

# Providing pupil feedback

## 9A – Give class and/or individual feedback focusing on next steps for learning

The tendency when we read with pupils in class is to focus solely on their understanding of meaning of the text. This is understandable since the end goal of reading is ultimately to gain meaning.

However, if we neglect to support pupils' understanding of the processes of reading – and provide them with feedback on the effectiveness of the strategies and approaches they have used – then we are missing a trick.

Feedback can be corrective (helping pupils learn how to use strategies) or metacognitive (helping pupils to understand what strategies have been effective).



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The following are intended to be examples of the kinds of feedback you might give to individual pupils or to the whole class following a reading activity.

Task	Reading activity	Example feedback
Summary	After reading a passage, pupils write a summary that captures the main ideas and key details.	Your summary captured the main ideas well. What strategies did you use to determine which details were essential to include?
Partner talk	After reading a section of the text, pupils think individually about a question, discuss their thoughts with a partner, and then share their insights with the class.	You had great points in your discussion! How did your partner's perspective influence your own thinking about the theme?
Annotation	Pupils read a passage and annotate the text by writing notes, questions, and observations in the margins.	Make sure your annotations are more concise and interpret the meaning rather than repeat the content.
Graphic organisers	Pupils create graphic organisers (like Venn diagrams or mind maps) to visually represent the relationships between characters, themes, or events in the text.	Remember that characteristics in the middle of a Venn diagram should be found in both of the areas being considered.
Timeline	Pupils create a timeline that outlines the key events of a narrative, focusing on important plot points, character developments, and thematic shifts. They can include dates, descriptions, and illustrations for each event to enhance understanding.	Your timeline clearly illustrates the sequence of events in the story. How did organising the events chronologically help you identify the main conflicts and resolutions?