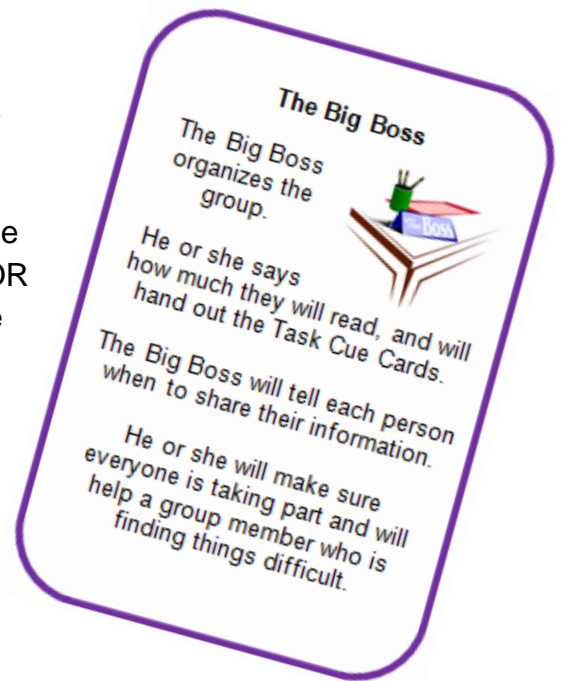
8. Repeat steps 3-7 until the whole text has been read and discussed

### Step One

- Put pupils into mixed ability groups of four or five.
- If in groups of four, it is good to give someone the job of Big Boss as well as another task OR if it is a group that needs a lot of support, the teacher or assistant could be the Big Boss.

### Step Two

- Assign each child a Task Cue Card.
- You can either let pupils keep this card for the entire lesson or rotate through the tasks after each section of text is read.
- If they keep with the one card for the whole session, make sure that they use a different card for the next lesson.



### Step Three

- The Big Boss, tells the group how much they are going to read during the first section. This would normally be one or two paragraphs of the text depending on the length.
- This could be read together or individually.
- Depending on the competency of the pupils, it could be read together (choral style) then silently for note taking.

### Step Four

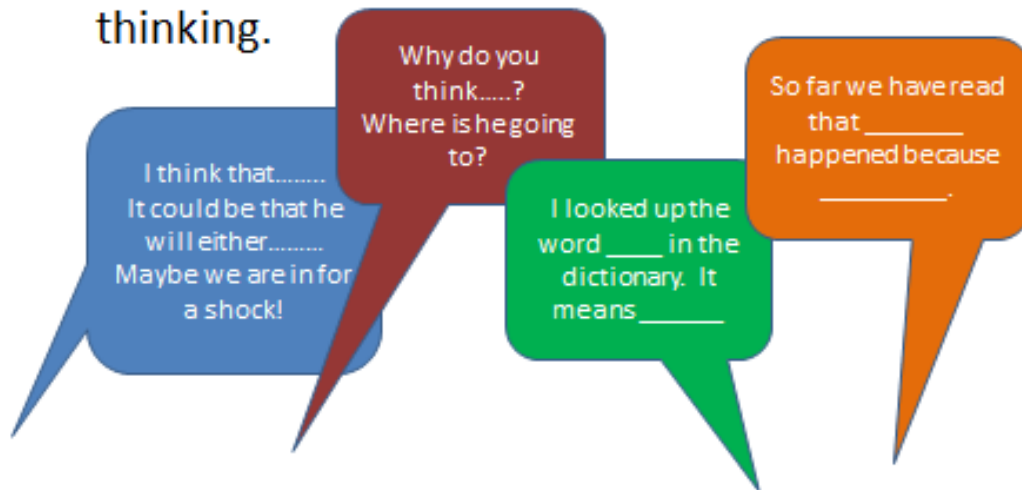
- Each pupil takes notes according to their task:
- Summariser takes notes on key elements
- Questioner takes note to help form probing questions
- Clarifier takes notes about things that may be confusing i.e. unusual words etc. and may consult a dictionary
- Predictor takes notes about what he thinks may happen next.

### Step Five

- The Big Boss invites each pupil to tell the group what he/she has been writing and thinking.

## Steps Five to Seven

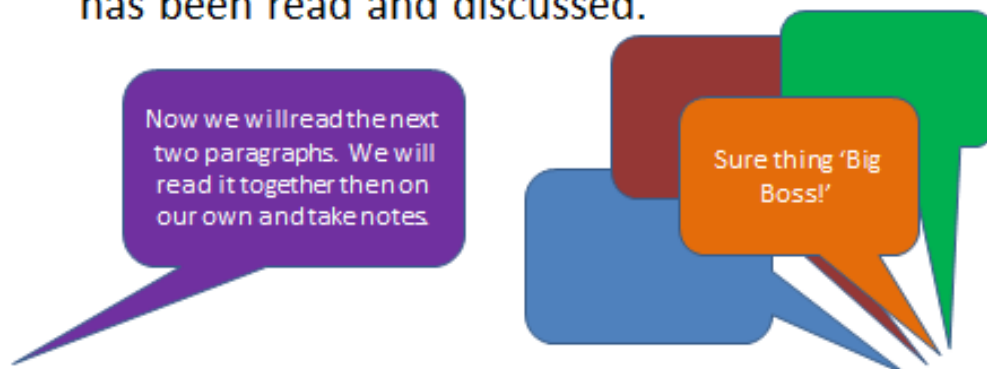
- The Big Boss invites each pupil to tell the group what he/she has been writing and thinking.



### Step Eight

## Step 8

- Steps 3 to 7 are repeated with the next section of text.
- Steps 3 to 7 are repeated until the whole text has been read and discussed.



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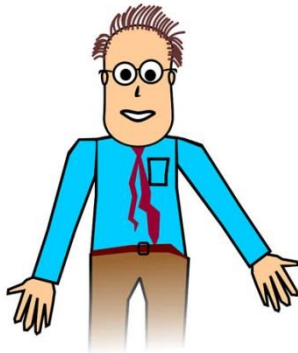
## The Summariser

The Summariser will highlight the key ideas up to this point in the reading.

Tell the group what you have read in your own words

Only tell them of the important information

Keep your summary short



## The Questioner

Ask questions to help your group understand what has been read.

### Question starters:

Who?  
Where?  
When?  
Why?  
What?  
How?  
What if?



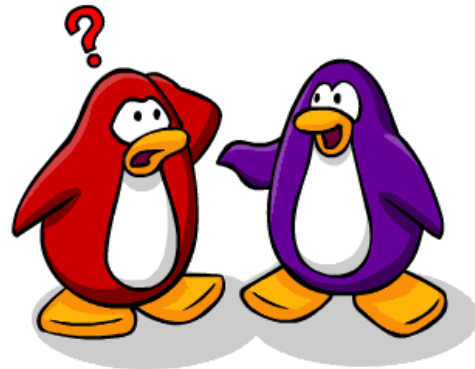
## The Clarifier

Clarifies when something doesn't seem to make sense.

Clarifies when a word has been read wrongly.

Asks for help if the group can't work it out between them.

May use a dictionary to find out meanings.

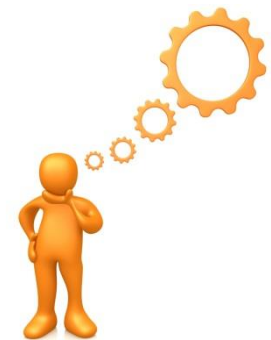


## The Predictor

Use clues from what you have read or illustrations to work out what might happen next.

You can change your predictions as you read on through the text.

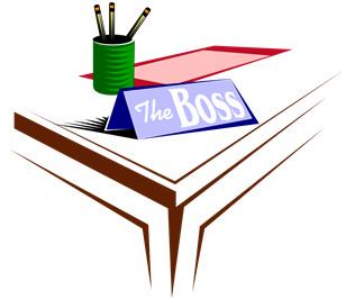
I think ....  
Maybe.....  
It might be that.....  
I wonder if .....  
I'll bet.....  
This may be about.....





## The Big Boss

The Big Boss organizes the group.



He or she says how much they will read, and will hand out the Task Cue Cards.

The Big Boss will tell each person when to share their information.

He or she will make sure everyone is taking part and will help a group member who is finding things difficult.