

Feed back on the strategies

9B – Feed back on the strategies used to aid comprehension eg making notes

If we want pupils to use reading strategies independently, we need to give feedback as they learn and practise these.

Let us take the example given in article 4C. These examples are from Year 7 pupils who had experienced repeated exposure to annotations. They read the paragraphs in class and the teacher underlined words and phrases to support them as well as using questioning to check comprehension. Then were given a minute or so to annotate.

Example: Student A

The History of the Sonnet

1 The sonnet - a 14-line poem with a variable rhyme scheme - originated in the small, sunlit courts of
 2 Sicily, a large island near Italy. It lingered there for 200 years before it made the journey into English
 3 poetry.

4 The development of the form began with Francesco Petrarch, who lived in Tuscany and was born in
 5 1304, published his Canzoniere, a sequence of 366 poems, 317 of which were sonnets to an idealised
 6 lover, called Laura. With their wit, their longing, and their ability to make a narrative out of several
 7 short poems, Canzoniere became a European best seller.

8 It was the Italian originators who developed one of the features of the sonnet that survives to the

Handwritten notes on the left margin:
 what a sonnet is - where was it from and what was it for?

Example: Student B

The History of the Sonnet

1 The sonnet - a 14-line poem with a variable rhyme scheme - originated in the small, sunlit courts of
 2 Sicily, a large island near Italy. It lingered there for 200 years before it made the journey into English
 3 poetry.

4 The development of the form began with Francesco Petrarch, who lived in Tuscany and was born in (a majority of
 5 1304, published his Canzoniere, a sequence of 366 poems, 317 of which were sonnets to an idealised
 6 lover, called Laura. With their wit, their longing, and their ability to make a narrative out of several
 7 short poems, Canzoniere became a European best seller.

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Handwritten notes on the right margin:
 The sonnets had originated in an island near Italy.
 This man was the 1st to have written a sonnet. They had eventually become a best seller (a majority of his poems)

Handwritten note at the bottom:
 NAME OF PETRARCH'S 366 POEMS.

If we are to teach pupils strategies to aid them with comprehension, then we need to monitor their use of these strategies. In this sense, we should model, monitor and feedback on pupils' reading in the same way as we model, monitor and feedback on pupils' writing.

Feed back on the strategies

After reading the first four paragraphs with Check Link Connect questioning, and setting the pupils the task of annotating independently, the teacher watches the class to check all are on task before circulating the room to check pupil progress.

Once the teacher notices pupil misconceptions, or in the case of the above, their own mis-instruction, they circulate some more to assess possible trends, and to take pictures of pupil work to demonstrate examples and non-examples.

Student A

Student A's response is the single misconception of annotating in this instance that the teacher wanted to redirect. The response shows the pupil writing forms of questions, which of course, as one of the 'Big 5', is a good general reading strategy, but for the teacher to assess pupils' understanding of the text and their understanding of annotating, we want all pupils to be annotating the answers to these questions rather than the questions themselves.

This is a pertinent point to feed back on to the class: the teacher can praise the pupil's thought process, while re-iterating the desired format of annotation, and the rationale behind it.

Student B

Student B's response demonstrates a highly motivated and able pupil. It is not necessarily a perfect model due to being written in full sentences and the number of points made. But it does demonstrate good annotating and an understanding of extracting certain details from the text. It is one that could be shared with the class, with a quick comment about length of annotating and what to focus on.

Feed back on the strategies

Example: Student C

The History of the Sonnet

- 1 The sonnet - a 14-line poem with a variable rhyme scheme - originated in the small, sunlit courts of
- 2 Sicily, a large island near Italy. It lingered there for 200 years before it made the journey into English
- 3 poetry.
- 4 The development of the form began with Francesco Petrarch, who lived in Tuscany and was born in
- 5 1304, published his *Canzoniere*, a sequence of 366 poems, 317 of which were sonnets to an idealised
- 6 lover, called Laura. With their wit, their longing, and their ability to make a narrative out of several
- 7 short poems, *Canzoniere* became a European best seller.
- 8 It was the Italian originators who developed one of the features of the sonnet that survives to the
- 9 present day: the octave and sestet division. This included one strong opening statement of eight
- 10 lines followed by a resolution or intellectual question of the first part of the poem. This shape made
- 11 the sonnet a self-sufficient form, open to shades of mood and tone. They also established the rhyme
- 12 scheme abbaabba in the octave and cdecde in the sestet. This degree of close and repetitive rhyme,
- 13 in turn, reflected the rich resources of Italian rhyme.

sonnet
originate
in sicily

317 poems
of Laura

- octave +
sestet rhyme
scheme

This response perhaps serves as a better model in terms of the combination of the extraction of necessary details from a paragraph (for paragraphs one and three anyway), and the brevity of annotation.

Also considering it is from a low attaining pupil, it serves as a good example to share with pupils as a model, accompanied by a discussion of why, before resetting the task to continue with the rest of the text.

Feed back on the strategies

Example: Student D

The History of the Sonnet

1 The sonnet - a 14-line poem with a variable rhyme scheme - originated in the small, sunlit courts of
 2 Sicily, a large island near Italy. It lingered there for 200 years before it made the journey into English
 3 poetry.

4 The development of the form began with Francesco Petrarch, who lived in Tuscany and was born in
 5 1304, published his *Canzoniere*, a sequence of 366 poems, 317 of which were sonnets to an idealised
 6 lover, called Laura. With their wit, their longing, and their ability to make a narrative out of several
 7 short poems, *Canzoniere* became a European best seller.

8 It was the Italian originators who developed one of the features of the sonnet that survives to the
 9 present day: the octave and sestet division. This included one strong opening statement of eight
 10 lines followed by a resolution or intellectual question of the first part of the poem. This shape made
 11 the sonnet a self-sufficient form, open to shades of mood and tone. They also established the rhyme
 12 scheme *abbaabba* in the octave and *cdecde* in the sestet. This degree of close and repetitive rhyme,
 13 in turn, reflected the rich resources of Italian rhyme.

Line 4-7:
Petrarch's poems
for lover.

History
of
Sonnet

Rhyme
~~scheme~~
sets.

If we are to give feedback on pupil work, it is fundamental that pupils who demonstrated misconceptions adapt their strategy and edit their work, just as with writing.

Student D has edited their annotation for the second paragraph based on the teacher's feedback.

Their annotations for the first and third paragraphs do not quite seem focused enough, particularly the first one, demonstrating the importance of checking pupil work again, and perhaps some further joint construction of annotations. Both of these had been completed in previous sequences, but as with all content and strategy, it is necessary for pupils to have repeated exposure and guidance if they are to master these approaches.