

What can you do at home?

- ♦ Take turns using the strategies.
- ♦ Take turns playing the role of the teacher.
- ♦ Children enjoy Reciprocal Teaching because it's fun—let them choose the text.
- ♦ It doesn't just need to be a book—look at newspapers, comics, picture books, travel guides, magazines and internet articles.
- ♦ You are helping your child build skills for life, as well as helping their school work.



What is your child learning?

- ♦ Group work
- ♦ Discussion techniques
- ♦ Listening and talking skills
- ♦ Comprehension skills
- ♦ Strategic thinking
- ♦ Problem solving
- ♦ Leadership skills

Please contact your child's school if you have any questions regarding Reciprocal Teaching.

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A Guide for Parents to Reciprocal Teaching



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Reciprocal Teaching

What is Reciprocal Teaching?

Reciprocal Teaching is a research based method which helps improve children's reading comprehension. It is effective with all students and has been found to be helpful for young people from nursery to university.

Reciprocal Teaching is used with students in a group discussion when reading and teaches four strategies (predicting, clarifying, questioning and summarising) that can be used at home and at school to help improve understanding.

As adults we use these strategies all the time without knowing. When we read a newspaper we might skim over the text and look at pictures to predict what it might be about, we are clarifying words and ideas as we read, asking ourselves questions and summarising the gist of what we've read. It is automatic to us but giving it names makes it real for children.

The Four Strategies

Predicting

Thinking about what will happen next by using clues from the title, illustrations and your own prior knowledge helps to engage readers in the topic. With fiction we may predict about the setting, characters, main events and problems. With non fiction we may use headings, photos, maps or tables to make our predictions. Often, children will say 'I think the next part will be about...' or 'Based on...I wonder if...'



Clarifying

Understanding what to do when we are uncertain of a word or idea helps us monitor our own learning and comprehension. We can then apply 'fix-up' strategies to help us understand. Re-reading, breaking down big words, trying another word, looking for root words and discussing in a group help us to understand. Knowing what to do when we're stuck and what helped us find out the meaning of a word or idea helps our comprehension.



Questioning

Good readers naturally ask questions as they read. Knowing that we have to ask a question makes us more engaged as we read. Each student gets a chance at becoming the 'teacher' as they ask the group members their own questions. Good questions start with 'Who, What, When, Where, Why, How?'



Summarising

Summarising is a complex skill using many other strategies including recalling what we read, thinking about the main events, arranging them in order and putting into our own words. We are more likely to show our understanding if we can draw out the most important points and put them into our own words. Summaries sometimes start with 'The main point of the story was...' or 'The author is trying to tell me...'