



## Case study 2: *Bread* – Getting to know non-fiction

### Why shared reading? (0:00-2:15)

Shared reading is important for helping my year 1 students to grow as readers and to develop a love of reading. It gives them access to texts they wouldn't otherwise be able to read and stretches and moves them along as readers in a really enjoyable way.

Shared reading is a central part of my literacy programme. It works in with every other aspect – oral language, all kinds of writing – and more reading. Shared reading often links to language-experience activities – the reading leads into talking, doing activities (like making bread or experimenting with things that float), and into writing. This writing is then something that students can read. These activities all reinforce each other, and it gives the reading real purpose.

And of course, shared reading supports guided reading. All the things that the students are doing in guided reading, such as making meaning, finding out about how texts work, and thinking critically, are things they are also doing in shared reading.

The other thing about shared reading is that it's flexible. I can adjust my level of support depending on what I'm noticing about my students, and there are lots of opportunities for explicit teaching. Also, it's not just a whole-class activity. If I want to work more intensively with some children, then I can do shared reading with a smaller group. And it's great for building vocabulary, fluency, and confidence with English language learners.

I like that the Ready to Read shared books aren't levelled so I have a lot of choice with how I use them, especially the non-fiction books. You can return to them over and over again. In year 2, students will still be interested in reading *Bread* (or *Stick Insects* or *Will They Float?*), but by then, they will be bringing a whole lot more to their reading.

### Using *Bread* (2:16-3:41)

The books available for early readers are usually fiction, so I deliberately use non-fiction books in my shared reading programme to expose the students to different types of text. I want them to learn that reading is not just stories – that non-fiction helps us to find out and wonder about the world around us. *Bread* has lots of non-fiction features like a contents page and photos and labels, so the children can learn about these things together. I also like them to see that when they read non-fiction, they can use what they already know about reading, like using the picture to make meaning.

*Bread* is a book that is really easy to link to the children's lives. The children in my class come from a wide range of cultures, but they all usually have some form of bread in their lunchboxes. When the children see the front cover, they can share straight away about where they go bread shopping or the types of bread they make or eat at home. It's a really high-interest topic for them.

*Bread* has lots of information, and I love that there is so much the children can relate to or learn about, such as the ways we eat bread, the way bread rises, and the differences between making bread at home and in the factory.

### Becoming readers (3:42-4:53)

Using *Bread* for shared reading helps to get the students used to reading non-fiction texts. We look at things like how to use a contents page, page titles and photographs, and why some words are in bold print. We'll talk about how these features help us to understand more about bread and the process of making it, like having labels on photographs so we know what the photo is showing us. This helps them understand how reading non-fiction is different from reading stories.

We look really carefully at how the text is organised so the children are learning about the different ways language and symbols can be used, like in the flow chart where words, numbers, and arrows are all used together. We also look at concepts about print and how they help us to make sense of the text. The children can find different types of punctuation and use these to make their reading sound interesting, and they can look at the way that non-fiction is different from the fiction books they are familiar with.

### Meeting many needs (4:54-6:50)

In the first lesson with *Bread*, I'm looking for the children's prior knowledge about the subject and what they are interested in. After that, I go back to the teacher support materials and decide what my focus will be. The teacher support materials are really helpful when planning because someone else is an expert on the text and you are the expert on your class, and you can bring all of that together in your planning.

One of the things I'm looking for when using *Bread* is the children's understanding of process and procedure. In my classroom, we have created visual reminders of the processes for basic tasks, like unpacking our bag, so I help them make connections between that and the flow chart "making bread at home".

Once we have read the text together (often over a couple of days), we might follow the flow chart to make our own bread, and the children love it! This is where I can really focus on the precise language that comes through in non-fiction, like kneaded, bubbling mixture, and dough rising. I usually note down the words that I want to focus on. The experience brings out great discussion and language, like noticing that although they all started with the same sized piece of dough, they didn't end up with the same sized piece of bread!

Because *Bread* is so suitable for basing a language experience around, I sometimes choose to use it with just a small group, especially when I want to address specific needs such as extending language structures and vocabulary. We use the text and our joint experience to create our own writing, which the children can read and share with others.



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### Observations and reflections (6:51-8:28)

After reading *Bread*, and after making bread, we write about it. One of the ways I like to do this is to use the photos we took of making bread and create a piece of shared writing that shows the steps we followed. I give each student a copy but leave a space at the end for the children to draw and write about something they have learnt about making bread. This gives me the opportunity to talk to the children and ask them questions like “What are you going to tell your partner about this?”, “What was happening here?” This gives me really good information about their understanding of the concepts in the text and whether they are confused about anything.

I try to be aware that although *Bread* lends itself to experiences like making bread or visiting the supermarket, I’m really wanting the children to be learning about being readers. So, after the lessons, I reflect on what they’ve learnt as a reader or writer and what we need to focus on next.

When we’ve finished using the book, I like to keep it available so that the children can read it independently. Being in a school with a number of year 1 and 2 classrooms means that the text often needs to go to another classroom for a while, but once I bring it back, it gives me a great opportunity to see how the reading behaviour of the students has changed.