**04b – PIL - Shared reading – Supporting all learners**

TRANSCRIPT

Narrator: We know seeing what students find easy or challenging is critical for teaching and learning. In fact, it is what you do next that has the most impact on a child's learning. This video provides some simple strategies you can use to support all learners to participate and engage in shared book reading. You might notice during a shared reading of a book that a student is sitting quietly and not saying anything in response to your comments or questions. One way of prompting a response is to simplify your comments or questions. Point to the words or pictures in the story to provide the student with a visual cue.

Adult: Can you think of a time when you were stuck and you had a problem that you had to fix?

Child: Um

Adult: Maybe when something wasn't working right?

Child: Oh, I couldn't get my machine working.

Adult: It was stuck, yeah, and you couldn't get it to work.

Narrator: Another prompt you could use is to offer a choice of two responses, one of which is a correct response. Provide a visual cue if the student needs further scaffolding.

Adult: And I remember he wanted to fly to space.

Child: So.

Adult: Do we fly to space in a bus or a rocket?

Narrator: You may have a student who readily and accurately comments in response to your thoughts or statements. You can further engage this child by asking open ended questions to extend their thinking. For example, you could use an open ended question to prompt the student to tell you a reason why.

Adult: At a speed that no living creature had been, he powered through space in his funky machine.

Child: I think he's going to break his machine.

Adult: I think his ship is falling apart.Yeah. What makes you think he's in trouble?

Child: That. That's in control.There's fire there.

Adult: Yeah.

Child: And his face.

Adult: Yeah. I mean, now the wings are starting to fall off. Pretty sure machines can't fly without wings right?.

Narrator: Another strategy we can use to extend spoken language is to ask the student to predict what might happen next.

Adult: He's losing parts on the way. Ok, this is a dangerous adventure for Funky Chicken. What might happen to Funky Chicken if his spaceship every little part flies off into space? What might happen to him?

Child: He will just be floating in space.

Adult: Yeah.

Narrator: Open ended questions can also be used to prompt the student to make a connection between an event or idea in the story and their own personal experiences.

Adult: Now we're off again. Oh, dear. This rocket is going to break down, I think. And breaking down is no fun. Have you ever been in a car that's broken down before?

Child: No. I've seen somebody when we were driving to school, this lady had just dropped off her kid and then she couldn't get this car to start. Only a little bit. It moved an inch.

Adult: Oh dear.

Narrator: Remember, there are a number of strategies we can use to support all of our learners to participate in learning tasks or activities. Keenly observing how your student engages with and responds to the teaching will guide you to use the right strategy at the right time.