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**A pedagogical exploration of guided reading
in three primary classrooms**

by

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Thesis for the degree of Doctor of Philosophy

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ABSTRACT

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**A PEDAGOGICAL EXPLORATION OF GUIDED READING
IN THREE PRIMARY CLASSROOMS**

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The focus of this study is what Alexander (2000) refers to as the 'heart of pedagogy': the moment-by-moment transactions between a teacher and a small group of learners, viewed through a socio-cultural lens. I explore how three primary teachers enact a small-group pedagogic approach termed 'guided reading'; the beliefs and values underpinning and informing their discursive behaviours; and how they have arrived at their current understandings as they have travelled through a changing pedagogic landscape.

My research took the form of a multiple case study, drawing on rich qualitative data from observation, interviews and 'video-stimulated reflective dialogue'. By bringing different data layers into dialogue, I was able to identify patterns and themes, and to reconstruct the teachers' pedagogies in theoretical terms. The theoretical framework is most substantially derived from the work of Basil Bernstein.

Although each lesson was readily identifiable as guided reading, the teachers' approaches varied substantially, reflecting alternative views of self as teacher-of-reading and of children as learners. Certain elements of their pedagogies were identified which appeared likely to support children's learning, although the high level of teacher control restricted children's opportunities to engage more actively in their own learning. The children viewed school reading and home reading as distinct cultural practices.

The study explores the under-researched area of guided reading, but is also unusual in its attempt to apply a Bernsteinian framework to an aspect of English primary education. It illustrates how fine nuances of teacher behaviour can expand or constrain possibilities for pupil learning, and demonstrates the potential of small-group contexts for pupil learning.

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DECLARATION OF AUTHORSHIP

I, Doreen Margaret Challen

declare that the thesis entitled

A pedagogical exploration of guided reading in three primary classrooms

and the work presented in the thesis are both my own, and have been generated by me as the result of my own original research. I confirm that:

- this work was done wholly or mainly while in candidature for a research degree at this University;
- where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
- where I have consulted the published work of others, this is always clearly attributed;
- where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
- I have acknowledged all main sources of help;
- where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
- none of this work has been published before submission

Signed: …………………………………………………………………..

Date: ………………………………………………………………….

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Chapter 1
Introduction: exploring teachers' pedagogy

> *The real power of pedagogy resides in what happens between teachers and pupils.*
>
> *(Alexander 2000:551)*

1.1   Introduction: pedagogy, culture and change

Pedagogy is commonly taken to refer to the science, or art of teaching (Galton et al.1999). Yet, according to Alexander, it is more, both act and discourse which 'encompasses the act of teaching together with the theories, beliefs, policies and controversies that inform and shape it' (2000:540). In this view, a pedagogy extends beyond the teacher-learner interaction, both reflecting its embedding culture and reproducing it; how teachers and children communicate with each other and transact the business of 'teaching' and 'learning' is the product of their separate and joint social histories, within the wider culture of school, home and society. Indeed, in Russian, a single word '*obuchenie'* encapsulates 'teaching and learning' as an interdependent pedagogic interaction, envisaged as discourse rather than as discrete events (Daniels 2001:10). It follows that whatever teachers' pedagogic practices may be, the ways in which these are enacted reflect their underlying values and beliefs, whether or not at a conscious level, and that when changes to practice occur, changes to values and beliefs may or may not run in parallel.

Recent decades have witnessed massive change in the English educational landscape. Wide-sweeping government reforms in England have included the introduction of a National Curriculum, with a detailed framework of literacy teaching objectives along with a recommended repertoire of teaching methods in its wake. At the time of writing, a new National Curriculum regime looms in the continuing campaign to 'raise standards', and as government continues to press an instrumentalist standards agenda, the teaching of reading remains a constant theme (*e.g.* DfE 2013; Ofsted 2010; Ofsted 2011a,b).

Yet while official guidance and training might inform what teachers do to bring about learning, the interactional heart of pedagogy is less easy to describe, let alone prescribe. In this research I explore the nature of the pedagogic interactions between primary school teachers and small groups of children during lessons labelled 'guided reading', an under-researched pedagogical approach introduced to most primary

schools in England from 1998, and consider the relationship between interactional practices and underlying teacher beliefs and values.

Clearly it is critical that pedagogic practices continue to develop if young people are to be empowered as citizens of a society within which literacy remains highly prized, and is considered key both to improving the life prospects of individuals and supporting a healthy economy while maintaining status in international league tables (*e.g.* Alexander 2008; Riley 2001; Stannard and Huxford 2007). Meanwhile, the meaning of 'literacy' - or 'literacies' - remains contested and fluid. The continuing official view of literacy, embedded in the relentlessly test-driven culture of modern England, embodies an 'autonomous' model of literacy (Street 1985), conceptualising reading and writing as a discrete set of skills to be acquired, applied and tested, in order to provide evidence of improving 'standards'. As National Curriculum tests introduced in the 1990s demonstrated that primary aged children were not yet achieving at the required level, successive governments increased their intervention in primary education. Curricular changes imposed on primary schools in the late 1990s, with the introduction of the National Literacy Strategy (NLS), were explicitly designed to 'help teachers change what they do in classrooms, in the expectation that changing teaching behaviours will lead to changes in professional attitudes, knowledge and understanding' (Stannard and Huxford 2007:113). With the change heralded by the rebranding of school 'reading and writing' as 'literacy', government to all intents and purposes imposed a new curriculum for reading and writing, tightly sequenced and fast-paced, and, in an unprecedented intrusion into the heart of teachers' territory, their teaching methods, prescribed to a very substantial extent what literacy should be taught, when, and how. In terms of that 'how', an integral part of a larger package of teaching approaches was guided reading.

1.2   Guided reading

Guided reading, a small group approach to teaching reading, was promoted by the Strategy[1] until its demise in 2011, and remains common in primary schools. Long-established in Australia, New Zealand and the United States, guided reading was new to most teachers in England, and represented a significant change from the previously dominant individualised approach to the teaching of reading. While it is important to note that guided reading was intended as an integral element of a broader battery of teaching methods within the package of the 'Literacy Hour', I have chosen to focus on it

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[1] The National Literacy Strategy (NLS) was subsumed within the Primary National Strategy (PNS) in 2003, five years later being integrated within the National Strategies (NS) which wound up in 2011. The term 'the Strategy' is used to refer generically to this changing institution, while references to NLS, PNS or NS denote a particular historical/policy period. At the time the research was planned and conducted, the Strategy remained a key element of national policy.

as a discrete approach, with its own history, rationale and *modus operandi*. The summary that follows outlines the Strategy's approach to guided reading (DfEE 1998 a,b,c; DfES 2003).

In brief, guided reading lessons present a small-group context in which 'the teacher is acting as the expert who guides the learners through the text, by providing signposts to 'the most important and helpful features of the textual landscape' (Hobsbaum *et al.* 2002). Groups are composed of about six children judged by the teacher to have similar learning needs in terms of reading proficiency. Typically, the teacher introduces the learning focus and text at the outset (*Introduction to text*)[2], and may engage in some preliminary teaching or reminders intended to help children read successfully by themselves (*Strategy check*). The children then read their own copies of the common text, silently or quietly to themselves, while the teacher focuses on individuals, listening to them reading, prompting as necessary and discussing points with them (*Independent reading*). This is followed by a discussion about aspects of text related to the lesson focus (*Return to text*) and a conclusion in which children talk about their own responses and may look ahead to future reading (*Response to text*). The lesson focus varies according to children's current reading proficiency, but in the earlier stages is typically related to learning and mastering strategies for word recognition, while more proficient readers are encouraged to 'read, think and talk about a text independently, focusing on significant aspects of content and language' (DfEE 1998c: *Teacher's Notes KS2,* p.14).

Guided reading has been little researched in England, yet is of interest on account of its theoretical credentials and problematic adoption by teachers in England, both discussed in subsequent chapters. More pragmatically, as lessons are only 15-30 minutes in duration, guided reading provides an ideal pedagogic package for study.

1.3   The research

My investigation has two interrelated foci: classroom interaction as observed and understood by teachers and pupils, and the relationship between teachers' past experience and current pedagogical beliefs and practice. Its aim aligns with what Simons (2009:24) refers to as 'particularization – to present a rich portrayal of a single setting to inform practice, to establish the value of the case and/or add knowledge of a specific topic'. The following research questions guide its course:

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[2] Bracketed terms refer to the recommended lesson structure (DfES 2003).

- How do three primary teachers in England who are positively disposed towards guided reading conceptualise their teaching of guided reading?
- How do they translate their stated understandings into observable practice?
- How do these teachers describe their journey to their current pedagogy, and the factors that have influenced it?
- How do children, as active co-constructors of knowledge, conceptualise the teaching and learning which they experience during a guided reading lesson?

My research is premised on the assumptions that a teacher's practice and understanding of that practice are socially constructed, and can be understood only in relation to the matrix of social, historical and cultural contexts within which these are realised; that teacher and pupils, as intentional beings, make behavioural choices; that the teacher's own interpretation of her actions is an important aspect of the data; and that the understandings of pupils, as stakeholders in the learning event, can also shed light on the meanings realised in this event. My intention is that the descriptions generated are 'rich', authentic and context-embedded, as described by Charmaz:

> Rich data are detailed, focused, and full. They reveal participants' views, feelings, intentions, and actions as well as the contexts and structures of their lives. (Charmaz 2006:14)

Within the framework of an interpretive case study, I draw on complementary data sources to re-construct theoretically three teachers' understandings of their own practice. I consider how each teacher has positioned herself[3] as a teacher of reading, and guided reading in particular, and the trajectory she has followed to arrive at her present-day position. In so doing, I contribute to the limited corpus of research evidence concerned with guided reading, the micro-dynamics of small group interaction and the less visible influences on the development of teachers as pedagogic agents. Although I engage little with issues of policy and pedagogy at a macro level, my findings should also be relevant to wider issues of curricular and pedagogic change, areas of crucial importance that remain topical as the current coalition government presses its own 'basics' agenda in the continuing campaign to raise literacy standards.

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[3] I refer to teachers generically as female on the grounds that I and all three case study participants are female, which simplifies issues of grammatical consistency.

1.4   The framework

My research is located in a socio-cultural theoretical framework which draws most significantly on the work of Basil Bernstein, which, in demolishing interdisciplinary barriers between sociology and linguistics, has belatedly found recognition by educationalists (Inghilleri 2002). I was attracted initially by the capacity of Bernstein's theory to describe systematically all levels of education, from the macro-institutional level of national policy to the micro-interactional level of specific classroom events on which my research is focused (Bernstein 1996; Moss and Erben 2000), and to accommodate issues of change and variation, and how these inter-relate the different levels (Bernstein 1996:198). Additionally, Bernstein provides a conceptual vocabulary which has demonstrated its power as an analytic tool in many empirical studies (*e.g.* Bernstein 1990, 1996; Moore *et al.* 2006; Müller *et al.* 2004) and forms the basis of my own analytic framework.

Little research exists applying a Bernsteinian framework to primary education generally or to literacy education specifically, and none, to the best of my knowledge, in relation to guided reading. I am therefore accepting Bernstein's own invitation to apply his theory in empirical contexts (Bernstein 1996). Within this overarching framework, I also draw on the theoretical perspectives of other theorists, notably Gee and those working in the tradition of Vygotsky. Central to my work has been Bernstein's (1990,1996) concept of 'recontextualisation' and the ways in which alternative pedagogic modalities are realised through the relations embedded in classroom interaction. In brief, recontexualisation refers to the reconstruction of knowledge as it is pedagogised for the purposes of schooling. As the cultural practice of 'reading' is imported into the school domain, it is necessarily changed into a different cultural practice, which I have termed 'learning-to-read'. During the transformation, decisions are made about what 'reading' and 'learning-to-read' mean, and how, in consequence, teaching children to read should be operationalised. Clearly there are infinite alternative possibilities, and the Strategy's decision to implement guided reading as described above was a matter of ideological preference. Ideology does not stop at policy level, however, and my particular research interest relates to what happens at classroom level, as teachers tasked with teaching guided reading transform it further into their own personal recontextualisation of the practice.

As they do so, the partner concepts of classification and framing come into effect (Bernstein 1996). In brief, classification reflects power relations, and separates categories or contexts: guided reading, in its differentiation from other classroom

practices, reflects strong classification. Framing reflects control relations between and within the classified categories, and can be stronger (teacher in control) or weaker (learners have a degree of influence). Framing and classification strength may vary independently, and framing may also vary independently across the different dimensions of pedagogic discourse, which Bernstein (1996) identifies as selection, sequencing, pacing and evaluation of the knowledge content to be acquired by learners (the instructional discourse), along with hierarchical rules which govern relations between participants (the regulative discourse). I discuss these concepts further in Chapter 3.

1.5   Mapping the route

Central to my motivation for engaging in this research and choice of theoretical perspective was a reflection on my own trajectory as a teacher of reading. I outline this in Chapter 2, and extend it into a consideration of the developmental journeys of teachers more generally as they negotiate a changing terrain of policy and practice. In Chapter 3, I situate my research within a socio-cultural framework, presenting learning-to-read in schools as a different cultural practice to reading within out-of-school life, and one in which the possibilities for learners' acquisition of knowledge and identity as a reader are influenced by the discourse of a particular classroom community. Central to this are relations of power and control, which are discussed within the theoretical framework provided by the thinking of Bernstein. I go on in Chapter 4 to discuss the practice of guided reading and its apparent roots in Vygotskian socio-cultural theory. By relating these to the Bernsteinian framework, I argue that there are sound theoretical reasons why guided reading might be considered a highly valuable pedagogical approach on account of its potential to benefit all children, a view not supported to date by research. The rationale established, I discuss the methodological and analytical approach to the research in Chapter 5. In Chapters 6-8, I present a case-by-case summary of findings with a theoretically informed interpretation, before engaging in critical cross-case discussion and further engagement with theory and research in Chapter 9 and, in Chapter 10, presenting concluding comments.

Chapter 2
Teachers in a landscape

Teachers' self-identity and educational ideologies are powerful mediators in terms of their interpretation and responses to imposed changes.

(Vulliamy et al. 1997:111)

2.1   Introduction

Borrowing a metaphor from Connelly and Clandinin (1999:2), teachers' professional lives are lived within a 'professional knowledge landscape' which extends across time and place, encompassing a wide range of inhabitants and relationships. For those teaching in England today, such as the participants in my research, that landscape has undergone cataclysmic upheaval in recent decades, and primary education is now, in many ways, a different 'place' compared with twenty years ago or more. My own interest in guided reading can also be traced back to a personal journey through different educational cultures within the pre-Strategy landscape. In this chapter, I provide a backdrop to the study by outlining my own journey, and considering some ways in which subsequent policy change has impacted on teachers.

2.2   A personal journey

From the outset of my research, I have remained conscious of my own positive leanings towards guided reading. Indeed the motivation for my study was an awareness that my views were not the norm amongst either teachers or academics. Beginning the research forced me to interrogate my own position towards guided reading and the teaching of reading more generally, which instigated a journey into my own past. This proved multi-layered, as examination of my initially simplistic views revealed clues which invited deeper exploration. As my theoretical reading expanded, I became aware of a continuous interaction between theory and remembered experience which brought about a series of reconstructions of the formation of my own identity as a 'teacher-of-reading'. Although the following autobiographical account is highly selective, it goes some way towards situating myself reflexively as a non-neutral participant in the study. It also introduces discussion of one significant change for teachers in general as they adapted from an individual to a guided group approach to the teaching of reading.

My interest was rooted in my history as a primary teacher with a passion for reading, language and languages. I was taught little about 'how to teach reading' when training to teach in the late 1970s, in common with many other teachers (Stannard and Huxford 2007). As a newly qualified teacher in School A, I was inducted by colleagues into a group teaching approach. The school had introduced systematic group teaching which emphasised both meaning and word recognition, including phonics, within a 'whole language' approach, an approach which was clearly bringing about successful learning for children in the early stages of learning-to-read, and was also appropriate, with adaptation, across the full primary age range. When I moved to Schools B and C, I found it challenging to adapt to the individualised reading systems which were prevalent in the 1980s and early 1990s in England (Cato *et al.*1992; HMI 1990,1996). 'Listening to readers' demanded a huge investment of teacher time while the other children were engaged in independent activity for significant periods, resulting in heavy demands in terms of class and time management. Additionally, all children read from different texts, gauged to be roughly 'at their level', without any clear focus and for very short periods, which precluded meaningful tuition or discussion. My response was to seek to implement teacher-led group reading, as in School A, but this proved problematic without the support of a legitimising school framework and, more practically, sets of suitable books, and I found myself making do, attributing my difficulties in developing learners to the shortcomings of the individualised system. It was only much later when, as English subject leader, I was able to institute a well-resourced whole-school group reading system that I was able to recreate a group reading system which was manageable and, although not formally evaluated, *appeared* to be effective for myself and colleagues in developing children's reading skills and attitudes.

While a teacher's perspective on what 'reading' means must influence her approach to planning and managing learning, a school's normalised practices must conversely shape and constrain the possibilities available to teachers, as above. In different places and at different times, a range of theoretical perspectives, or alternative recontextualisations, about what it means to learn to read and, in consequence, how to teach reading, have held sway. These are underpinned by assumptions which broadly fall into three paradigms: the psycho-linguistic, the cognitive and the cultural perspectives (Hall 2010). While aspects of these may overlap comfortably, others may be quite incompatible in terms of their translation into practice.

In my own case, school A forged an explicit but pragmatic synergy between phonic and 'whole word' approaches – falling within the cognitive domain – and psycho-linguistic, 'whole language' experience, based partly on a popular commercial literacy scheme, *Breakthrough to Literacy* (Mackay *et al.* 1978). However, a foothold within a socio-cultural framework was also provided through the emphasis on group learning, access for all to high quality literature and the expectation that learning should be relevant to children's lives. School organisational systems and resources supported the theoretical approach, while, significantly, new teachers like myself were helped explicitly to tune into the ways of the school by working alongside more experienced practitioners, strongly led by a knowledgeable deputy head-teacher within a community of practice (Lave and Wenger 1991). Not only were the underpinning principles clarified as we worked in partnership, but the deputy's commitment to enabling success for all children was a very real component of school practice.

Conversely, in schools B and C, school systems and resources reflected the dominance of the 'individualised reading' practices typical of the era. On a daily basis, children were expected to engage in 'uninterrupted sustained silent reading' while the teacher modelled the behaviours of 'being a reader' with her own book; in practice, however, hard-pressed teachers, like myself, used that time to catch up with brief bursts of 'listening to readers'. Intentions may have reflected sociocultural and psycholinguistic theory, but practice was far removed. The individualised reading curriculum was intended to support child-centred, personalised learning in which teachers supported children in reading self-chosen books at their own pace, intervening responsively through one-to-one 'hearing-readers' encounters, featuring discussion and support where needed. However, as observed by Stannard and Huxford (2007:17), 'teachers for the most part did not read the manuals; they just used the individual reading books', and 'hearing readers' as an effective teaching context very often foundered, as controversially highlighted by influential inspection reports in the 1990s (HMI 1991,1992; Ofsted1996).

The differences may be partly attributable to the phase of schooling, as I refer mainly to infant school (4-7) practice in School A, and junior school practice (7-11) in Schools B and C. However, the issues run deeper. In neither school B nor C did I encounter any theoretical explanation of routine practices. These teaching communities operated on the basis of hidden rules, which new teachers were expected to have acquired already, or to work out for themselves. Whatever a teacher's individual inclination, there was little option but to conform to existing practices, because of the constraints embodied in

the available resources (Stannard and Huxford 2007). Where all books came as single copies, individualised reading was the only real option; and where, additionally, classes were equipped with sets of 'comprehension' textbooks, unspoken expectations were heavily implied. If School A controlled teachers' practice explicitly, by providing establishing clear, well-justified explanations of what teachers should do, and monitoring compliance through collegiate ways of working, then Schools B and C controlled their practice indirectly, through routines and resources that shaped practice while leaving teacher understanding at a disadvantage. I recognise in my own story an attempt to maintain an identity as a successful teacher of reading (as I understood it) by operating in the same way across the very different conditions of the school cultures.

With hindsight, the approaches to the teaching of reading in schools A, B and C can be traced to the educational discourses of their time, the ways in which the professional knowledge landscape was governed and the ways in which schools as communities of practice operated. From the 1960s to the 1990s, primary education was characterised by a localised pedagogic discourse in which schools and teachers were left essentially to their own devices, with variable access to expertise, such as local authority advisory staff, and professional development of that period is described as 'often random and haphazard' (Stannard and Huxford 2007:7). Although a great deal of research and guidance relating to the teaching of reading was published, emphasising theoretical perspectives, teaching strategies and the role of the reading environment (*e.g.* Barrs and Thomas 1991; Meek 1982; Moon and Raban 1992), this knowledge was not routinely made available in the schools. The synergistic approach of school A was founded on the research-based knowledge of the deputy, who ensured that principles were understood by colleagues. Schools B and C exemplified the internal contradictions that could arise where practices with principled origins were not underpinned by either teacher understandings or resources.

The introduction of guided reading by NLS to all primary schools in England as a key vehicle for teaching reading, therefore, was very welcome to me. On the basis of my own experience with reading groups, I could see potential benefits in providing direct teaching and supported practice, and involving children in lively discussions and collaborative activities which deepened their understandings of many aspects of text in a dynamic oral forum. However, my appointment as a local authority literacy consultant in 1996, and as a teacher educator three years later, demonstrated that my own views were not shared by many teachers. In my experience, by the early 2000s, guided

reading was often either abandoned, or taught as what appeared to be a group version of individualised reading, as children read aloud in turn and answered their teacher's questions.

2.3 Problematising the new approach: anecdote and evidence

Although there was no conclusive evidence of how guided reading was being implemented nationally, what little research and evaluation evidence there was supported a view of guided reading as a practice that was not living up to potential. For example, according to Ofsted (2002), teachers took a long time to get used to guided reading. Group teaching had not been common (HMI1996), and NLS highlighted the challenges faced by teachers in balancing a planned lesson with the flexibility to respond to children's needs (Ofsted 2003: §3). Early difficulties included management of the wider class, time management, and resourcing issues due to teachers' unfamiliarity with appropriate texts (Goodwin and Routh 2000; Ofsted 1998, 2002, 2004). In addition, teachers needed to understand the new NLS teaching objectives and how to interpret them into pupil learning; teacher subject knowledge and the need to tailor learning activities to the needs of learners had been recurrent themes for inspectors for some years prior to NLS (Beard 1998; Troman 1996). A proliferation of published guided reading programmes helped teachers substantially, but at the risk of providing an off-the-peg lesson which was inappropriate for building learning with a particular group of learners (Fisher 2008; Ofsted 2003; Skidmore 2004). Reading aloud round the group replaced individual reading to the teacher, while patterns of interaction in the group context resembled those long common in whole-class teaching, resulting in a highly teacher-dominated discourse with low levels of learner participation and cognitive demand (Fisher 2008; Ofsted 2003). It seemed that rather than adopting the 'guiding' role that was intended, many teachers seemed to transpose more traditional interpretations of their role into the small-group context.

Problematising this situation led me to reflect on my own career, as above, leading me down diverse pathways which resonated with my readings of the theoretical literature. I became increasingly conscious of the powerful and persistent ways in which professional learning is shaped through experience: the role of the discourse community; the alternative conceptualisations of what it means to learn to read and be a reader, and the potential conflicts between principles and practice; the difference between explicit teaching and assumed development of proficiency through 'doing', and how these can work together; and the variation in individuals' understanding of a

common message. These various perspectives have shaped my research as I explore how teachers who *do* value guided reading conceptualise their practice and how they realise it through their interactions with learners. As a result, all will feature in the chapters ahead. First, however, I briefly discuss the development of teachers of reading in a changing 'professional knowledge landscape' (Connelly and Clandinin 1999).

2.4   Teachers in the landscape: a view of teacher identity

My intention is not to review the massive literature dedicated to teacher development and identity, but to discuss a particular perspective which has proved useful in terms of my research. My starting point is a definition of teacher identity as a 'sense of self as well as their knowledge and beliefs, dispositions, interests and orientations towards work and change' (Drake *et al.* 2001:2). The notion of individuals having a 'substantial' core identity rooted in their earliest experiences of social interaction, complemented by a multiplicity of 'situated identities', is long established (McCarthy and Moje 2002; Nias 1989), with the corollary that such situated identities may be subject-specific (Christie 2001; Drake *et al.* 2001). It is in this sense that I use the term in relation to teachers' situated identities as teachers of reading; as teachers of mathematics, for example, individuals may construct themselves quite differently (Drake *et al.* 2001).

It has been widely recognised that, compared with many other professions, teaching involves a substantial investment of the self, and therefore teachers' practice is influenced by a wide range of factors outside the domain of policy, including inspirational teacher role models; personal background; life experience; and lifestyle, in and out of school (Goodson and Hargreaves 2003). Nias (1989) observes that not only do teachers draw on their personal resources to teach, but they are in turn shaped by their on-going pedagogic engagement as they develop their 'teacher' identities across a range of contexts. In their research into teacher learning, Connelly and Clandinin (1999), finding that teacher interviewees often answered questions about *knowledge* with answers pertaining to *identity,* developed a framework in which knowledge, identity and context interact in the construction of what they term 'stories to live by' – teachers' narrative constructions of dynamic, situational identities played out within the professional knowledge landscape (p.2). For the teachers of today, such a landscape encompasses the constantly shifting terrain of policy and government requirements, and the immediate locality of school, community, colleagues and pupils, likewise in continuous flux, with all relationships played out within a cultural climate of assumptions and beliefs. The situation of professional learning within temporal

and contextual dimensions supports a view of teacher development as trajectory, drawing on the view that this suggests 'a continuous motion – one that has a momentum of its own in addition to a field of circumstances' (Wenger 1998:54). This useful concept establishes a sense of teacher as not merely a figure in the landscape, but an agent who plays an active part within it:

> Our identities incorporate the past and future in the very process of negotiating the present. They give significance to events in relation to time construed as an extension of self. They provide a context in which to determine what, among all the things that are potentially significant, actually becomes significant learning. (Wenger 1998:155)

The above perspective aligns well with a study which explores teachers' pedagogical understandings against the substantially altered professional knowledge landscape of recent decades, and how these impact on their behaviours. Their interview accounts can be read as 'stories to live by' (Connelly and Clandinin 1999), or 'ontological narratives... stories to make sense of how we experience ourselves and how we would like to be understood' (Somers and Gibson 1994, cited in Søreide 2006:529), which are understood to present the version of their beliefs and practice that they choose to make public.

The Foucauldian concept of 'subject position' strengthens the sociological perspective, shifting the emphasis from a view of individual as participant agent to one of individual as subject, positioned within a particular discursive structure. An individual will adopt a range of different subject positions across a range of social contexts and over time, but the term foregrounds the location of that individual within the matrices of power relations constituent of those contexts. This is not to imply that the individual teacher lacks agency. According to Søreide (2006), participation within a discourse offers a bank of off-the-peg subject positions with which teachers may choose to identify, while not precluding individuals from actively negotiating their own situated identities, resisting or distancing themselves from the positions offered and buying into alternatives. Such subject positions and feature prominently as 'narrative resources' in teachers' portrayals of identity as they describe their life-work trajectories (Søreide 2006). The concept of 'subject position' is one I have borrowed as an interpretive tool for my own research. As my interest is specifically in teachers' pedagogy, I refer to 'pedagogic subject position' (PSP). This is a term used by Christie (1995, 2001) who defines pedagogic subjects as 'persons who both participate in the construction of the discourse and who are shaped by it', thus enabling them to 'enter into possession of the "common knowledge" of a culture' (p.221). Her emphasis is therefore specific to the subject as learner within the pedagogic relationship, and she observes how

the different disciplinary discourses found in (secondary) schooling afford different positions to learners. Although the teachers in my study are themselves positioned as acquirers within the pedagogic discourse of policy, they are also positioned as transmitters. I therefore use the term slightly differently from Christie (1995, 2001) to encapsulate the apparent positioning of the teacher in *either* sense, on the basis of the available evidence.

The concept of pedagogic identity was of great interest to Bernstein in his later work. While his published work emphasised pedagogic identity at an institutional and systemic level, notably to critique policy, he also envisaged, if less precisely, teachers' and pupils' pedagogic identities being shaped by their 'lived experience' of the prevailing educational system (Bernstein 1996:66). Such a view implies that teachers' sense of self, and their orientations towards the features of the professional knowledge landscape, are likely to have changed as a result of the widespread changes in the English educational system in recent decades, to which I now turn.

2.5   The changing landscape

2.5.1   Policy change: construction of a problem

Many teachers of today have lived through very significant change in the pedagogic landscape, including the teacher participants in my study, all of whom were pupils themselves in very different times. All have therefore had to adapt their understandings and sense of the 'teacher' role in line with the educational culture of the times, as government massively strengthened control over curriculum, accountability procedures and ultimately teaching methods, regulating teachers themselves and also their approaches to teaching.

Prior to the introduction of the National Curriculum in 1989, schools and teachers were generally free to teach as they chose, within a weakly framed official pedagogic discourse (OPD) (Bernstein 1996). Many schools, particularly infant schools, followed a model of pedagogy popularised by the Plowden Report (Central Advisory Council for Education 1967) which embraced the Piagetian 'social logic of competence' (Bernstein 1996:44), emphasising 'child-centredness, school as a micro-community, individualization, learning by discovery and experience, the preference for a seamless, integrated curriculum over traditional subjects, creativity, the learning potential of play' (Alexander 2000:140). In Bernsteinian terms, such 'invisible' or 'competence-based' pedagogies are characterised by high levels of learner influence over learning activity

(weak framing), and also by weak classification, in that integration, rather than separation, of experience and knowledge is sought. Teachers were popularly viewed as facilitators rather than instructors, whose task was to establish conditions for learning and respond appropriately to the identified needs of each child. Although Bernstein's (1996) claim that competence pedagogies were typical of English primary state education of that period may be exaggerated, the weakly framed OPD legitimised schools' adoption of a pedagogical model of their own choice, and many primary schools, including schools B and C, used a pragmatic combination of pedagogies. If any single element of school practice was routinely associated with an invisible pedagogy across both infant and junior schools, it was the individualised approach to the teaching of reading, a point to which I return in Chapter 3.

The changes to the English pedagogic landscape from 1989 to 1998 were marked by a significant strengthening of framing and classification within the OPD which were equally significant at classroom level. Once government had determined broadly what knowledge children were to acquire, in the form of a strongly classified National Curriculum, it became possible to test the acquisition and monitor the delivery of that knowledge via a national testing regime, along with the new Office for Standards in Education (Ofsted) - 'the twin pillars of standards and accountability which define the key structures, responsibilities and working relationships of today's education system' (Stannard and Huxford 2007:3). The English educational system underwent massive change as a liberal humanist discourse was transformed into one of technicist-rationalist managerialism (Soler and Openshaw 2006), characterised by a relentless emphasis on 'standards'. In Bernstein's terms, a highly 'visible', or 'performance-based' pedagogy, had become a national requirement: subject-based, outcome-focused, explicitly instructional, briskly paced and extensively evaluated, enabling comparison of performance across children, classes, schools and counties, as well as over time.

Reading was under the spotlight from the start. Reading standards had been intermittently subjected to harsh criticism for years from politicians and the media, despite a lack of reliable evidence that standards were falling (Brooks 1997), and the 1990s brought severe criticisms from the inspectorate of individualised approaches to the teaching of reading (HMI 1996), while quantitative national and international test results presented a picture of extensive under-achievement (Beard 1998). Under the 'normalising gaze' of the new performativity culture (Webb 2006), what was 'normal' was what government defined as what *should* count as 'normal', and the value-

judgements of the new tests and inspections at whole school level were publicly available in the interests of the new marketplace economy.

The consequence was that performance previously described in qualitative terms of 'difference' was now viewed in statistical terms, and, significantly, by classifying and labelling children in terms of attainment levels, also carried a moral dimension. Socially constructed judgements of inadequacy, selectively amplified by the media, fuelled a growing impression in the mid-1990s that education was in crisis and required urgent centralised action (Soler and Openshaw 2006).

As what counted as being a good reader changed, so did what counted as being a good teacher of reading (Webb 2006), and teachers whose previously adequate performance were judged to be lacking were effectively repositioned as failing teachers. The evaluation regime levered schools and teachers into compliance with government wishes, by means overt and covert, through a 'normalising gaze, a surveillance that makes it possible to qualify, to classify and to punish' (Soler and Openshaw 2006:5).

The educational climate of the mid-1990s was therefore characterised by high levels of challenge and accountability by government educational agencies, but little support (Barber 1996). By 1998, government intervention in curriculum was no longer new. The National Curriculum (DfE 1995), testing and Ofsted inspection were familiar landmarks within the professional knowledge landscape. By now seasoned inhabitants of that landscape, teachers were familiar with its discourse; they understood the 'rules' of the new landscape and could position themselves strategically within it. The conditions were established for the introduction of the National Literacy Strategy (NLS).

2.5.2 NLS: construction of a 'solution'

Although only in 1991 the official line was that 'questions about how to teach are not for Government to determine' (Clarke 1991, cited in Alexander 2000:542), by 1998 government was intervening directly in the teaching of reading through the mechanism of the Strategy.

NLS embodied a significant and comprehensive recontextualisation of the literacy elements of the primary English curriculum. A highly visible 'performance' pedagogic model, strongly framed in every respect, was essentially imposed, and although not mandatory, was required to be adopted by all primary schools unless they could

demonstrate approaches at least as effective (Vulliamy and Webb 2006). There were three key elements. The NLS *Framework for Teaching* (DfEE 1998a), in the short term, was intended to 'generate a common and practical progression of objectives to support teachers and steer their planning', while in the longer term it was to 'create an agenda for professional development' (Stannard and Huxford 2007:46). Meanwhile, the 'literacy hour' provided a dedicated curricular space for the teaching of literacy, within which the third central element provided a regulative structure for the activity of teacher and learners - a battery of recommended teaching approaches, including guided reading. The whole package was so radically different from traditional practice in England, such as that described by Galton *et al.* (1999), that teachers had to navigate their way through a radically altered professional knowledge landscape.

It is beyond my scope to discuss the origins, implementation and evolution of the Strategy further, but in the next chapter, I discuss specific issues relating to the shift from individualised patterns of reading teaching to group teaching. I now conclude the current chapter by considering the impact of the upheavals in the professional terrain on teachers' sense of self.

2.6   Identity work

The events of the 1990s impacted on teachers in many ways, not least in the relationship between self and work. For example, Woods and Jeffrey (2002), observing that teachers were being repositioned as technicians in possession of a repertoire of competences, and powerless where previously they had enjoyed high levels of autonomy, suggest that for many the close association between self and their professional lives was ruptured as they experienced the privileging of competencies over their personal qualities. Teachers who had invested their personal resources so heavily in their work that they presented a relatively unitary identity, as described by Nias (1989), were found to engage in active 'identity work' to maintain their sense of self as person and professional in the new landscape. This often entailed splitting off their 'personal' identity from that which was socially assigned within the new regime, and active negotiation of their positions within the altered discourse (Søreide 2006). Effectively recontextualising the new landscape on their own terms, they exercised choice in the positions adopted, sometimes reinventing their teaching identities (Troman 2008; Vulliamy *et al. 1997*; Woods and Jeffrey 2002). According to Vulliamy *et al.* (1997), 'Teachers' self-identity and educational ideologies are powerful mediators in terms of their interpretation and responses to imposed changes' (p.111).

Such responses are wide-ranging, and more complex than merely 'compliance' or 'resistance' (Troman 2008). According to Connelly and Clandinin (1999), teachers alter their 'stories to live by' in a range of ways, for example by refusing to accept the assigned identity, while defending the previous identity; 'game playing', characterised by superficial acceptance, as during inspection; and 'realignment', a coming to terms with the new regime through a process of accommodation and assimilation (Woods and Jeffrey 2002). Vulliamy *et al.* (1997) note how teachers' interpretation and responses to change are mediated by their views of self and existing ideology, and how constructive enhancements of practice can occur as teachers 'take on new ideas which are readily accessible... and make a direct contribution to classroom activities', citing a 'practicability ethic' (pp.110-111). In relation to the above, my own response to introduction of NLS guided reading was clearly mediated by my longstanding predisposition towards group teaching, which had already manifested itself through attempts to resist and change practices which were incompatible with my view of 'good reading teaching' and myself as an effective reading teacher. For other teachers, who may have been very confident as teachers of individualised reading, it was NLS which threatened their existing identity, and many were forced to reinvent themselves as teachers-of-reading. For the teachers of today, the performativity culture creates infinitely higher stakes.

In terms of my research, I am interested in how teachers have become committed to the guided approach, and how they have constructed pedagogic subject positions which maintain a coherent identity as the 'teacher-of-reading' self they wish to inhabit while also complying with official requirements. In subsequent chapters, in order to conduct a theoretically informed exploration of their beliefs and practice, I discuss the potential of guided reading as a practice from different theoretical perspectives.

Chapter 3
Guided reading as Discourse: a socio-cultural perspective

The way they are taught conveys powerful messages to children about the types of learners they are assumed to be, and children tend to accept these messages.

(Hall 2003:194)

3.1   Introduction

In this chapter, I relate several theoretical and empirical sources which have informed my thinking, and introduce a range of concepts central to my research. I consider how both children and knowledge are transformed as they are reconfigured as part of the machine of schooling, with attention to the implications for practice in guided reading. Drawing on Bernstein's concepts of 'specialised knowledge' and 'vertical discourse', I argue that if certain pedagogical approaches may offer advantages over others in making specialised knowledge accessible to all learners, it is well worthwhile to investigate ways in which different teachers understand their role as knowledge transmitters. By theorising the discourse of individualised and guided reading, I suggest some reasons why the transition to guided reading may have proved challenging for teachers.

3.2   Socially situated identities

3.2.1 Discourse and schooling

My research is underpinned by an understanding that in schools, living is 'done' differently from out of school, and operates under different sets of discursive rules. People behave differently and engage in different practices, and, in particular, classroom talk is far removed from the everyday discourse of home (Willes 1983). For example, children are typically expected to 'bid' to talk in a class context, while teachers pose non-authentic questions designed not to seek genuine information, but to evaluate the respondent's ability to provide a 'correct' answer (Mercer 1995; Myhill 2006; Willes 1983). The classroom has a discourse of its own, which corresponds to what Gee (2008) refers to as 'big-D' Discourse:

> Discourses are ways of behaving, interacting, valuing, thinking, believing, speaking and often reading and writing, that are accepted as instantiations of particular identities (or "types of people") by specific groups . Discourses are ways of being "people like us". They are "ways of being in the world"; they are "forms of life"; they are socially situated identities. They are, thus, always and   everywhere social and products of socially situated identities. (Gee 2008:3)

Such a perspective holds that children are initially socialised within a primary Discourse of home and community, 'learning the ways of being, doing and interpreting that are the ways of their particular community' (Painter 1999:67) and coming to see themselves in ways that reflect their positioning within that Discourse. Subsequently, they engage in a variety of secondary Discourses including those of formal schooling, within which they assume the socially situated identities of pupil and learner, constructed experientially through their induction into the classroom community. These identities are not the same, as 'pupil' denotes social positioning relative to the power structures of the school, while 'learner' implies, rather, a relationship between the individual and the acquisition of knowledge. Classroom Discourse may position children as learners, but always positions them as pupils, because classrooms, in order to function, must establish relationships and ways of working that are adopted by their members. According to Christie (2002):

> ...a particular kind of consciousness is constructed, involving the building of a willingness and capacity... to accept methods of defining what counts as knowledge, what counts as acceptable ways of working with the knowledge, and what counts as acceptable performance in demonstrating a capacity to use such knowledge. (Christie 2002:29)

Although the acquisition of a 'pupil' identity may be viewed as a restrictive mechanism of control, it can equally be considered an instrument of empowerment which orientates children to new ways of thinking and alternative views of self that extend and complement the identities constructed within their primary Discourse. As such, schooling has the potential to interrupt social reproduction (Bernstein 1990:159). Whether this is emancipatory or not depends on the specific way in which the actions of the school impact on children's learning and sense of self.

From this point, I adopt Gee's terminology of 'big-D Discourse' to refer to cultural contexts that ascribe identity through 'ways of being in the world' (Gee 2008:3), as opposed to the more general sense of 'discourse' as 'talk' ,or the more specific meanings condensed in Bernstein's 'pedagogic discourse'. Pedagogic discourse is defined as 'the specialized communication whereby differential transmission/ acquisition is effected... the rule which embeds a discourse of competence (skills of

various kinds) into a discourse of social order' (Bernstein 1990:183), and embodies the principles by which Discourse as 'ways of being' is reproduced.

3.2.2 Identity

Gee (2008:155) likens participation in a Discourse to engagement in a particular sort of dance, identification of which cues the dancers into what to do and how to do it, thereby enacting a recognisable identity as competent participants in that dance. There are, of course, many dances and Discourses, and as children grow older, they participate in a proliferating number, learning to switch the identity they enact and its concomitant behaviours as they move smoothly between these. By 'recognising and getting recognised as certain kinds of *whos* doing certain kinds of *whats*' (Gee 2008:56), children construct a situation-specific identity which entails adopting - or resisting - the 'pedagogical subject positions' (Bourne 2001; Christie 1995, 2001, 2002) constructed for them as they engage in the discursive practices of 'doing school'. Christie (1995) notes that such subject positions are multiple, overlap and can be subject-specific. To the extent that the routines and relationships of guided reading are differentiated from those of mainstream class teaching – *i.e.* it is a strongly classified context - guided reading may be viewed as a kind of sub-Discourse which affords specialised subject positions in terms of what it means to be a 'successful reader' and 'good pupil' in that context – and, for that matter, 'good teacher'; and which may also offer potential to vary the nature of the Discourse to create opportunities for alternative forms of interaction, points to which I shall return.

3.2.3 Learner positioning

Research has demonstrated how pupils are positioned as pedagogic subjects by their teachers in ways that are far from value-neutral, but influenced by a wide range of factors including constructions of gender, ethnicity, ability and social class (Benjamin *et al.* 2004; Bernstein 1990). Such constructions can directly influence the educational provision which is provided, reinforcing existing advantage or disadvantage. For example, preconceptions of individuals' 'ability' can result in differentiated forms of interaction which, although well-intentioned, afford unequal opportunities for learning, all the more pervasive in that much of the interaction is non-verbal (Bourne 2003). Teachers in the UK and USA have been found to attribute underachievement by working-class children to a deficit in the children themselves or their home support

systems, thus deflecting teachers' own role in the learning process, while restricting the learning opportunities on offer (Dunne and Gazeley 2008; Irvine and Larson 2001). Additionally, children's willingness to be positioned in relation to National Curriculum testing regimes can influence teachers' views of them, in interaction with other indicators of difference of difference such as gender (Hall *et al.* 2004). The traditional centrality of reading in the primary curriculum accords particular salience to children's positioning as readers, and being considered a 'successful reader' matters, particularly in the current climate of high stakes assessment, when children are positioned not merely as learner participants in classroom Discourse but also as commodities to be evaluated (Hall *et al.* 2004).

Children themselves are active in accepting or declining the subject positions on offer, usually in relation to the identities which they wish to inhabit in relation to their peers, and varying in response to a 'constellation of multiple and intersecting indices of difference, together with the schools' own formal curricular and policy cultures' (Benjamin *et al.* 2003:556). Bourne (2001) observes how children often find ways of engaging in alternative discursive practices of their choice when outside the immediate surveillance of their teacher. Meanwhile, research has shown how less successful literacy learners, particularly boys, may take strategic action to disguise their lack of proficiency from their peers. Where such tactics involve a reduction in reading, such learners, while saving face, reduce their practice opportunities and risk disadvantaging themselves further relative to their peers (Anderson 2009; Moss 2000, 2007a). Investment in alternative subject positions can come at a cost.

Also highly significant in determining the kind of pedagogic relationships and learning opportunities that are made available within the sub-Discourse of guided reading are the teacher's assumptions about to what learning to read means, what guided reading in particular means and what counts as being successful in this process.

3.3   Discourse misalignment: constructing failure

It is well-documented that many children from backgrounds of socio-economic disadvantage, and minority cultural and ethnic groups, fail in formal education systems in the UK and other countries (*e.g.* OECD 2013), and, according to Alexander (2000, 2008), disadvantaged children remain disadvantaged in the education system. Research has recurrently demonstrated the role of socio-cultural factors in the construction of educational failure, not least the nature of the critical relationship

between participation in the Discourses of home and school, which differ for some children more than for others (*e.g.* Heath 1983; Moore 2004; Rose 1999).

As young children experience primary socialisation through on-going participation in community-specific forms of interaction, they develop an orientation to 'certain ways of being, doing and saying as legitimate and reasonable in their communities' which shapes their developing consciousness (Hasan 2002:120). Different home activities contribute towards the construction of differential orientations towards literacy, such as reading stories aloud, which offer opportunities for the adult to draw the child's attention towards important features of the context, such as the relationship between story and illustrations and the kind of problems that arise in stories (Rose 2004). More pervasively and fundamentally, however, participation in everyday interactions leads to the development of ways of talking and thinking, ways of understanding and participating in the world. In the words of Hasan (2002) pre-school children have already accumulated:

> ... massive experience of specific ways of saying and meaning that, orienting them to certain ways of being, doing and saying as legitimate and reasonable in their communities, has established different ways of learning, different ways of solving problems, different forms of mental disposition. (Hasan 2002:120)

Such dispositions are acquired rapidly and invisibly as children 'tune in' to the everyday transactions which they observe and in which they participate (Bruner 1996, cited in Hall 2003). The more routine practices are, the more likely they are to be internalised and naturalised by young children, because 'routinization... means a suspension of reflection' (Hasan 2002:120). Children's resulting linguistic behaviours, orientations towards literacy practices and 'epistemic mentality' (Claxton 2002:24) may, or may not, align with the expectations of school. Heath (1983) observes how 'mainstream' children – those whose home Discourses are well-aligned with those taken for granted within the formal education system, typically from middle class backgrounds and the dominant ethnic and linguistic cultural community – tend to progress seamlessly from participation in the practices of the home to those of school. For others, however, the transition represents a discursive rupture as they encounter 'officially sanctioned and defined notions of acceptable pedagogic practice, with corresponding notions of a pedagogic subject position and of a pedagogic knowledge' (Christie 2002:29).

Heath's (1983) ethnographic observations of community life over an extended period enables her to reveal the values, attitudes and tensions integral to particular Discourse communities, and the issues encountered by young children whose competence in

their own community literacies is not recognised in school. This is not necessarily intentional, because, as Delpit (1988) notes, those with power are often unaware of it, unconsciously normalising their own experiences to construct others as deficient. The normalising culture of educational regimes, in privileging uniformity, selectively excludes; according to Moore (2004:338), 'those who have historically succeeded continue to do so, which those who have not continue to struggle'.

Children whose orientations are less well aligned with those of the school are more likely to struggle with early schooled literacy practices, resulting in evaluation based more on their tacit pre-school acquisition of semantic habits than on their school learning (Bourne 2000; Rose 2004). In comparison with peers' performance and teachers' expectations, they fall short, and, labelled as inadequate learners, are stratified in the lower reaches of the normalised spectrum of ability. Although remediation processes and other forms of differentiation (such as the 'ability groups' prevalent in English classrooms) are intended to improve children's literacy skills, such practices can be counter-productive as learners may be offered a simplified curriculum which deny them access to knowledge open to their peers. According to Bourne:

> ...stratification leads to less successful acquirers being offered 'operations, local skills rather than the exploration of principles and general skills and the pacing is likely to be weakened' (Bernstein 1990:77). Thus the consciousness of students is differentially regulated according to social class background. (Bourne 2004:65)

3.4   Guided reading: reflections

Guided reading presents – or *may* present - an intensive interaction with text, teacher and peers. On the one hand, the stratification of groups initially recommended by the Strategy (DfEE 1998a) may, if long-term, reinforce the class reading hierarchy, the organisational schemes and visual cues from the books themselves frequently providing highly visible indicators of children's judged reading proficiency (Moss 2000). There is also a danger that a teacher's preconceptions about children and their 'ability', typically inferred on the basis of National Curriculum tests, assessment rubrics such as 'Assessing Pupil Progress' (DCSF 2009) and possibly tacit judgements made on the basis of such factors as gender or socio-economic class, as above, may lock individuals into particular 'attainment' groups. In such cases, as noted by Bourne (2004, above), although differentiation is intended to support successful learning, this may constrain opportunities for learning and compromise success in reading and self-concept as learner for certain children, typically those deemed 'less able' (Hornsby

2000).There is no requirement, however, that guided reading should operate with fixed groups. For example, Hornsby (2000), in New Zealand, advocates what he terms 'ability groups' for children in the earliest stages of reading which are needs-based, but 'flexible and based on constant and systematic observation and assessment' (p.54), while Saunders-Smith, in the United States, alters the terminology but concurs:

> …ability groups do not have a place in classrooms today… instructional groups are homogeneous… children who know and use the same concepts, skills, and same way and at the same pace right now… homogeneous groups are relatively short term in nature. (Saunders-Smith 2009:44-45)

Hornsby (2000) also suggests that grouping children who have mastered decoding 'in ways that allow them to read about a common interest or topic' (p.54) is perfectly appropriate.

Conversely, the immediate and sustained availability of the teacher to a small group of children, combined with a judicious choice of text accessible to all, potentially creates conditions for all children to succeed and perceive themselves as successful learners within the lesson context, as the teacher can control the situation to this end. Additionally, a small group opens up interactional possibilities which would be challenging or impossible in a whole-class context. For example, bidding to speak becomes less appropriate in a small group, and it is possible for genuine discussion to take place, as opposed to question-and-answer routines. By suspending 'hands up', and encouraging and supporting children to engage in more authentic dialogue, a teacher could change the nature of the interaction to create a sub-Discourse in which it is legitimate for children to talk to each other and contribute as they see fit. The consequence would be a more authentic dialogue around text in which children come to see themselves more as learners than pupils, and as readers whose thoughts, opinions and questions are valid and of significance. To do so, a teacher would need to reframe the context to create 'new' conditions and make these explicit, and to establish the delicate balance of enabling children to act as agentive learners while maintaining her own instructional role and securing the intended learning. The intentional transformation of a Discourse to transfer control of dialogue requires careful management and mediation (King 2001; Swain 2010). It may also be possible, if challenging, for a teacher to design a guided sub-Discourse in ways that bridge orientation gaps, to help children experience success and progress in developing the specialised knowledge that is central to the purpose of schooling.

3.5　The Discourse of schooling: the matter of knowledge

3.5.1　Recontextualisation

According to Bernstein (1996), the concept of schooling is predicated on an understanding that highly specialised knowledge is unlikely to be gained through participation in authentic community practices, its Discourses having evolved to equip young people cumulatively with the kinds of knowledge that are valued within the culture in question. Just as children are reconfigured as pupils and learners, so are areas of knowledge reconfigured for the purposes of schooling, and these transformations are directly related to each other. As noted by Maton and Müller (2007), Bernstein was interested not merely in the transmission of knowledge, but the nature of knowledge itself, and I now consider the implications of his conceptualisation of knowledge and suggest that guided reading offers the flexibility to support effective learning.

In Bernstein's view, the nature of any recontextualisation is ideologically motivated, reflecting particular assumptions about the nature of learning, learners and the content area along with broader ideological preferences, and 'the reconstituted logic of a discipline and the optimal pedagogic learning sequence might overlap only by default' (Müller 2006:24). Learning-to-read in school, therefore, can be a quite different practice from reading out of school, as the recontextualised practice is specifically intended to promote cumulative knowledge acquisition, and to enable engagement in the practice of schooled reading.

Educators, or politicians, determine what young people require to learn in school as well as what is not required, and establish a curriculum specifying a greater or lesser degree of detail and prescription. The content areas of the curriculum are imported from the outside world into the school arena and altered for this purpose, whether by educators in the academic and professional domains, the educational publishing industry or a combination of such agents. To make it teachable, knowledge has to be selected and sequenced, and ways of evaluating whether it has been successfully acquired by learners are devised (Bernstein 1990; Christie 1995). Learning-to-read and accordingly the teaching of reading can be recontextualised in alternative ways, each with its own pedagogic implications, generating alternative Discourses, such as that of the Strategy in the early 2000s.

3.5.2 Pedagogic discourse

Christie (1995) explains the concept of pedagogic discourse (small-d) from a
Bernsteinian perspective:

> Primarily, it is intended to capture a sense of the social practices involved in
> educational activities, and, quite fundamentally, the principle or principles that
> determine the structuring or ordering of these ... both of these are realised in
> distinctive patterns of classroom text construction… (Christie 1995:223)

Such principles, or rules, are categorised as instructional discourse (ID) and regulative
discourse (RD). ID is defined as 'having to do with the "content" to be taught and
learned' and RD as 'having to do with the goals, purposes, and directions of the
teaching-learning activity' (Christie1995:221), and Bernstein presents the ID as
embedded in RD. Both derive from the ideologically motivated recontextualising
principle which selects and sequences knowledge for pedagogic transmission, itself a
higher-level regulative activity (Gamble and Hoadley 2008). Bernstein's own view of
regulative discourse changed over the course of his writings, and more recently
(1996:32) his view of RD as 'rules which create social order' was rebranded as
'hierarchical rules', thus shifting the emphasis (in a school context) to relationships
between teacher and learners, and it is in this sense that I deploy the term.

The ID/RD distinction is not unproblematic in practice, as the embedding relationship
means that RD and ID can be difficult to isolate (Hoadley 2006). A single comment, or
gesture, for example, can combine the regulative and instructional, as in Bolton's
(2008) study of art teaching; in a context of activity, a comment such as 'Don't mix the
paint like that' (p.11) may refer to social control but also instruction in art techniques,
combining the voice of teacher-as-controller and teacher-as-art-specialist. Hoadley
(2006), researching in 'less functional contexts' in South African schools, additionally
notes that an emphasis on social control and activity management can in theory lead to
'a collapse of the instructional discourse into the regulative discourse' when no
instructional 'message' is communicated (p. 29). In terms of guided reading, a 'how'
(RD) is offered for teachers to transmit a 'what' in the form of *Framework* objectives
(ID), and so, returning to Christie (1995:221), the way in which teachers manage the
'goals, purposes and directions of the teaching-learning activity' (RD) enables the ID to
generate the intended learning. Both ID and RD can be conceptualised in terms of the
two interrelated concepts of classification and framing, which can serve as 'conceptual
instruments' (Morais *et al.*2004:77) for analysing relations of power and control, and
play an important part in my own analysis of pedagogic interactions.

Classification, reflecting power relations, refers to boundary strength between contexts or categories of discourse. Guided reading, as a Strategy-defined pedagogic context, is strongly classified in its distinctiveness from other classroom contexts; it is discrete, timed, involves specified reading groups, follows its own internal structure. However, it could be otherwise. For example, American guidance recommends that children are selected to participate in guided reading on a day-by-day basis, groups fluctuating according to purpose (Saunders-Smith 2009). In such cases, classification is weaker. Strong classification (C+) creates and maintains boundaries, while weak classification (C-) is integrative, weakening or permeating boundaries (Bernstein 1996). Classification strength is established and maintained by control relations operating within and between categories, referred to by Bernstein as 'framing'.

Bernstein (1990) states: 'If classification regulates the 'voice' of a category, then framing regulates the form of its legitimate message' (p.100). Framing relations – whether at policy (macro) level or micro (classroom) level – determine what counts as legitimate within the prevailing regime of power and control. In the classroom, strong framing (F+) is characterised by strong teacher control, with correspondingly little opportunity for learners to influence the course of the interaction, although with the possibility of 'space for negotiation' (Bernstein 2004:198). Although weak framing (F-) accords greater responsibility to learners in terms of what they do and how they do it, Bernstein (1990) notes:

> Where framing is weak, the acquirer has more *apparent* control (I want to stress apparent) over the communication and its social base. (Bernstein 1990:36)

This reflects the social reality that schools necessarily embody relations of power and control, and the business of transmitted specialised knowledge necessitates strong framing at the level of both school and classroom because:

> School discourses are goal focused, curriculum oriented, sequential and hierarchical, driving towards socially set ends. Thus, within them there is limited opportunity for local classroom negotiation, either for teachers or pupils. (Bourne 2003:500)

Bernstein emphasises that neither strong nor weak framing is good or bad in itself, but indicates how different combinations of framing and classification strengths characterise quite different pedagogies, identifying models which are 'performance' and 'competence' based. Within the Strategy's strongly framed and classified 'performance' pedagogy, guided reading is expected to have clearly delineated learning objectives, explicitly shared with children; a discernible lesson structure; a brisk pace; and

emphasis on achievement of the intended outcomes. These aspects of practice correspond to what Bernstein (1996) considered the dimensions of ID: evaluation, selection (learning content, materials), pacing and sequencing. Meanwhile, the hierarchical rules of the RD are also strongly framed through the emphasis on teacher as manager, instructor and assessor.

3.5.3 Vertical discourse, sequencing and the Strategy

Central to the Strategy's *Framework* (DfEE 1998a, DfES 2006b), and new to English primary education, was a sequence of objectives which defined an explicit progression of learning across the primary years, intended to enable children to perform at an expected level in national tests. As such, the Strategy appears to have sought to develop in children an explicitly detailed body of knowledge and skills which is increasingly specialised, or 'uncommonsense' (Bernstein 1996), as it diverges from the everyday, 'commonsense' knowledge of life outside school, and guided reading formed part of the Strategy approach. The crucial difference lies in the organisation of two forms of discourse giving rise to everyday and specialised knowledge. Everyday knowledge is associated with a 'horizontal discourse', strongly embedded in specific cultural contexts, and thus varies from one context to another, with the elements of knowledge acquired unrelated to each other in any structural way (Bernstein 1996:157). This is exemplified by Moss (2001), who shows how children develop, through talk, a body of knowledge about particular horror films which is so bound to the social and cultural context that when the films lose their currency, children move on to something else, the knowledge gained being left behind as part of the 'horror films' experience. By contrast, vertical discourse 'takes the form of a coherent, explicit and systematically principled structure' (Bernstein 1996:157) within which knowledge is related 'at the level of meanings' (p.158). For example, discussion in a guided reading lesson about the ways in which a persuasive text is structured is not arbitrary and context-bound, but is built in to a learning-to-read package which binds it to past and future learning in a principled manner. According to Bernstein (1996), it is the vertical discourse of schooling that makes possible the acquisition of specialised knowledge.

For Bernstein, the opportunity for all to acquire specialised knowledge is fundamental to reducing social inequality, and he is clear that the purpose of schooling should be to distribute such knowledge to all children. However, Christie (1998) notes that the accretion of specialised knowledge, compared with everyday knowledge, 'is effortful, it tends to take time and it normally requires some assistance in its mastery' (p.52).

Contributory to that 'assistance' is the way in which it is packaged – selected and sequenced - for teaching purposes, along with the nature of the teacher-controlled forms of interaction, such as guided reading, which support, or obstruct, the acquisition of knowledge.

3.5.4 Sequencing

Fundamental to the vertical discourse of schooling is sequencing:

> What is known now gains its significance from what comes next, as well as what has gone before. In this sense knowledge enacted at a particular moment in formal settings is not self-contained, but always points both onward and back, creating strong developmental trajectories. (Moss 2001:155-156)

Sequencing occurs at all levels of pedagogic discourse from individual lesson to the phases of schooling in their totality, because, although learning need not be linear, certain knowledge needs to be acquired as precursor to more specialised learning; according to Moore (2006:23), 'there has to be some form of specialisation of consciousness continuum in play'. This is not to deny a place within schooling for horizontal discourse, as different interactional contexts may enable discourses to take varying forms along the vertical/horizontal continuum. Indeed, both may be found within a single lesson, legitimised in accordance with the teacher's pedagogic intentions (Bourne 2003, 2004), and Bernstein notes:

> As part of the move to make specialised knowledges more accessible to the young, segments of *Horizontal discourse* [Bernstein's italics] are recontextualised and inserted in the contents of school subjects. (Bernstein 1996:169)

The word 'recontextualised' is important. As Moss (2001) observes, the simple transposition of everyday segmental knowledge into the pedagogic arena automatically changes its nature, repositioning it within the vertical discourse of school. From this perspective, a teacher who selects popular texts such as cartoons for guided reading automatically relocates them in the prevailing knowledge hierarchy of learning-to-read. This is particularly salient in the case of Strategy learning-to-read practice. A year 2 teacher, for example, might seek to capitalise on children's enjoyment of comics to develop the learning objective of 'explain reactions to texts, commenting on important aspects', while a year 6 teacher might draw on comics to develop children's understanding of how to 'recognise rhetorical devices used to argue, persuade, mislead and sway the reader' (DfES 2006). Although classroom activities in the early

years of schooling, particularly, may focus on enabling children to manipulate the commonsense knowledge of their everyday lives (Christie 1998), from a Bernsteinian perspective this is a first step on the ladder of vertical discourse, now enshrined in the Early Years Foundation Stage curriculum (DfE 2012).

Where children's home and school literacy Discourses are misaligned, issues of sequencing play a major role in reducing their chances of success. Writing in Australia, where academic failure among Indigenous children is high, Rose (2004) explains the pervasive role of sequencing in constructing serial educational failure:

> …practices across the secondary school curriculum implicitly assume and evaluate orientations acquired in upper primary, and practice in middle-upper primary assume and evaluate orientations acquired in early school years, which in turn assume and evaluate orientations to written meanings acquired through parent-child reading before school. (Rose 2004:94)

Rose observes that where a baseline of student knowledge is assumed, and viewed as the responsibility of a preceding phase, schools themselves are often not sufficiently inclined or resourced to provide appropriate intervention. Guided reading has a role to play here. If viewed as a targeted response to learner need, it should have the capacity to provide a catch-up mechanism at all levels of schooling. Although perhaps unlikely in itself to be sufficient for students with literacy difficulties in the higher levels of schooling, the Strategy clearly saw it as playing a core role in provision for children at risk of falling behind in primary school (DfES 2001,2002), and also introduced it to Key Stage 3, as an intervention for struggling readers but also as a mechanism for extending critical literacy skills with more advanced readers (Key Stage 3 National Strategy/NATE, 2003).

A recent speech by Her Majesty's Chief Inspector, Sir Michael Wilshaw, suggests that the issue of sequencing may have been recognised by those currently mandating policy in England:

> In most cases, if they can't read securely at seven they struggle to catch up as they progress through their school career. Without reading and writing skills they find it difficult to access the curriculum and achieve well in their examinations…If children possess a limited vocabulary or are not confident in their speech when they start school, they are likely to struggle with reading and writing as they move into Key Stage 1… (Ofsted 2012)

Wilshaw goes on, however, not to propose ways to support early literacy development and offer catch-up intervention, but to devolve responsibility for solving the problem to inspectors and teacher trainers. Yet many schools – including all three featured in my

study – have enabled children to make significant gains from a very low starting point. This may represent solely the high level of effectiveness of the individual schools, regardless of method; but may equally reflect the ways in which they have chosen to deploy resources and approaches heavily recommended by the Strategy, such as guided reading, as both mainstream teaching approach and catch-up mechanism. However, if in Alexander's (2000) words, 'the real power of pedagogy resides in what happens between teachers and pupils' (p.551), then it seems probable that, regardless of 'method', those schools which make a real difference for their pupils have found ways of managing classroom interaction which powerfully support learning.

3.6   Pedagogic modality

3.6.1 Characteristics of visible and invisible pedagogies

Bernstein (1990) locates pedagogies on a visible-invisible continuum, a sliding scale of clusters of classification and framing values, a conceptualisation which informs my own analysis of guided reading lessons. Visible pedagogies emphasise performance - what learners can do - with the rules of evaluation, or the legitimate text to be produced by the learner, explicitly made known to all. Sequencing is prominent, as past learning is related to future knowledge in an explicit vertical discourse. Visible pedagogic practices embody strong classification and framing values, emphasising sequence, pace, an explicit hierarchy and, above all, clear criteria for success. The teacher's role is to design learning sequences and instruct learners in such a manner that they demonstrate achievement of the required outcomes. Strategy literacy teaching embodies a highly visible pedagogy at the level of both policy and classroom, with guided reading a highly visible component within it.

Invisible pedagogies, conversely, privilege process over outcome, and the rules of evaluation are known only to the teacher; learners are considered to be developing, and will produce the required text when developmentally ready. Thus the learner's assumed 'competence' is emphasised, located within the present and developing at an individually appropriate rate. With an emphasis on learner autonomy and self-regulation, the teacher's role is facilitative rather than instructional, aimed at creating conditions for learning activity which will promote development towards an innate 'potential'. These are embodied in weak classification and framing, and as example Bernstein (1996) points to the 'progressive' or 'child-centred' pedagogic approaches popularised in the 1970s and 1980s, when integrated approaches to curricular learning

and the organisation of the school day were common, often accompanied by individualised learning programmes intended to enable children to learn at their own pace.

3.6.2 Pedagogic modalities

Visible and invisible pedagogies, therefore, reflect ideological assumptions about the nature of knowledge, learning and learners which may be more, or less, conscious in the minds of teachers. Within and between them, variation exists and the concept of pedagogic modality comes into play, rendering the dynamics of classroom interaction amenable to structural analysis. Modality refers to the specific matrix of classification and framing values that characterise a specific interactional context and result in particular orientations to meaning, evidenced in the resulting 'text' or performance (Bernstein 1996:186). As noted, Strategy guided reading is generally presented as a very visible pedagogic practice, but teachers may vary their interpretations. For example, if a teacher's view of a guided reading lesson is to ask children to read and talk freely about a feature of a text, while her own attention is elsewhere, then framing of the regulative discourse is weak, making it impossible for strong instructional discourse to operate, and what learning occurs is essentially independent of teacher activity. Indeed, Bernstein (1996:13) emphasises that strongly framed instructional discourse is conditional on strongly framed regulative discourse, because of the embedding relationship. If, alternatively, the teacher begins the session by communicating a learning purpose and associated evaluation criteria, establishing collaborative discussion on a theme as an integral aspect of learning activity, then modality is more mixed. The hierarchical rules are more strongly framed (teacher in charge), and children know what is expected of them and how they will be judged, but sequencing and pacing remain weakly framed (within the time period). In essence, an intentionally more weakly framed learning space is created for pedagogic purposes.

Modality can also vary across a series of lessons. Writing in Australia, Christie (1999:160) demonstrates how, as a 'staged, purposeful and goal-oriented' event, a lesson can be understood as a 'curriculum genre' and a lesson sequence as a 'curriculum macrogenre' in which teachers vary modality relations diachronically, in line with their pedagogic intentions, professional knowledge of their pupils, subject content and the wider learning context. Christie (1995,2002) demonstrates how modality changes from an initial foregrounding of the regulative discourse until learners have internalised this element (know what to do) and can engage more explicitly with the

instructional content. As a lesson, or lesson series, proceeds, the RD/ID balance shifts to support learners with the internalisation and independent mastery of new learning. Guided reading meets Christie's (1999) criteria for a curriculum genre, and across a series of lessons, can function as part of a macrogenre (Christie 1995). If characterised in this way, it is reasonable to anticipate that modality will vary as lesson and sequence unfold. From this perspective, any observational research into individual lessons, and particularly parts of lessons, can at best offer a partial insight into a teacher's pedagogic practice.

3.6.3 Pedagogic modality: research findings

Bernstein's (1996) theoretical insights into pedagogic modality, along with his conviction that schooling has the capacity to afford all learners access to the knowledge of the powerful and to alternative identities, have stimulated a variety of empirical studies seeking to identify optimal pedagogies for *all* learners, across a range of countries, cultures and specific educational contexts (*e.g.* Arnot and Reay 2004; Bourne and Jewitt 2003; Hoadley 2006; Gamble and Hoadley 2008; Ivinson and Duveen 2006; Morais *et al.* 2004, 2006; Rose 2004). Other research has sought to expose how pedagogic discourse positions children differentially, controlling who has access to specialised knowledge, using Bernsteinian concepts as an analytic tool (*e.g.* Bourne 2003, 2008).

According to Müller (2004:9), 'only if we explicitly and systematically teach disadvantaged pupils to read will they be able to learn from text', a view that accords with that of others working directly with non-mainstream communities (*e.g.* Delpit 1988; Heath 1983; Rose 1999, 2004). As far as I am aware, reading pedagogy in the primary age phase has not to date been subjected to a Bernsteinian scrutiny. In other school subject domains and age ranges, however, studies have found visible pedagogies to support learning by all children, typically where a clear instructional message - notably marked by strongly framed evaluation criteria - is accompanied by a weakening of framing over pacing and sequencing, and a relaxation of the teacher-pupil relationship (hierarchical rules) to enable time and interpersonal support for children to consolidate their learning (*e.g.* Bolton 2008; Morais and Neves 2006; Rose 2004).

A number of studies have suggested that invisible pedagogies may be less effective with non-mainstream children. Because the school Discourse assumes certain pre-existing orientations which are not aligned with those of the children, an invisible

pedagogy characterised by weaker classification and framing, and less explicit communication, means that individuals have to read unfamiliar cues to work out for themselves what they are expected to do to be successful (Daniels *et al.* 2004; Lubienski 2004). Following from this, Gamble and Hoadley (2008) question whether strong regulative framing, gradually weakened, might provide a useful bridge into school Discourse for those children whose home Discourse is more strongly framed than that of the school. Meanwhile, Daniels *et al.* (2004) found an invisible regulative regime to be associated with a more equitable acquisition of social, rather than academic, competences. Other research investigates modality in relation to a host of other factors including achievement level, gender and subject area (*e.g.* Arnot and Reay 2004; Bolton 2008; Morais and Neves 2006).

My intention is not to summarise all such variations on an important theme, but to emphasise that the classification and framing relations that characterise any particular teacher's guided reading lessons are highly relevant to the outcomes for children in terms of their access to specialised knowledge and their positioning as readers and learners. My work is intended to add to the existing knowledge base. Although I do not seek to correlate modality with learner attainment, and do not assume any 'ideal' modality to exist within the fluctuating dynamics of pedagogic interaction, I am interested to observe how teachers' practices unfold, identifying similarities and differences, and to relate my constructions of lesson modality to the subject positions and learning opportunities made available to children. I now turn to the modality of Strategy Discourse, with guided reading in the spotlight, and consider the implications for teachers of what was, for many, a massive upheaval to their embedded everyday ways of 'being a teacher'.

3.7   Learning-to-read: the modality of Strategy Discourse

Strongly framed sequencing was key to the Strategy's recontextualisation of learning-to-read. Original NLS objectives (DfEE1998a) were designed explicitly to provide specific knowledge content, strong sequencing and fast pace. The 2006 revision (DfES 2006), still used by many schools, reduced the quantity of objectives and loosened the sequencing strength, while retaining a strong emphasis on explicit teaching. The teaching and learning of the knowledge content occurred through a tripartite battery of approaches: at class level (modelled and collaborative reading with the teacher); at group level (guided reading); and through independent reading activity. While broadly following the sequence specified in the Framework, guided reading enabled teachers to

vary the pace and teaching approach as deemed appropriate for a particular group of learners' needs. Some starter objectives (DfES 1998a, 2001) specifically emphasised aspects of early reading behaviours that were considered necessary precursors to decoding print, with the intention that those children who had not acquired early orientations towards reading as desired by the school would be enabled to develop important baseline understandings before being asked to engage in a more focused way with print. Through guided reading, in particular, the teacher would have the opportunity to develop particular children's understandings and skills from their (assessed) existing level of knowledge, thus constructing vertical knowledge cumulatively and addressing problematic areas at the point at which they arise. In such a way, it was the aspiration of the Strategy that learning-to-read would become more secure and equitable for all children, whether from 'mainstream' backgrounds or not.

While guided reading offered scope to vary the pace of teaching to accommodate individual needs, it remained embedded in an overall Strategy Discourse which emphasised pace, cumulation and 'direct interactive teaching', and was far removed from the previous Discourse of individualised reading which was prevalent in most schools, particularly in Key Stage 1.

3.8   Challenges for teachers

The Strategy provided a complex pedagogic package, and it is beyond my scope to explore its many facets. However, relevant to my argument is the shift from a view of learning-to-read as a largely individualised enterprise to one which uses the guided reading social context to develop individual skills and, indeed, attitudes - a shift which resonates with a Vygotskyan perspective on learning; and one in which knowledge (packaged as 'objectives') is directly 'taught' in an explicit manner. This is a shift which the teachers in my study would have had to make. I have argued previously (Challen 2010) that this shift was much more challenging for teachers than at first appeared, because it stretched far beyond an adaptation of 'teaching methods' into the territory of teachers' long-established behaviours and underlying beliefs and values, potentially impacting on their identities as teachers-of-reading in the reshaped educational landscape.

As demonstrated in Figure 3.1, significant changes in framing values were required in the shift from individualised to group reading requiring, overall, an assumption of strong teacher control over the reading event and its content. Individualised practices,

particularly in infant schools, were in tune with the individualist ethos common in pre-Strategy primary education, and align well with Bernstein's (1996) notion of an invisible, or competence-based, pedagogy. The underpinning assumption was that the teacher's role was to provide conditions to enable individuals to achieve a currently unrealised potential, in this case through a joint reading event affording one-to-one guidance. Evaluation tended to be covert, as teachers' assessments, or uses of standardised tests, were used to inform the teacher, rather than help learners know what to do to improve, thus, as Bernstein (1996) points out, anchoring the learner in the present.

Individual reading	Dimension of framing	Guided reading (as represented in Strategy materials)
F^+ ⟵⟶ F^- Teacher tends to control level As children become more proficient, teacher control over text weakens	Selection (ID)	F+ Teacher selects text, content
F^+ ⟵⟶ F^- Strongest in early stages if child reading from graded reading scheme Weakens as child chooses from wider range of texts	Sequencing (ID)	F+ Teacher controls lesson sequence and progression across series of lessons
F- Child reads at own rate (although may be expected to read set amounts)	Pace (ID)	F+ Teacher controls lesson pace and pace across series of lessons
F- within reading event F+ within graded progression Teacher usually responsive to child's reading rather than establishing clear expectations Visible book levels provide non-specific criteria	Evaluation criteria (ID)	F+ Teacher plans lesson to objective, makes this explicit
F^+ ⟵⟶ F^- Teacher may control reading event strongly or may allow child to take lead	Hierarchical rules (RD)	F+ Teacher positioned as instructor and evaluator – controls lesson events

Figure 3.1: Framing relations in individualised and guided reading (Challen 2010)

What children, parents and peers were well aware of, however, was the graded reading book, which offered a highly visible marker of progress and also of status as a reader (Moss 2000), without indicating what it was that the child could or could not yet accomplish. Tacit evaluation criteria embedded in the system therefore contributed more to the regulative discourse than the instructional, and could exert far-reaching effects on children's positioning of themselves as readers (Anderson 2009; Moss 2000, 2007a). This is not to suggest that individualised practices must be weakly framed; for

example, the individualised, highly structured *Reading Recovery* programme (New South Wales Education and Training 2013) is strongly framed in many respects.

Alterations to practice went far beyond a simplistic organisational change, as what had become internalised as 'the way we do reading in our school/class', with its routinised tempo and rhythms, was not merely replaced, but devalued. Ultimately, the 'role of the teacher' was at stake as the teacher took more explicit control of the reading event within a more formalised structure which was strongly classified as a discrete, identifiable practice. Individualised reading had been recognisable, but was distributed across the school day, slotted in where time could be found, and lacked the regularity, the internal structure and specific teaching approach that characterised guided reading. As a new sub-Discourse, guided reading demanded a wholesale transformation of approach.

In terms of regulative discourse, hierarchical rules regulate the social order within a pedagogic context (Bernstein 1996), reflecting the nature of the control exerted. Weak hierarchical framing supports a more symmetrical relationship between teacher and pupils, with an apparent dilution of the power differential, for example, through modes of talk, non-linguistic behaviours and interactional dynamics. Although individualised reading was no doubt characterised by a range of hierarchical framing values, the shift to guided reading significantly strengthened the framing of the regulative discourse as teachers were required to manage all aspects of the guided reading lesson to achieve the intended outcome-orientated instructional discourse, taking the dominant roles of director, instructor and assessor rather than one of knowledgeable supporter.

In terms of instructional discourse, the Strategy formalised and standardised expectations of what knowledge was to be transmitted, and expected teachers to share both objectives and criteria for successful performance with learners, thus making requirements for both teachers and learners more transparent. The required focus on an objective (selection) and expectation that pupils would demonstrate acquisition of the intended knowledge within a short lesson created an impetus for teachers to maintain a brisk pace of activity, expressly selecting a text and sequencing pedagogic activity to that end. This was far from the more leisurely, individualised reading encounter in which the teacher's role was essentially one of responding to a child's reading performance with guidance, encouragement or praise, listening to as little, or as much, as could be fitted into the time available. More significant, however, was the switch to much more explicit evaluation criteria as a logical extension of objective-led teaching: both teacher and learners were expected to understand what counted as

successful performance. It is likely that the shift from weak to strong framing of evaluation criteria demanded much of teachers and called for a much greater level of professional knowledge, particularly as inspectors had recurrently identified teacher subject knowledge as in need of improvement (Beard 1998; Ofsted 2003; Troman 1996). Teachers who were long accustomed to responding confidently to children as they read might now find themselves insecure in terms of translating learning objectives, phrased in specialist terminology, into effective teaching. The demands of the new instructional discourse were substantial compared with those of individualised reading; indeed, it was possible for individualised reading to include little or no instructional discourse, as noted in a different curriculum area by Hoadley (2006) - for example where pupils read to a teacher without any *instructional* intervention at all.

Given that any recontextualisation is born out of ideology, the sweeping changes in practice that occurred with the introduction of guided reading imposed a new Discourse on teachers, which embodied a new, officially defined, legitimate performance. Borrowing Gee's analogy (2008:155), for those whose own understandings of what it meant to be a teacher-of-reading were part of the individualised reading Discourse, a completely new 'dance' had to be learned, practised and internalised for the teacher to feel and be seen to be successful in the new times. By being forced to alter their pedagogic methods, teachers were indeed forced to re-invent themselves as teachers of reading.

3.9   The current research

In this chapter, I have proposed that guided reading may be usefully viewed as a sub-Discourse, which potentially offers opportunities for teachers to adjust the modality of pedagogic relations to exploit the affordances of the small-group situation in ways that could in principle support effective literacy learning by all children, and enable them to see themselves as successful learners and readers. I have also noted that the change from individualised reading to guided reading reflected a significant recontextualisation of what it meant to be a teacher-of-reading, which may have had led to deep insecurities for many teachers as they sought to adjust to teaching, and being seen as effective teachers, in the new policy landscape.

However, pedagogic modalities may become habitual, but are not fixed, nor is a specific modality *required* of teachers teaching guided reading, despite the official construction of guided reading as a strongly framed, visible practice. If variations of

modality are possible in ways that enhance learning, and that also promote children's sense of self as successful reader, then it is worthwhile exploring alternative possibilities. In the next chapter, I refocus on guided reading as a social constructivist pedagogy, considering what it has to offer, if the opportunities are created, for the enhancement of effective learning.

Chapter 4
Guided reading as socially mediated learning

…teachers are advised to "scaffold" or support students' learning by collaborative means to help them make sense of literature and become actively engaged in meaning-making more generally... guided reading is essentially a carefully managed "social occurrence"

(Biddulph 2002:5)

4.1   Introduction

Having discussed guided reading as a sub-Discourse, and begun to consider its potential as a practice for the purposeful development of learning, I now explore that potential more fully, basing my discussion on a view of guided reading as a practice which is well aligned with the principles of Vygotskian and post-Vygotskian learning theory. Bernstein (1996) writes of schooled learning opening access to the 'unthinkable', the 'yet to be thought' as children are supported in the gradual appropriation of specialised knowledge (p.30). For each individual, the 'unthinkable' begins where current knowledge ends, and guided reading potentially offers a bridge across that gap, enabling learners to 'use language in ways that allow them to go beyond previous experiences' (Vygotsky 1978:28).

Bernstein, whose theory operates on a societal rather than individual plane, considered the work of Vygotsky to offer a potentially useful mechanism for cultural reproduction and transformation at the level of the individual learner (Bernstein 1993:xvii). Both were clear that there was nothing deterministic about teaching and learning, viewing education as a major vehicle for both social reproduction *and* transformation for its participants and the society and social practices in which they engage (Bernstein 1990, 1996; Vygotsky 1978). The interrelationship between their work is of direct relevance to my research as I explore how opportunities for children's learning are created within particular sub-Discourses and varying modalities. In this chapter, I first discuss the potential role of guided reading as a forum for the social mediation of learning, before reviewing its transposition to the English educational culture of the late 1990s and considering the findings of the limited research and evaluation literature in relation to the possibilities suggested.

4.2 Semiotic mediation at home and school: the shaping of consciousness

Much of the teacher support literature relating to guided reading emphasises, explicitly or implicitly, its alignment with certain pedagogical ideas derived from the work of Vygotsky (Biddulph 2002; Bindon 1999; Hobsbaum *et al.* 2002; Hornsby 2000; Ministry of Education 2002; Saunders-Smith 2009) and its potential to 'scaffold' children's learning to move them forward from an existing base. Vygotsky's work, 'rediscovered' from the 1920s and 1930s, has substantially influenced the thinking of academics within the 'symbolic recontextualising field' (Bernstein 1996) in recent decades, and filtered down to exert substantial influence on classroom education (Daniels 2001). Although the education community has tended to embrace the part of Vygotsky's thinking that deals with specific learning events (Coltman *et al.* 2002), Vygotsky, like Bernstein, was essentially interested in cultural reproduction, viewing semiotic mediation as a powerful invisible mechanism of enculturation as well as a tool for deployment in a formal pedagogic setting. While both seek to explain the transmission of knowledge and shaping of consciousness, Bernstein's more pressing interest is in uncovering the implicit mechanisms of power and control.

According to Vygotsky (1978), from earliest infancy children learn through participation in the cultural activity of home and community. Their learning is mediated by semiotic 'tools', of which speech is the most significant, because of its capacity to structure and organise the child's actions. By engaging in cultural activity with adults, young children also engage in the talk that accompanies and supports the activity, gradually internalising it as 'inner speech' and using it to control their own behaviour, at first as an accompaniment, but later as a precursor, a kind of planning device:

> Just as a mould gives shape to a substance, words can shape an activity into a structure. However that structure may be changed or reshaped when children learn to use language in ways that allow them to go beyond previous experiences when planning future action. (Vygotsky 1978:28)

Semiotic mediation, therefore, need not, be intentional or conscious, but occurs wherever there is discourse. Invisible mediation arising through co-participation in everyday activity is powerful and pervasive, constructing enduring 'habits of mind' which orientate the child towards certain ways of being, doing and saying as legitimate and reasonable in their communities' (Hasan 2006:120). In other words, young children as newcomers are inducted into the Discourse of their home community of practice (Gee 2008; Lave and Wenger 1991), learning 'to see the world through the eyes provided by their culture' (Geekie *et al.* 1999:9). In this way, consciousness is shaped.

Although visible mediation also occurs in the home, it provides the core function of schooling, as 'a discourse embedded in specified cultural activities calling for sustained attention by participants' (Hasan 2006:122). As noted earlier, the intentional acquisition of specialised knowledge is accompanied by, and embedded in, the ongoing and invisibly mediated development of both habits of mind and learner identities. Guided reading, therefore, provides a context for the official curricular message transmitted as part of the learning-to-read Discourse, and also an unofficial, tacit message about what it means to be a learner-reader, in *this* context, with *this* teacher and *this* text, at *this* time. The two kinds of learning may be compatible, or not, but it is the *in*visibly mediated learning that achieves primary status, precisely because of its apparently self-evident nature (Hasan 2006). Keeping this point in mind, I turn now to focus specifically on the visibly mediated learning that is the core function of schooling.

4.3   Guided reading: developing children's learning

4.3.1 Zone of proximal development

Vygotsky (1978), noting that 'school learning introduces something fundamentally new into the child's development' (p.85), turns his attention to the relationship between teacher and learner. Retaining the emphasis on participation in joint activity, Vygotsky positions the teacher as more knowledgeable collaborator, whose assistance enables learners to tackle challenges which they cannot yet achieve by themselves, within a conceptual 'zone of proximal development' (ZPD): 'what a child can do with assistance today she will be able to do by herself tomorrow' (Vygotsky 1978:87). ZPD is thus presented as a situated and temporary artefact of the teacher-learner relationship, rather than some kind of unitary, static property attributed to the learner, a point emphasised by Mercer and Littleton (2007:16-17) who persuasively put forward a view that 'zone of potential development' is a more appropriate translation from the original Russian. This perspective implies, firstly, that development is contingent on appropriate social conditions, and, secondly, that development need not follow a linear path.

The concept of ZPD has been much debated and critiqued, not least on account of Vygotsky's imprecision about what form the adult's 'support' might take. For example, there are quite different implications depending on whether ZPD is conceived as 'a space where the learner is brought into the 'knowing' of the other' or as a space in which alternative, possibly contradictory, 'voices' come into dialogue (Daniels 2001: 66-67). Meanwhile, popular interpretations have been criticised for a tendency to equate 'development', in Vygotsky's (1978) sense of 'maturing psychological functions', with

task completion or skill mastery (Chaiklin 2003), and Daniels (2001:67), citing Valsiner (1997), notes the risk of 'confusing microgenetic and ontogenetic processes'. It is unclear, however, how 'maturing psychological functions' might be operationalised. Conceptual development at the level of (for example) understanding inference, monitoring own comprehension or making links between textual themes deals with areas of understanding built up over time, and in which performance can be demonstrated; this is more than skill mastery, while more readily accessible to research. It is beyond my scope to explore this area further, as my interest is not in the concept of ZPD as such, but the operation of a microgenetic process: the teacher-learner interaction during instructional guided reading lessons which functions as a mediating tool, or 'scaffold', to develop children's read, understand and respond to texts.

4.3.2 Scaffolding: individuals and groups

The metaphor of 'scaffolding' was introduced by Wood *et al.* (1976) to refer to a specific form of (usually verbal) mediation, originally understood to refer to a temporary supportive structure constructed for learners by the more knowledgeable partner within the ZPD. Its aim was the appropriation and independent mastery of new learning, and ultimately autonomous self-regulation by learners of their own mental activity (Wood 1998). Scaffolding was envisaged as contingent instruction during joint activity, based on the principle that assistance should be increased or reduced to enable the learner to focus on relevant aspects of the task with an increased probability of success (Bruner 1986; Wood *et al.* 1976). In this sense, the shared cognitive functioning has been viewed as a kind of 'vicarious consciousness' for the learner, as the adult's expertise temporarily supports and shapes the cognitive processes of the learner within the ZPD, progressively decreasing as learners internalise and automatise the forms of assistance initially provided by the teacher (Bruner 1986:74). However, when faced with difficulties or changed conditions, learners may revert temporarily to the stage of self-assisted learning (Mercer and Littleton 2007:17).

The view of 'scaffolding' as presented above, as a contingent, purposeful and temporary interactional structure aimed at supporting the development of learner independence is emphasised in guided reading literature aimed at a professional teacher readership (Biddulph 2002; Hobsbaum *et al.* 2002; Hornsby 2000; Ministry of Education 2002; Saunders-Smith 2009). According to such literature, forms of scaffolding appropriate for use in guided reading contexts include: *reminding learners*

of existing knowledge; demonstrating strategies; pointing out relevant cues; breaking down a problem into smaller, achievable steps; focusing learners on the goal of the activity; offering suggestions or prompts; and confirming success (Geekie *et al.* 1999; Hornsby 2000; Wood 1998). Saunders-Smith (2009) maintains that scaffolding in guided reading contexts specifically creates connections between concepts, skills, vocabulary, in-school and out-of-school knowledge, past, present and future, known strategies and new contexts, mediated primarily by teacher-learner talk.

Scaffolding interventions in reading instruction more generally have been categorised in various ways, which tend to correspond with the purposes listed above. For example, Christoph and Nystrand (2001), considering the intended outcome of the scaffolding prompt, identify *recitation prompts* (recall/rote repetition), *reminder questions* (hinting where to find answer in text), *implied answer questions* (hinting at answer itself); *guided prediction prompts* (suggesting relevant information); and *discussion prompts* (more open-ended invitations). Another typology used by Maloch (2002) focuses on the scaffolding remark as teacher action, namely *Tell, Demonstrate, Direct* and *Question,* ordered in terms of the decreasing amount of responsibility taken by the teacher in proportion to the learner.

As the concept of scaffolding is transposed from the dyadic situations of the early research to the busy classroom, a number of features necessarily change. As noted previously, as knowledge is relocated to the school context it is pedagogised: selected and sequenced for purposes of transmission. Strategy guided reading lessons carry an expectation that text, lesson content, sequence and pacing are determined by the teacher tasked with bringing about curricular learning, resulting in an increase in framing strength compared with supporting an individual, as noted previously. By building into the learning sequence the kinds of scaffolding actions noted above, a teacher may provide proactive support for all, which promotes success for learners while making group teaching more manageable in that less reactive support is required in response to children's difficulties. One way of so doing is to publicise at an early stage, a learning objective, delimiting the primary focus of the group's attention and establishing evaluation criteria. Another is the 'strategy check': a reminder or demonstration of what to do to be successful, such as sounding out a word or recapping on how a particular text type works. Another, much emphasised in professional literature, is the 'text warm-up' or 'picture walk-through' which, by raising awareness of the kind language and ideas in a new text, is believed to support the development of a cognitive schema within which to situate the new learning (Hornsby

2000; Ministry of Education 2002; Saunders-Smith 2009). Such actions represent a pre-emptive shaping of the lesson, a displacement of part of the contingent support to become part of lesson design. While in principle reducing the need for reactive interventions, proactive teaching may also be considered to enable the teacher to 'fade' her support and children to achieve (apparently) more independently, thus increasing the likelihood of children seeing themselves as successful learners. By taking control of selection and sequencing in this way, framing of the instructional discourse is strengthened.

Diverse interpretations of 'scaffolding' have proliferated in recent years, resulting in the term being used commonly, but imprecisely, for a wide range of teacher support which according to Mercer and Littleton (2007) might be more accurately labelled 'help' as teachers seek to support a child with successful performance of a task. This is perhaps hardly surprising, as the normalisation of a once highly specialised term within a given discourse community leads to it becoming 'everyday' within that context, 'so evidently 'true'' that important facets such as processes, tensions and conflicts can be overlooked' (Grenfell and James 1998:86-87). One common misconception has been for teachers to envisage the ZPD as a fixed attribute of a learner, with a concomitant understanding of scaffolding as a 'some kind of pre-fabricated climbing frame' (Daniels 2001:59), meaning that a linear progression of support through a task, or series of tasks, is provided which may bear little relation to any form of responsive mediation.

4.3.3   The intermental development zone and interthinking

One of the contextual factors in operation is the shared cultural and social history of teacher and learners (Mercer and Littleton 2007; Mercer 2008). Participants in a guided reading lesson, for example, know each other, and the teacher knows children's reading capabilities, while all know the 'rules' for the sub-Discourse of guided reading. They know what they have attended to in previous lessons, and children may know (or not) what they have learned; they may know the text content from previous reading, and have expectations about the reading at hand. As the lesson proceeds, teacher and learners engage in text-based interaction, responding to each other according to their understandings of each other's meanings within the unfolding event. On account of the ever-changing flux of interaction and relationships within the epistemic context, Mercer and Littleton (2007) recast the ZPD more dynamically as an 'intermental development zone' (IDZ), or 'continuing state of shared consciousness' within which negotiation occurs:

> In the 'bubble' of this Intermental Development Zone, which is reconstituted constantly as the dialogue continues, the adult and the child negotiate their way through the activity in which they are involved. If the quality of the Zone is successfully maintained, the adult can enable the learner to operate just beyond their established capabilities, and to consolidate this experience as new ability and understanding. If the dialogue fails to keep the minds mutually attuned, the IDZ collapses and the scaffolded learning comes to a halt. (Mercer and Littleton 2007:21).

The concept of IDZ, therefore, is tied to an interactive context, within which a dynamic mediation of learning occurs, at the level of 'microgenetic' processes rather than in terms of Vygotsky's 'maturing psychological functions'. In that IDZ is presented as cumulative, continually evolving and participant-responsive, it appears well placed to accommodate teacher-learner and learner-learner interactions within guided reading. For example, it offers scope to be objective- and activity-focused while referring to joint past and present experience, and trading in tacit as well as overt knowledge. As negotiated activity, achievement is shared, 'the product of a process of interthinking' which is observable through interaction (Mercer and Littleton 2007:22), and 'negotiation' implies a mutual responsiveness: both teacher and learners have roles to play, with neither in total control, although the teacher is overall responsible for the establishment and maintenance of the Zone. While proposing IDZ as preferable to ZPD on the grounds of its dynamic nature and temporal and cultural sensitivity, Mercer and Littleton (2007) also suggest a related modernisation of 'scaffolding' to account for the influence of interaction in a dynamic, non-dyadic learning context. The term coined by Mercer (2000) is 'interthinking', defined as a 'joint, co-ordinated intellectual activity which people regularly accomplish using language' (p.16). This term is useful, although running the risk of being interpreted at least as variably as 'scaffolding', and arguably more so by virtue of its surface level vagueness.

Language was considered by Vygotsky (1978) as the most common and powerful tool for semiotic mediation, and remains the key tool for developing thinking within an IDZ. The theory under creation by Mercer and his colleagues has developed out of a substantial body of empirical research in British primary classrooms. This has explored how schooling can induct children into ways of thinking which support intellectual development and curricular attainment (Mercer 2002). In subsequent sections, I consider the opportunities available through guided reading lessons, conceived as IDZ, for learners to develop as readers through talk. There are currently two main lines of enquiry in the United Kingdom, although with some overlap. One focuses on 'dialogic

teaching', while the other focuses on inter-learner talk. Following a discussion of classroom talk, I consider each of these in turn.

4.4 Classroom talk

4.4.1 Classroom talk: overview

When Bourne (2004) observes: 'Classroom learning is not simply a rather unfortunate method of education that would be better done in one-to-one interaction' (p.61), she is referring to the pedagogic possibilities made possible by a multiplicity of participants which are enhanced within small-group learning. However, research has found significant similarities in classroom talk over time and space which do not support a view of teaching and learning that exploits the social context. Five kinds of 'teaching talk' – as distinct from talk patterns of everyday life - are listed by Alexander (2004:23): rote, recitation, instruction/ exposition, discussion and scaffolded dialogue, the first three common around the world and typically embodying clear relations of power and control on the part of the teacher, the latter two relatively rare. Different talk patterns are not intrinsically 'good' or 'bad', but serve different functions and are culturally influenced (Alexander 2000, 2004). For example, classroom talk which can be termed 'dialogic' is much less prevalent in England than continental Europe, where it is more 'firmly embedded in the experience and consciousness of children, teachers and parents' (Alexander 2004:14).

Traditionally, teacher-learner talk in England has been characterised by a predominance of teacher talk, an emphasis on closed, factual, non-authentic questions to which the teacher already knows the answer, and a lack of opportunity for learners to engage in deeper thought processes and offer more complex and extended responses (Alexander 2004, 2008; Galton *et al.* 1999; Wells 1999; Wells and Arauz 2006). Although most research has been in whole class situations, similar patterns have also been found in small group contexts, including guided reading (Fisher 2008; Skidmore 2000; Skidmore *et al.* 2003).

A particularly well-established pattern of 'pedagogic discourse' is the *initiation-response-feedback* exchange (IRF[1]), known as the 'triadic dialogue' (Lemke 1990, cited in Wells 1999) or 'recitation script', defined by Alexander as:

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[1] Often known as IRE (initiation-feedback-evaluation) in the United States)

> …the accumulation of knowledge and understanding through questions designed to test or stimulate recall of what has been previously encountered, or to cue pupils to work out the answer from clues provided in the question.(Alexander 2004:23)

In triadic dialogue, roles are strongly framed and classified, reflecting the teacher's selection of topic and speaker, and the teacher's definition of what counts as legitimate performance. There is little space for pupils to initiate dialogue, thus reinforcing the pupil's dependency on the teacher for determining what is relevant to their learning (Mroz *et al.* 2000). According to Alexander (2008), such interaction appears to be universal. Triadic dialogic can serve important functions where deeper, cognitively demanding learning is not the immediate object (Alexander 2004; Myhill *et al,* 2006; Wells and Arauz 2006). For example, Myhill *et al.* (2006) observe that questions – defined as 'any questions or statement that invited a response' (p.69) – can take different forms and functions, resulting in possible purposes for an IRF exchange which extend beyond evaluating knowledge or understanding. For example, a question might be deployed to review or assess existing knowledge as a basis for the construction of new knowledge, or might direct attention to a relevant feature which will support an appropriate answer.

Skidmore *et al.* (2003, citing Bakhtin, 1981), however, notes how such 'monologically organised' instruction mitigates against effective learning by privileging short, closed, factual 'test' questions associated with 'pedagogical dialogue' (p.1), in which 'someone who knows and possesses the truth instructs someone who is ignorant of it and in error'(Skidmore 2000: 283, after Bakhtin 1981). If used routinely, triadic sequences, can significantly constrain learners' opportunities to participate meaningfully in the construction of meaning (Alexander 2008; Mercer 2008; Myhill *et al.* 2006; Wells and Arauz 2006; Wood 1992). For example, connections may be obscured or non-existent, resulting in a learning experience that lacks coherence, and fails to support the cumulation of specialised knowledge (Wells 1999), while children from 'non-mainstream' backgrounds which do not feature this kind of inauthentic questioning may be disadvantaged by not knowing the ways of this discourse peculiar to schooling (Heath 1983).

4.4.2 Analysing classroom talk

Many analytic schemes used to investigate classroom interaction have derived from the work of Sinclair and Coulthard (1975) who provide a hierarchy of ranks with which to categorise discourse. While such schemes enable patterns of talk to be identified in

terms of form and function, they provide little support for analysis of the meanings being transacted, particularly in terms of the temporal dimension (Mercer 2008). Additionally, discourse analysis schemes were not originally designed for group interaction (Sinclair and Coulthard 1975), and become particularly problematic where a number of participants or a high proportion of non-linguistic cues are involved. In relation to my own research, I find Wells' (1999) adaptation of Sinclair and Coulthard's scheme useful. This identifies a basic intra-lesson hierarchical structure of *episode; sequence; exchange; move.* The episode is defined as 'all the talk that occurs in the performance of an activity or - more probably - one of its constituent tasks' (p.23). It comprises one or more sequences, within which a topic is introduced, negotiated and closed across a series of exchanges between participants, each constituted of individual moves (utterances), and relates well to the typical guided reading lesson structure outlined in Chapter 1. The exchange has often been regarded as the optimal unit of analysis (e.g. Hardman *et al.* 2003; Mroz *et al.* 2000; Sinclair and Coulthard 1975), but Wells (1999) considers the higher-level sequence the most functionally significant unit during joint activity, as it enables a more holistic focus on the developing *shape* of interaction, a perspective which I have found useful. At this point, I want to introduce two developments from research which appear particularly relevant to a context such as guided reading which entails intensive instructional interaction between teacher and learners, both of which involve modifications to the move structure of typical triadic dialogue.

The prep move

Rose (2004:97-98) notes that many teachers intervene with scaffolding support *after* children encounter difficulty, typically through an F move that directs attention to some relevant feature. Noting that although this kind of contingent response serves as scaffolding, it can easily degenerate into low-level, habitual cued elicitation, Rose (2004) proposes the insertion of a preparatory (Prep) move *before* the IRF sequence, which orients learners to what is relevant, thereby enhancing the probability of success. Because the supportive information is publically available to all learners, the learning enterprise becomes more collective. The sequence headed by the Prep move is termed by Rose (2004) a 'scaffolding interaction cycle'. Although such a cycle is incorporated within the Strategy guided reading structure at the level of *episode* (introduction and strategy check), its incorporation as a *move* at the commencement of a new exchange or sequence might further support learning. As noted above, its impact is to strengthen teacher control over learner outcomes, limiting the scope of

their attention and thus shaping their responses. Rose (2004) comments on the relative rarity of such an adaptation, but provides convincing qualitative evidence of its power to support learners in producing a legitimate response.

Uptake – varying the F move

In triadic dialogue, initiation and feedback are normally the province of the teacher. Just as 'initiation' can take multiple forms and functions, so can the 'feedback' move, and by making its usage more 'prospective', teachers can open up an exchange to extend a line of thinking, through a follow-on question or the provision of further information that propels the exchange forward (Wells 1999). This requires teacher 'uptake' of the pupil's R move. Altering practice to develop alternative, more dialogic patterns of interaction can be effortful, but is achievable over a timespan, as demonstrated through collaborative research with teachers (Wells and Arauz 2006).

4.4.3   Guided reading: a site for dialogic teaching?

By drawing attention to the possibilities inherent in the F move, researchers such as Wells (1999) and Alexander (2004) have recently promoted the ideas of 'dialogic inquiry' and 'dialogic teaching' respectively. Derived from the Socratic tradition, the concept of dialogic discourse was conceived by Bakhtin (1981, cited in Myhill *et al.* 2006) as a form of interaction that 'allowed participants to create new meanings and new understandings, rather than simply reproducing previously created understanding' (p.25). Skidmore (2000), contrasting dialogic discourse with the 'pedagogical dialogue' marked by IRF, notes its authentic questioning, openness to learner modification and the 'chaining' of answers into new questions (p.285). The IRF exchange is reframed so that learners are further challenged as the teacher responds to their own answers, as 'it is in this third step in the co-construction of meaning that the next cycle of the learning-and-teaching spiral has its point of departure' (Wells 1999:207). Genuinely dialogic teaching also allows for children to insert their own authentic questions into the more extended sequence, which aims to '[achieve] common understanding through structured, cumulative questioning and discussion which guide and prompt, reduce choices, minimise risk and error, and expedite 'handover' of concepts and principles' (Alexander 2004:23).

Noting the prevalence of a more dialogic approach in Russian classrooms, Alexander (2000, 2008) has subsequently researched the introduction of more dialogic forms of

discourse to English classrooms. For teaching to be considered dialogic, Alexander requires it to be *collective, reciprocal, supportive, cumulative and purposeful*. These conditions relate to form and function of talk, but also to flexible and sensitive relations of power and control. If guided reading is to provide a dialogic space, then teachers must be prepared to vary framing of both instructional and regulative discourses to allow pupils to influence the direction of the dialogue and articulate their views without fear of embarrassment. They must, however, concurrently steer a careful course towards their own goals while engaging children and self in a genuine line of inquiry – *i.e.* establish and maintain an IDZ (Mercer and Littleton 2007). Wells and Arauz (2006, citing Wertsch (1991), observe that 'it is only when the transmissionary function is subordinated that there is the possibility for active responsiveness and the interanimation of voices' (p.385). This Bakhtinian perspective requires teachers to create opportunities for children to engage with alternative perspectives in a way that is 'singularly lacking in schools' (Wells and Arauz 2006:387).

Guided reading viewed as sub-Discourse offers a potentially rich site for the development of dialogic discourse. As noted previously, It is not difficult to envisage how a guided reading lesson could be positioned as a community of inquiry (Wells 1999), an IDZ within which teacher and learners construct meanings together - listening to each other, reflecting on what others say, questioning each other, supporting and taking issue with each other's viewpoint in a quest for joint understanding. The teacher's active role in steering the dialogue maintains the IDZ, and mediates the shift from 'everyday' to specialised knowledge. By engaging learners as participants in dialogic discourse, the teacher, over time, inducts them into what Mercer (1995) calls 'educated discourse', and helps them, through supported participation, to develop identities as engaged, critical and questioning readers who view texts as cultural artefacts which have personal meanings for them. A dialogic guided reading group offers a different epistemic context from one dominated by an IRF script. However, dialogic teaching is not an easy option of simply turning children's answers into new questions, but exercises significant demands on teachers in terms of both knowledge and understanding of interactional control relations:

> …dialogic teaching challenges not only children's understanding but also our own. It demands that we have a secure conceptual map of a lesson's subject-matter, and that we give children greater freedom to explore the territory which the map covers. (Alexander 2004: 24)

4.4.4 Guided reading: a site for learners talking together?

Dialogic teaching, by definition, involves a key role for the teacher, although dialogic talk can, in principle, refer to talk between learners. A variety of research into collaborative learning was stimulated by Vygotsky's unelaborated reference to children learning 'in collaboration with more capable peers' (1978:86). Although Vygotsky's comment implied a scaffolding relationship based on a knowledge differential, research has increasingly emphasised children learning as partners in a process of negotiation (*e.g.* Alexander 2004,2008; Daniels 2001; Mercer and Littleton 2007), and the concept of IDZ was developed out of empirical research into collaborative learning by Mercer and his colleagues (Mercer and Littleton 2007). In particular, that work has explored ways in which careful teacher design of a learning task and explicit training in the discursive conventions of collaborative activity can increase the probability of successful joint learning, with benefits for subject-specific content knowledge as well as social skills for children in both phases of primary education (Mercer and Littleton 2007).

The mediating tool is what Mercer terms 'exploratory talk', a mode of collaborative discourse in which learners make their individual knowledge and ideas public, and engage with one another's ideas in ways that explore, challenge and defend points of view, resulting in progression of thinking as the learning encounter proceeds (Mercer 2000). Exploratory talk may be facilitated by having a 'problem' to solve, but relates more generally to a constructive and critical consideration of each other's ideas, and is predicated on an expectation of an equal power relation between participants and a supportive group forum.

Clearly, guided reading could offer a suitable forum for children engaging in exploratory discussion. The teacher's defined instructional role need not be problematic, as in such an instance, her 'instruction' involves teaching the group how to discuss effectively together (Mercer 2000); the establishment and monitoring of the collaborative learning task to be accomplished through discussion; and the way that the task is followed up to secure the acquisition of the knowledge mediated by way of the discussion. In essence, the teacher is scaffolding the development of the more challenging and dialogic mode of thinking, 'fading out' (Wells and Arauz 2006) as children appropriate the discourse for themselves, and using the collaborative task itself as a scaffold for learning. In such a situation, there needs to be a less strongly framed space within the lesson, with clear boundaries, within which children know what they are expected to do and have freedom to do it, so that an IDZ can be established and maintained with

minimal teacher involvement. Routine use of such a dialogic space would contribute to the identity of guided reading as a particular kind of sub-Discourse, and to the identity of child participants as learners-to-read who expect reading to be purposeful, collaborative, and consider themselves as readers whose views are valid and respected.

4.5   A broader view of mediation

As intimated by the preceding discussion, the notion of 'scaffolding' being bound to a verbal and contingent form of semiotic mediation is becoming less sustainable. In planning for multiple learners, supports for learning have to be built in to lesson design. The idea that semiotic mediation can take many shapes and need not be solely linguistic, has been developed by neo-Vygotskian researchers working in the field of cultural-historical activity theory (CHAT). Additionally, the cultural and historical context of learning is considered highly relevant (Edwards 2011; Wells and Claxton 2002). This takes into account the views of Mercer (2008) regarding the importance of the temporal dimension, and the ways in which teacher and learners attune to ways of working together over time. Because it can be designed into a learning event or programme, the concept of mediation is liberated from the constraints of contingency. Not only can learning be supported by interaction, but it can be enabled through planned events which engage learners in developing their own meanings through their own participation in a contextually sensitive network of activity (Wells and Claxton 2002).

In the case of guided reading, as above, a number of different 'tools' (or mediating artefacts) may be deployed to achieve a specified 'goal' or 'object' (which may be demonstrated achievement of the learning outcome, but might be otherwise – such as maintaining order throughout the lesson). According to Leont'ev (1978:17, cited in Edwards 2011:1), it is the difference in objects that fundamentally differentiates one activity from another. The 'subject' (teacher) defines the object, contextualised within a particular 'community' with a particular 'division of labour' (for example, the teacher may be instructor, assessor, facilitator, collaborator), along with particular 'rules' regarding what counts as legitimate (such as whether children need to bid to speak, or not). The teacher's tools may include contingent scaffolding (such as reminding a child of something learned previously) but are expanded to include lesson design features and specific learning activities, which may include forms of interaction such as dialogic teaching or forums for exploratory talk. The contextual sensitivity of the activity system means that such forms may vary for different purposes, time frames, groups of learners

and so on. According to this perspective, the lesson itself - and indeed the lesson sequence (Christie's (1995) curriculum macrogenre) - becomes a mediational tool within the higher-level activity system of 'the Practice of Education' (Wells 1999). There may therefore be mediating activities concurrently in operation across a range of levels, from the micro-interactional sequence of classroom discourse to the macro level of 'education' itself, each with its own goals, which may, or may not, coincide.

Viewing a guided reading lesson as an activity system enables investigation into the changes in relationships between elements. For example, if a teacher who habitually asks children to read aloud in turn alters her practice so children read silently, the 'rules' change, the time available for interaction expands, making space for different tools to come into play. The lesson's rhythm is changed, internal classifications altered, and new possibilities created. The alterations are driven by the teacher's motivation for changing her practice (her object). As outlined by Wells (1999), the 'activity' of the overall goal-directed system is translated via purposive and conscious 'actions' into observable classroom behaviours, which may be routinised to the point of not requiring conscious attention, but with awareness can be altered. For teachers, this may mean discourse style, while for pupils it may mean bidding to answer a question and thus playing the part of a pupil. Habitual behaviours form quickly and can be resistant to change (Alexander 2000).

The CHAT perspective is interesting in relation to my research, because it admits the possibility of 'built-in' scaffolding alongside contingent scaffolding as a support to learning, and explicitly allows for a wider range of 'activity' than that possible through verbal interaction alone. However, in line with Edwards (2011), my interest is not in the use of activity theory for systemic analysis, but rather in considering whether it offers further conceptual tools for comparing practices of different individuals in different situations.

There exists a huge corpus of research literature which is directly or indirectly relevant to a discussion of the theoretical potential of guided reading, and my account has been, necessarily, highly selective. I have endeavoured to present some reasons for the value of guided reading as a potentially worthwhile practice for developing learning, on account of the opportunities which are made possible within a small-group context. The teacher's ability to vary the 'rules' of interaction to depart from the typical triadic structure appears to be key. I now consider briefly how guided reading, as a practice with strong Vygotskian credentials, entered the English primary education system, and

conclude by considering to what extent its potential appears to have been met, based on the very limited research evidence available.

4.6 Guided reading: a confluence of pedagogies

4.6.1 The ancestry of guided reading

Guided reading can traced to two overlapping but distinctive ancestries, which contribute the dual emphases on instruction and on developing the more personal and social aspects of reading. It appears to have emerged out of the holistic, integrationist 'language experience', or 'whole language' movement of the1960s and 1970s, and was refined in the light of the highly structured and strongly framed *Reading Recovery* programme developed in the 1970s (Clay 1985), before being overlaid with a more theorised, Vygotskian, rationale. The unusual convergence of invisible and visible pedagogical approaches created a potent hybrid identity for guided reading, as the teacher's *guiding* role allows for what Wells (1999) calls 'responsive' teaching. According to Hobsbaum *et al.* (2002), writing for teachers in England:

> In guided reading, the teacher is acting as the expert who guides the learners
> through the text, by providing signposts to the most important and helpful
> features of the textual landscape... the teacher has an explicit teaching role...
> also, by working together, children can learn from each other... (Hobsbaum *et
> al.* 2002:2)

A further point worthy of note is the affordance of guided reading to draw attention to whichever kind of 'textual signposts' are helpful in the context of specific children and specific text. Historically, researcher attention has focused on the philosophical basis of learning-to-read rather than the pedagogical context in which reading is acquired. Hall (2010) notes 'three recognized, though not discrete, traditions in reading education: psycholinguistic, cognitive, and cultural' (p.3), and demonstrates how each tradition has brought its own insights to bear. Guided group teaching is not identifiable with any specific tradition, and can be considered an instructional space within which teachers can deploy whichever means they consider most appropriate to develop their pupils as readers. While it can provide an intensive learning space for the teaching of specific skills and strategies, it also serves as a space for participating in collaborative reading activity which instils a version of what it means to be a reader within a guided reading group. The specific nature of that discursive message, in that case, will depend on the teacher's choices, conscious or otherwise, about the nature of the interaction.

Guided reading was long established in other English-speaking countries, notably Australia, New Zealand and the United States (ANZUS) while England remained wedded to an individualist ethos. I focus below on the New Zealand context because of its positioning of guided reading as a national pedagogic approach. Guided reading, within its family of associated practices, has been endorsed in central government guidance since 1972 (Ministry of Education 2002) and is supported by exemplification materials for teachers and professional handbooks well-referenced to research. Current professional guidance for teachers in New Zealand promotes a clear view of guided reading as underpinned by Vygotskian principles. Indeed, official teacher guidance *Guided Reading Years 1 to 4* paraphrases a central tenet of Vygotskian learning theory, implying a strong theoretical foundation for the practice while steering clear of explicitly theoretical discussion:

> Guided reading means supporting students "in such a way that what they can do with the teacher's help today, they can do by themselves tomorrow" (Gaynor *et al.*, *Guided Reading Teachers' Resource Book*, page 4). (Ministry of Education 2002:5)

The significance of guided reading for reading development is clearly highlighted at the beginning of the teachers' handbook:

> Guided reading is the heart of the reading programme ... It gives a teacher and a group of students the opportunity to talk, read, and think their way purposefully through a particular text... the teacher can use highly effective ways to build students' use of strategies and enjoyment of reading, develop students' critical awareness and enable them to practise and reinforce their learning. Guided reading enables students to enjoy their own conversation with an author and to have their unique, personal response validated. It also sets the scene for further related learning and, in particular, builds links between reading and writing…(Ministry of Education 2002:4-5)

The guidance that follows blends practical guidance with a theoretical rationale translated into directly relevant language, and identifies ways in which guided reading can be used, and varied, for different groups of learners and different purposes. Other professionally-orientated literature, such as Hornsby (2000), and Biddulph (2002), also blend theory with practical guidance. There is a strong and explicit instructional emphasis, as above, but also a strong emphasis on learner response being part of the instructional message; the social and historical context of the lesson is acknowledged; and some importance is attached to the development of the learner as reader, with legitimate preferences and opinions.

4.6.2 Transportation to England

Guided reading was imported as a major tool for teaching reading by NLS, within its wider ANZUS 'family of practices' (shared, guided and independent reading) on account of its inherent economy in teaching a number of children simultaneously, and the credibility gained from its piloting within the *Literacy Initiative From Teachers* (LIFT) project in London in the mid-1990s (Beard 1999; Hurry *et al*. 1999) and its *Reading Recovery* ancestry (Stannard and Huxford 2007). NLS represented an ambitious recontextualisation, seeking to change teachers' practice radically at a macro level, and in order to do so fast adopted very strong framing of both regulative and instructional discourses, with a privileging of RD. According to the Strategy's first director, John Stannard (2007:114):

> The principle that behaviours tend to shape beliefs was already established in change and reform processes in industry but was new to education where practice in teacher training and professional development traditionally ran in the opposite direction.

Stannard goes on to quote Michael Barber, chair of the 'Literacy Task Force' at the time:

> 'Beliefs do not necessarily drive behaviour. More usually it is the other way round behaviours shape beliefs… Only when people have experienced a change do they revise their beliefs accordingly. And often they must experience change over a period of time…' Barber and Phillips (2000:9)

While there is some common ground with a social constructivist 'enculturation' perspective, the demands made on teachers present a highly manipulative approach to educational transformation. Official guidance in the form of 'training materials' were extremely strongly framed regarding organisational matters, but frugal on principle (Fisher 2008; Hilton 1998; Hurry *et al.* 1999). The closest the early official guidance came to the more principled New Zealand guidance was the following statement for Key Stage 2 Teachers:

> The teacher supports a group of children as they read, think and talk about a text independently, focusing on significant aspects of content and language. (DfEE 1998b: Module 5 *Teacher's Notes* p.14)

Meanwhile, for Key Stage 1 children (5-7 years), the teacher's role emphasised the acquisition of word recognition strategies *(*DfEE, 1998b: *Module 4 Teacher's Notes* p.7). While both versions are presented as explicitly instructional, the emphases are different. New Zealand guidance places purposes and principles first, while English guidance privileges structure and practicalities. The recontextualisation of teaching

reading has different ideological drivers, resulting in very different 'tools' for shaping teachers' practice. Although later Strategy support for teachers provided guidance which moved further towards a principled rationale, these were targeted at specific audiences (such as teachers of particular year groups, or trainee teachers) (*e.g.* DfES /National Strategy 2003a, 2003b) as approaches to refining or improving practice.

Although the New Zealand teacher's role is explicitly instructional, the active participation of learners is viewed as central to instruction (Ministry of Education 2002:22-23). There is an explicit expectation that teacher and learners will talk and think about their reading by way of 'focused discussion', with teacher questioning and prompting being used discerningly, for specific purposes, rather than as a primarily instructional mechanism (pp.9, 22). It is apparent that New Zealand official guidance speaks through a different policy Discourse, one that establishes at the outset a subject position for the teacher as expert designer and manager of a learning context which in turn positions learners as active participants in the construction of meaning (p.6) who do not merely decode and understand texts, but engage with them critically, as in the influential *Four Resources* model devised by Luke and Freebody (1999). The positioning of children as 'real' readers requires a model of reading in which they read their own texts to themselves, and 'round robin reading' (reading aloud in turn) is deemed inappropriate because 'it prevents each student from processing the text and constructing meaning independently, distracts and bores other students, and obscures meaning' (Ministry of Education 2002:44). This reflects a recognition of guided reading as cultural practice *as well as* instructional context in a way that is absent from the English guidance. The emphasis on 'further related learning', notably writing, is facilitated by the 'family of practices' model that derives from the whole language approach (p.10), but also extends into the wider curriculum, implying a weak classification which facilitates convergence between areas of knowledge. Additionally, the intended temporal relationship between past, present and future for the learner is emphasised:

> Guided reading ... is a bridge to independence... The teacher's skills lies in first making the links between what the reader already knows and can do and what they are learning and then supporting them in their new learning in enjoyable, interesting ways. (Ministry of Education 2002:5)

In this way, the New Zealand guidance explicitly establishes the verticality of the discourse and the teacher's mediating role in crafting pedagogic interactions that bring about enhanced understanding. It also implies that learning is to be developed across a series of lessons, a significant point which is understated in the English guidance. In

this sense, as a purposeful, goal-oriented practice, guided reading complies with Christie's (1995) definition of a 'curriculum genre' (lesson) situated within a 'curriculum macrogenre' (sequence). This concept is helpful, as specific pedagogic practices may vary as the macrogenre unfolds (Christie 1995). In this light, the recommended guided reading lesson structure promoted by NLS described in Chapter 1 may not be appropriate for children at every stage of their learning, and misleading for teachers. Indeed Hornsby (2000: 78), writing in New Zealand, points out how individual lessons can be conceptualised as 'very guided', 'partly guided' or a judicious blend of these, in accordance with teachers' professional decision-making about how best to support learners at a given point in their learning trajectory.

4.7   Guided reading: research and evaluation evidence

To conclude this chapter, I summarise the surprisingly small corpus of research evidence relating to guided reading in England. The academic community was more ready than teachers themselves to decry the absence of a published research-based rationale for NLS (*e.g.* Fisher and Lewis 1999; Riley 2001; Stainthorp 2000). However it appeared reluctant subsequently to investigate the value of NLS practices as enacted, perhaps reflecting the uneasy relationship between research and policy which led many academics to distance themselves from policy discourse (Moss 2007b). It is, however, also not straightforward for 'effectiveness'-focused studies to isolate one element of reading pedagogy from others.

There is therefore remarkably little research evidence pertaining to the introduction of the Strategy, particularly in terms of the teaching of reading, and most research that exists is small-scale, localised and qualitative in nature. There is therefore no evidence regarding the prevalence, nature or effectiveness of guided reading across the country or over time.

Other sources of information also offer little in this respect. National test data cannot provide evidence about the relative contribution of different elements of reading instruction. Ofsted evaluation reports provide some early data, as inspectors reported specifically on guided reading across a reasonably large sample of schools in the early Strategy era (Ofsted 1999,2000,2002). However, such data have limited value. It can be inferred from the content of the reports that Ofsted's focus and criteria changed year to year depending on inspection priorities; meanwhile, given the possibility of possible

repercussions, it is very likely that the sampled schools would endeavour to present their practice in a favourable light.

Across the corpus of evidence, common, interrelated themes relate to the role of the teacher, the role of talk, and the nature of learning in guided lessons. I previously proposed that initial issues of practicality and planning masked deeper challenges for teachers, relating to changes in the purposes and rhythms of teaching, and what it meant to be a teacher of reading. The opportunities inherent in guided reading could best be achieved by shifting away from whole-class or individual teaching behaviours, to exploit the possibilities of the group. Yet research found that guided reading discourse was often a group variation of individualised reading, characterised by pupils reading aloud in turn and teachers asking low level, non-authentic questions to check understanding, mirroring the monologic triadic discourse commonly found in whole-class teaching (Burns and Myhill 2004; Fisher 2008; Hardman *et al.* 2003; Mroz *et al.* 2000; Skidmore *et al.* 2003). This supports a view of teachers retaining strong control over turn taking, which discourages pupil initiatives and interaction between learners, and so maintains firm teacher control of lesson content and sequence. Given the potential noted previously for exploiting the small-group context to generate new kinds of interaction patterns, it seems surprising that Mroz *et al. (*2000) found that group lessons were *more* strongly teacher-directed than whole class lessons, offering 'lower cognitive interactions, fewer challenging questions and sustained interactions' (p.204). Other studies have also found low levels of cognitive demand in guided reading lessons (Fisher 2001; Fisher 2008; Ofsted 2003), where the privileging of the teacher's own interpretation of text, in conjunction with the lack of opportunity for children to generate their own meanings through dialogue, militates against their development as active, critical and autonomous readers (Fisher 2008).

Another significant factor relates to the continuing practice of reading aloud in turn, echoing individualised practices, although explicitly discouraged by the Strategy (DfEE 1998a, 2001) and criticised recurrently by Ofsted (1999, 2002). However, the evidence suggests this remains prevalent and may constrain opportunities for productive learning, primarily by reducing the time available for deeper cognitive engagement or the 'interthinking' advocated by Mercer (2000). In Fisher's (2008) study of three Key Stage 2 classes, only about 5 minutes (a quarter of lesson time) remained available for interaction, and tended to be dominated by low-level triadic dialogue. Noting 'no opportunity for children to read silently or engage in collaborative discussion, little teaching of inferential comprehension and none of evaluative strategies', Fisher

observes how guided reading can fail to live up to its theoretical potential as an opportunity for pupils to 'learn to comprehend at a higher level by beginning to go solo under instruction' (p.20). Fisher's findings and interpretation resonate with my own perceptions, based on discussions with trainee teachers over a number of years, although more recently I have heard increasing reports of guided reading which suggest a much more interactive and purposeful context.

Ofsted's reports from 1998 to 2004 gradually shift focus from practical matters to the teacher's instructional role – noting the need to develop decoding as well as comprehension – and subsequently to the need for more oral work. Although the 2003 report relates to the wider curriculum, it is clear that inspectors are identifying a similar issue to researchers:

> …teachers too often fail to strike a judicious balance between timely demonstration, instruction and explanation on the one hand and pupils' collaboration, discussion or independent work on the other. The result is that pupils are too often passive and the teacher's talk dominates at the expense of other learning.' (Ofsted 2003: §20)

More positively, in this respect, Swain (2010) has demonstrated how guided reading *can* be used as a productive context for developing critical thinking through collaborative talk about text, but notes the tensions that emerge when a teacher seeking to promote greater learner appropriation of dialogue is positioned as instructor within an intrinsically strongly framed Discourse.

In all cases, researchers are open to the likelihood that guided reading can prove productive for learning, but that more opportunities for learners to influence the course of the lesson and their own learning is essential, along with a need for greater flexibility of the teacher and student roles. Ofsted (2002), having surveyed some 300 schools and reached the conclusion that 60% of guided reading lessons taught were taught well, shares this view:

> [Guided reading] is the best opportunity for most pupils to improve their reading through direct teaching which focuses on their individual needs… guided reading remains probably the most effective and efficient way of teaching reading, provided it is done well.(Ofsted 2002: §11,18)

What Ofsted at that point means by 'done well' relates to such factors as a clear focus on objectives; a clear 'strategy check' and discussion of vocabulary to prepare children for reading; the use of 'homework' as preparation for reading at Key Stage 2; clear attention to decoding, where necessary, and to challenging comprehension and

sentence/text level teaching at Key Stage 2, in particular, matched to learner needs and with a view to independence (Ofsted 2002: §11,12). While the Ofsted view is positioned squarely within the 'standards' agenda, the emphasis on preparation for later learning, the aim of independent and attention to support for individual needs, fall in line with a Vygotskian approach, further developed in 2003 as inspectors' attention turned more towards talk.

4.8   The current research

In sum, research into guided reading in England has proved sparse across some fourteen years. Overall, the limited evidence available suggests a predominance of teacher talk, triadic discourse and oral reading aloud, leaving little opportunity for the productive mediation of learning through dialogue. Teacher choices about how the guided reading sub-Discourse operates determine opportunities for pupil learning, and it appears that for many, at least, old habits die hard, particularly where new pedagogic approaches require significant changes of principle as well as practice. What little evidence is available provides little support for a view that guided reading in England in practice is based on Vygotskian principles that support collaborative and cumulative learning, or enables children to develop a sense of themselves as readers participating in a reading community. At the heart of the issue is the role of the teacher. My research is designed to investigate how teachers perceive their roles, and the interaction between beliefs and practice.

Chapter 5
The research process

…qualitative research which uses 'painstaking close-up methodology' can 'probe beyond the observable moves and counter-moves of pedagogy to the values and meanings which these embody', thus providing insights which can be considered generalisable on the basis of the common cultural location.

(Alexander 2000:267)

5.1 Introduction

In this chapter I explain my approach to the research, discussing its specific methodological and ethical issues. My research was designed to answer the following questions:

- How do three primary teachers in England who are positively disposed towards guided reading conceptualise their teaching of guided reading?
- How do they translate their stated understandings into observable practice?
- How do they describe their journey to their current pedagogy, and the factors that have influenced it?
- How do children, as active co-constructors of knowledge, conceptualise the teaching and learning which they experience during a guided reading lesson?

5.2 Choice of methodological approach

5.2.1 An interpretive approach

My intention was to explore a situation – the teaching of guided reading – in its classroom context, and to construct an in-depth, detailed and holistic account of individual teachers' pedagogies. I was aware from the start of my own role within the research which extended beyond that of data collector and analyst; I was in essence actively co-constructing a particular version of the knowledge generated. Ontologically and epistemologically, these assumptions locate my research within the interpretive domain and demand the application of a qualitative methodology. Qualitative approaches can be multiple and varied, reflecting the diverse ways in which researchers recontextualise the social world and choose to explore it, and it is currently accepted within the Discourse of the research community that not only alternative approaches, but alternative combinations of approaches, are legitimate as far as they

reflect fitness for purpose and are epistemologically compatible (Lankshear and Knobel 2004; Silverman 2000).

5.2.2   Case study

I adopted a multiple case study approach, the 'case' being the teaching of guided reading as enacted by each teacher. Case study, as it has developed across a range of disciplines, has undergone its own recontextualisations and has been defined in many ways, which may privilege considerations of method but most usefully focus on the purpose, values and principles underlying the case study approach. Following her critical discussion of approaches to defining case study, Simons, a leading proponent of case study research, offers the following definition, abridged as appropriate for the current context:

> Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a 'real life' context. It is research-based, inclusive of different methods and is evidence-led. The primary purpose is to generate in-depth understanding of a specific topic… to generate knowledge and/or inform policy development [or] professional practice … (Simons 2009: 21)

This definition aligns well with my research intention, which was to explore a specific pedagogic context, drawing on multiple, but related, data sources and taking into account the perspectives of the teacher and child participants and also my own. Studying more than one case enhanced the possibilities of illuminating insights, and, by enabling comparisons, to further illuminate the complexities inherent in small-group interaction. I reasoned that by studying systematically and in depth the behaviours and commentaries of teachers and children relating to a clearly delineated pedagogic context, and critically considering similarities and differences as they arose, I would be able to identify patterns in the data which might have a generalisability in relation to the teaching of guided reading that would be relevant to a wider cohort of teachers engaging in the practice. In this sense, exploring 'the singular, the particular, the unique' (Simons 2009:3) would be a springboard to understandings that might be more generally of interest and value.

It was appropriate that I remained a non-participant observer during the observations. Interviews with participants were central to exploring the case, and my role as interviewer pre-positioned me as an outsider, a role which I adapted to that of 'video-camera operative' during the lessons. This provided me with a role comprehensible to

the children, and an opportunity to experience the 'live' interaction as a precursor to more substantial analysis after the event.

I therefore set out to interrogate and reconstruct each individual's pedagogic approach and, through cross-case comparison, to gain a deeper understanding of how that pedagogic approach can be conceptualised. I chose to use interview and observation, both common methods in case study research (Simons 2009), on the grounds that both are essential in relation to the research questions; interviews alone would not show how teachers' beliefs and understandings were actualised in practice, while observation alone would crucially exclude the teacher's own interpretation of events. In this sense, my study would view the 'case' holistically, and capture much of its complexity. From a Bernsteinian viewpoint, the interviews would provide information about teachers' recognition rules and 'passive' realisation rules relating to guided reading, while the observations would provide some information about *inferred* active realisation rules (Morais and Neves 2006). By examining the interplay between both, I can present a more convincing and robustly triangulated reconstruction of teachers' understandings and behaviours in a dialectical relationship with theory (Strauss and Corbin 1998). Interviews with pupils add an extra data layer which, by taking into account the views of the key stakeholders, enhances the value of the analysis. The following sections outline my methodological approach and methods in detail.

5.3   Research design and approach

5.3.1 The research design

According to Silverman (2000:233), 'when we write up research, we tell (structured) stories about data'. The metaphor of 'stories' is consonant with an interpretivist-constructivist perspective; while many stories could be told, the strength of any knowledge claim depends on the acknowledgement and acceptance of a *particular* story. The research design must therefore provide 'a broad strategic approach of "logic" for conducting the research' (Lankshear and Knobel 2004:21) which supports the coherence and credibility of the 'story'.

My research is informed by a Bernsteinian theoretical framework, and takes a strategic and theoretically consistent approach towards data collection, analysis and interpretation. Data gathered from different sources are analysed in terms of 'everyday' concepts, but also in terms of Bernstein's dimensions of classification and, particularly, framing. From the resulting concepts, a portrait of each teacher's guided reading

pedagogy is constructed, and a theorised comparison of the interactional similarities and differences between the lessons is provided. Throughout the research, there is ongoing interaction between data and the emerging interpretation.

I planned a four-stage case study enquiry to be carried out with three teachers of classes in the Year 2-4 range, as follows:

(1)   an interview with the teacher

(2)   video-recorded observations of two guided reading lessons by each teacher

(3)   an interview with the teacher taking the form of 'video-stimulated reflective dialogue' (VSRD) (Moyles *et al.* 2003)

(4)   a group interview with child participants

Figure 5.1 demonstrates the relationship between each research question and the data collection approach taken.
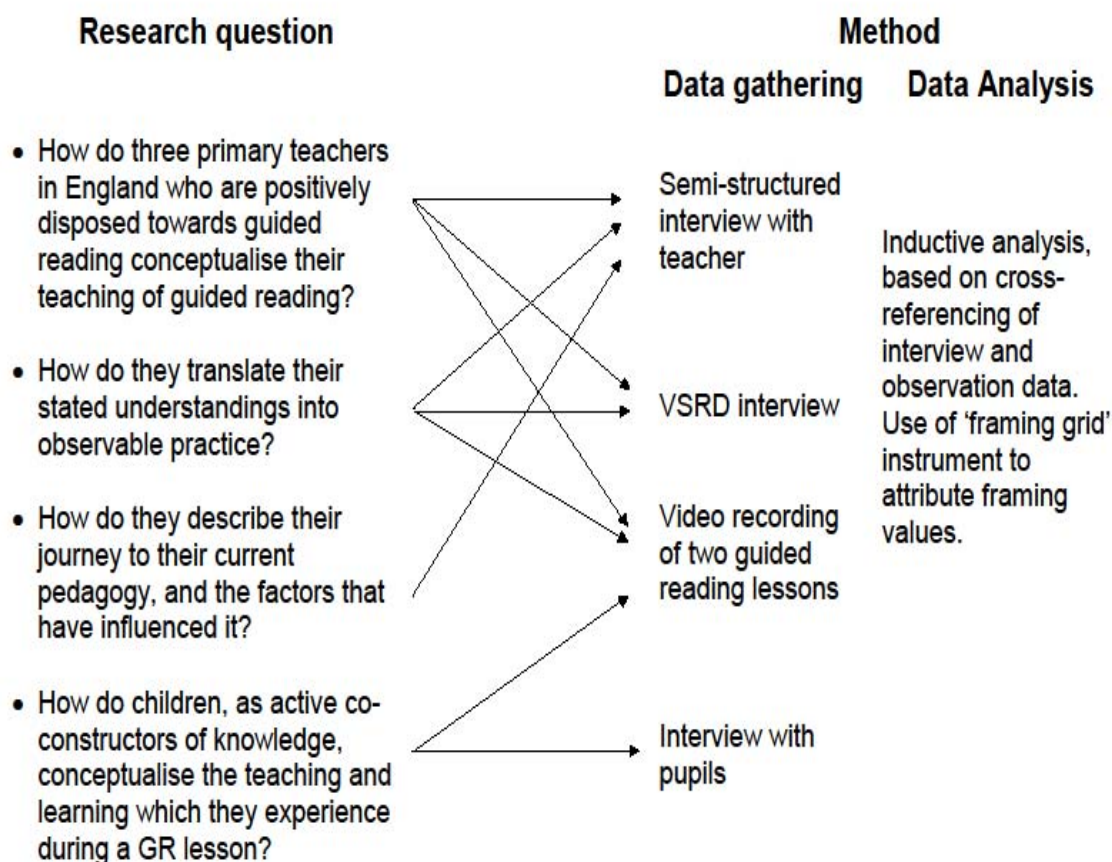
Figure 5.1 Summary: research design

5.3.2 Selecting and gaining access to participants

Purposive sampling is common in case study research (Cresswell 2007; Simons 2009), and I set out to identify three teachers with particular characteristics (Ritchie *et al.* 2003; Simons 2009), as follows:

1. Teacher of guided reading on a regular basis
2. Positive attitude towards guided reading
3. School-acknowledged effectiveness as a teacher of reading
4. Teacher of pupils aged 6-9 years (Year 2-4)
5. Interested in exploring own practice and views

I reasoned that studying the practice of three teachers would provide a flavour of the variation or commonality of practice and views which might exist, while remaining manageable for analysis. I originally planned to identify 'expert' teachers, but as an initial pilot study with an early career teacher, considered very competent as a teacher of reading by her headteacher, provided very rich and interesting data, I chose to retain this data set within the main study. I was committed, methodologically and ethically, to identifying teachers whose teaching of reading was generally considered at least 'effective'.

'Effective' teachers of literacy have been found to hold strongly coherent pedagogic philosophies (Medwell *et al.* 1998) and to interpret video-recorded lessons in a perceptive and detailed manner (Krull *et al.* 2007). Keen to forestall as far as possible any sense of evaluation, I wanted to establish as a ground rule that both I and the teacher assumed that their practice generally was 'good', and sought to position them explicitly in a role as acknowledged 'effective teacher' and myself as 'genuinely enquiring, but informed, researcher'. I was also keen to work with teachers who were interested in their own practice, and who might find it personally and professionally worthwhile to participate (Simons 2009). One participant responded to a letter of invitation, while two others were approached on the basis of personal recommendation. Although many studies into effective teachers' beliefs and practices have been based on informed nomination, this is no guarantee of trustworthiness (Hall 2004a), so I obtained independent endorsement of the participants' 'effectiveness' from their headteachers. Additionally, the two more experienced teachers had very strong credentials in managing literacy in their schools, and one had carried out literacy support work for the local authority. Each received a Research Summary sheet and provided written consent (Appendices 1a,b). Participant descriptions are provided in Chapters 6-8.

I took the view that all teachers had adequate credentials but different levels of experience, which added to the richness of the data. While I was aware that 'there is no inevitable connection between our past experiences and contemporary action' (Simons 2009:70), my theoretical interest in the deep-rooted and invisible learning brought about by engagement in Discourses suggested that some consideration of those features of the professional knowledge landscape (Connelly and Clandinin 1999) which appeared significant for individuals might afford interesting and useful insights.

I focused on the 6-9 years age range, reasoning that as children's reading skills develop rapidly over this period, teachers were very likely to be interacting with children across a wide range of proficiency, some groups focusing on comprehension strategies and others emphasising decoding or other word level strategies. In practice, I saw minimal decoding. This reflects the fact that by Year 4, and by the end of Year 2 in a school with effective teaching, the majority of children had automatised phonic strategies for reading, and their teachers' attention was on developing aspects of comprehension. Each teacher decided independently that her so-called 'lowest' group was not the most appropriate for my study, on the grounds that children tended to contribute less and would respond less well to interview. All six groups were therefore focusing on developing comprehension strategies, which in practice was helpful in enabling comparison across classes.

5.3.3 Representation and legitimation

> In the other paradigm [i.e. quantitative research], people are taken out of the formula and, worse, are often lumped together in some undefinable aggregate as if they were not individual persons. In the qualitative arena the individual is not only inserted into the study, the individual is the backbone of the study. (Janesick 2003:71)

Individuals are certainly the backbone of this study. Case study research requires an emphasis on the uniqueness of the individual, 'to understand how the experience and actions of a single person or persons contribute to an understanding of the case' (Simons 2009:70), and, according to Stake (1995:xii), 'emphasizes episodes of nuance, the sequentiality of happenings in context, the wholeness of the individual'. However, if the research is to demonstrate relevance to teachers, academics and policy-makers more widely, other primary teachers, at least, need to recognise themselves and their practice within it, and view it as valid or 'credible' (Lincoln and Guba 1985, cited in Lewis and Ritchie 2003:273). It follows that each case study must be grounded in sufficient descriptive and analytic detail to locate it within the

complexities of typical primary school practice, and for the concerns of participants to reflect those of teachers who read about the research. The participants in my research may be considered to share a broadly common socio-cultural background with most primary teachers in England. There is likely to be much common ground in terms of their own educational histories, while, more importantly, they teach a common curriculum in schools within a common policy regime which, since 1998, has promoted guided reading. If teachers can recognise their own practices and understandings in the research, then the requirement of legitimation should be satisfied:

> ...it is the content or 'map' of the range of views, experiences, outcomes or other phenomena under study, and the factors and circumstances that shape and influence them, that can be inferred to the researched population. (Lewis and Ritchie 2003:269)

5.4   An ethical enterprise

5.4.1   Procedural ethics

Research ethics begins with, but extends beyond, procedures defined by bodies dedicated to safeguarding the ethical conduct of research, such as the University of Southampton Research and Governance department, and the British Educational Research Association (British Educational Research Association 2004). My study was designed to meet all formal requirements of the University of Southampton Research and Governance committee, including the provision of an appropriate level of information to participating teachers and headteachers, and participating children and their parents (Appendices 1a-c); obtaining informed consent; and assuring participants of anonymity, confidentiality and right of withdrawal. All names are anonymised on transcripts and, for ease of reading, converted to pseudonyms, and all original data are securely stored and accessible only to myself, to comply with the Data Protection Act (1998). Participants agreed that data could be used for academic purposes. The teachers had access not only to the video-recordings, but also to the transcriptions and were invited to comment, make changes and delete any aspects they were unhappy with; none took up this offer. I additionally offered them the opportunity to read their 'own' chapters, and comment by way of respondent validation (Silverman 2000). One teacher, Bryony, responded, and her response is included at the end of this chapter.

5.4.2 Ethics in practice

Procedural ethics is a necessary, but not sufficient, basis for securing ethical conduct (Guillemin and Gillam 2004). At the level of planning, I gave careful consideration to the fundamental principle of 'doing no harm', which, as noted by Simons (2009), is more complex than it may seem. My ultimate intention was to provide insights that would have wider applicability to schools, but more immediately I aspired to create potential benefits for the people concerned. Aware of the teachers' generosity in sharing their time, practice and histories with me, I presented the research to them as a way of helping them to reflect on their own practice. One teacher, Amanda, was keen to use the video-recorded lessons for staff development purposes, which provided some recompense for her participation; the other two teachers told me they found it interesting to participate and to reflect on their teaching in a focused manner, but that appeared to be the limit of the benefit. For the children, I intended that they should feel 'special' as research participants, and when explaining the study to them, emphasised that it was the lesson rather than their own performance that was under the spotlight. Most proved enthusiastic participants.

As the research took place within the normal school day, minimal disruption to pupils' learning occurred, and the pupil groups were selected by the teacher, with negotiation. I sought permission for all class members, which retained flexibility and enabled me to familiarise children with the recording equipment in the whole class context, while enabling the inclusion of all children, to some degree, in the research as a 'class event'. The children's oral consent was obtained at each stage of the research, following advance preparation by the teachers and myself, including an explanation that they could choose whether to take part, and could withdraw at any time.

5.4.3 Ethical dilemmas

Two unanticipated dilemmas arose, the kind of 'ethically important moments' described by Guillemin and Gillam (2004) as 'the difficult, often subtle, and usually unpredictable situations that arise in the practice of doing research' (p.262). Both reveal the invisible tension between the agendas of researcher and teacher. Group A remained for their interview in the recording room. Melissa-A expressed reluctance to participate and returned to class, but was sent back by her teacher, who took the view that she was 'acting up'. I had to decide instantaneously whether it was more in Melissa-A's interest to return her to class again - to incur her teacher's disapproval - or to keep her with the group. Additionally, countermanding the teacher's direction might be construed as

disrespectful to the teacher. I could not leave the group alone to take her back to explain the situation, but abandoning the interview might have led to resentment from her peers who were clearly enjoying taking part – although it was also clearly in my own interest to continue. My on-the-spot decision was for Melissa-A to stay with the group, but clarify that it was up to her whether she wished to contribute. She quickly began to participate, confirming later that she was happy to be included. However, with hindsight I could have briefed the teacher more explicitly about the implications and importance of 'right to withdraw'.

A different issue relating to the explicitness of researcher-teacher communication arose with group E. As the interview began, the teacher, Amanda, entered the room, saying, 'You don't mind if I sit in?' and joined us. Refusal was ethically unacceptable, and could have counted as a 'minor deception' (Scott and Usher 1999:130), but agreement compromised the validity of my findings as Amanda's presence automatically positioned the group as her pupils, rather than my independent respondents. Although Amanda soon left, it is impossible to tell to what extent this shaped the children's responses, and that segment of data was deleted .

These are ethical issues founded on the pedagogic relationship between researcher and researched. They demonstrate the importance of framing parameters sufficiently strongly for no ambiguity to exist about matters which may appear unproblematic for teachers, within the context of their day-to-day work, but represent real issues in the different Discourse of the research community. For me as researcher, these incidents were unforeseeable, and had to be resolved in the moment and their impact monitored.

5.5   Data collection

5.5.1   The teacher interviews

The semi-structured, audio-recorded interview was designed in two parts, to explore each teacher's understanding and opinions about guided reading; how her practice was embedded within the school context; and her biography as a 'reading teacher'. All participants preferred one extended interview lasting about ninety minutes, and were given a summary of interview themes in advance (Simons 2009). All agreed to be audio-recorded, and talked volubly in self-chosen settings. Two small Olympus digicorders provided high-quality digital audio-recordings, which were easy, if time-consuming, to transcribe, and also enabled me to participate with full concentration in the dialogue (Simons 2009).

Appendices 2a and 2b present the basic interview structure, a series of open-ended questions which provided a flexible framework, inviting extended responses and including opportunities for the revisiting of themes. These questions primarily privileged gaining insight into participants' own 'assumptions, implicit meanings, and tacit rules' (Charmaz 2006:32) over eliciting more 'factual' information

I was aware that my own positioning could not be neutral. Like the participants, I was a White British female (former) primary teacher, enthusiastic about guided reading, and as these teachers explored their childhood memories of literacy, my own past was resurrected. Although biographical similarity can create productive rapport, it also carries potential for misreading of the data through uninterrogated assumptions, and it is important to extend the dialogue sufficiently to confirm that the understood meaning is that of the respondent rather than the researcher (Borland 1991; Platt 1981). I therefore planned the interview structure to incorporate revisiting previous areas, and sometimes rephrased questions and asked for confirmation of my interpretation.

I was aware that my own agenda was dominant and that the teachers were going out of their way to help me, and a commitment to viewing the teacher as an equal participant in the research, as far as possible, underlay my planning of the interviews. I therefore clarified at the outset that I perceived the interview as a conversation in which the participant would do most of the talking (Charmaz 2006), an approach supported by Scott and Usher (1999) who state that in contexts such as semi-structured interviews:

> Reactivity, rather than being understood as a negative consequence of research and something to be eliminated if at all possible, is embraced. A close relationship between data, theory and method is therefore accepted and thus the data are as much a product of the method chosen as being descriptive of any underlying reality. (Scott and Usher 1999:130)

While aware that my own remarks might provide a lead to respondents, I believed that I could not retain a position as 'outsider asking questions' if the interview was to take the semblance of an informed conversation, as authentic conversations are bi-directional and meanings are negotiated (Charmaz 2006). I therefore participated explicitly in the conversation, and adjusted my questions and comments in the light of the unfolding dialogue, treating the interview as a 'flexible, emergent technique' in the exploratory sense recommended by Charmaz (2006). My own knowledge and interest made it easy for me to take a genuine and active interest in their responses, an important factor for in-depth interviewing, which contributed to the ensuing good level of rapport (Simons 2009). Conscious too that I was known as a University tutor of English in primary education, I was open about my own positive orientation towards guided

reading, intending this to support dialogue on equal terms between two parties well-disposed to the practice, but with different kinds of expertise. Acknowledging the teachers as the classroom experts, I emphasised that my aim was to explore their views and practices, and that I was open to whatever comments they wished to make without superimposing my own preconceptions or making value judgements. I nonetheless found it necessary to interrogate myself continually about this point, since my longstanding role as a transmitter of what is currently considered good practice in literacy teaching has embedded a range of assumptions in my own thinking and attitudes. In consciously seeking to distance myself from the commonsense view that certain aspects of the lessons represented 'good' or 'bad' teaching, I found that beginning the analysis by writing a factual, 'everyday' commentary on lesson interactions and attending to structure before content helped me view events in a more distanced manner.

5.5.2 The video-recorded lesson observations

The complementary use of interview and observational methods can lead to 'understanding of how events or behaviours naturally arise as well as reconstructed perspectives on their occurrence' (Ritchie 2003:38). This is what I sought to achieve in my research, heeding Alexander's advice, 'We must talk with whom we watch' (2000:269).

Video-recording enabled participant and myself to focus jointly on specific aspects of lesson interactions during the VSRD interview, thus supporting a shared understanding of the teacher's intentions. It also provided a separate tranche of naturalistic data intended to complement the different kind of information afforded by the interviews (Lankshear and Knobel 2004). The use of video- recording made available to us both the non-verbal participation integral to social interaction which, although often subtle, contributes powerfully to the ways in which lesson events are framed to realise the teacher's intention (Bourne and Jewitt 2003). Additionally, recording created a revisitable record of events which enabled further exploration and cross-checking of the data as analysis proceeded.

I recorded two complete guided reading lessons taught by each teacher. Methodologically, this strengthened the evidence base by supporting claims of typicality, while also increasing the opportunity for interesting interactions. More theoretically, it provided evidence of the teacher's consistency, or diversity, of approach

with groups of different reading proficiency. Pragmatically, recording two lessons provided some insurance against risk.

All teachers agreed to be video-taped, reporting afterwards that they found it interesting, if not necessarily comfortable, to watch themselves in action. We negotiated location in terms of balancing the competing demands of naturalistic context and good sound quality, and teachers made the final decision. In a short familiarisation session, I explained the research to the class and trialled the equipment. Although longer acclimatisation sessions are often used, children did not appear to view the camera as a novelty for long, supporting the view of Alexander (2000) that their effects are negligible. This session enabled all the class, not merely the selected groups, to 'participate', making the situation more inclusive, and, more practically, enabling me to check the functioning of equipment *in situ*. All preliminary recordings were erased. The lessons were recorded using a Sony Handycam DCR-SR32, positioned to record without my active involvement, to minimise distraction (Alexander 2000). Although the quality was good, digicorders placed unobtrusively on tables proved invaluable for capturing many quieter pupil utterances. I also took fieldnotes in order to identify sequences for follow-up.

All three teachers assured me that, for their part, the lessons unfolded exactly as normal. Bryony and Caroline stated that children's responses were as normal, but Amanda, who had previously emphasised how her pupils were keen to offer spontaneous comments and talk to each other as well as to her, commented on a difference:

> They were not nearly as sparky. I expected everybody to be chipping in and asking questions of each other too, [but] it comes across as individual responses, and I think that was the camera there, they were thinking *well we can't chip in, we can't interrupt as much as we might normally, we can't talk to our peers as much as we would normally...* [3:414]

VSRD played a crucial role in alerting me to the teacher's explanation of the discrepancy. Without this information, a mismatch between Amanda's account and the observational data would have become apparent during analysis. With the information, I was alerted as to a limitation of the data.

5.5.3 Video-stimulated reflective dialogue (VSRD)

My choice of VSRD was inspired by the *Study of Primary Interactive Teaching* (SPRINT) project, which utilised joint viewing of video-recorded lesson episodes as 'an

opportunity to reflect with a knowledgeable research partner on one's own teaching' (Moyles *et al.* 2003:4). During a pre-viewing, the teacher selects lesson episodes on which to reflect subsequently with the researcher within a dialogic process, the teacher controlling the discussion focus and pace. VSRD has a substantial history across a range of disciplines (Lyle 2003; Moyles *et al.* 2003), and has recently become popular in educational research seeking to elicit individuals' perspectives on interactive events, relayed in their own voices. It has functioned as both research tool and professional development strategy (Clarke 1997; Moyles *et al.* 2003; Powell 2005), and has, in particular, proved valuable in accessing the kind of thinking carried out by experienced teachers. Krull *et al.* (2007) found that expert teachers asked to 'think aloud' in response to another teacher's videotaped lesson offered more perceptive, critical and interpretative responses than novices, and demonstrated a greater flexibility of viewpoint and ability to position themselves 'inside' the situation. Video-stimulated techniques cannot, of course, explore pedagogic interactions as they unfold, but only provide a basis for reconstruction, which is necessarily susceptible to 'sanitising' (Lyle 2003). However, in terms of understanding how teachers conceptualise their own practice, it is precisely those reconstructed reflections which are sought.

Although SPRINT used VSRD with reference to whole-class interactive teaching, its potential appeared equally great for eliciting teachers' interpretations of small-group lessons. Firstly, my analysis of observational data would be informed by the expressed intentions of the teachers themselves, thus providing a degree of confirmation and validation of my interpretation. Secondly, the VSRD and interview data would complement each other as participants' stated meanings were exemplified and extended. VSRD therefore offered an important data source in its own right which explicitly valued the participant perspective, and also offered support and triangulation for other data sources. As a social event, it also served to mark the end of the fieldwork relationship between researcher and participant.

I followed the lead of SPRINT in developing a set of optional prompt questions to stimulate teachers' reflection (Appendix 2c), adapting the SPRINT questions (Moyles *et al.* 2003:147), for my different purpose, scope and timescale. Bryony and Amanda chose not to use the prompts, while Caroline said she gave them some thought. They also proved useful in informing my own questions and comments.

After filming, I sent participants a copy of their video-recorded lessons along with a series of prompts for reflection, and asked them to identify episodes which they considered interesting to talk about, using the prompts if they wished. There was

necessarily a time lag between recording and VSRD to allow for data copying and reflection. Despite concerns that a delay might impact on the quality of recollection (Morgan 2007), this appeared unproblematic. During the subsequent VSRD interview, we re-viewed the video jointly, the teacher stopping the video where she wished to talk about it. Although the VSRD content was primarily selected by the teacher, I was aware that potentially valuable data could be lost if teachers chose *not* to address areas in which I was interested, and so built in a defined role for myself whereby I could legitimately comment or ask further questions, loosely guided by a prompt sheet of my own (Appendix 2d) . Although this diluted 'teacher ownership' of the VSRD (Morgan 2007), it supported the two-way nature of authentic dialogue. I initially suggested that participants select around 20 minutes' worth of 'interesting episodes' for reflection across both lessons, as in Moyles *et al. (*2003), but all preferred to focus on one complete lesson in greater detail, explaining how their thinking proceeded as the lesson unfolded as a coherent, structured unit. This was in every case the first lesson and higher-attaining group, which was unfortunate, and in places I had to intervene to achieve more balanced commentary across both groups.

5.5.4 The pupil interviews

Most classroom interaction research has been characterised by the absence of the pupil perspective (Alexander 2000; Morgan 2007; Pratt 2006). I wanted to explore the extent to which child participants were aware of their teacher's intentions and strategies during guided reading lessons, and how they perceived themselves as readers and learners in that context. The way in which learners talk about lesson content, process and events is a useful barometer as to the visibility of the pedagogy; where learners show some realistic grasp of the specialised knowledge content of a lesson, and can infer their teacher's intentions, this implies an explicit, visible pedagogy. I was also interested in their attitudes to reading and self-concepts as readers more broadly. I therefore conducted group interviews as soon as possible after the lessons, partly to provide a more comfortable social context than would be the case with individual interviews, but also to capitalise on children's collaborative thinking.

The interviews were 10-15 minutes long and took place, by negotiation, in a quiet, familiar area in which children felt secure.

Although the pupil interviews furnish some interesting data, certain aspects proved problematic despite my attempts to overcome the issues as the research proceeded. At first, (groups A to C) group discussion proved difficult to manage, as dominant children

talked at the expense of others, while simultaneous talk caused difficulties in following a chain of thought and rendered transcription difficult. The introduction of a 'talk token', suggested by a teacher as a familiar classroom device to structure turn-taking, did not improve matters. The most effective method proved to be passing the digicorder to pupils who indicated a wish to respond, echoing the 'bidding' norms of the classroom, although I recognised in this a move towards stronger framing as I adopted a more controlling position, chairing group talk in the interests of my research intentions. I also found it challenging to manage my own agenda, as children enthusiastically jettisoned the focus prompts to pursue their own preferred topics, making the weakly framed spaces their own. As a result, group responses are diverse, and some areas of research interest are unfortunately left unexplored.

Other studies have successfully used a video-stimulated recall approach, similar to the VSRD used with teachers, to focus children's attention visually on lesson events (Morgan 2005; Pratt 2006), and I tried this with groups C to F, redesigning the interview schedule to provide more structured questions. I also, by negotiation, subdivided the largest group (eight children, group E) . The new tactic also proved challenging, partly because of the need to identify video sequences rapidly, based on my field notes, but also because the videos failed to capture most children's attention beyond seeing themselves on film. With hindsight, I might have arranged to return some days later, having prepared short sequences of video from which pairs of children could choose their topic for discussion, following it up with a few questions of my own. This would have enabled me to make more targeted use of video, and to consider ways of meta-cognitive modelling that would support children's thinking aloud, as found effective by Morgan (2005). However, that would have required altering the agreed parameters of the research and permissions granted. Additionally, it would not have guaranteed more useful data; it is possible that children's spontaneous interest would have been lost by the delay, and that the changed dynamic of talking with only two children at a time might have reduced the richness of their lively interchanges.

5.5.5 Data transcription

I wanted to remain as 'true' to the data as possible (Nisbet 2006), which in this case required word-for-word transcription of both lessons and interviews as holistic units. All transcripts were shared with teacher participants, as advocated by Silverman (2000), but no changes were requested. Examples of transcriptions can be found in Appendices 4-6, labelled c,d (lesson transcript with analysis); e,f (teacher interviews);

g (VSRD interview); h,i (pupil interviews). A key to lesson transcription and analysis conventions is located in Appendix 3a.

I transcribed on a fitness-for-purpose basis, adding punctuation to support clarity of meaning and ease of reading during the analytic process. As my interest in the interviews was their *content*, I made minimal reference to non-verbal features. The observation data were of a different order, as the focus was the *process* of interaction, which involved a great deal of non-verbal communication. I decided on a pragmatic compromise which avoided the meticulous and time-intensive frame-by-frame transcription of body language, movement, eye contact, use of voice, pauses, overlapping utterances and so on used in full multimodal analysis (*e.g.* Bourne and Jewitt 2003), but which provided a higher level of non-verbal detail than found in many studies of classroom interaction.I therefore superimposed on the transcribed dialogue selected non-verbal features which appeared significant in the transaction of meanings, such as where a child tapped the teacher's arm to ask to contribute, or the teacher invited a child to contribute with a look. Such annotation is necessarily selective, and I used words rather than symbols for ease of interpretation. Although I noted pauses, I did not mark their length. Although there is no possibility of 'accurately' capturing all non-linguistic features, the revisiting of video-recordings enabled a reflexive reconsideration of data, enabling modifications of judgements about significance in the light of the developing analysis.

5.6   Data analysis and interpretation

5.6.1 Constructing an analytic approach

The central aspect of my research relates to teachers' pedagogic beliefs and behaviours, and is primarily based on the teacher interview/VSRD and observation data. Taking a view of the guided reading lesson as a curriculum genre (Christie 1995), I considered it important to retain a holistic view of the lesson as an internally structured pedagogic unit, as recommended by Alexander (2000), and to be able to work analytically back and forwards between the levels of whole lesson and its components, which I termed episodes and sub-episodes (Wells 1999) (Appendices 4a,5a,6a). I also wanted to be able to work dialogically between interview and lesson observation data, which, as noted above, were of qualitatively different orders. While interviews provided data in the form of participants' thoughts and recollections, focusing on the *content of dialogue*, the video data provided unmediated access to lesson events from an outsider's position, focusing on *dialogue as activity* (Burns and

Myhill 2004). The VSRD data, by offering mediated access to participants' perspectives on lesson events, linked the two. As a result, I had amassed rich, detailed raw data, from multiple sources, from which to construct a principled account of the relationship between beliefs and practice for the three participant teachers, in essence theorising each teacher's pedagogy.

As the teachers' personal histories and pupil data were less directly related to the lesson focus, I found it more meaningful to analyse and comment on these separately, but making clear links where appropriate.

5.6.2 Deconstruction: dealing with the data

My initial intention was to work inductively, using coding as 'the pivotal link between collecting data and developing an emergent theory to explain these data' (Charmaz 2006:46, 47). I intended that data and themes emerging from the different layers of data could be integrated and mapped out by using common codes, thus supporting an analysis that was securely grounded in the data. As constructed artefacts, codes are not value-free, but fragment and reconstruct data according to coder choices, and my original intention was to identify 'commonsense' codes, establish broader themes and use these to compare and contrast key elements of the three teachers' pedagogical approaches.

Using Atlas.ti qualitative data analysis software (Scientific Software 2005), I began coding teacher interview talk (including VSRD) on an inductive basis, identifying content and themes that appeared potentially useful, with a view to refocusing codes at a more theoretical level as the analysis progressed. I worked iteratively, regularly revising the coding scheme and reviewing links (Spencer *et al.* 2003). Although my coding decisions were influenced by my theoretical perspective, I remained alert to other unforeseen, but possibly significant, themes that might emerge (Charmaz 2006), and developed a rapidly burgeoning library of codes which, ultimately, was analytically unhelpful. Early attempts at thematic mapping foundered, not least because the attempt to distil multifaceted elements of interpersonal interaction into their key meanings resulted in what seemed a spurious pseudo-quantification of reality; in the coding, the richness and intertextuality of classroom events seemed to evaporate, losing the holism and complexity inherent in case study (Simons 2009). I moved to a different system as my primary analytic tool.

I had simultaneously established a system whereby the observation and interview/VSRD layers were juxtaposed, both on paper (examples in Appendices 4c,d;

5c,d; 6c,d) and via Atlas.ti hyperlinks, enabling me to connect and retrieve data from multiple sources rapidly, and also, via Atlas.ti, to relate the data to codes. I used the print-based system to deconstruct in detail the interactional events unfolding on video, commenting in everyday language from my own perspective as onlooker. I then juxtaposed teacher comments from interview and VSRD at the appropriate points, revising my commentary to take account of the teacher's interpretation. The next step was to consider each lesson episode, or sub-episode, in relation to the Bernsteinian analytic framework. Following Hoadley (2006) and Morais *et al.* (2004), I devised a context-specific analytic grid which enable me to add a further tier of commentary re-presenting the interaction in terms of framing relations (Appendices 3b,4b,5b,6b). I discuss this further in Chapter 9. Using the grid, I considered each lesson episode separately, which, although often repetitive, secured systematic scrutiny. Through this approach, I gained a deeper knowledge of the data, and found myself frequently altering an early interpretation in the light of subsequent reflection. In essence, the process took the following form:

1. Transcribe lesson data – verbal, and where appears relevant, non-verbal
2. Identify lesson episodes
3. Add subjective descriptive-interpretative commentary of lesson events
4. Superimpose VSRD teacher commentary
5. Revise (3) in light of (4)
6. Construct theoretical summary of episodes (framing relations)
7. Review all the above in relation to emerging analysis of all data

This proved a lengthy, iterative process as analysis of each data layer was informed by analysis of the others, leading to the emergence of certain insights which supported, or challenged, previous understandings.

Atlas.ti continued to play an important role, although more as organisational tool than theory building device; by enabling rapid retrieval of coded and linked quotations, it supported the retention of a holistic view by helping me remain 'close to the data' (Lewins and Silver 2005, 2007). The detailed coding of all interview data, hyperlinked to observation data, supported an in-depth knowledge of the data and an awareness of patterns as they developed in a way that enabled working hypotheses to be developed and tested against the data. This resulted in a seemingly intuitive, but in fact strongly evidence-informed, approach to the construction of central analytic themes, and proved invaluable in helping me make sense of the teacher-history and pupil-interview data across the range of participants.

5.6.3 Reconstruction: theorising teachers' pedagogies

On the basis of my repeated, detailed reading and reconstruction of the data layers – including the recorded video data – using screen- and paper-based approaches, I identified certain recurrent themes, or orientations, that appeared key to understanding each teacher's sense of self as teacher of reading. These gradually took shape as I reconstructed the patterns that characterised the pedagogic interactions led by each teacher and considered these in terms of the teacher's own commentary. By proposing hypothetical orientations, and re-reading the data systematically against these, I could confirm, reject or classify as 'not proven' these 'hypotheses' in the light of the various layers of evidence available, and could reconstruct what Simons (2009:5) terms 'the story of the case':

> …an ordering an understanding of events that tells a coherent story not in a chronological sense but through an integration of inferences and interpretations of events organized to tell a story of the whole.   (Simons 2009:5, citing House 1980:104)

My approach to writing the story of the case has taken the form of what I have termed, after Søreide (2006), 'pedagogic subject positions', referring to the discursive position inhabited by each teacher in the specific pedagogic context, which underlies her choices of pedagogic behaviours. Where discontinuities emerged, further exploration followed, leading to revisiting of data or recoding.

Pupil interview data were handled in a similar manner, with emergent themes identified and discussed in terms of the data. Although the pupil interviews varied in character, and the data from different groups were not strictly comparable, all group interviews afforded some useful additional commentary in relation to teacher themes.

5.7 Reuniting the data, constructing a pedagogy

The next three chapters present my findings in relation to each participant teacher in turn, on the grounds that this offers a more holistic sense of each teacher's practice. I then engage in cross-case comparison, picking up some generic themes, and relating the issues that emerge to policy dealing with pedagogy. Although based on extensive analysis of rich, multi-layered data, my choice of what to include necessarily remains highly selective and contestable.

In each chapter, I first provide a theoretical interpretation of each teacher's lessons, before constructing a 'pedagogic subject position', derived from the interaction of

interview and lesson data, in which I explore how each teacher orientates herself ideologically towards learners, learning-to-read and the practice of guided reading: in other words, how she construes her pedagogy as a teacher of reading. This leads to a discussion of pupil views in relation to guided reading and themselves as readers, and an interpretation of the teacher's pedagogical understandings in relation to her past as a reader and teacher of reading.

5.8   Notes regarding use of appendices and source data

Because of the size of the original database, only extracts are included in the Appendices, carefully selected as relevant to the points discussed. Many, but not all, of the quotations incorporated in the text are contextualised in these extracts. The full database is available digitally by arrangement.

5.9   Reflection on self within the process

I now conclude this chapter by commenting on my own journey as a beginning researcher. By planning a comprehensive and specific research design in advance, and adhering to this closely, my control of the study was perhaps stronger than often prevails in case study. I was not a participant observer, but an external observer, while nonetheless part of the social setting of the research. My engagement with participants was over a strictly defined time period, but a sense of 'virtual' dialogue continued as I explored and revisited the data: *I read this… they say that… what does this mean?* I remained aware of my wish and obligation to respect the participants who had so generously shared aspects of self with me, and worried about how to discuss aspects of practice which I considered less positive. Often, on further investigation under a theoretical lens, I revised my initial 'teacher educator's' opinion; while retaining the theoretical interpretation, I came to see alternative meanings – but then questioned my own motives for doing so. Consciously discarding an evaluative perspective proved challenging, and I hoped that in the end I succeeded in offering a reasoned, evidence-based account of practice which in places asked questions and suggested theoretically-based implications which were neither speculative nor disrespectful to any of the participants.

Across the course of the study, as my methodological understandings developed, I detected shifts in my own approach. As I worked with the data, I found myself sliding from a quasi-positivist approach based primarily on reconstructions based on codings to a more holistic approach which resisted imposing labels on every data segment, and

became increasingly interested in how the patterns in the data started to integrate. It was at this point, I came to a decision to 'tell the story of the case' (Simons 2009:5) by constructing a 'pedagogic subject position' to generate a coherence of interpretation. In so doing, my own sense of uncertainty and vulnerability increased: in my reconstructions, was I trying to contrive a neat 'solution' in imposing an arbitrary shape on the data that suited my own ideological preferences? I sought answers in the evidence, re-reading and re-viewing the data, making comparisons across participants and lessons. I arrived at a conclusion that what was most important was not achieving any kind of absolute verisimilitude in the representations, which functioned more as an integrational device, a theoretical construct, but the insights that were generated from the study.

Chapter 6
Constructing Bryony's pedagogy

... if the children are going a particular way you can run with it, so it's a bit freer, it gives you a bit more freedom to follow the things that they want to do …they know it's probably going to be a nice chat about a book that they enjoy reading, so I think that they expect it to be fun.

[Bryony 1:082, 097]

6.1   Introduction

6.1.1   Chapter outline

In this chapter, I present background information and a summary of the observed lessons before assembling and relating layers of interpretation based on complementary data sources. I begin by analysing lesson observation data within a Bernsteinian framework, commenting on themes and illustrating these with selective data extracts. Using interview data, cross-referenced as appropriate to observational data, I construct a 'pedagogic subject position', identifying recurring themes which appear to be central to Bryony's view of pedagogy and self as a teacher of reading. I then draw on pupil interview data to offer some thoughts on what it means to be a reader in Bryony's class, and finally, based on biographical interview data, explore some factors which appear relevant to her trajectory as a 'reading teacher'. While this makes for a lengthy chapter, my intention is to retain the holistic nature of the case study by maintaining the integrity of the extensive data set, and to thus present a convincing and credible account, well grounded in the data.

All documentary references relate to Bryony's dataset. Numerical document/line references provide a data trail leading back to the full transcripts and ultimately audio- or video-recorded source data. Appendix 4 provides extracts of transcript data thought to be particularly relevant to the analysis, which contextualise many, but not all, of the quotations and comments in the text. The full dataset can be accessed digitally by arrangement.

For ease of reading, up to three examples only are referenced. In extracts, non-verbal interaction is interposed at a broadly appropriate point. Appendix 3a provides a key to transcript annotation.

6.1.2 Biographical notes

Bryony was at primary school in the late 1980s. Now in her mid-twenties, she has been teaching for three years in a large primary school in a market town in the South of England. Bryony is White British, as are most of her pupils, who come from mixed but, overall, relatively advantaged backgrounds. The school's most recent inspection report notes the good quality of teaching and management, along with good pupil progress; literacy test results are above the national average. Although not an English specialist, Bryony's teaching of English is considered very competent by senior colleagues. She currently teaches Year 4 pupils (8-9 years), planning collaboratively with two colleagues.

Bryony was invited to participate in a pilot study on the basis of personal acquaintance. I had been her English tutor when she was a trainee teacher, had tutored trainees placed in her classroom and knew her as an enthusiastic and committed teacher who viewed guided reading very positively. As the pilot study furnished rich data, and complemented subsequent data well, it was retained as a case study, with Bryony's permission. I was aware that our previous relationship, based on a power differential, might be problematic in the sense that Bryony's existing knowledge of my own conceptions of 'good' guided reading practice could influence the shape of her answers. However, her account of her pedagogy, and, importantly, her observed lessons, demonstrate significant differences from the Strategy model of guided reading which I had endeavoured to transmit to trainees, and it is clear that her practice has been shaped much more powerfully by her on-going engagement in school practices.

6.2   Lesson analysis

6.2.1   Contextual information

Bryony taught groups described as high-proficiency (A) and low-average (B), on the basis of assessments at the start of the school year (NC level 4+, and level 2b, respectively). Although normally guided reading featured as one activity within a whole-class daily reading workshop, Bryony chose to teach the observed lessons in a separate room to avoid distraction. She explained that children were accustomed to groupwork outside the main class, and took the view that although the situation felt more formal at first, they quickly settled to work as normal [3:010-019]. The lessons featured midway in a six week unit with a common 'target' of 'inference and deduction', within which texts and objectives were differentiated for children working at different

levels. Group A read several pages from *East o' the Sun and West o' the Moon* (Lewis and Lynch, trad.), a highly illustrated version of a traditional tale. Their learning objective, derived from year group plans, was: 'I can say what I think about a text and find evidence in the text to support my opinion'. Group B, reading from the much simpler, humorous *Little Troll* (Durant 1998), had the objective: 'I can re-read parts of a text to find out more'.

6.2.2 Lesson structure

The guided reading lesson is diachronically organised as a series of 'episodes' (Wells 1999), punctuated as one interactional sequence leads into another by a change of pedagogic function, often seamlessly within a single utterance. Although the Strategy's prototypical guided reading structure of 'introduction, strategy check, independent reading, return to text, response to text' (DfEE2003a) is episodic, none of the participant teachers observed this sequence precisely, and the structure followed by Bryony was as follows (Appendix 4a):

- Introduction/recount of previous events (1-2 minutes)
- Independent reading (4-5 minutes)
- Recount of events (2-3 minutes)
- Reading activity and teacher questioning, related to objective (13-14 minutes)

This structure offers a cumulative learning sequence in which early episodes serve a preparatory function. An initial revisiting of prior story events paves the way for silent individual reading of the next instalment, while a subsequent post-reading recount helps to ensure all children have a basic understanding on which to base new learning activity.

See Appendix 4b for a working summary of framing relations across the episodes, and Appendices 4c and 4d for annotated lesson transcript extracts.

6.2.3 Classification of contexts

Observation data depict guided reading as a discrete context for learning within a class environment. Both inter- and intra- disciplinary classification are strong, no overt links being made to other school learning or out-of-school experience, although interview data, reveal that on the previous day, children related textual characters to their own relations [1:088], demonstrating that such links may be made where the occasion arises. What links there are to past and future guided reading lessons feature recall and prediction of storyline, rather than any learning trajectory.

6.2.4 Framing of the regulative discourse: relations between teacher and learners

Classification is established and maintained by framing relations, and classification between teacher and children in these lessons is strong. Bryony clearly occupies the social space of 'the teacher', controlling lesson content and activity in line with her professional responsibilities, while children inhabit the 'pupil' space. Wells' (1999) distinction between macro and micro levels of classroom activity is helpful here. Although strong classification and framing characterise the planned lesson at a macro level, these tend to weaken at the micro level of teacher-learner interaction, partly because Bryony uses a group 'reading activity' to carry the instructional content of the lessons; as the reading activity is positioned as the primary mediating tool, Bryony's own role becomes that of enabler-supporter, rather than instructor-evaluator. Also at the micro level, Bryony tends to blur teacher-learner boundaries by weakening the hierarchical framing, in essence seeking to disguise the power differential through a number of strategies as described below.

Bryony maintains control primarily through personal rather than positional means, allowing learners a limited degree of influence on lesson content, and responding to them as individuals as well as group. In places, the interaction takes on the flavour of a group conversation, and there appears to be a tacit understanding that in guided reading, the 'rules' are different, and bidding, although legitimate, is not required, as evidenced in the extracts.. Bryony, alone of the participant teachers, never demands 'hands up'. Children clearly feel at ease with each other and comfortable in offering their own ideas, and the lessons are characterised by a sense of communal activity and, at times, a high level of animation.

In places, Bryony appears to reposition herself as collaborative group member, for example when partnering a pupil during group B's question-writing activity [5:123], and through her participatory involvement in discussion. Her comments, although non-evaluative, nonetheless tend to shift the learner talk back towards teacher-controlled pedagogical dialogue, as in Extract 6:1:

Jake-A: (volunteers) I'll tell you another one as well - a bit genetic, really. I think it's a good describing word, because they've got to be a bit genetic, really, to survive that long.

Bryony: You think - my goodness, that's quite a scientific word there, isn't it.

Harriet-A: I'm not sure what it means!

Melissa-A: [Well (...)

Pupil-A: [(...)

Bryony: [Do you want to explain it a bit more Jake-A, so we've just got a bit of
               an idea before we leave?

<div align="right">Extract 6:1 [4:217-223]</div>

Bryony overwhelmingly tends to affirm rather than evaluate, and where positive evaluative comments are made, these tend to be to be non-specific or phatic (e.g. 'Super'). Negation is rare, and more likely to take an indirect form such as a scaffolding question or an appeal to peers to help [5:045, 4.443]. Her language tends to be non-directive, the pronoun 'we' frequently suggesting a sense of solidarity with learners, along with a range of linguistic strategies to dilute the force of her control, such as the substitution of questions and invitations for commands, and substantial use of modal verbs. She makes extensive use of non-linguistic features such as gesture, eye contact, intonation and expression, to a degree which surprised her when watching the video [3:156]. These serve to focus the group, manage interaction and invite children to speak, and on the few occasions where Bryony explicitly asserts authority over less attentive pupils, she most commonly uses non-verbal means, sometimes accompanied by drawing the child by name into the instructional, rather than regulative, discourse [e.g. 5:119, 5:269].

Despite the tendency towards weak hierarchical framing, this remains elastic, allowing teacher control to be strengthened, notably when giving instructions and, in particular, when running out of time at the end of the lesson [4:197, 5:329]. Overall, Bryony's pedagogy clearly demonstrates what Bernstein (1996) referred to as the 'apparently weak' framing of hierarchical relations. By flattening the power differential, Bryony creates a group climate within which children are positioned as active participants who are entitled to put forward their opinions without risk of being negatively evaluated. The emphasis is on co-participation by all in a reading event involving talk and activity. The resulting conditions appear to offer potential for the kind of 'intermental development zone' posited by Mercer and Littleton (2007), and the development of dialogic talk (Alexander 2004).

6.2.5 Framing of the instructional discourse: selection, sequencing and pace

In principle, framing relations can vary independently of each other (Bernstein 1996), and if a lesson is considered as a curriculum genre within a macrogenre (Christie

1995), then variation in either or both is to be expected within and across lessons. In each of Bryony's lessons, variations are found in instructional as well as regulative discourse. As above, a tendency is displayed towards weak framing within a more strongly framed macro framework in which selection (of text, group and learning activity) is teacher-determined, plotting a route towards the intended knowledge construction. Pacing and sequencing are more weakly framed, reflecting the flexibility of the longer teaching unit:

> If we'd spent more time discussing something, then I would have, the following week, adapted it slightly so we were back on course, because that's what's nice about the six weeks, sort of progression allows you to chop and change as you need to. [3:030]

The lessons have three components: pre- and post-reading recount, independent reading and reading activity.

Recount

The recount episodes are intended to serve firstly, as a basis for new reading, and, secondly, to support subsequent activity:

> We're spending an awful lot of time here just recounting what we've read, but our target was actually to interpret information and deduce things from it, so you have to make sure that you've talked about the text and understood what's actually happened. [3:092]

These simple, teacher-elicited narratives are clearly routine, and demand successful identification and sequencing of key story characters and events, with evaluation criteria tacit and embedded in group history [e.g. 5:006-008]. To this end, Bryony shapes learner responses to produce the desired outcome through repetition and the use of 'follow-on' questions which, by focusing attention on particular information, steer the recount in a particular direction [4:0116-018]. For example, in Extract 6.2, she appears, indirectly, to be seeking the character's primary motive (referencing relates to textual comments, below):

Andrew-A: To the hag's next door neighbour.

Bryony: To the hag's next door neighbour, that's right. Where's the girl going? Where's she travelling to? (pause)[a] Who's she going to find? That's probably an easier question to think about. (pause)

Melissa-A: I've forgotten!

Bryony: [a]Think about the characters in the story we've met already.

Jake-A:	The white bear?
Bryony:	The white bear, [a]who we know is really (opens hands)
Lucy-A:	A man.
Bryony:	A man. So she's gone to find him, hasn't she.

Extract 6.2 [4:013-020]

Questioning sequences of this nature provide simple scaffolding prompts[a] towards construction of the required narrative. Although the response to foregoing learner comments represents a weak form of 'uptake' (Tharp and Gallimore 1988), this supports simple recall rather than probing and stimulating deeper and more complex levels of comprehension. Internal selection and sequencing are weakly framed, driven by story chronology rather than instructional motives, while pacing slows a little to accommodate teacher prompts. Some teacher inputs conform to Rose's (2004) definition of 'Prep' moves[a] in that they provide pre-emptive scaffolding which supports the required outcome. Although children have a degree of discretion over their contributions, these are required to fall within a teacher-controlled 'finite set' of legitimate answers (Skidmore *et al.* 2003), to which end Bryony utilises a loose triadic dialogue (Lemke 1990, cited in Wells 1999) as a default mode which can be relaxed to embed learner comments2 as well as dependent chaining exchanges.

Independent reading

The independent reading conforms with NLS guidance in that children read silently to themselves. Bryony controls the pages read and time frame in the interest of lesson pace and maintaining children's attention [3:070]. Although she stops the group when most have finished reading, she describes her dilemma in dealing with children's different reading speeds, explaining that she would prefer to let them read the full text but is restricted by her interpretation of school expectations:

> …that's quite difficult sometimes, when a child comes up with something they'd like to say, and you have to just carry on with what you're doing, and obviously I'd much rather be able to sit there and ask him - but sometimes you've got to kind of keep focus … [3:189-90]

The reading is not evaluated or visibly monitored as an end in itself, but positioned as a necessary precursor to activity. In this respect Bryony departs from official guidance, which recommends listening to individuals read quietly aloud, supporting them and discussing aspects of text with them as they read (e.g. DfEE 1998; DfES 2003). In essence, the 'instructional' message is displaced from the act of reading and relocated

in the subsequent activity, which – as long as children are able to decode and make sense of the text at a basic level – provides a more purposeful context for the development of their thinking about what they read.

Reading activities

Bryony's intention is to model and engage collaboratively in one activity before children engage in a more independent variation [3:106-112]. Her learning activities have a strong regulative structure supported by resources: reading books, word cards and small whiteboards, all integral to her instructional discourse. In effect, the cards and whiteboards scaffold children's thinking and interaction, acting as a semiotic resource directing attention to the task in hand, the successful accomplishment of which demonstrates achievement against the evaluation criteria. Within this framework, micro-level framing weakens as children offer opinions, cite supporting textual evidence and make choices, albeit from a restricted range. They therefore have some opportunity to influence the lesson agenda, and Bryony allows pacing to vary in line with their responses.

In the case of group B, collaborative question-writing based on text [B/Episode 4] requires time, talk-space and a degree of autonomy within defined boundaries, resulting in relaxed pacing and sequencing. The episode is characterised by a high level of animation and humour, and pupil-pupil talk, notably when two children compose a 'trick question' which catches everyone out, teacher included [5:170-195]. A briskly paced activity ensues [B/Episode 5] in which children decide whether adjectives on prepared cards describe the central character or not, giving text-based reasons. Again, there is an element of learner choice, but Bryony is conscious of time and frames pacing more strongly, reducing, if not eliminating, opportunities for children to insert their own ideas.

Although a similar two-part, card-based activity is intended for group A [A/ Episode 4,5,7], Bryony loses track of the sequence, and forgets to include the second activity except as a hurried after-thought [4:199]. The omission results from her preference for weak framing, as she allows children to insert their own areas of textual interest into the discourse, temporarily changing its direction and weakening framing of selection, sequencing and pace (see next section). This is more evident with group A, not because Bryony herself steers the lesson differently, but because group A take the initiative in creating spaces and manipulating the discourse, which she accepts as legitimate and valuable - up to a point, as exemplified in Extract 6.3, below. Bryony remains aware of her instructional intentions, returning later to complete the activity briefly; in interview, she reflects that this

may not have been necessary, as the child-led discussion was in fact addressing her intended objective [3:095-096].

Talk and tangents

Bryony's interactional sequences typically fall into three classes. Firstly, during strongly framed interaction, she provides a monologic explanation, or demonstration, to elicit and support pupil activity [4:050,5:123-125]. Secondly, particularly in recount episodes such as Extract 6.2, she loosely relates a string of nuclear exchanges to elicit what came next, or what other children think, in the form of 'follow-on' questions. Thirdly, during more weakly framed reading activity and child-initiated sequences which she terms 'tangents' (see next page), nuclear exchanges more frequently lead to dependent, chained exchanges as Bryony asks for reasons, 'clues' or 'evidence' in line with her objective, and in places seeks children's opinions or predictions. Extract 6.3 provides an example, as Melissa-A misinterprets Bryony's intention (relating to vocabulary comprehension) to demonstrates a deeper, more inferential understanding of a point which she, and later, peers, finds fascinating:

Bryony:	But we understood everything we read? That right?
Melissa-A:	[a]It's strange that all of these hags have given her golden things.
Bryony:	It's very strange, isn't it, maybe we'll find out later on in the story, what they've given to her.
Melissa-A:	[b][Because we normally have, like, a wooden spoon, and a plastic comb.
Bryony: with	[c]So do you think that the fact they're golden has anything to do the story?
Melissa-A:	Mmm (nods)
Bryony:	[c]What do you think they might be used for, in the future? (looks at Andrew-A)
Andrew-A:	It could turn the white bear back into the prince.
Bryony:	[d]It could be, they could turn the white bear back into the prince. And we've already discussed that it's a magical story, haven't we, so it might be some kind of magic [to do with the golden objects.
Jake-A:	[ef][She's - I think it might be something to do with when the, em, East Wind, em blows, away because look, it's got the spinning wheel there (volunteers, shows cover).

Bryony:	So in fact there are clues on the front cover, aren't there? (points on Lucy-A's book) She's holding on to the golden spinning wheel, we didn't notice that at the beginning, did we, and the wind (points) in the corner up there, so we've met those characters now, haven't we. Yes, Harriet-A? (hand-up)
Harriet-A:	[ef]Em, they might have, like, it to show where the bear is, and what he's doing, to help her find her way.
Bryony:	Absolutely, (gesture) so they're going to help the story move along, aren't they. All right, so we've met some new characters in that part of the story...

Extract 6.3 [4:037-049]

Melissa-A's misunderstanding enables her to respond but also to initiate[a], and to resist Bryony's attempt to end the sequence[b]. Bryony responds to and legitimises Melissa-A's comments, in so doing regaining control of the questioning agenda[c]. When she tries again to retrieve her own agenda by summarising, rather than chaining a question[d], other children interject[e], prolonging the sequence and demonstrating inferential thinking[f] which is not evident in their responses to Bryony's questions elsewhere in the lesson. Bryony hovers between following the children's lead and moving back to her own agenda, her ambivalence evidenced in her description of such sequences as 'tangents':

> Obviously we went off at tangents... I'm glad it happens, because that's when discussion takes place, isn't it, you don't follow a rigid plan. [3:026]

Bryony's non-evaluative responses in Extract 6.3 indicate receptivity to, and interest in, the children's ideas as she chains authentic, open-ended questions on to Melissa-A's responses, and elaborates with references to the text as a whole, opening up a collaborative dialogic space. Here, and elsewhere, learner-initiated sequences are characterised by greater levels of animation and pupil-pupil talk. While moving in the direction of exploratory talk (Mercer 1995, 2000) or dialogic talk (Alexander 2004, 2008), a further modification of teacher intervention is required if discussion is to incorporate deeper and more critical levels of interthinking (Mercer 2000) between children, and between children and teacher. In this lesson, learner responses usually offer alternatives rather than developments of each other's ideas, in which sense they are not yet engaging constructively and critically with one another's thinking. The teacher responses in extract 6.3 represent examples of 'critical turning-points' (Skidmore 1999:289) where teacher action determines the direction of subsequent dialogue, and it might be that other responses which open up discussion, rather than

closing it down, might have meshed and extended children's thinking within a stronger IDZ. Given that the text for group A, in particular, is a polysemic traditional tale, this may be an opportunity missed. (See also appendix 4c).

6.2.6 Framing of the instructional discourse: evaluation criteria

In Bryony's lessons, evaluation criteria are weakly framed. They are far from absent, as in Hoadley's (2006) study, and the official 'learning outcomes' are worded on lesson plans in language accessible to pupils, and so clearly known by Bryony. At no point, however, are they made fully explicit to learners in that form. I focus here on aspects of the 'learning activity' episodes which carry the instructional discourse.

In both lessons, Bryony switches to expositional-instructional mode to introduce the activity. For group B she comprehensively models the activity of composing and answering a text-based question through an interactive demonstration with commentary [5:087-116]. This informs children what is required of them and how to achieve it, providing preparatory scaffolding to support successful performance while engaging attention and motivation. [5:123-125]. As learners compose their own questions, Bryony continually reminds them to focus on the text. Evaluation criteria are embedded in the activity and supported by oral commentary, and the group know what to do to succeed: when she subsequently asks each child to suggest textual evidence to support character descriptions, they are generally successful.

For group A, the evaluation criteria are not embedded in activity in the same way, although learners are given suggestions, guidance and thinking time [4:050]. Possibly influenced by an unintentionally misleading example [4:050], children initially fail to recognise that they are expected to cite textual, rather than pictorial, evidence for their preferred character description - which is understandable, given the richness of illustration in the text. Realising this, Bryony accepts children's answers[a] but recycles Lucy-A's response, below, as a scaffolding prompt by prefacing it with her own refocusing comment [b]. The effect is visible in Melissa-A's response[c]:

Bryony:	[a]She looks old, in the picture, that's right. You were going to say something about the text, Lucy-A?
Lucy-A:	In the text, it says old hag.
Bryony:	[b]It describes her as an old hag, doesn't it. So we've got lots of clues there.

> Melissa-A: ^c [There's not a word about that, but she - just saying about the ancient thing, she looks a bit blind, because you can't really see her eyes...
>
> <div align="right">Extract 6:4 [4:087-090]</div>

As the lesson proceeds, learners increasingly do refer to textual events as they infer and speculate. Bryony comments:

> They have actually started to infer things that they didn't do necessarily straight away... they're starting to think outside the box a bit which is important. [3:196]

During the reading activities, a pattern of affirmation rather than evaluation is maintained, either implicitly or through repetition and/or elaboration of the pupil answer [4:045, 4:031, 5:037]. Bryony does not explain why children's answers are successful or otherwise, leaving evaluation criteria implicit in the activity. On the one hand, this retains the more conversational tone of the lesson, but on the other, any children who have not worked out for themselves what is required may have no clear strategies to tackle such challenges in future. (See also appendices 4c,d).

6.3   Pedagogic subject positioning

6.3.1 Overview

In this section, I construct a 'pedagogic subject position' for Bryony based on a close reading of interview and VSRD data, bringing these into dialogue with observational data summarised in the previous section. The data tiers are highly supportive of each other. Themes emerging from the data position Bryony as a teacher who sees herself as:

- Child-orientated
- An enabler of learning
- A collaborationist

Bryony presents herself consistently as orientated towards children as individuals who are agents of learning, rather than acquirers of officially designated skills and knowledge, and her discourse resonates with an invisible, competence-based pedagogy (Bernstein 1996) in which interpersonal relationships and affective elements play significant roles. This view is reinforced in her comment that 'they all get different things out of it, so you're different with each group' [2.079], suggesting that relationships, rather than lesson structure or content, are the important variable, and that common outcomes are not to be expected. Throughout the interviews, Bryony's

discourse privileges children's feelings and self-confidence over their learning [1:104-106, 1:128-131]. 'Learning' is not a salient term in her commentary, but rather a feature of the subtext as a taken-for-granted feature of her teaching. For these reasons, she appears orientated towards her pupils as children first and learners second, with a consequent weakening of classification of teacher and pupil roles evidenced through the lesson discourse. Appendices 4e,f,g provide fuller commentaries.

6.3.2 Theme 1: Child-orientated

The importance of affect

Children's affective responses are important to Bryony, who refers frequently to their feelings [1:094, 3:014, 3:037], including their enjoyment of reading and guided reading lessons:

> I'm aware of how much they're enjoying it. They're all sort of laughing, and, you know, almost playing a bit now as well, with the story and the idea of how it could develop [3:185, also 1:072-073, 3:041-043]

The emphasis on affect extends to Bryony's understanding of pupil progress. Although she refers frequently to lesson 'focus', her discourse tacitly privileges the development of 'confidence' as a personal quality over the acquisition of specific skills and knowledge, particularly for less proficient readers such as those in group B [1:074-075]. 'Confidence' refers to both a general ease with each other and their teacher's expectations, built up through a shared social history [1:111-113], and a reading-specific competence established through joint lesson activity. Bryony relates confidence directly to self-image [1:132-133, 3:078], citing an earlier experience with a Year 6 group:

> I think at that point they already felt they'd been pigeonholed, and in their own minds they'd probably pigeonholed themselves as readers who weren't very good. And so it might have been too late by that point to boost their confidence. [1:138-139]

Her concern with enhancing children's self-image is reflected in her lessons, as she reassures group A that reading fast is not important [4:026]:

> I don't want those children who haven't finished it to feel that they're behind, that they're not as good as the others, because everyone reads at different speeds [3:077].

Her previously noted preference for acknowledgement over evaluation appears related to her desire to preserve positive self-image while also serving to 'de-pedagogise' interaction.

Children as individuals

Bryony values guided reading in enabling her to know her pupils well [1:089, 2:083], and her VSRD comments show awareness of, and diverse responses to, learning behaviours of individuals. During lessons, she orientates herself to both group and individuals, finding a space for individuals within the collective, as when she notes that Michael-B is unhappy about working with Noel-B, and quietly offers the boys the opportunity to work alone [3:260, ref 5:137]. This enables Michael-B to engage in the activity, initially reluctantly, but later clearly keen to participate [5:125-127]. As noted previously, Bryony values the expression of children's ideas, including responses which are not directly related to the learning focus [3:033-034,3:179] but does not specifically plan ways to elicit these:

> I like it when they talk about their own ideas, because that's when you get the interesting answers that you're not expecting.... you just have to play it off the cuff, don't you, and you just follow the train of thought... [3:228-229]

Other comments suggest an openness to children importing out-of-school experience into the lesson [1:088, 3:140], although this is not evident in the observed lessons. It seems that there is a tacit rule that if the children want to inject their own interests into classroom learning, they are allowed to do so, time permitting.

6.3.3 Theme 2: enabler of learning

Creating conditions

Bryony's intention is to develop, across six lessons, an aspect of the specialised knowledge which children are expected to acquire within key stage 2 as defined in policy and testing documentation (DfEE 1998, 1999; DfES 2006; QCDA 2010). However, in defining guided reading, Bryony reconstructs it not as an instructional context but as:

> …an opportunity to find out more about the children's understanding of their reading, rather than just their ability to read different difficulties of text, to actually gain more understanding of what they know from that text, what they can elicit from that text, within a classroom situation, within a normal classroom

environment, with a group of children working at roughly the same ability. [1:004-005].

Meanwhile, in a comment far removed from Strategy guidance and indeed the comments of other teacher participants, she comments:

> It just feels nice and relaxed when we're working together, because I think they know they don't have to produce anything from it... they know it's probably going to be a nice chat about a book that they enjoy reading, so I think that they expect it to be fun. [1:095-097]

Such comments support a pedagogy tending towards weak framing. Rather than seeing herself as an explicitly active agent of knowledge construction, Bryony views her role as one of providing conditions within which children can construct their own knowledge, and monitoring their growing competences. Accordingly, she wants children to view guided reading not as a pedagogic context for learning, but as a pleasant social interaction around text. Specialised knowledge is a commodity to be acquired invisibly through participation in the reading event.

Approach to knowledge construction

Bryony rarely uses words such as 'teach', 'teaching' or 'taught' other in a generic manner ('my everyday teaching', 'teaching reading'), defining learning routines in procedural rather than instructional terms (Alexander 2000) as she refers to, for example, 'working with' children or 'having group discussion'. Guided reading is a 'session' (required by the school) which affords particular opportunities for learning. In terms of her teaching role, Bryony is at her most explicit when outlining her typical routine; the longer-term learning target (here, 'inference and deduction') generates a lesson focus (or learning objective) which drives teacher questioning and learning activity:

> [After reading] we'd go on to the questioning and the activity that we've planned in, it might be, what have we learnt from the characters in this particular part of the text, how do we know that, where's the evidence, what can we use to tell us about the characters. [1:034]

As evidenced in the lesson analysis, instruction is embedded in questioning and activity, with no explicitly instructional focus on what the children are learning and what counts as the required outcome. Nonetheless, assessment features substantially in Bryony's account:

> ...you can really understand what a child is actually getting from a text, whereas in a class situation they can be very good at hiding what they've actually

understood and haven't understood - there's no hiding in a group reading situation, you're much more able to question individuals and delve into deeper questioning. [1:076-078].

Assessment relates to evaluating children's performance against the objective, making sure they 'understand' what they're reading more generally, as in the recount episodes, and supporting them in cases of difficulty with questions or prompts. Where she identifies individuals as being insecure in terms of the objective, Bryony suggests in future she might 'target a question' at them [e.g. 3:135, 3:145,], engaging them in learning through the cognitive activity required to answer. Given her reluctance to evaluate or negate, this reinforces a view of teaching as creating opportunities for learners to work out answers for themselves, with support where necessary. Bryony adopts the role of benevolent lesson manager, steering the group through the lesson, monitoring and gently intervening where necessary to steer it back on track, as in Extract 6.5, while supporting children by providing the kinds of responses that signify learning objectives are being met. When group B children are 're-reading the text to find out more', for example, she constantly directs their attention towards the text:

> Bryony: Michael-B, what do you think he ate first? (pause) Does it tell you on the page in the book? (pause: Michael-b turns pages) Got the right page? (pause) Page 22.
>
> Extract 6.5 [5:149-150]

This exchange is not merely procedural, but scaffolds learning by focusing the learner on relevant aspects of the task. Continual prompting in this manner, in the context of activity, can enable appropriation and internalisation of the instructional 'script', although in this instance there is little evidence of internalisation, most answers apparently recall-based. It is also unclear whether group A are secure in 'finding evidence from the text to support their opinions'; after the mixed start described previously, they appear to get the idea, but questions remain relatively straightforward and answers short, with no examples in the observed lesson of the 'deeper questioning' of individuals mentioned above [1:076-078].

Pace, sequencing and the cumulation of knowledge

In a performance pedagogy, pacing plays an important role in the accumulation of vertical knowledge. Although Bryony works within performance-based school parameters (six weeks to address the objective, and 20-30 minutes per lesson), in her own class, she takes a gradual and flexible approach to knowledge construction. Across lesson episodes, and across the lesson series, flexible sequencing and pacing

allow for a degree of deviation and steering back on course. When time is at a premium, pacing can be strengthened, or the instructional discourse abandoned, to enable completing reading the text at the expense of planned learning [3:050].

As noted earlier, the nature of the learning activity affects the transparency of the evaluation criteria, which are more visible to group B than group A. Bryony's comments suggest that she views explicit knowledge construction largely in terms of using specialist terminology, rather than transparency of the learning process. She views learning through activity as precursive to the introduction of specialist terminology, which will shift learning to a more explicit level. By the end of the six week unit, in her opinion:

> [Group A is] probably ready to talk about actually the words inferring, and hidden meaning… I think that group would be ready to perhaps do a simple task where they had to find something that was actually written in the text and then find something that they could infer from the text, and maybe simplify the language a bit, and that might be the next step over the next few sessions. [3:054-055]

In this sense, the individual lesson may be considered an element of a curriculum macrogenre (Christie 1995), in which earlier experience, discussed in 'everyday' language, creates the foundations for a move to more abstract conceptualisation using specialist terms. It is not clear from the data how this transition would be managed, and whether the structure and dynamics of the observed lessons would be altered to support knowledge development. Bryony's VSRD description, however, suggests that finishing the book becomes the priority, resulting in a loosening of instructional structure, begging the question as to whether and if the further development of children's knowledge occurs.

6.3.4 Theme 3: a collaborationist

Collaborative learning

If Bryony views teaching as creating conditions for learning, she sees knowledge as socially and individually constructed within the group context [3:038, 3:243-247], although without specifying how. Again, she emphasises affective factors:

> I think they worked it out between them, which I think emphasised how important these group reading sessions are, because on their own, you know, holding up a word, and read this, might be quite intimidating, but as a group they could work it out. [3:105]

When one child speaks, the others are expected to and engage with peers' contributions, thus advancing the collective knowledge. Although 'giving the right answer' is not Bryony's highest priority, participation is expected and inter-learner talk valued:

> At this point, I'm aware that they're all chipping in with something. There's a lot more discussion going on now. Whereas before it was me asking a question and them answering, now everyone's sort of making a comment, and lots of them are talking over each other as well, which I don't mind at all at this point, because we're all looking for the answers, and they're all contributing. [3:179]

She values children helping each other and routinely refers to 'discussion' amongst pupils [1:111-113, 2:094, 3:026-027], referring to guided reading as 'a nice chat about a book' [1:097]. In this case the relatively open forum offered to children and their willingness to contribute ideas provides some justification for the term. However, Bryony notes:

> In an ideal situation, you'd want to work one on one, wouldn't you, that's what you'd get the most out of. [3:193]

In expressing a view that the group context represents a functional compromise between individual one-to-one dialogue and the demands of managing learning for a class, she reveals a tension between her espoused privileging of collaborative and collective values, and an individualist predisposition, a tension which extends into her view of self, positioned within the community Discourse of her school.

Self within the Discourse of school

Bryony's account suggests a strong collegiate school culture, particularly within the year-group planning team, which she clearly values [1:016,1:035] as a support for her own development as a teacher of guided reading, not least because the school's literacy subject leader is a team member [1:033]. She seeks to position herself as both compliant community member and competent teacher of guided reading, by performing in line with school expectations and therefore meeting the evaluation criteria of the teaching context, as defined by the school, but nonetheless voices uncertainties as to what specifically these criteria are [2:084]. She is clear that she meets school criteria (at macro level) in terms of her approach to pupil grouping, objective-based lesson planning and assessment, but questions whether her interactional approach meets requirements, as her teaching has not been explicitly 'monitored' to provide an external judgement [2:008]. She presents her practice as an pedagogic method to be reproduced because of school demands, and implies a view that teachers can be

trained in, and assessed against, a correct model [2:073-076]. In this sense, she positions herself as dependent within the school's power structures, perhaps in line with her role in the school hierarchy as not holding responsibility for literacy.

However, Bryony elsewhere positions herself as an active pedagogical agent who is less compliant with school systems, and guided reading as an approach to pedagogy which she appropriates in her own way. The 'loose' year group planning [1:081] creates a weakly classified space to be shaped by individual teachers at the micro level as they translate the broad objective and suggested activity into specific interactional discourse. Although she perceives an expectation that the space should be filled with focused questioning and teacher-led activity, her own ideological preferences come into play as she allows children to voice their own ideas and 'go off at a tangent' [1:079-082; 3:026-027]. In so doing, her control of sequencing and selection is weakened, with consequences for pacing and the achievement of evaluation criteria:

> I've allowed perhaps the edges to get a bit fuzzy, and to lead it in a way that I think it should go in rather than sticking and adhering strictly to year group planning. [2:008]

Bryony's apparent tension can therefore be traced to a conflict between what she sees as her role as a compliant and collaborative community member and her own ideological preferences [2:008]. She voices her thoughts factually, with no suggestion of questioning accepted routines to influence wider school practice.

6.3.5 Discussion

Based on Bernstein's typology of theories of instruction (1990:72), Bryony's overarching pedagogic subject position tends towards the 'liberal/progressive' educator. In resisting the role of teacher-as-instructor, Bryony creates learning opportunities for children, but on these occasions resists providing explicit knowledge of what they need to do to be judged successful. She constructs success, outwardly at least, as a matter of confidence, and intrinsic to the learner, rather than as achievement relative to particular criteria. She values the group context as an opportunity for children to learn by sharing ideas, rather than as an efficient forum for group instruction. Her preferred pedagogy is invisible, predicated on a developmental view of learning in which all learners are unique but possess common competences, the teacher's role being 'to arrange [the] context to enable shared competences to develop realisations appropriate to the acquirer' (Bernstein 1990:71). The interactional process

is valued more than its outcome, and she intends that learners will understand guided reading as 'a nice chat about a book' [1:097].

Recurrent throughout Bryony's discourse is a sense of conflict, analysis of which exposes the role of framing and classification in constructing 'pedagogy'. She implies a belief that there is a 'correct model' of guided reading which (being a teamworker) she would like to follow more closely, but which (valuing individual self-expression) she considers rather rigid and seeks to subvert. The root of Bryony's conflict appears to be the 'looser' year group planning which creates weakly classified spaces to be filled within the lesson. While she perceives an expectation that the space should be filled with focused questioning and teacher-led activity, her behaviour is influenced by ideological preferences as she allows children to voice their own ideas and 'go off at a tangent'. By allowing pupils a degree of control over selection of lesson content and therefore also lesson time, her own control of sequencing and selection is weakened, with consequences for pacing and the achievement of evaluation criteria. If she is to value and encourage pupils' volunteering of ideas, rather than evaluating their responses to questions as right or wrong, her role shifts from that of interrogator and judge to that of supporter and interested co-participant, entailing a significant weakening of classification and framing. Related to this is Bryony's reluctance to provide explicit criteria for learners, the area in which framing is weakest. I now summarise key points relating to the pupil perspective: how do the children perceive themselves as readers, and the role of guided reading?

6.4   Consistency and variation across groups

Guided reading offers both opportunities and challenges in relation to managing learning for individuals and groups, some of which are exemplified in Bryony's practice. Having deconstructed her practice and reconstructed her pedagogic subject position, I now examine how her pedagogical choices open up or constrain opportunities for learning. In Bryony's lessons, all children work on variations of a common objective, and are positioned as purposeful readers engaged in particular teacher-devised activities based on their reading. She takes as given the school- and Strategy-promoted grouping of pupils by 'ability', and the consequent differentiation of their learning tasks through text choice and modification of objective and/or activity [1:036]. If guided reading is predicated on a social constructivist logic, then it would indeed be expected that the teacher's management of the learning context varies according to children's learning needs. However, in practice, cognitive demand is dependent on the specific details of the interaction, and where teachers' behaviours respond to

differential constructions of children as learners (Bourne 2004), equivalent access to vertical discourse may not occur.

Bryony, who tends to construct attainment in terms of confidence, reformulates proficiency in social, emotional and behavioural terms:

> I think that my bottom groups benefit more, working as a group for reading together after they've read independently, to consolidate what they've read, for confidence and self-esteem, because I target my questioning because I know they'll be able to answer it. My more able readers, they are already confident, they're already aware that they can read it quite easily, and they're almost a bit more dismissive, and you have to really probe them, and that's a real challenge. [1:128-133]

For Bryony, guided reading offers an opportunity for otherwise quiet, under-confident learners to participate more fully than in a class environment [1:104-106] and to benefit from peer support in collaborative problem-solving. For group B, these are established within the macro framing of lesson activities. The lesson is planned to provide a proactive framework for learning that involves re-reading aloud, teacher demonstration and instruction, collaborative peer activity, writing questions and structured collaborative responses to these questions, all teacher-supported, combining to communicate how to achieve the unarticulated evaluation criteria. Although the writing activity is integral to the reading task, Bryony sees its value primarily as supporting concentration [3:252].

As previously noted, Group A's learning activity is less focused on practical activity, resulting in slightly weaker framing of selection, sequencing and pace at macro and micro levels. As noted earlier, because the absence of explicit evaluation criteria for group A is not offset by a demonstrated practical activity, achieving a successful performance is more opaque. Bryony gives guidance about activity content, rather than modelling how to achieve the required performance, and it is possible that if she had similarly demonstrated how to produce the required kind of outcome, the children might have achieved it more readily. Meanwhile, the more weakly framed discourse of lesson A offers children spaces to introduce their own opinions and ideas, and it is in the occasional, brief learner-initiated 'tangents' that they begin to engage on a personal level with textual ideas in a lively, questioning manner. On these occasions, usually in response to a teacher question, they use the language of reason (such as because, might, could) to justify, speculate and question at least as much as they do within the teacher-led activities, and, as previously noted, appear on the cusp of using talk to think together in a more exploratory manner (Mercer 1995, 2000). For group A, most

contributions which involve reasoning, as opposed to recall, occur during pupil-initiated sequences. The truncation of such sequences to return to the planned agenda constrains opportunities for the development of collaborative thinking in ways that might, through teacher guidance, support development of the very skills which Bryony seeks to teach. It is important to note that the interaction opportunities evident in lesson A are not built-in, but made available through the weak framing. The flattening of hierarchical relations means that those children who want to insert their own ideas can legitimately do so, accommodated by variation in lesson pace and sequencing, and behaviours that in another classroom might be deemed illegitimate ('calling out') are here encouraged ('discussion'). While this may reduce teacher-dominated discourse, power relations between learners may fill the space vacated by the teacher, privileging more dominant children. Watching the video, Bryony comments:

> Harriet-A obviously was waiting patiently with her hand up, and again, it's very hard, when you see this back to realise, some of the children do much more talking than others. Jake-A didn't put his hand up, he just sort of dove straight in there with his answer. [3:158-159]

Observational data indicate that certain children rarely participate actively in pupil-initiated interaction, and if weakly framed talk opportunities were to be built into the macro level lesson structure, it would be important to find ways of encouraging and supporting all children to participate on a more equal basis. Learner talk, however, is not synonymous with participation or learning, and Bryony, reflecting on certain children's lack of contribution, draws on her knowledge of the individual, for example:

> [Lucy-A] really sat back and just listened and observed in this session... she didn't feel the need to volunteer information, I think she was quite happy to listen to what other people were saying, which is strange, because she's not shy. [3:161]

Classroom interaction research that views learner talk as a necessary measure of interactivity can risk overlooking the agency of learners; some children choose to talk more than others. As Alexander (2000) notes, listening is not a passive activity, and represents legitimate participation.

In the lessons observed, differential opportunities are indeed available to the two groups. Firstly, while group B clearly enjoy their story, which is simple and humorous, it lacks the polysemic richness which captures the imagination of most children in group A and provides the scope for children to think at deeper levels and speculate amongst themselves. Secondly, the lesson structure for group B provides a stronger focus, in that the more practical activity, supports a more explicit awareness of the evaluation

criteria and ultimately more successful achievement. Thirdly, returning to Bryony's child-focused subject position, she is clear that she is trying to boost children's confidence in group B in the ways noted above, but notes her own uncertainty in relation to teaching 'already confident' group A; data suggest that her allowing learners to express their own ideas may fill that gap as a tacit, emotionally-motivated goal. Given the rationale that guided reading is expected to differ in character from group to group, and that only two lessons have been observed, I do not suggest that such inter-group differences are characteristic of Bryony's practices or in any way inequitable, but am commenting on how the relationship between the 'tools' used in the lesson – whether resources, activity or interactional approach – and learning outcomes has the potential long-term to privilege some, rather than others.

6.5 Pupil interviews: Bryony's class

See appendices 4h and 4i for extracts to support the commentary below.

6.5.1 Reading at home

Although my planned questions focused on school reading, both groups spontaneously shifted the focus to home reading, and it is clear that for them, reading at school and at reading are strongly classified contexts. Home reading, unlike school reading, offers opportunities to exercise agency, tell stories about their lives and position themselves as the kinds of readers they wish to be seen as by others. Both groups present themselves as enthusiastic and independent home readers, and are keen to cite titles of books owned and read. Most refer to family members as supporters of their reading. High-attaining and competitive group A vie with each other in terms of the number, length and relative difficulty of the books they choose to read, describing how they undermine adult attempts to control them, notably by finding ways to read in bed despite parental opposition. Appendix 4h shows the children in group A variously impressing on me their identities as high-status readers. Their group B counterparts, also eager to impress me, lack the competitive thrust of their peers, presenting themselves – with the exception of reticent Michael-B - as enthusiastic and willing readers (Appendix 4i), but who value the support of others. These children tend to emphasise partnership with family members who have helped them with their reading [6:022,6:084,7:113] and their improvement through their own efforts [7:058].

6.5.2 Reading in school

Both groups talk enthusiastically about reading in school, but in different ways. The introduction of group reading has not abolished a competitive ethos in which children are keenly aware of their status relative to others. Group A members clearly find this motivating, and Jake-A and Harriet-A, in particular, are keen to display their prowess as individuals and group: 'we're the highest group so we read higher books for our stage' [Harriet-A, 6:049]. They claim to find guided reading 'easy' [6:124-127, 6:155] on the grounds that the books are not 'challenging', presenting themselves, in Bryony's words, as 'a bit more dismissive' [1:132] . For group A readers, difficulty equates with commonsense criteria relating to books they want to be seen to read: length, little illustration, long words and small print [7:129-135. Meanwhile, despite Bryony's emphasis on allowing children to voice their opinions and learn together in a supportive context, the children in group A clearly see their teacher as being in control [6:012-028]; hierarchical framing is perceived as no different from other aspects of the school Discourse in which pupils have to do as their teacher wishes.

By contrast, the children in group B are conscious of finding aspects of reading difficult, and, while keen to demonstrate that they are keen readers, again present themselves less competitively, valuing the emphasis on collaboration and lack of competition within the guided group, and taking more responsibility for learning as individuals and groups. Henry-B, who has been diagnosed as dyslexic, explains how he does not feel 'left behind' in a group [7:018] and emphasises his determination:

> I'd probably do what I always do, try my hardest to read, because that's what I want to do, I want to read better because I've got dyslexia, and it's really frustrating when I can't read a word. [7:058]

Rebecca-B states:

> Instead of working with the whole class, and instead of working on your own, you can work in a little group, and it's more better, because then, if you're reading to someone, or partners, you have someone to read to, and someone to be partners with. [7:036]

> We could all share out how they read words, so say I can't read big words, but I can read small words, and someone else could read big words, but not small words, then we could help each other. [7:060]

Meanwhile, thoughtful Melissa-A – described by Bryony as the child 'who needs the most support' in group A [3:144] – appreciates being able to read the text silently, to herself:

> Sometimes when you read it in your head you feel all confident and you read quite quickly, and you read it to yourself, you know, with no mistakes, but when you're reading to someone you're all shaky, you're thinking you've got to get it all right, and you're actually getting worse. [6:148]

The children's comments support Bryony's perceptions that guided reading benefits lower-attaining readers more, and that it is the supportive social context, rather than teacher instruction, that they appreciate. However, it is evident that the two groups are looking at learning-to-read in quite different ways: group A see themselves as readers who are individually skilled and don't need tuition or the insights of others, while group B see themselves as readers who are not yet fully proficient by themselves.

6.5.3 Learning to read

The contrast in the nature of group discourse extends into children's narratives of how they learned to read, group A readers emphasising early achievement while those in group B recall particular events in the process of becoming a reader. Whereas children in group A portray their early reading as a story of rapid success, most radically expressed by Jake-A - ' I don't really learn to read, I've just known all the time' [6:094] – those in group B recall specific events which helped them in aspects of decoding, mainly at home, which they can articulate with examples, such as Noel-B's comment below:

> I was in Year R and I got a book from the library, I took it home and I struggled on the second page with this word, and my mum told me to split it up like cor - ner, split it up into different columns. [7:083]

Word recognition is the only reading 'skill' identified by either group, and the children show no awareness of their reading lessons developing other specialised knowledge. When asked if they have to 'think' during guided reading lessons, group A readers interpret this only in terms of using their imagination to visualise events [6:137-140]. Jake-A infers Bryony's pedagogic purpose in the same terms: 'She's trying to widen our imagination, to get us more interested in books really' [6:147].

In view of Bryony's interview emphasis on 'targets' and learning 'focus', the absence of pupil comments relating to these is interesting, but aligns with the disguising of evaluation criteria in lessons and her portrayal of guided reading as 'a nice chat about a book' [1:097]. If the observed lessons are typical, then children may be able to perform successfully, but without being equipped with a conceptual vocabulary to talk or think about their reading progress. By contrast, children do talk about their progress against explicit criteria built into particular programmes such as their library reading

competition [6:80-85], suggesting that where explicit structure and criteria do feature, these are used as tools by which to discuss and evaluate progress. Despite Bryony's tacit attempts to mask evaluation criteria, these appear to be alive and well, merely displaced to other contexts.

6.5.4 Summary

Pupils' comments support an interpretation of Bryony's pedagogy as tending towards the invisible. They appear unclear as to the instructional purpose of guided reading, although less confident readers value its collaborative aspects, and do not show awareness of their acquisition of specialised knowledge. Most present themselves as motivated readers who relish the opportunity to present their views, as indeed they do at points during Bryony's lessons. The more confident readers position themselves as readers rather than learners, while less confident readers see themselves as both. At home, most participate in cultural practices which include reading for pleasure, with parents who align themselves with school values, and they exercise choice over their reading behaviours. In school, they participate in learning-to-read practices, including guided reading, which may be helpful and enjoyable, but remains nonetheless learning-to-read; 'real' reading takes place elsewhere.

6.6 Bryony's history as a reading teacher

Appendix 4f presents extracts from the interviews to support the commentary below.

6.6.1 Reading at home and school

To conclude this chapter, having considered Bryony's guided reading lessons, her commentary and the views of children, I consider her trajectory towards her current position as reading teacher.

For Bryony, a love of reading appears as the natural state of events; but learning-to-read at home and school appeared to be strongly classified practices. At home, in a family of reading enthusiasts, she gained intrinsic pleasure from reading a wide range of self-chosen books, and in particular 'doing the voices' [2:012]. Meanwhile at school she was motivated by competition with peers in a race through graded reading books, with the marker of success being 'ahead of other people' [2:009], and progression through the colour-coded reading scheme [2:014]. Otherwise, she recalls little about learning to read at school [2;017-018], apart from less routine events such as reading with adult helpers in the school library [2:033].

Bryony observes that she held few conscious expectations about teaching reading as she embarked on her ITT course, explicitly relating this to assumptions derived from her own experience:

> I guess I did base it on what I experienced, parent helpers coming in, reading with children, reading stories to children, especially to give them the pleasure of reading, giving them time to read, I was expecting that, I don't think I ever thought about the actual nuts and bolts of teaching a child how to read. I'm sure I expected it to have been done by the time they got to where I would be teaching [at Key Stage 2]… you just assume that someone who's able to read is able to read. You don't really think about the levels of reading ability, you think they can read, or they struggle with reading. [2:043]

She was therefore surprised to find out what 'teaching reading' entailed under the NLS regime:

> I was… a bit sceptical about how it would fit in every day, and almost how you'd find enough to do, every day, every year… [2:057]

6.6.2   Critical events

Two thematically related episodes appear to hold particular significance in terms of Bryony's development as a reading teacher. Firstly, at the age of thirteen, her love of reading fiction, active engagement with text and competition coalesced as a 'passionate and enthusiastic' English teacher introduced to Far from the Madding Crowd (Hardy 1874) [2:026,2:090] . She loved the novel, wrote in the margins 'making notes about the dark and lightness of the characters' and was also able to compete with her sister in reading classic novels [2:026-029]. At this point, she appears to have made an emotional link between the reading practices of home and school, as school-initiated reading became a source of reading for pleasure rather than merely proficiency. Secondly, during initial teacher training, Bryony began to project herself into her future as a teacher of reading. While her assumptions that children would not need to be 'taught' to read, noted above, were challenged in her ITT course, it was the connection with her own identity as a passionate reader that sparked her excitement about teaching reading when she first read aloud to a class:

> I was very surprised at how much I enjoyed it, loved reading, reading out loud to a group, and that made me excited, because I started to imagine myself in my own class, reading aloud to them, choosing books that I knew they'd love, books that I'd enjoyed, so that sort of got me excited about it. [2:060]

6.6.3 Participation in a community of practice

Bryony reports that, as a newly- qualified teacher, guided reading 'almost dropped completely off the radar' [2:063] as she adjusted to the challenging expectations of her school, the pressures of NC tests and the demands of a challenging class. At this point her enthusiasm for reading was expressed not through teaching, but through 'talking about authors' and 'reading stories to my class' [2:065]. However, two years on, she has been inducted into school expectations by co-participating in planning as a member of a team which includes the school's literacy expert [1:033,1:040]. Not only has the year group approach to guided reading 'slowly become more embedded in my everyday teaching' [2:067], but she has been involved in a wider home-school 'reading challenge' which drew her attention to 'one, how much the children enjoyed it, and two, how diverse their reading ability needed to be, it wasn't just reading for pleasure' [2:068-069]. She notes with hindsight the dislocation between her ITT knowledge and that constructed out of engagement in school practices:

> If I'd come to this year group with the ideas all fresh as they were at the beginning, I think they'd have benefited a lot more from it. So, I would like, personally, to review a guided reading session, what it should look like.... [2:073-076]

6.7   Summary

Bryony's story is one of unimpeded success as a reader, and smooth transition into a teacher of reading as she appropriates and enacts the Discourse of her own school community. Her own predispositions have meshed with school practice as she seeks to engage children in supportive and enjoyable talk about books, and activities based on reading, through her interpretations of school reading practices. Her account, with its minimal emphasis on the explicit accumulation or evaluation of specific skills, supports a view that she considers reading as first and foremost a cultural practice. Her lessons are clearly pedagogic discourse, in that she knows what she wants children to do and achieve, and manages the lesson to that end. However, she typically refrains from direct instruction and evaluation, presenting a hybrid of strong and weak framing, suggesting an overall preference for an invisible, competence-orientated pedagogy. Interview data suggest that Bryony has had little stimulus to date to reflect critically on her guided reading practice, and it may be that she has now reached a critical turning point as she begins to articulate her own preferences for an invisible pedagogy as being at odds with an objective- and evaluation-led regime.

To conclude, some words from Bryony, who read the chapter, having left teaching in the interim to take up a non-class-based professional role working with individual children. She comments:

> I think you have accurately reflected my 'journey' of learning to read and captured the essence of my emotional connection with reading. I was particularly interested in how you interpret my own sense of self as a reader with that of my identity as a teacher of reading as I had previously given little thought to this relationship. Objectively it was a useful reminder that the children I taught did not all have the love of reading and books that I assumed was intrinsic, as it was in my experience. The description of my teaching during the guided reading sessions was illuminating. I had not reflected on my practice in many years and am heartened to read the description of my teaching practice, describing me as an enabler-supporter, rather than instructor-evaluator.The following paragraphs describe a style of teaching which I can now see is an unconscious attempt on my part to encourage enjoyment of sharing books and remove the pressures sometimes associated with literacy in schools. The observations about the contrasting demands of school expectations and my own beliefs about reading made me question why I didn't make attempts to highlight this - perhaps I still felt 'too new' to challenge or comment on 'how things were done' at the school?

Chapter 7
Constructing Caroline's pedagogy

Guided reading... very much becomes what you want it to be, and what you perceive it to be for the needs of your school and the needs of your children.
[Caroline 2:158]

7.1   Introduction

The analysis follows the same structure as Chapter 6, presenting contextual information about Caroline, her school and her lessons, leading to an analysis of lesson observation data; construction of a PSP based on interview and observation data; a commentary on pupil interview data; and finally an account based on Caroline's biography as a teacher of reading. Within sections I have organised content flexibly in response to the data, rather than seeking to impose a common structure. All references relate to Caroline's dataset (T2). Appendix 5 provides extracts of transcript data thought to be particularly relevant to the analysis, which contextualise many, but not all, of the quotations and comments in the text.

7.1.2   Biographical notes

Caroline was at primary school in the 1970s. Now a senior teacher aged around 40, with 19 years' experience, she teaches a Year 2 class (6-7 years) in an infant school on the outskirts of a Southern English city; she and most pupils are White British. Although the school serves an area of substantial social disadvantage, national test results demonstrate very significant progress in literacy across the key stage, culminating in high literacy achievement by year 2. Additionally, the school's inspection reports have highly commended both the standards achieved and the quality of teaching, impressive outcomes which testify to Caroline's abilities as teacher and leader. Caroline had previously managed the Strategy literacy curriculum in two schools, and carried out associated consultancy work. Caroline became involved in response to a letter sent to her head teacher. I had approached the school on the grounds of its excellent reputation and positive Ofsted report, and although I knew the school and headteacher through the University partnership, I had not met Caroline previously.

7.2   Lesson analysis

7.2.1   Contextual information

Caroline taught groups C and D, described as high-proficiency and low-average, with subsequent national tests confirming attainment at levels 3 and 2a/3 respectively. The lessons were filmed in the normal class setting. Guided reading took place within a daily reading workshop in which all groups engaged in reading and reading-related tasks, either with an adult or independently. This followed a routine timetable across the week, and enabled children to follow a learning sequence within which guided reading was embedded as one of several related reading events. The texts read were colourful short books from a graded reading scheme. Group C read several pages from *The Encyclopaedia of Fantastic Fish* (Manhart 2003). Their stated learning objective was to ask and answer questions based on the features of a non-fiction text. Group D read most of the short fable *King of the Birds* (Doyle 2000)*,* with the objective of predicting what would happen next, giving a reason. After reading sections of text, they made predictions, orally or in writing.

7.2.2   Lesson structure

The two lessons followed a similar structure (Appendix 5a):

- Introduction (½ -1 minute)
- Introduction to focus and teacher-supported activity (4-6 minutes)
- Reading, alternating with activity (16-17 minutes)
- Lesson close (1-2 minutes)

These episodes enable Caroline to establish a motivating context; check existing knowledge through question and answer; introduce new knowledge by modelling the mediating activity; support children as they engage with this by themselves; and conclude with reference to what children have done to be successful. Before and during the reading activity, Caroline's scaffolding questions and comments remind learners what they need to think about, providing a kind of script to internalise. Framing is very strong, with episodes, and sub-episodes, briskly paced, often moved on with a change in intonation or a marker comment such as 'Right' [e.g. 6:246].

For Caroline, however, structure beyond the lesson is equally important, reflecting a view in line with Christie's (1995) concept of curriculum macrogenre, a purposeful, goal-directed series of learning events characterised by variable structure and subject to variations in modality. Caroline's guided reading lesson forms part of a more

extended pedagogic sequence which leads from teacher-led instruction into independent, collaborative activity enabling learners to take control of their new knowledge and develop it in other related contexts.

For example, in group C, each child chose a peer to answer a question based on the text read, supplied the page number and constructed a suitable question (example in Extract 7.2). On subsequent days, the children would carry out similar, but more demanding, activities more independently during their reading sessions without the teacher:

> …on the lesson after that, they were again independent and they wrote questions for each other, and then the next day they swapped books and they answered the questions that somebody else had written. So we moved on from oral to written questioning, and that was the whole sequence of lessons over the week. [4:131-134]

Knowing the broader context is essential to understanding Caroline's pedagogic intentions. See Appendix 5b for a working summary of framing relations across the episodes, and Appendices 5c and 5d for annotated lesson transcript extracts.

7.2.3 Classification of contexts

The lesson taught to group C suggests a weakening of classification in relation to other learning both in literacy and across the wider curriculum. Caroline relates the *Encyclopaedia of Fantastic Fish* to an impending Oceanarium visit, and also to the class's 'non-fiction week' [6:001-003]. This very brief connection with other experience is intended to 'to get them interested in it' [5:007] but also serves to connect the lesson to their wider understanding. Group D children read a traditional story, which does not link to experience in the same way, but Caroline's warm-up secures a basic understanding of the key concepts and vocabulary [5:006-007].The relationship between learning in the guided lesson and subsequent lessons indicates a weakening of classification, as reading is integrated with talk and writing, along with other curricular areas, for example, by making 'Fun Facts' books or Powerpoint presentation based on their reading [3:034]. Weakened classification allows for integration of areas of knowledge, and it is clear that for Caroline integration is an important principle.

7.2.4 Framing of the regulative discourse: relations between teacher and learners

Hierarchical relations are very strongly classified; Caroline is clearly positioned as instructor, supporter and assessor, and children as learners (not merely pupils).

Although Caroline is authoritative throughout, her discourse is far from authoritarian. It is obvious that warm interpersonal relationships exist between teacher and children, who have shared a long history, and control is based on interpersonal as much as positional principles. Since the 'rules' of guided reading as enacted in this class are known to all, Caroline incorporates very few procedural or disciplinary comments, and where she does, these are unobtrusive and often non-verbal [3:013, 4.009]. Her lessons illustrate Bernstein's (1996) conceptualisation of the instructional discourse being embedded in the regulative, as illustrated in the ensuing commentary.

7.2.5 Framing of the instructional discourse: selection, sequencing and pace

Selection, sequencing and evaluation criteria are strongly framed throughout Caroline's lessons, while pace is generally strongly framed, but flexible. As these elements are closely interwoven, it is unhelpful to dissect the lessons chronologically, and my discussion is based on certain themes which are evident and significant across the course of the lessons.

Scaffolding learning: selection and sequencing

Strongly framed selection and sequencing are fundamental to Caroline's pedagogy at all levels, and she ensures that children are secure with one layer of knowledge before constructing the next. For example, she provides children in group C with an anticipatory framework for the lesson by introducing question cards and how to use them at the outset. She also checks they understand key textual features before they begin to engage with the *Encyclopaedia of Fantastic Fish,* and is prepared to modify the pace to accommodate compensatory teaching if she judges this necessary:

> One… if they obviously didn't know what [an encyclopaedia] was, we would have had to go into that some more. Two, I wanted to make sure that they understood how an encyclopaedia was put together, which is in alphabetical order… and then go on to three, which is features of the book… [4:035-037]

Caroline's teaching behaviours strongly reflect what Rose (2004) terms a 'scaffolding interaction cycle' in which a 'prep' (preparatory) element consistently precedes questioning and learner activity, thus promoting learner success. She is the only participant to demonstrate this kind of sequence consistently, at a range of levels from macro (lesson series) to micro (interactional exchanges). In extract 7.1, Caroline introduces the prediction activity to group D. She has already explained that they will be making predictions during the lesson, and has read the blurb aloud to them, cueing them into the book's ideas and vocabulary – both of which carry a 'prep' function. She

now talks children through the process of making a prediction on their mini-whiteboards:

> Caroline: [a]Now, I want your first prediction to be about this, about the blurb, really. The question is could any bird beat the mighty eagle? If you imagine that the eagle is a very large bird, with a very long wingspan, hasn't he, so have a think - do you think any bird could beat him? So write down your prediction, if you think a bird could beat him or not, and if you write it down, could you explain why you've written that. [b]So do you think any bird could beat the mighty eagle, Helen-D?

> Helen-D: (shakes head)

> Caroline: No. So put down no, then, and then explain why you've written no. (observes children writing) That's a good word to use when you're explaining, isn't it, Jay-D, *because*.[c] You need to say *because*, don't you, Calum-D, *because* - why don't you think any bird is going to beat the mighty eagle?

> Calum-D: Because they're doing a race and robin might beat him.

> Caroline: No, but why do you think - you've written [d]no, you don't think anyone can beat him - so you need to explain why you've written that down (observes) [d]That's a good one, well done, Billy-D, you can read that out in a minute. What are you going to write, Abby-D? (Abby-D sits back; pause) [d]You've said no, because (points to whiteboard) - why don't you think anyone will beat him?

> Abby-D: They won't get back (very quiet)

> Caroline: Who won't get back?

> Abby-D: The birds.

> Caroline: [d]Why not? But why will he (gesture) be better than any of the other birds?

> Abby-D: He's too tall.

> Caroline: Because he's too tall. OK, write that down (points to whiteboard) as your idea, that's fine.

<div align="right">Extract 7.1 [7:018-028]</div>

Extract 7.1 exemplifies how Caroline uses and enhances the scaffolding interaction cycle, which begins with a communal 'Prep' as she reinforces relevant information and what children are expected to do[a]. She nominates Helen-D to respond, using this brief exchange as further preparation for the prediction activity[b]. She recycles Jay-D's

response[c] as a 'prep' prompt for other children, which appears to be effective from their later answers, and when Calum-D does not use 'because', Caroline models the link herself. She checks each written prediction in turn, engaging with each child and [d]affirming or intervening as she thinks appropriate. She continues to use these exchanges to articulate information and language that will scaffold other children's thinking.

In essence, the initial 'prep' has prepared children to commit to a response, and by responding publicly to individuals in this way, Caroline is turning her own feedback to individuals into ongoing 'prep' for the group. This contributes significantly to equality of opportunity, as she can address misconceptions and identify helpful features for the benefit of all (such as 'because' in Extract 7.1). When the base question is open-ended, as above, individual answers need not be repetitive, and Caroline takes opportunities to relate answers to one another, or build on them by chaining. For example, at a later point, Caroline deliberately adapts the question to make it more challenging for one child [5:107]: 'Calum-D, do you think the eagle's going to agree with any of those suggestions?' [7:090], going on to prompt for reasons, again demonstrating to all what it means to answer this question successfully. Additionally, although children have choice over *what* they write, Caroline expects a particular *kind* of answer. This is challenging for some children, and by asking for written, rather than oral, responses, Caroline includes all simultaneously, provides some 'thinking space' and is able to observe their progress.

Spaces for thinking: selection and pace

As group D write down their predictions, the learning activity creates a thinking space in the teacher-dominated discourse, offering choice and a degree of agency. For group C, the lesson offers a similar degree of choice and agency as children compose oral questions, but with less slowing of pace. There are also two very brief interludes for group C where framing is temporarily weakened to allow the children to discuss features of interest to them, in what I have termed 'talk bubbles' [4:079-80, 4:096].These are weakly framed spaces within the more strongly framed general discourse within which Caroline's agenda is temporarily suspended, and occur at transitional moments, such as while the group wait for Connor-C to fetch a ruler [6:033-039]. Such spaces are permitted, rather than designed, by Caroline, who comments:

> I didn't realise I did it, but [I] build in these little bits where you do have this interaction... whilst the interaction bit is nice, and it's obviously something that I do... I think I would definitely cut it short, but do it in a positive way by saying, *oh*

that's really really good, or something, to bring it to an end, because I think the danger is they will talk and talk and talk, which is great, but - it was a guided reading session and the focus was reading, questioning.[4:094-096]

Her interview comments demonstrate a tension, as children talk animatedly to each other, enthused by the books, while Caroline keeps her eye on the intended lesson focus. However, as she notes how these brief spaces allow children to respond to the text, she demonstrates an awareness of reading as cultural practice:

> But I think it's important they do get a chance to talk about it, because a lot of people do talk about the books they read, and that's part of reading, isn't it, you talk about what you've read. [4:095]

Strong teacher control therefore does not imply an absence of learner influence or choice, but rather that Caroline decides where and when learners should have opportunities to exert agency. Caroline selects the text, learning focus (objective) and activities, and pages to be read. She decides how children will read, group C reading silently, as recommended in the guided reading literature, and group D reading aloud. She is clear about her reasons:

> I tended to read with this group initially... because I still think they need to hear me modelling some good reading. So I don't do it all the way through, I did it for the first couple of pages, I think, and then I stopped, didn't I, and they all had their go. But whilst I was reading I was still listening to children, actually Abby-D most of the time…and really I was reading as well to support Abby-D to give her a bit of confidence. [5:40-41]

7.2.6 Framing of the instructional discourse: evaluation criteria

In Caroline's lessons, framing of the evaluation criteria is unambiguous strong; she ensures that all children understand exactly what they have to do to be successful learners ('Prep'), and helps them to achieve this. She explains and demonstrates what is required at the outset [6:004] and recurrently supports children with an oral 'script' as they engage in lesson activity, such as her reiteration of the need for an answer and also a reason in extract 7.1 above. She actively monitors what children write and say, and observes their reading behaviours, responding accordingly.

Caroline's pedagogic behaviours at macro and micro levels enact a high level of control over learners' behaviours, but with a consistent focus on learning. All elements are orchestrated to develop learning for individuals within a collective, learning with roots in a shared past but which is future-orientated. Caroline achieves this by using lesson activity and interaction in ways that cumulatively structure not merely children's

answers, but their thinking, as can be seen in Extract 7.1, and even more clearly, with group A, in Extract 7.2:

> Caroline: Right, Stevie-C, give me your card (holds out hand, takes card), who'd you like to ask your question to?
>
> Stevie-C: Lee-C. (points)
>
> Caroline: (looks at Lee-C) Lee-C. Right. (looks at Stevie-C) Now which page does Lee-C need to look on, to find the answer?
>
> Stevie-C: (pause) Angler fish.
>
> Caroline: [a]So he needs to look at page, what number?
>
> Stevie-C: (pause) Two.
>
> Caroline: (looks at Lee-C) [b]So your answer's going to be on page 2, Lee- C. (looks at Stevie-C) So what question would you like to ask, Stevie-C?
>
> Stevie-C: How long is an angler fish?
>
> Caroline: Oh, that's a good question. Did you hear the question (looks at Lee-C, who nods): [b]how long is an angler fish?
>
> Lee-C: Thirty to sixty centimetres.
>
> Caroline: Good boy. (looks at Stevie-C) [c]And I liked your question, Stevie-C, b because you didn't ask a question (gesture) about the text (points to Lee-C's book). You asked a question about one of the little special features (circles features) that they talked to us about at the front, didn't you, remember the three special features, and you went straight for that special feature, good question, because it made Lee-C look at the whole page (indicates whole page, mainly looking at Stevie-C), not just at the text.
>
> Extract 7.2 [6:089-099]

In Extract 7.2, the second of ten similar sequences (two per child) in lesson C, Caroline structures children's thinking through dialogue enhanced by non-verbal support. She gently refocuses Stevie-C on the page number[a] and reinforces this by repeating it[b] for Lee-C and the group. Her brisk repetitions, while intended to ensure all can hear [3:051], also serve as reinforcing scaffolds. Caroline praises both questioner and answerer, and identifies very specifically what Stevie-C has done to be successful[c]. In VSRD, she explains how her reiteration of the 'script' supports subsequent independent learning:

> I wanted them to understand that there was a process that they had to go through, so my questions were trying to get them through that process

consistently... the next day, they read the rest of the book, and they did exactly the same process, but I didn't sit there... and it was interesting that they did go through the process, Lee-C said *you need to look on page 6, this is my question*, and then she answered... I think if I hadn't done that consistent questioning within that bit of it, I don't think the next day would have worked as well because they wouldn't have quite understood what they had to do. [4:119-127]

Caroline also returns to the criteria at the end of each lesson. For group D, Caroline merely summarises their predictions, as they will check these for themselves against the story the next day, to find out for themselves if their predictions have been successful. Success is embedded in the learning activity, as also for group C. However, Caroline also explicitly asks group C to reflect briefly on their own learning before recapping on what they did to be successful:

Caroline: How do you know that you asked successful questions? (hand- up: Bonnie-C, Orla-C)

Bonnie-C: Because you have the right answer.

Caroline: ...so you know if you've asked the right question because you get the right answer, didn't you? So do you think you managed to meet what we were talking about, meet our learning objective... If you do, put your thumbs up... (all do so, Caroline observes) Excellent... I think you did do it, I said you were going to look at asking questions and you did, you used all the right question words, *how, which, what, where, who* (all join in) and also I was very impressed that you didn't just ask questions about the text part, you looked at the pictures, (hand gestures) the little maps, all the other features of the book, so well done, that was excellent...

Extract 7.3 [6:248-250]

Appendices 5c and 5d offer other examples of Caroline's approach with both groups.

7.2.7   Talk

Teacher talk predominates, through a combination of expository-instructional monologue (Alexander 2003) and focused question-answer, or activity, sequences. Although teacher domination of classroom talk has long been common in classroom interaction studies and much criticised, it is the way in which talk functions that is significant (Mercer and Littleton 2007; Myhill *et al.* 2006), and in this case, Caroline uses talk very deliberately to build learning. As noted earlier, a preponderance of teacher talk in this lesson *prepares* children for a high level of peer talk in subsequent sessions – a very efficient use of Caroline herself as mediator of learning, and a possibility which does not tend to be taken into account in observational research.

Even her monologic talk has a strongly interactive quality to which an annotated transcript cannot do justice, as she routinely scans the group, makes eye contact with individuals, refers to collective experience, uses gesture and prosodic variation to focus attention and emphasise points, and involves children individually or collectively in what she is saying. Interaction is not dependent on pupils making oral contributions, and listening is in no way a passive activity. There are many examples of such 'dialogic monologue'.

Caroline's discourse routinely but skilfully incorporates the group as collective but also connects with individuals. The choices that she offers individuals enables her to respond to children's comments in a substantially individualised manner that demonstrates her interest in what they have to say, while also validating and/or reshaping their comments. From the transcript, the clear balance of power in favour of the teacher is apparent, but on returning to the video, this is seen to be mediated through a dynamic interpersonal relationship between teacher and learners which embodies a sense of communal enterprise. This observation accords with Caroline's reflection in relation to the following exchange:

> Caroline: Right, let's look at this angler fish then. What do you think about his teeth, Connor-C? (pause) How would you describe them?
>
> Connor-C:(pause) Pointed.
>
> Caroline: Pointed. Who can think of another word that might describe them? (hands up: Orla-C, Stevie-C, Lee-C) (looks and nods at Orla-C)
>
> Orla-C: Transparent.
>
> Caroline: They look transparent, like you can almost see through them ('see-through' gesture) (looks and nods at Lee-C)
>
> Lee-C: Spiky.
>
> Stevie-C: Sharp.
>
> Caroline: Sharp. Do you know what, they look like pieces of glass to me. (Stevie-C nods)
>
> Extract 7.4 [6:070-077]

In VSRD, Caroline reflects spontaneously:

> I definitely see it as an interaction between all of us, not just me, telling them... they all gave something and I said *I think it looks like a piece of glass...* it's me facilitating it, more than leading it….I always try and use my thought as to extend their thought... it must be my style, to make it a more interactive session

between all of us, where we're all getting to say something, we're all giving an opinion and we're all working together on it. [4:086-091]

Caroline controls who talks when, but varies her approach. When she questions children to find out what they know already, or asks for opinions, she usually nominates those children who bid to answer. After instructional input, however, she nominates directly, sometimes randomly, and sometimes to challenge individuals with a more demanding question [*e.g.* 7:090]. Although Caroline does not demand 'hands up', bidding is routine, and there are few instances of children volunteering comments, except during reading aloud or when they offer a word to help a peer with reading. There are, however, the short 'talk bubbles', discussed above, in which children converse with each other and Caroline, about their books, in brief weakly framed spaces.

A salient feature is Caroline's emphasis on ensuring children have equal opportunities to participate. In lesson C, she builds this into the regulative structure, giving each child two 'question cards' which they return as they take their turns in asking questions. She actively monitors that all children answer the same number of questions, for example saying to Bonnie-C, 'Stevie-C hasn't really had many questions asked of him' [6:171]. In lesson D, she monitors and comments on each child's thinking in turn, and generally ensures that each pupil is asked a similar question. To this end, the discursive structure tends to follow a particular shape. Teacher instructional monologues or bouts of reading lead to a question presented to the collective group, which is then posed in some form to each child in turn before Caroline summarises their responses and moves on, the iterative cycles of collective and individual dialogue generating a rhythmic sequence of mini-episodes with a gradually increasing tempo.

The rhythm is not disrupted to deal with matters of discipline, because this is unnecessary. Children understand Caroline's expectations as a result of their shared history, and when she seeks to regain a child's attention, she does this non-verbally. She does, however, intervene explicitly to focus the less independent readers in group D, on the *reading* behaviours that are expected:

> Caroline: [OK, let's turn over. (turns Abby-D's page) Now (pause) Jay-D, have
> you turned over? Now Jay-D, I want you to practise your nice reading
> voice now (gesture). Billy-D, get your finger ready (holds up
> finger) to follow the text, and you Helen-D, and you, Abby-D,
> (looks at them in turn) because I'm not going to follow it for you now,
> you can do it for yourself (points to Abby-D's book). Now Jay-D is
> going to read it for us in a nice loud voice, Jay-D, off you go. (does
> not follow text for Abby-D this time).

Below, she explains her reasons for this kind of intervention:

> [Billy-D's] actually a very very good reader, but he's got very poor concentration, so within a group situation, even actually reading individually, his reading finger just helps him concentrate on the fact that *actually I am meant to be reading...* so I said use your reading finger, because I know if he has to do that, then he'll read...[5:059-060]

She likewise points to the individual words for Abby-D, in the earlier part of the lesson, because:

> When we've done guided reading before, if she follows it herself, she won't read [aloud]. Unless you're actually physically there with her, doing it with her. [5:064]

Caroline's strong regulative control, at both macro and micro levels, clearly serves instructional purposes. By making children engage in particular learning behaviours , she instils habits of thinking and doing which enable them not only to meet the intended objective within the lesson or lesson series, but to develop as readers in ways that she considers important for them as individuals.

7.2.8 Theoretical commentary

Caroline's lessons demonstrate a strong focus on knowledge construction as she designs lessons which build on children's existing knowledge to develop new understandings and capabilities, drawing on a deep professional knowledge of the children as learners to plan a pedagogical pathway which engages them actively in their own progress. These vary from group to group, in terms of focus, activity and interaction style.

Caroline's pedagogy is highly visible and performance-based, in that children clearly know what they are learning and by what criteria their performance is being evaluated. Caroline's lesson exhibits strong framing over both instructional discourse, controlling lesson content, sequence and pace, and evaluation criteria, and also regulative discourse, as children know what is expected and conform with expectations. Social order is maintained to a significant extent by non-verbal teacher behaviours [*e.g.*5:46], supporting a view of a projected regulative discourse as legacy of a shared history within which the control relations of classroom Discourse have become internalised. Some elements of weaker framing co-exist; short bursts of peer discussion are legitimised, while children have a small degree of choice within the structured learning activity.

Caroline's pedagogy aligns well with Vygotskian learning theory. Firstly, the graduated sequence of support for learners within and across lessons, withdrawn as they become more proficient, enables them to construct knowledge which is initially beyond their capabilities, *i.e.* within the zone of proximal development (Vygotsky 1978), created by the interactional 'guided task'. Through modelling and supported practice, Caroline provides a scaffold which enables learners to internalise the steps of the new procedure as they 'echo' her words [1:128]. This is particularly visible in lesson C. The mediation includes linguistic prompts and responses from the teacher, but also the support of peers and the guided tasks themselves.

7.3   Pedagogic subject positioning

7.3.1   Overview

In this section, I construct a 'pedagogic subject position' for Caroline based on interview and VSRD data, bringing this into dialogue with observational data summarised in the previous section. The data tiers are robustly supportive of each other. Themes emerging from interview data and lesson observations position Caroline as a teacher who sees herself as:

- Learner-orientated
- A shaper of learning
- A collectivist
- An integrationist

Further commentary can be found in the interview extracts in Appendices 5e, 5f and 5g.

7.3.2   Theme 1: Learner-orientated

Learner needs

Caroline's emphasis is on children as learners, and her perspective on pedagogy is firmly rooted in the interaction between curriculum and children's learning needs . She knows her pupils well as individuals as well as learners, and varies her approach accordingly [2:107-109, 1:118-119]. 'Need' is a prominent term in her discourse. In terms of group learning, for example, she notes that when children can decode confidently, as in the groups observed, phonics instruction occurs only where a need arises [4:188], as her emphasis has shifted to developing comprehension skills. For some other groups, she prioritises decoding strategies, articulating precisely what children currently find difficult:

> They do the breaking down absolutely fine, and then they've lost track of the first two sounds they've said. So that's what we're focusing on at the moment. [4:192-193]

Grouping is viewed as a pragmatic way of meeting children's needs efficiently within a social context, and does not override attention to individual children's needs. Caroline makes room to deal with individuals' specific issues, for example commenting in VSRD:

> Calum-D's a very deep thinker, really good at things like inference and stuff like that, and so is Jay-D when he's concentrating. Very good reader – Billy-D's a very good reader but needs better comprehension. Helen-D very good reader, again very poor concentration, she'll drift like a little butterfly [5:068-071]

Observational data support these comments. Meanwhile Abby-D, who although 'more than capable of reading that level of book', is described as habitually reluctant to talk in a group situation:

> I knew why I wasn't questioning her, because I know that in that situation she won't talk,.. I tend to generally let her listen to everyone else because the others are quite good models actually for her to listen to... we plan in times for her to read individually with somebody else when she does get the chance to answer questions... [3:018, also 3:019-023]

Caroline's precise identification of what children can and cannot do at a particular time, based on her ongoing assessment as children engage in the lesson, enables her to shape her teaching specifically to support their development [4:136, 5:057-060]. Observing the video of lesson D [7:117-142], she comments in relation to children's speculation based on story events:

> What it shows me is actually that their inference isn't particularly good, Calum-D's is OK, but actually a lot of them, they're very good at direct retrieval of answers from the text... but if you ask them to infer, like *why do you think the eagle wanted to have the competition to fly the highest*, they should be thinking, *well, the eagle's got long wings, he can fly high...* but they're not, they're not making links between their previous knowledge... I now definitely know they need more work on ... thinking about what they already know and how that might help them answer the question. [5:098-104]

To this end, Caroline sees the small group approach as valuable in enabling a close and well-targeted focus on the progress of all children:

> …you're very focused in on guided reading, so say for example with your top group, you might be doing inference that week, with your bottom group you might be doing word building... I think it supports all abilities of children because you're focused on what they need. [1:131-132]

Affective elements

Despite the emphasis on building learning, it would be misleading to suggest that children's motivation and interests are not part of Caroline's thinking:

> … I think the children got what I wanted out of [the lessons], and they made learning within the lesson, and I think they were engaged and enjoying it and learning. [3:067]

When selecting books she takes pupils' attitudes and interest into account [1:147-151], and she emphasises how she attempts to transmit her own enthusiasm for reading to pupils, both invisibly through her own attitude towards reading], and also more visibly through other reading events in school such as 'Rapid Reading': 'we make a huge thing about reading and how fantastic it is to read ... the idea is to enthuse them about books..' [1:138-140].

Caroline views the affective element as an integral element of teaching and learning. She clearly seeks to motivate and encourage children as readers, and values the enjoyable shared experience of guided reading and its role in enhancing a positive sense of self as reader. During VSRD, she reflects on her own positive approach to evaluating children's contributions, which permeates the recorded lessons:

> I think I was quite positive, even if their contribution wasn't right, I tried to make it sound like it was an OK contribution, like CD said something and I reworded it slightly for him, and I said *oh, that's a really good answer, but that might be coming towards the end of the book rather than now*. [3:010]

7.3.3 Theme 2: Shaper of learning

Caroline values guided reading primarily in terms of its pedagogic function and consequent benefits for learning. For Caroline, working in a group is not merely an organisational format, but enables children to learn from each other. Peer support occurs in a number of ways, such as helping out with a difficult answer or using other children's comments as models [3:022, 3:031-032].

Planning for independence

The preceding discussion demonstrates how Caroline designs conditions to scaffold successful learning as a cumulative process extending over time. The observed lessons integrate targeted instruction, supported practice, assessment and intervention, peer interaction and longer-term reinforcement of learning, always with the longer-term aim of independent mastery as they use their learning in new contexts.

Over the year, Caroline has trained children to work productively and collaboratively in the subsequent independent sessions, essentially providing a script for independent activity:

> I don't even have to give them the ideas now, they just go off, and they just do it automatically, because I've just said it to them so many times, and they've got it in, so it now is independent. [1:114]

Viewing the individual taught lesson as fundamental to the effectiveness of the lesson series, Caroline sequences its episodes carefully so that she ascertains children's existing knowledge before introducing them to the new learning; she then demonstrates and/or talks the groups through how to achieve the desired outcome, observing children's behaviours and responses. Where further assistance appears to her to be needed, she either intervenes herself or encourages other children to become involved. She is sensitive to children's different capabilities and needs, and consciously varies the level or nature of her intervention accordingly. For example, she explains how she models specific reading behaviours less as children become more proficient, making more lesson space for 'the developing of their investigating and thinking and those sort of things' [3:048].

She subsequently launches into the lesson focus, which she views as playing a crucial role: 'you do have this targeted focus... and that's what you work on, and they make progress because of that' [1:133].

Embedded evaluation

Rather than establishing the lesson focus as an explicit learning objective in the form 'we are going to learn...', Caroline embeds it within the guided task, so that the children know exactly what they are going to be learning, but in the form of what they are going to be doing:

> Caroline: ...the reason you've got your whiteboard today, is, OK, we're going to do some predicting today as we read the story, and you're going to write your predictions on the whiteboard.
>
> Extract 7.6 [7:018]

The physical reading of text is also embedded within activity, rather than an end in itself. Although Caroline makes explicitly evaluative comments in places, notably at the end of lesson C, her lesson design promotes children self-evaluating through their success in the guided task: 'you know if you've asked the right question because you get the right answer' [6:250]. In these ways, Caroline has shaped a guided reading sub-Discourse which presents learning-to-read in a manner more akin to a purposeful

and participatory cultural practice, which even in its pedagogised form, creates opportunities for children to engage fully and see reading as a pleasurable, purposeful and social activity in which they can be successful. In so doing, Caroline appears displace the strong framing which scaffolds children's learning into the learning activity, which provides both practice and the evaluation, while she repositions herself as manager and supporter.

Developing guided reading as school practice

Caroline has worked to resolve ideological tensions between her own commitment to addressing children's learning needs and her understanding of Strategy guidance. Her concerns were with an approach which she perceived as so 'rigid' [1:055; 2:137] that it excluded meaningful reading-writing links, limited learning activities to questioning and could not meet the needs of all learners. She has worked this through in her practice, developing an approach which develops her view of Strategy guided reading into a practice that meets the needs of the children in her school, shared with colleagues (see next section). This has gone hand-in-hand with other aspects of the literacy curriculum, as Caroline sees guided reading not as isolated, but as an approach which complements other approaches to both learning-to-read and learning more generally. In particular, she has developed an approach based on assessment which integrates reading, writing and oracy, always with children's needs, as she perceives them, at its heart.

7.3.4 Theme 3: Collectivist

By 'collectivist', I mean a strong emphasis on interdependence between members of the group as more than the sum of its individuals. Guided reading is enacted not as a miniature class lesson, or an expanded individual reading session, but as a classified context with its own specialised opportunities for learning. Caroline also views her school as a community that must work together for the benefit of all, and assumes that this is the case with other schools. She positions herself not merely as 'teamworker' or even 'team leader', but views collective activity as fundamental to effective learning.

Learning together

As noted above, Caroline is deeply attentive to individual needs, but wherever possible addresses these within the group context, exploiting the social dynamic of the group to support all its members; learning together is central to her pedagogy. She sees this as a key advantage of guided reading:

> I think it's really good for the children to read in a group so they've got other models who they can learn from, because I think reading before was very isolated, you read with the teacher by yourself… [1:069]

She intentionally plans for children to learn together, as well as exploiting opportunities as they arise. In the observed lessons, the social context provides a motivating purpose, and one that is 'authentic' within the context of the learning activity, as children need others to answer their questions, or to compare predictions. Her equitable approach to questioning and the way in which she capitalises on the comments of individuals, effectively using these as models to reinforce teaching points to all have been previously discussed. She also actively encourages children to help out peers with a difficult answer [5:090-91], not only to support in this instance, but to establish an understanding of peer support as normal practice, a natural recourse during independent work: 'if they don't know the answer, then somebody will always be there to help them' [1:98]. She refers to the benefits of children 'bouncing off each other' in terms of ideas [1:091, 2:089], and brings 'talk bubbles' to an end by pulling children's individual interests into the group forum, and valuing them:

> Lee-C: (...) (to Caroline)
>
> Caroline: (quietly to Lee-C) That's tiny, isn't it. That's like half a centimetre - probably about that big, between my two nails. (shows on ruler - others look on) (to group) Did you see that? Look, the dwarf gobi's probably about that big (shows to all) - between my two [finger nails.
>
> Lee-C: [It's the smallest fish in the world.
>
> > Extract 7.7 [6:117-121]

Caroline's comments about group D demonstrate her conviction of the power of social and collective learning:

> …we did think about splitting them into two really small groups, but then we thought, no, there's a benefit from them being together because they can learn from each other. [5:076]

In the associated independent sessions, she expects children to talk and support each other. She comments on the lively interaction occurring in other groups while the guided lesson is in progress:

> …you look round now, and there'll be children reading to each other, and there'll be children… *oh, look at page* 6 and *what's the answer*, and *this is my question*… you see them discussing the books with each other, particularly if it's a non-fiction book, you know, talking about what they've found out. So I deliberately have that session, it might look to the naked eye, *oh that's a bit of a*

> *mishmash and they're being a bit noisy*, but they're not - they're talking about their reading, and that's what I mean by the interaction, talking about what they've read and that sort of stuff. [1:104-105]

The series of lessons is organised so that those children who can make sense of the text independently look at and talk about the text prior to the focused guided reading lesson, and then also engage in collaborative activity afterwards; children with less developed reading skills have a discussion session *after* the book has been introduced in the lesson. As a discrete unit, the guided lesson offers opportunity for participation and engagement, but relatively little opportunity for talk by each individual; but viewed in its wider context, children have substantial opportunity to talk and listen to each other as they participate in purposeful activity. It is well established that working as a group is no guarantee of productive learning (Mercer 1995) but Caroline has trained her class in how to work together across the school year:

> What I've said to them is, what you could do is you could read to each other, you can ask questions, you could ask somebody if you don't know what the word is, so encourage them when I'm not there to use the things that I want them to use when I am there... they're doing it much better than they ever did it in September. [1:101]

In the same way that she has structured children's thinking in relation to learning objectives, she has instilled 'habits of mind' (Hasan 2006:120) relating to group learning which enables children to develop their learning further independently. As she notes, this has added benefits in terms of wider learning and social skills [1:069, 5:076].

Developing together as a school

Caroline holds a senior management role, with responsibility for leading curriculum change in the area of literacy. This has included transforming guided reading from 'that bog-standard model' of NLS, which she describes as 'rigid', very strict' [2:115, 2:137], to a pedagogic approach which 'was achievable and manageable and actually... quite a good thing' [2:136]. This principally entailed increasing its flexibility, as Caroline saw it, so that it could be tailored to children's specific needs, notably by locating it in a sequence of learning, incorporating elements of writing [1:048-049], building it into school routines and devising a tracking system which ensured detailed assessment was incorporated and used within each lesson [1:042-044]. Caroline's view was that 'if you did it in an act. She viewed it as crucial that development work involved the whole teaching team, teachers and teaching assistants, who shared responsibility for guided reading in all its aspects [1:045-046].

Caroline's discourse suggests that within the school community of practice, teamwork is the norm, teachers and assistants working closely together to make decisions about teaching and learning. However, it is also clear that strong evaluative framing imposed by the school (within which she is a leading agent) determines the parameters of choice for individual practitioners. Assessment is regarded as fundamental in meeting children's needs, and the school has explicit expectations regarding how and how often guided reading should be taught, with some variation between year groups, and teaching is monitored, but Caroline emphasises 'it has to be to meet the needs of the children' [1: 014]. Caroline's own recontextualisation of guided reading has therefore become integral to school practice, and the way in which this is managed at school level resonates with her classroom practice: explicit and collective.

7.3.5   An integrationist

It is clear from the comments above that Caroline views guided reading as one element in a sequence across one or two weeks. She also notes the particular value of guided reading in supporting the development of writing: 'I think that if children are good readers and they read well, their writing will improve' [2:143, 2:157]. She also emphasises how guided reading is used with texts developing wider curricular knowledge, such as art and history, and how the small-group teaching approach is used in other areas where intensive teacher input is beneficial, such as science [2:023, 2:173]. In this sense, inter- and intra- disciplinary classification is weakened. Additionally, Caroline has implemented a home-school 'reading challenge' [1:139] aimed at practising reading at home while enthusing children about reading, which, according to the interviewed children, is certainly succeeding [9:046-070].

7.4   Consistency and variation across groups

The foregoing discussion has emphasised Caroline's commitment to meeting the learning needs of individuals within each group and demonstrated her fine understanding, based on ongoing assessment, of what they can and cannot do yet. Each group works to its own objective, on a text carefully selected to enable children to read successfully with a little teacher support where needed, and engages in practical guided tasks designed to develop their learning in that respect. Peer support is actively encouraged and expected. Although Caroline adopts the common parlance of 'top' and 'bottom' groups, she views children in terms of their learning needs and interests, and sees the attainment groups as led by learners' needs, rather than Strategy objectives.

Her aim for all is to develop proficiency in carrying out the learning activities independently, which serves as a measure of achievement of the learning objective.

Her interactional approach also varies depending on her knowledge of the children in question and the group dynamics. She identifies some generalised patterns. For example, her slightly slower pace in lesson D is intended to provide 'that little bit more thinking time' to enable children to work out an answer for themselves [5:029]. With group D, she tends to target questions individually rather than allowing children to bid to answer, as in group C:

> You put hands up with this lot, and they'll all be leaning over the table… And because I want them all to get an equal opportunity to say something, because I know that if you said hands up, Calum-D is the only one that will put his hand up, because the others will just let Calum-D answer for them. [5:086-087]

Here, Caroline explains why group D are asked to read aloud while group C read silently:

> ... here they're not such competent readers, it's much easier for me to listen to them all individually and then to listen to their loud reading voice and their expression, which are the sort of things they're working on [4:071-072]

In sum, she sees a responsive pedagogy as essential:

> …but that's what it's about, isn't it, you react to the needs of the group of children that you're with, and what you know - how you can be with one group isn't necessarily how you can be with another group. [5:030]

7.5   Pupil interviews: Caroline's class

Appendices 5h and 5i present extracts from the pupil interviews which further support the commentary below.

7.5.1 Guided reading: appropriating the discourse

These children mostly claim to view guided reading positively, apart from reticent Jay-D, who describes it as 'boring' [9:189]. Orla-C likes reading with peers to help [8:007], while Helen-D and Lee-C like being able to talk to and ask other group members questions [9: 218; 8:008]. Caroline's strategy is for group C to read silently more often, while group D read aloud, but the children have mixed views. For example, Calum-D says, 'I just want to read in my head, to keep me peaceful' [9:135], while others say that reading aloud helps them concentrate [8:037; 9:144,180], echoing Caroline's own rationale.

The children are clear about what was required of them, often appropriating their teacher's words, as where they reiterate Caroline's stated reasons [6:001-003] for choosing the text:

>Stevie-C: Because we're going on a school trip to the Oceanarium to see the fish on Wednesday.
>
>Connor-C: Because it's about fish.
>
>Lee-C: Because it's about fish and sea fish.
>
>Bonnie-C: I think it's a good one because we're doing non-fiction week and I like finding out about facts.
>>Extract 7.8 [8:012-015]

They can explain what they had to do, and often why:

>I think when she said that, if people choose you, you have to be listening, but if she didn't tell you, you would not listen and you would do nothing. [Bonnie-C, 8:023]

>[You've got to think up your own ideas and if somebody's got your own idea you have to think up another one. [Calum-D, 9:011].

Various children show considerable insight into Caroline's intentions [9:148-150; 9:129], such as Helen-D: 'I think she wants us to do it so she knows that we're getting on well when we're only on our own' [9: 029]. Meanwhile Orla-C explains how the question cards enable fair turn-taking [8:053], and Stevie-C recognises that Caroline has drawn attention to words in bold font in order to demonstrate how the glossary works [8:043]. Below, two children express their understanding of the function of the story 'warm-up':

>Calum-D: I think [she] wanted to talk about what was in the background before we started reading the book.
>
>Researcher: Did that help you at all?
>
>Helen-D: Yes. Because I think it gave us ideas - clues what the story would be about.
>>[9:100-102]

These learners have also internalised strategies for working out unfamiliar words:

>Helen-D: Because she helps us with the words... she tells us to spell it out.

> Calum-D: But when she's not working with us, she tells us to skip the word and go back, so we know what the rest of the sentence says and sometimes she says break it up or sound it out. [9:173-175]

They can explain how they know they are successful. Bonnie-C states at one point: 'I couldn't even say it but I did know where the answer was' [8:085], echoing Caroline's comment [6:132]: 'But that's absolutely fine, because you knew where the answer was, so that's OK'. Later, Bonnie-C comments: 'I think we got all the questions right because we all said the proper question words, *what, where, who* and *when*' [8:073], again echoing Caroline [6:250] and showing an appropriation of the criteria shared with the group. Other ways of identifying success are available, as where group D are left to find out for themselves, in the next lesson, if their predictions are correct. Even so, they know that their learning behaviours have met with approval, citing a feature of Caroline's communication which she herself noted [4:102-106] when seeing herself on film]:

> Billy-D: In that lesson [she] thought we done excellent.
>
> Researcher: What makes you think she was pleased with what you did?
>
> Helen-D: She kept smiling.
>
> Billy-D: Our reading and our writing.
>
> Helen-D: She always says that one of us might be right.
>
> [9:032-036]

7.5.2   Being a reader

Most children present themselves as enthusiastic readers. Group C children present themselves as able readers, citing their levels on the individual reading programme [8:122-126]. Children in group D, who, according to Caroline, are of very variable proficiency, also clearly see themselves as readers who can exert agency and choice [9:043-064] and appear highly motivated by the school's home reading initiatives, designed to promote reading with family. Group D children also refer to additional individual reading in class, and clearly relish Caroline's regular short sessions of song and rhyme, bursting into a delightful spontaneous rendition during the interview [9:078-083]. Although the interview data do not support generalisations about home and school reading, children's responses suggest the school may have met some success in breaking down the barriers between school and home, while the children's ability to cite a range of other reading activities also supports a view of a relatively permeable reading curriculum.

7.5.3 Summary

The evidence of Caroline's pupils supports a view of a highly visible, performance-based pedagogy. Her explicit instructional approach means that children know what to do and how to be successful. She embeds new learning in participative activity, and provides language with which to talk and think about their learning. Some children are aware that Caroline has planned their learning to support their successful learning. Their comments suggest that they see links between different aspects of the reading curriculum, and are generally enthusiastic about reading. I now turn to how Caroline has become the teacher she is today.

7.6   Caroline's history as a reading teacher

Further information is available in Appendix 5f.

7.6.1 Learning to read at home and school

Caroline's narrative presents her as a successful and enthusiastic reader [2:59-61, 2:075] from her pre-school years, but implies that this is in spite of her formal education, rather than because of it. Learning at home with her mother, she could read before she went to school [2:011-017, 2:042], and rapidly became a voracious independent reader:

> My mum had all these *Malory Towers - Malory Towers* and *the Twins of St Clair's*, I don't know if you remember them? She had loads of those, and I read them all, I loved them, and I read them over and over again as well...   I'd read anything when I was little, I just liked it. [2:032]

As a result, she gained good school reports [2:011-013, 2:047-048], but is vehement that school played no part in her early reading prowess [2:042, 2:056-057].The label of being a 'good reader' stuck, but did not motivate her towards school reading. She recalls only one teacher who 'loved reading and liked words' [2:056] enthusing her about reading at primary school. She has no memory of being taught to read in any form at school, or reading to her teacher, although she did read to adult helpers [2:031, 2:042-044], but acknowledges that as a good reader, she may not have been considered in need of tuition [2:042]. She experienced 'quiet reading' sessions in class and took school reading books home to practise [2:030-032]. At junior school, she recalls daily individualised 'comprehension' exercises from a textbook:

> ... you could be all on different pages, and sometimes it became like a race, who could get to the end of the book first, and finish it. There was no shared

practice about it, I don't ever remember ever reading a book with a friend... I don't remember the teacher standing out in front, teaching you how to answer the questions, and I don't remember them sitting at the table and working with you, I just remember sitting on my table and doing it myself. [2:024-025, 2:048-049]

Nor did the secondary school approach to literature motivate Caroline, who recalls the emphasis on examination-driven analysis: 'my secondary teachers ... were there to teach you how to answer an essay. I didn't get my love of reading from them' [2:057]

Caroline's recollections align with research evidence about classroom practices in the 1970s and 1980s (*e.g.* Galton *et al.* 1999). She presents learning-to-read within school Discourse as a collection of routines within which children who could read independently were essentially left to fend for themselves within an invisible pedagogic regime, improving by their own efforts rather than those of the school. Her experience accords with findings that children whose primary Discourse prepares them effectively for the secondary Discourse of schooling are more likely to succeed; and that cumulative success in early reading engenders further reading, thus installing a 'self-improving system' (Clay 1985:15). It is evident that home and school reading practices, as recalled, were strongly classified practices, with home reading characterised by enjoyment, agency and choice - 'I would read anything, it didn't matter' [2:037] - while school reading was a matter of complying with the regulative routines of a Discourse peculiar to school.

7.6.2 Becoming a teacher

Caroline's negative perspective regarding the efficacy of educational systems extends into her teacher education. She reflects that she had little experiential knowledge about how children learned to read, as a result of her own apparently self-directed progress:

> I suppose my perceptions of teaching children to read were very much based on what my own - like I said, these brief recollections ... reading to parents at school, nobody actually doing anything with me. I thought they sat down next to you, and they read a book to you, you told them the word if it wasn't right, you helped them along a bit and that was it. [2:067, 2:063]

She embarked on teacher training in the mid-1980s, having already undertaken work experience in schools, and comments:

> There was theory behind it, in terms of well, *they must have phonics* and *they must have key words* and all that - but no, you weren't actually taught about how to pull things out of books with children. [2:069]

Caroline found that what she considered real learning - how to teach these aspects of reading - occurred through experience in schools [2:069-074], where she fitted into the prevailing routines of listening to individuals reading aloud, and quickly learned ways in which she could develop children's skills. In the extract below, she shows how she valued the specific help that was available within a school where she was placed during training, learning by engaging in the authentic activity of teaching with more experienced colleagues. Below, she hints at her own view of self as agentive in her own development:

> The teachers that I worked with showed me, and helped me and supported me in doing it… particularly in terms of my questioning... the importance of open-ended questioning and that sort of thing… that developed a lot on my teaching practices because I used to watch the other teachers...and did it myself really, and built it all on. [2:073-074]

7.6.3 Taking control

As a new teacher, Caroline 'still very much stuck to the individual hearing them read, but then I realised that it wasn't getting me anywhere' [2:083] and after three years or so began to experiment with children reading in attainment-matched pairs or threes, noting benefits in terms of time and interaction, and gaining some experience of teaching small groups before the introduction of the NLS:

> I could see the other benefits... the interaction and the fact that you could focus on something all together, and you could support each other, and learn from each other. [2:090]

At first Caroline was 'dubious' about the 1998 NLS training materials, particularly 'those lovely videos with all the *perfect children*, the *perfect classroom* with nobody else in it' [9:099] , initially on class management grounds and then because of what she saw as a lack of integration between Strategy teaching approaches. She initially saw Strategy guided reading as a rigid, uniform practice of limited scope [1:040-42, 1:055, 2:137], but as she found ways of retaining a balance between making curricular links and teaching children according to their specific reading needs, she began to see benefits:

> The more you worked with it, the more you thought actually this is quite an effective way of teaching reading, because I can spend 20-30 minutes with six children here, teaching them the skills that they need, and they've had a… really good input, for 30 minutes.... when you heard them individually... you never had a chance to really go underneath the reading and do the meatier things of reading, you know, like perhaps inference … And they bounced off each other… and you could assess six children at one go, and you could focus

in on a child if they were struggling, but use other children to support them - so yes ... I thought it was really good, once I got into it. [1:089-093]

As literacy subject leader, Caroline led colleagues in developing guided reading as a practice tailored to school needs, integrating assessment as a fundamental concept, and also integrating writing activities [2:113-116, 2:156-158] and other cross-curricular learning [2:161-173]. Organisationally, guided reading was slotted into a discrete daily reading session for the whole school, which enabled teachers and assistants to focus specifically on reading groups [1:007- 028] and enabled children to consolidate learning across several sessions [1:101-116]. Caroline also ensured that all colleagues, teachers and assistants, were fully trained [1:043-047]. She insists that her school is not unusual in developing guided reading to meet its own requirements - 'every school's done it' [1:048, 053] – and also comments insightfully on her own professional development:

> …as you develop as a teacher you grow to understand things more yourself, you have your own ideas, you see possible links that you didn't see before, you become braver I think, you become more of a bit of a risk taker… you're quite happy to move away from that bog-standard model that we all saw in 1998. [2:123]

Appointed as a 'leading literacy teacher' in the early 2000s, Caroline found working with the Local Education Authority (LEA) literacy consultant to support other schools a very valuable collegiate experience [2:119-123]. At that time, guided reading was a focus of LEA support, and Caroline attributes much of her own development to the consultant: '... in terms of things I do in guided reading, very much has come from her' [2:124]. In this role, Caroline initially focused on how guided reading could be managed effectively, again privileging the practicality and effectiveness ethic:

> … people needed to see that that worked, and that if you did it in an active, participative way, the children did enjoy it and would make progress. [2:138]

7.7 Summary

Caroline's story portrays her as strongly agentive in her own professional learning. She depicts her own development as a skilled reader as being in spite of, rather than because of, the learning-to-read practices of schooling, while emphasising the positive role of participation in the literacy Discourse of home and family, and her own perception of learning-to-read through the act of reading. Once a teacher, she adopted school practices, but with experience became critical of aspects of individualised reading, and began to innovate in ways which she perceived as more economic and

effective. While Caroline herself rejects a causal connection between her pre-Strategy work with more than one child and her conversion to a guided reading approach, it is clear that some common principles underpin both practices. In fact, despite her emphasis on practicality – 'common sense' - rather than 'theory', strong pedagogic principles are visible in her practice as well as her discourse, which align her view of pedagogy with Vygotskian and Bernsteinian theoretical perspectives. Her driving force is a commitment to developing children as learners, building new learning on existing knowledge, making it meaningful to the children and always aiming at independent mastery. She sees her role as providing a managed but flexible route to independence, as the emphasis shifts from strongly teacher-led learning to group-managed independent learning over a series of lessons, exploiting the value of the social context in supporting learning. Her approach is therefore essentially instructional, and characterises a visible, performance-orientated pedagogy (Bernstein 1996:45) within which learners are explicitly made aware of what is required of them, and supported in achieving this. However, in line with her own history, she sees the learners as being very much involved in their own development, not merely as individuals but through working together, and believes that learning needs to be embedded in activity which motivates and involves learners.

Chapter 8
Constructing Amanda's pedagogy

[Guided reading]'s more exciting, it encourages independent thought more, and there are more opportunities to pick up on weaknesses…you can actually give children strategies for overcoming weaknesses in their reading, and I think that is one of the big plus points of guided reading.

[Amanda 2:041]

8.1   Introduction

8.1.1   Chapter outline

Following the consistent format, I provide some relevant contextual information before presenting an analysis of lesson observation data, construction of a PSP based on interview and observation data, an interpretation of pupil interview data and finally an interpretation of findings in relation to Amanda's biography. All references relate to Amanda's data set (T3). Appendix 6 provides extracts of transcript data thought to be particularly relevant to the analysis, which contextualise many, but not all, of the quotations and comments in the text.

8.1.2   Biographical notes

Amanda was at primary school in the 1960s -1970s, and graduated in English literature in1983. She worked in an unqualified capacity in pre-school and special needs settings for some years, before training as a teacher in 1997-98, when schools were preparing to implement NLS. When she was appointed to her first position she was expecting to follow the Strategy's objective-led approach, and enthusiastically recalls how she saw an objective-led curriculum as perfectly compatible with enjoyment for all:

> …my first ever lesson was teaching Michael Rosen, Rap... I went in with a baseball cap to be cool with the kids and really rapped this stuff for them in the shared reading, and then we looked at some other raps and rhyme schemes in the guided… [2:025]

After three years of teaching, she became literacy manager and was subsequently 'head-hunted' by the school where she now teaches, specifically to raise literacy standards, and has launched a raft of school initiatives designed to achieve this goal, with early evidence of success. At the time of the research, she has about 9 years' teaching experience.

Amanda teaches Year 4 children (8-9 years) in an inner-city junior school, where a high proportion of children have free school meals and many have special educational needs. She and most pupils are White British. The most recent inspection report, while noting a need for standards in English to rise, acknowledges substantial recent improvement, clearly attributing this to the new management team of which Amanda is a member. Amanda heard of my research via a colleague, and volunteered to participate; she is passionate about the potential of guided reading, and was keen to use the video recording in her own curriculum development work with colleagues.

8.2   Lesson analysis

8.2.1   Contextual information

Amanda taught 8 children in higher-attaining group E, working currently at NC level 4, and 7 children in lower-attaining group F (NC level 3). Guided reading took place within a regular, rather than daily, reading workshop session of about 30 minutes in which all groups engaged in reading-related tasks 'with a similar focus'. Children generally worked on variations of an ongoing whole-class objective which linked reading and writing across a series of weeks. At the end of the session, Amanda selected representatives of each group to report back to the wider class, each group's work considered relevant to all because of the common objective. Group E read *Saint George and the Dragon* (McCaughrean 1989) and group F *Mamo and the Mountain* (Kurtz 1995), both highly illustrated texts, but the former more challenging in its vocabulary, grammar and storyline. Some children shared books. For both groups, the learning focus was 'looking at the way in which the author has used figurative language'.

8.2.2 Lesson structure

The lessons, some weeks apart, followed a broadly similar basic structure although Amanda varied the order of the text and learning focus, rounded off the lesson for one group only and varied episode timings substantially (Appendix 6a):

- Introduction to text   (approx. 1 minute)
- Introduction to learning focus (3-4 minutes)
- Reading, alternating with question/answer (18-23 minutes)
- Lesson close (36 seconds, group F only)
- Plenary session (in whole class) (1-4 minutes)

The long 'reading/questioning' episode was subdivided into a series of sub-episodes headed by short readings of the text, either orally by individuals, or silently. This was clearly a class routine. The questioning focus varied, to some extent shifting emphasis from language features to language impact. Amanda additionally inserted a 2 minute episode in lesson E (Episode 2) in which she questioned children about guided reading *per se* and elaborated on their answers, intended to inform myself about the children's perceptions of how guided reading has helped them develop their reading proficiency [7:038-061]. See Appendix 6b for a working summary of framing relations across the episodes.

8.2.3 Classification of contexts

The evidence suggests a degree of weakening of intra- and inter-disciplinary classification. Amanda emphasises the relationship between current learning and events past and future, in particular conveying the expectation that children will translate what they learn from their reading into their writing [1:136-140, 3:187, 3:225]. This is continually made explicit to the children: 'we're focusing on figurative language here, and we want to use more in our own writing' [7:045]. No writing features in the observed lessons, although Amanda refers to children sometimes noting down examples of textual language [1:016]. She also describes using small-group teaching in other curricular areas, and explains how guided reading can introduce children to various genres found across the curriculum [1:096]. There is a weakening of classification between group and class learning, in that each group's learning from the specific guided reading context is related to the wider context of whole-class learning through the plenary. Her selection of group E's text because of its relationship with a recent whole-class event also supports a view of guided reading being a part of a larger whole.

8.2.4 Framing of the regulative discourse: relations between teacher and learners

Classification of interpersonal relationships is strong, because hierarchical relations are strongly framed – Amanda is unequivocally lesson manager, questioner and evaluator – but tempered with touches of dry humour and appeals to the common past and future she shares with the group, sometimes explicitly related to the learning agenda - 'something we've been looking at an awful lot in poetry' [7:031] - but occasionally appealing in passing to their shared knowledge in a less pedagogic context. In Extract

8.1, for example, Amanda takes a momentary step out of the 'teacher' role, to an animated collective response:

> Amanda: …and you remember last week? The 23rd of April was St George's Day, and it was also my favourite guy's (thumbs up) birthday
>
> Sean-E: Shakespeare (pupils animated, Sean-E thumbs up)
>
> Pupils: <u>Shakespeare</u>.
>
> <div align="right">Extract 8.1 [7:072]</div>

In VSRD, Amanda pauses to reflect on how at first sight her own facial expression suggests an impression of 'severity':

> One thing I did notice, I look severe in this, I think I need to smile more, but my class know me and they know I'm quite humorous with them, so I don't think they're particularly put off by that… I wonder if it's off-putting for children that don't know me. I think this lot are fairly confident with my teaching style. [3:285]

On video, Amanda does not smile often, and her frequent questioning, lengthy commentaries, intensive attention to individuals and continual use of gesture indeed suggest a teacher who is more dominant and indeed 'severe', quoting Amanda. Additionally, her frugal use of phatic praise tends not to be the norm in English classrooms (Alexander 2004:15). Amanda's comment resonates with my own 'live' lesson observations, and from talking to the children (Section 8.5) it is evident that a warm and affectionate teacher-learner relationship underpins the interactional dynamics. Personal and positional modes of control interact, and strong framing is predicated on knowledge of one another and their interests. Other references drawing on 'insider knowledge' are discernible, as where Amanda refers to Emily-F's role in a school play [8:213], or, for Katie-F, to 'Dalek-talk' [8:010].

A shared past is discernible also in the strong impression of routine which plays an invisible part in the regulative discourse. Her lessons follow a broadly similar structure (Appendix 6a), and embed their own 'rules'. In particular, children are expected to bid to contribute - 'I usually like to have hands up, though, because it can get a bit unruly' [3:420], although this rule is variably enforced, with some children - generally boys - interjecting with uninvited comments which demonstrate their engagement with the lesson, at its most marked when Carl-E responds vehemently:

> Amanda: Tore them to pieces, [so that's a…
>
> Carl-E: [I wouldn't, wouldn't like to be torn into pieces (leans forward towards Amanda, shakes head)

<div align="center">148</div>

Extract 8.2 [7:219]

Amanda accepts the comment above, but at other times her response varies through quiet reminders to reasoned reprimands (both evident in Extract 8.3, below) and occasionally direct reprimands, depending on the specific interactional context and her knowledge of the child's habitual behaviours:

> Liam-F interjected a couple of times, but I thought that was quite inappropriate because of the scenario that we were using there, and Liam-F's own particular approach, which is always I'm the most important person here, and I've got to talk over everybody else, so I do have to mind that dynamic there. [3:416]

However there is little need for behavioural regulation. Amanda positions herself as instructor, and children as learners, and all clearly share the embedded expectation that the business of the lesson is learning; it is only where children's behaviours begin to impact on opportunities for others that Amanda strengthens the positional aspect of regulative framing.

8.2.5 Framing of the instructional discourse: selection, sequencing and pace

Framing of the instructional discourse is strong. Sequencing extends beyond the individual lesson. Although it is clear that other reading workshop activities serve as preparation or follow-up to the guided reading lesson, and guided reading is expected to feed into subsequent writing, Amanda does not emphasise any structural link to support a view of the lessons as integral elements of a curriculum macrogenre (Christie 1995). At the level of the lesson, each begins with an explicit statement of focus and some commentary, providing a degree of preparation for subsequent episodes, as explained by Amanda:

> What I'm trying to do here is give them a focus for reading, so they know they're reading for a purpose, and they've got a very clear idea of the sort of things I wanted them to pull out of the text. [3:008]

An iterative sequence of 'reading-and-questioning' sub-episodes follows, leading to a brief concluding episode in which Amanda summarises learning and the plenary 'report-back'. Each sub-episode consists of a child reading, one or more teacher- led question-and-answer exchanges addressing questions arising from the text, and often concluding with a teacher-given definition, explanation or example: what Maloch (2002) refers to as a 'reconstructive cap'. The focus of questioning is not, however, restricted to the lesson objective, as Amanda prefers to seize opportunities as they arise:

> A lot of this is planned, I knew the words that I wanted to bring out for them, but the actual flow of this session is dictated by the children's responses and things that present as interesting as we go through, and I find that's usually the case with the guided reading… you can't plan it to the nth degree, you've got to be able to think on your feet with guided reading, but be able to refocus   on your objective [3:145, 3:278].

As a result, although the focal points are intentionally selected, they are not always directly related to the stated lesson objective, resulting in a slight weakening of instructional sequencing, particularly with group F. While Amanda retains strong overall control, her focus weaves between elements of learning which are relevant, but which do not always sit in direct relation to each other. These may arise from difficulties encountered by pupils, from their comments, or from a textual feature that offers a good opportunity. For example, in lesson F, the selected teaching points relate to less familiar vocabulary, including a metaphor; inferring meanings on the basis of textual evidence; and use of punctuation to read aloud with expression that reflects the textual meanings (Appendix 6c). Many relate to the declared objective of understanding figurative language in its broader sense – in this lesson, often interpreted as 'powerful vocabulary' or 'interesting words'. Others do not, but exploit opportunities to reinforce other previous learning, notably punctuation for group F, weakening classification between lessons past and present.

Despite the strong framing of instructional content, the internal structure and pace of the long reading-and-questioning episode, although rhythmic, seem less actively determined by Amanda. Firstly, there is a strong sense of routine, as if each sub-episode offers a slot to be filled with question-and-answer, with Amanda exercising her professional knowledge of children, text and objective in deciding how to do so. Secondly, her questions can be challenging, as gauged by children's tentative responses, and she does not expect an instant, correct response, but allows children to work out their answers, and tends to add a substantial commentary herself. These are rarely quickfire questions, as almost every point appears 'interesting' to Amanda and worthy of further attention. As a result, although she maintains a steady lesson pace, she allows variation as she sees appropriate to support learning. There is never a sense of pace being either laggardly or forced. Appendices 6c,d offer a sense of Amanda's teaching.

Although the sub-episodes, as a series, have a weakly sequenced internal structure, certain individual sequences are more strongly structured. This is not scaffolding in Rose's (2004) 'preparatory' sense, but develops through collective attention to text,

Amanda providing contingent support by steering children's attention to relevant features. Extract 8:3, below, shows Amanda directing attention to a single sentence[a]; recapping on the first answer[b]; challenging [c]; probing further[d] to push children into inferring feelings and motives; and summarising and commenting on why they have been successful[e]. The length of the extract reflects the amount of non-linguistic interaction, demonstrating Amanda's managerial deployment of non-verbal cues to invite a child to speak, acknowledge a child's contribution, maintain interaction among group members and dramatise her own remarks.

> Amanda: [a]*Not one of the servants* (Katie-F looks up at Amanda) *said a word.* Why do you think that was? (looks around) (hand-up: Carrie-F, Hayley-F, Liam-F, Emily-F) (looks at and points to Carrie-F) Carrie-F?
>
> Carrie-F: (looking at book) Em, because, em, they didn't say anything, because em, if they said something, em, the master (looks at Amanda) would either get really mad [(..)
>
> Amanda: [b][So it's a wise thing (opens hand, looks around) because he's in a foul mood (Katie-F looks up at Amanda) not to say anything
>
> Carrie-F: (quietly) Yes
>
> Amanda: [c]But if that were me (looks thoughtful, taps chin) and it was my master, and I was trying to please him, and he said, (gesture) *'Am I not as strong and brave as a lion?'* I'd have said, '*yes master.*' (praying gesture) They haven't said anything at all. (shakes head) Why not?
>
> Carrie-F: [They're scared. (volunteers, looking at Amanda) (Amanda looks at Carrie-F)
>
> Amanda: [d][Why do you think [that is? (hand-up: Liam-F, Oli-F)
>
> Liam-F: [They don't want to wind him up. (volunteers)
>
> Amanda: [e]They're scared, they might wind him up. (gestures towards Liam-F) Yes, and what else? (hand-up: Hayley-F, Oli-F) (points to Oli-F)
>
> Oli-F: They might not believe [him. (Oli-F leans back) (Amanda looks surprised, gestures to Oli-F)
>
> Liam-F: [They might not believe [him (volunteers) (hand-up: Hayley-F, Liam-F)
>
> Oli-F: [They might be on the other side (twisting hands)
>
> Amanda: [Quiet, Liam-F (quietly)
>
> Oli-F: [which would make him more worse and (...)

Amanda: (points to Oli-F) Absolutely! (Liam-F lowers hand) So they might not entirely believe him, (points) which is kind of what you were saying, (rocks hand side to side, towards Liam-F) but you've got to turn-take, (hand-up Katie-F)

Liam-F: (...) masters (...)

Amanda: [e][they might not believe that he is strong or brave but they don't want to, as you said, (gestures to Liam-F) wind him up or upset him any further, well done.(turns page) Good, that was inference and deduction. You actually were able to tell that (looks at Hayley-F who nods) by what had been put into the text and not directly explained.

Extract 8:3 [8:162-178]

The children's tentative language suggests that they are indeed exploring ideas in a public forum, and Amanda's 'devil's advocate' remark[c] succeeds as a prompt for slightly deeper thinking. There is a hint of exploratory talk, in that children are making their separate ideas public, reasoning either as they talk or in the underlying thinking, but the teacher's choreography of the dialogue inhibits the development of exploratory talk in the sense intended by Mercer (2000): because they are talking to Amanda, rather than each other, children are not enabled, as *partners*, to comment critically and constructively on each other's ideas and reach a joint decision. There is also a sense that the exchange is moving in the general direction of dialogic teaching (Alexander 2008), in that the talk is collective, purposeful and cumulative, with a touch of reciprocity and a supportive group atmosphere, but to develop this further, a significant weakening of the hierarchical framing is required to enable children to engage more constructively and critically with *each other*, and take more responsibility for advancing the group's collective thinking. The 'bidding' convention actively supports triadic discourse, emphasising the teacher's control over participants and the expectation that there is a 'right answer', known to the teacher, thus making children's exploratory thinking merely a problem-solving exercise.

Rather than beginning her questioning by focusing on events and characters, Amanda more often begins by identifying something 'interesting' and working outwards from it, as above. The instructional sequence develops through the interaction, questions used to develop learning rather than to test knowledge, and teacher questions chained on a pupil's previous response. On several occasions, Amanda uses her current focus of textual vocabulary, or sometimes punctuation, as a springboard to a further questioning sequence, as when she moves from checking understanding of 'wept' to establishing how the characters who wept felt, and why [8:102-108]. Other questioning exchanges

which focus more on identifying and explaining a word or a textual feature, may be less extended or less structured, but the quality of the interaction is similar: Amanda opens the exchange; children, with Amanda's steerage, work towards an acceptable answer; Amanda concludes by reinforcing the terminology and learning point.

8.2.6 Framing of the instructional discourse: evaluation criteria

In interview and the taught lessons, Amanda refers frequently to 'focus' some 34 times. It is not surprising, therefore, that in her lessons, evaluation criteria are strongly framed, and explicitly shared with learners, who are thus enabled to know what will matter when their performance is judged. Amanda foregrounds the specialised knowledge, providing terms, examples and definitions, followed by reading and questions that direct children to locate answers in the text, thus providing practice in applying the term while concurrently enabling her to evaluate performance. For example, in an episode which effectively features as the preparatory 'strategy check' element of her lesson (DfES 2003a), she emphasises the linguistic focus of the lesson, 'figurative language' [7:003-036; 8:008-028]. She reminds group E of previous learning and checks their recall, using a homemade acronym, 'PAPAS', which refers to 'Powerful verbs, Adjectives, Powerful nouns, Adverbs, Similes' [7:005-037]. This early questioning is intended to assess their recall, but also, by making knowledge public, to prepare children for the lesson ahead. Amanda's questions require children to identify and explain examples from the book, and she routinely supplements this with her own commentary. They undoubtedly do grapple with and seek to apply the concepts, generally by identifying examples in text – although not always correct, in which case Amanda tends to use the wrong answer as a basis for reinforcing what the correct answer is, and why. Amanda states that she often asks children to self-assess:

> …in the plenary, we will also evaluate each other's comments, *what do you think of what so and so has said, you know, this was our focus*, and they're very astute now, they'll say… t*his is certainly it, this is a feature of an information text*… [3:171]

In interview, the children show a good understanding of Amanda's intention::

> Carl-E: And [you can] understand the writing and say like <u>how</u> you have to say it, like exclamation mark and powerful, you know...
>
> ME: And how the author's telling you what the thing looks like.
>
> Pupil-E: And it's like how it tells you to actually <u>say</u> it, and, like say the words, like *Yes!* And so you can remember....

> Carl-E: Yes! I'll slay the dragon!
>
> Pupil-E: you can refresh your memory sometimes so you can remember what
>   she's about to say 'cause you got to go back to the time when she
>   first talked about it in the class.
>
> <div align="right">[5:044-050]</div>

Pupil interview data therefore provide further evidence of strong criterial framing. Although they offer examples of descriptive language, rather than figurative language *per se*, they are on the right lines and clearly understand their teacher's intention [4:105; 6:005, 6:009]. Although it is generally Amanda who uses the terminology during the lesson, the interview data suggest that the children are beginning to appropriate it with understanding.

With group F, Amanda intends to provide preparatory teaching in the same way, but when the group assumes the lesson is about punctuation, she decides to incorporate both. The focus is less clear to the observer, but to the children, it follows a logical progression and is used by Amanda towards her intended theme:

> I kept bringing them back to figurative language, but I thought, right, they obviously know a lot about punctuation... it is relevant because it does help with the inference and deduction and the authorial intent, so I tried to instil some confidence by talking quite a lot about the punctuation and bringing out the properties of language at the same time. [3:020]

There is no sense that Amanda is routinely evaluating individuals' performance. The question-and-answer sequences develop learning in a collective forum as children offer their ideas to be shaped by Amanda, with little praise or rebuke. She most frequently affirms, repeats or elaborates on what children say, using the Feedback move to chain a further question or comment, and where she offers praise, this often, if not always, seems to function more as a transition marker. In this sense, what appears to be valued is having a go at answering the question, reinforced by Amanda expecting all children to bid to contribute.

In sum, the framing of evaluation criteria, like sequencing, is strong, but this is less visible due to the revised focus in lesson F. Additionally, only children's oral answers provide evidence of learning in the observed lessons. Because Amanda intends a direct link to writing lessons, her intention is to feed the learning forward into future learning activities, which will provide a more concrete indication of each child's ability to use the concepts developed in the lesson. The one-off lesson is not the whole story.

8.2.7 Talk

There is no doubt about the ubiquity of pedagogic dialogue, but, as noted earlier, Amanda rarely uses classic triadic dialogue, tending to use the Feedback move to chain new questions or comments on learner responses (uptake), and to affirm rather than evaluate. The discourse thus becomes an extended sequence which may embed shorter sub-sequences, with the result that her questions rarely take an evaluative tone, coming across more as learning dialogue. Amanda is controller and shaper of that dialogue throughout, despite the frequent use of 'we' implying a degree of solidarity, and her occasional invitations to children to identify aspects of interest to them. Because of the short stretches of text that they read, these apparently open questions are in fact very constrained, a fact understood by some children:

> Yes, you could choose, but you got to make it make sense. So it isn't much of a choice really because you've got to make it make sense. [Natalie-E, 4:186]

It was noted earlier that certain exchanges begin to take on a flavour of 'exploratory talk' or some aspects of 'dialogic teaching', which supports Amanda's interview claim there is normally more inter-pupil discussion than was evident in the observed lessons, in a way that sometimes needs 'crowd control' as noted in 5.5.2 [1:164,]. Children may, as she suggests, [3:414-416] feel inhibited by the presence of the camera. However, if inter-pupil discussion has been explicitly planned, and appropriate spaces created for talk, this would have been discernible regardless of pupil uptake. Although Amanda sees herself as open to learners taking the initiative in engaging with each other when an opportunity arises – 'interjecting' [3:420] - evidence suggests that she may not routinely *create* collaborative talk opportunities. She thus retains close control of the interaction, using herself as a key resource to develop learning, except where children indicate a wish to insert their own thoughts into the dialogue.

Most children appear keen to contribute and sometimes make more extended contributions. In both groups, certain boys have much to say, and are less willing to conform to the convention of bidding, and Amanda deliberately controls their input in the interest of other group members [3:262].

The transmission of specialised knowledge

Amanda pays little explicit attention to individuals' miscues when reading aloud, routinely telling the reader the problematic word or, occasionally, asking peers to help

out. While this does not support children directly in improving their decoding strategies, it has several other effects which in a Year 4 context may be beneficial. It maintains the pace of reading and thus supports the transmission of meaning; it reduces the sense that performance is being evaluated; and it implies that accuracy of oral reading is less important than the dialogue it precedes. For Amanda, the strength of guided reading lies in the opportunities it creates for question and answer related to her teaching focus.

A dominant feature of both lessons is Amanda's emphasis on the subject-specific terminology of English: her talk is sprinkled with terms such as *figurative language, simile, apostrophe, inference,* along with other terms coined as part of Strategy parlance in the early 2000s, such as *powerful vocabulary.* She uses these when talking to me, but also in her lessons:

> I use a lot of high order vocabulary myself… Sometimes I will clarify a word, I think to myself, *whoops, that's gone over their heads...* I don't think it hurts them to have good strong language models because they do absorb some of the vocabulary. [3:330]

Her approach typically foregrounds the specialised knowledge, providing terms, examples and definitions leading to questions that direct children to locate answers in the text. Below, she comments on her expectation that children will use subject-specific terminology, and her view of how knowing that terminology enables children to learn:

> They can log into that, it's a tangible thing in their head, it's got a name, it's a thing and they can use it. It's making it very explicit. It's important, I think - I did have my doubts years ago when we first started to use the meta-language so explicitly, I thought, do kids really need to know the names of those particular things, but I think they do, they can hang things on hooks. [3:181]

It seems that Amanda expects a gradual appropriation of such terms, across many lessons, and takes opportunities as presented to consolidate. Extract 8.4 provides a good example:

Amanda: Now Oli-F (gesture) changed his tone there, he said 'I am the master *of my own household,' the man was shouting. 'I will not be insulted in my own village.'* (reads with expression varying tone) Why did you

change your tone like that, in your voice slightly? (sounds interested, looks intently at Oli-F) [a]

Oli-F: [b](looks at Amanda) When someone else speaks, (hand-up: Liam-F) it's like normal, but when the character speaks, not everyone speaks the same voice.

Amanda: [c] (looks at Oli-F, gestures) So you tried to change your voice slightly, and put a bit of expression into it (Oli-F nods) - [d]and what was the punctuation clue that you had to do that?

Oli-F: Speech marks.

Amanda: You found the speech marks, well done, excellent.

Extract 8.4 [8:132-136]

Reading with expression, according to punctuation, is not part of the intended objective. However by highlighting Oli-F's expressive reading[a], Amanda focuses attention on this feature. Oli-F tries to explain in everyday language[b], which Amanda reframes using more specialised vocabulary[c], finishing with a clue which she wants the group to notice[d]. She – unusually – offers direct praise, and continues to emphasise reading with expression. A little later, the following exchange occurs:

Emily-F: [e]Suddenly he looked up from his food. 'Tell me,' he said, 'have you ever heard of anyone else as strong or brave?' (with expression)

Amanda: Ooh – (looks around) what did Emily-F do there that was particularly impressive, (hand-up: Katie-F plus 5 others) and how did she know how to do it? Katie-F?

Katie-F: (looks up at Amanda) She done illustration.

Amanda   [f](looks at Katie-F, smiles) She did illustration - do you mean expression?

Katie-F: (looks up at Amanda, smiles) Yes.

Amanda: OK, she put some expression in. What was there, (gesture, looks at Emily-F) Emily-F, that made you put that expression in? (hand-up: Oli-F, Liam-F, Hayley-F)

Emily-F: (looks up at Amanda) Speech marks.

Amanda: [g]Speech marks, and you said, '*Have you ever heard of anyone else as strong or as brave?'* (quickly with expression and gesture) (Emily-F smiles).

Extract 8.5 [8:193-200]

Emily-F seems to be responding to the earlier emphasis on reading with expression[e], and Amanda seizes the opportunity to involve reticent Katie-F; the non-verbal interaction demonstrates the child's need for reassurance, and Amanda's wish to give it[f]. Amanda also models the correct terminology before, again, asking the reader for the clue, thus validating her reading as successful. Amanda recaps by re-reading the

sentence herself to model the role of expression further[9]. In Extract 8.5, the focus is on something demonstrable, rather than on more abstract aspects of learning. Children are keen to please, and to demonstrate that not only can they (exemplified by Emily-E) perform to meet requirements, but are also internalising the 'rules' for what counts in this respect as successful performance.

In interview, children in both groups show a developing understanding of the concepts taught and appropriation of the terminology, supported by Amanda's regular repetition of key terms, and often also stock phrases such as 'painting a picture in words', 'flying comma', ownership word' (see Section 8.5).

8.2.8 Theoretical commentary

Amanda's lessons demonstrate a strong focus on knowledge acquisition, as children identify a small range of teacher-defined textual features, and gradually relate the meanings embedded in the author's use of language to those of the text more holistically, building on past learning. This is more than didactic transmission. Children are active participants within their teacher's frame of reference, and are clearly listening to and appropriating Amanda's definitions, explanations and examples. Yet they are not in the position of gaining a mastery of new learning through making it their own. If the observed lessons had supported Amanda's claims regarding collaborative talk, more evidence would be available about how this might happen. It is possible, but not clear in the data, that they will further consolidate their grasp of the concepts in subsequent reading or writing lessons.

While Amanda's pedagogy is visible and performance based, it is not at the 'visible' extreme of the continuum. Overall, framing of the regulative discourse is strong, with Amanda clearly positioned as 'teacher', although well-embedded routines and non-verbal behaviours [*e.g.*5:46] take on some of the regulative force. In terms of the instructional discourse, selection, in particular, is strongly framed, but a degree of discretion relating to sequencing and pace is apparent. Amanda is open to taking opportunities as the text presents them, and to vary her agenda to follow up children's answers or uncertainties, seeking to recalibrate 'digressions' in line with the overall lesson objective [3:145-147, 3:278, 3:388]. Evaluation criteria are strongly framed, overall, and it is clear that most children, certainly, know what they have been taught, and are on their way to developing a fuller understanding as they translate their knowledge from reading into writing.

8.3   Pedagogic subject positioning

8.3.1   Overview

In this section, I construct a 'pedagogic subject position' for Amanda based on interview and VSRD data, bringing this into dialogue with observational data summarised in the previous section. The data tiers are robustly supportive of each other. Further supportive information from interviews can be found in Appendices 6e,f and g. Central themes emerging from interview data and lesson observations position Amanda as a teacher who is:

- learning-orientated
- an instructor
- a collectivisit
- an integrationist

Of the three participants, it is Amanda whose thinking is most evidently aligned with the national standards discourse, not surprisingly, given that her current management role relates directly to raising standards of literacy and involves developing and maintaining an attainment tracking system across her school. She talked with great enthusiasm about rising standards [1:036-040], and her energetic work with colleagues to embed guided reading and other initiatives expected to impact further on standards [1:046-052, 1:128-138]. She notes:

> These aren't just the *expected* improvements in reading, they're quite significant improvements, and there can only be one reason for that as far as I can see, and that is that there is a focus to the reading now, and certain skills that children don't gain naturally have been taught specifically to them - inference and deduction, understanding authorial intent, skimming and scanning. [1:078-079]

Given this context, it is no surprise that the data demonstrate that she positions children primarily as learners, and herself as instructor, tasked with teaching to secure learning, as understood within current policy discourse. This supports a view of a performance-based pedagogy (Bernstein 1990) in which a clear instructional focus, in tandem with clear evaluation criteria, is central to the cumulation of learning – but for Amanda, this extends beyond achieving government-defined goals to enabling children to achieve an enthusiasm for reading along with valuable life skills.

8.3.2 Learning-orientated

By 'learning', in this context I refer to the acquisition by children of curricular knowledge. It is evident that Amanda knows her pupils well, cares about their progress and takes pride in their cumulative achievement [1:153-154, 1:171-172, 3:054]. The data support an orientation towards a view of children as learners who are expected to master the skills and knowledge, determined by the curriculum, required to be considered successful readers. This is presented as curricular learning in the form specified by the current official pedagogic discourse (Bernstein 1996), meaning that Amanda's reading curriculum is readily identifiable as aligned with the Strategy's Literacy Framework (DfES 2006). Amanda's emphasis on developing children's understanding of specialist knowledge attached to subject-specific terminology has been discussed, along with her intention that children should apply their understandings in their own writing.

Amanda presents a dual focus on skills acquisition [1:006-009, 1:046] and promoting reading for pleasure:

> Guided reading for me is when you're teaching a specific skill within the reading, within the opportunity for the reading, and it's also about promoting a love of reading with the children…I believe that through it you can pass on your own love of literature… you can actually model that for them, you can really stimulate and enthuse them through guided reading. [1:004, 3:008]

Her own commitment to 'a love of reading' and wish to reproduce this in her pupils is obvious. Yet the observed lessons provide no opportunity for the children to talk about their responses to the stories. Amanda tries to 'model' her own appreciation of the illustrations, and to encourage children to share their 'feelings' in relation to story events, which they find difficult, possibly because they have been focusing more on story language than an imaginative engagement in meaning.

8.3.3 An instructor

With raising attainment a driving motivator, it is not surprising that Amanda appears to see her own role as directly instructional. This appears to be rooted in her own history. She explains [2:013] how her experience of seeing children fail in learning to read brought her into teaching, and describes her view of the state of play of learning-to-read in her current school prior to her appointment:

> Reading in this school seemed to be an incidental. Reading tended to be uninterrupted sustained silent reading, without a focus, without guidance. It's almost as though the teaching of reading itself stopped at the end of Key Stage 1. [1:043]

She sees learning to read as an entitlement which, for many, requires the teacher's active intervention and, in a way that resonates with research and evaluation evidence (Fisher 2008; Ofsted 2002), observes critically how guided reading can be interpreted in a way that essentially allows abnegation of a teacher's responsibility for instruction:

> …what I think is some people's perception of guided reading, is that the teacher sits and listens to children as they read around. That to me has no focus, and I think it's demotivating for the children…. [1:013]

Although Amanda does in fact listen to children 'as they read around', she has a clear purpose for doing so within a strongly focused lesson:

> I like them to read around a couple of times a week so that I can monitor how they're responding to the punctuation in the text, how they're applying their decoding skills, *etc*, and monitoring their understanding too by the expression. [3:134]

Additionally, she responds as she sees appropriate to the oral reading that precedes it. When Brittany-E mispronounces 'haunches'; Amanda tells her the word to enable the reading to continue, but then returns to check children understand the meaning [7:167-174]. As previously noted, although she selects the instructional agenda, she remains responsive and flexible.

Amanda's emphasis on 'focus', appears central to her view of self as instructor, as evident in the extract below, where she explains her view of what learning-to-read means, and how guided reading fits into the pedagogical whole, in a Key Stage 2 class:

> It's about comprehension, it's about understanding authorial intent, It's about interacting with the text, and really getting something out of it, and I feel that guided reading is the very best scenario to teach those skills to the children, the skills beyond the literal. It can be used to teach phonics and the basic decoding skills, but its real worth is when we actually start looking at the higher order reading skills, and promoting the children delving below the text, so that is why I'm a particular enthusiast about it. [3:006-007]

The observed lessons are driven by a 'skills' focus, as described above, as Amanda explicitly asks children to 'delve into text' [3:018] to identify how authors use language to create an overall impression in the reader. She predominantly adopts a read-and-question approach, leading children through the question where necessary and ending

the exchange with a 'reconstructive cap' (Maloch 2002) in what is unambiguously pedagogic dialogue. The kinds of teaching sequence exemplified and discussed previously demonstrate her active management of children's attention, relative to the points selected for consideration, whether she is engaging primarily with an individual child or the group:

> I might say… *what do you think of this character?* and they give you their opinion, and what in the text is actually giving you that idea, because it doesn't say anywhere that this is a nasty person, so *what has the author done to actually get that idea across to you, what language features have been used?* And then… somebody'll put their hand up, somebody else will chip in… so there's good interaction between the children themselves, and I'm finding it's becoming very <u>powerful</u> interaction, because once one starts, their confidence escalates, and they're all actually very keen to latch onto an idea and find evidence that they can contribute…. [1:150-151]

8.3.4   A collectivist

Amanda sees learning as a collective enterprise, a practice in which children can learn together by listening to and observing each other, and interactions with individuals can benefit all. She regularly chains a question or comment on a pupil's contribution, to extend or challenge thinking, and tends to accept several children's responses before affirming and explaining what she wants children to understand. Video data show most children, most of the time, actively engaged, while Amanda actively draws less forthcoming children into the dialogue. Although peer assessment was not a feature of the observed lessons, Amanda observes that children regularly comment publicly on their peers' performance in terms of the learning focus [1:171-173, 1:178]. Additionally, children are expected to explain their learning to the wider class, thus making them accountable in a more public forum for their learning [3:059]. This emphasises the relevance of one group's (or child's) learning to the collective class enterprise, given the common objective, while also putting the children 'on the hot spot at the front of the class' [3:172] to try to articulate their learning. This may be a challenging experience for some children, but reinforces evaluation criteria for all, making learning public in a way that is not part of traditional English classroom discourse (Alexander 2000).

8.3.5   An integrationist

Amanda suggests that integration of learning across contexts is a central theme to her teaching, noting 'learning should be a gradual process and links should be made with

other areas' [1:092] Her preference for weakening intra-disciplinary classification is most obvious where she discusses deliberately creating links between reading and writing. This intra-disciplinary link is emphasised continually in interview data [1:136-138, 3:196], and is also reinforced to learners at the beginning and end of lessons. For example:

> I might plan it so that whatever I'm doing in the guided *reading* is the same genre so they can make features of that genre specific… they take it into the writing sessions, say *do you remember, in the guided reading we did this, this and this, and the author did this, this and this - do we need to be doing this ourselves, do we need this in our toolbox of criteria?..* then they're in a better position to actually orchestrate those skills themselves. So again, it's the links, all the time. [1:140, 1:138]

She also observes how guided reading can support inter-disciplinary learning, for example by using explanatory texts to develop an understanding of the language of causation, as needed for scientific reading and writing [1:095] : 'I think actually that embeds the learning more for the children when they're seeing it occur in several different areas and they're linking it all together themselves' [1:096].

A further link, which Amanda talked about at some length, was the relationship she has been trying to embed between home and school in terms of children's reading and personal attainment targets. Referring to a new home-school reading log which includes reference to children's guided reading, she notes how this has enabled regular, constructive communication with parents to become a routine part of school Discourse [1:57-61].

8.4 Consistency and variation across groups

While many aspects of Amanda's practice remain consistent across the two groups, she emphasises the importance of differentiating learning for different learner needs: 'I do see it as an inclusive practice, but I feel that the differentiation is key in doing that' [1:183]. The Strategy expectation is that teachers select text and objectives to match the needs of the group. Although this tends to mean that children in different groups work to different objectives, Amanda prefers to retain a single focus for the class, which will cut across both reading and writing, but to differentiate by way of text and teacher interaction. She considers the power of the whole-class focus, in combination with class routines, as very strong, particularly where she selects texts of direct interest to individuals [1:079-080], and notes how children are usually very keen to contribute [1:157-158].

There is an intention that the learning of all children is valued equally. Amanda describes, with obvious pride, how Henry, her least proficient reader who cannot yet decode reliably, has experienced success and inclusion through participation with peers and teacher support within a reading group:

> He'd been reading this book [i.e. within a group], and he said, *I have found an example of archaic language*… and I said, o*h that's fantastic! because we were doing archaic language last week*… he said, *there's one in this Miss - <u>cobbles</u>*. I said, *so it is - does anyone know what cobbles are?* Didn't know, the children didn't know… So that is an example of how he became enthused and how there is some progress being made there, and how he feels included. [1:179-180]

The collective ethos is intended to support all with a common learning focus in the interests of both knowledge acquisition and inclusion. Lower-attaining children tend to receive additional support from a Teaching Assistant during certain independent activity sessions, but not all, because, in line with her belief that all children should have the opportunity to succeed independently, Amanda prefers to vary the independent learning task to make it possible for children with low-level decoding skills to succeed [1:146]. I was unable to explore this aspect further.

In practice, the two lessons offer a very similar structure and teaching approach. Children in group E read silently at certain points, while those in group F only read aloud in turn. Amanda notes that all will carry on reading during the independent follow-up sessions later in the week [3:0196]. When working with the two groups, Amanda notes that her decision to 'coordinate different strands' with Group E was considered, while questioning the effectiveness of a similar approach for Group F: 'I felt that I… should have kept it more simple for them.' [3:023]. Below, she explains her focus with group F:

> Yes, you do need to lead this group sometimes and give them some strong examples. But with the exception of Oli-F and Liam-F, they're quite a quiet, reticent little bunch. Keen, but lacking in confidence…. I often find that I'll start with a focus and I'll complete that focus, but I'll pull in other things too, and I thought this was an important one for them, because one of the things that is in need of addressing with their writing is punctuation, beyond full stops and capital letters, so it's a valuable link to make. [3:222-226]

Amanda comments on some differences she noted between the two lessons. In both cases, she is slightly disappointed with the lack of more lively and collaborative dialogue [3:419], particularly from group E. She describes a lower expectation for group F in terms of the level of grasp of 'figurative language', reflecting the lower affordances of the text and the greater emphasis needed on the reading itself: 'there are more

anomalies with decoding in that group' [3:410]. For both groups, she relegates the reading to background status and emphasises the questioning sequences as carrying the learning, but notes that where attention to decoding is necessary, particularly with group F, she will incorporate some more focused work on phonics. For another group where substantial phonic input is needed, the lesson would be 'right down to basic phonics and a much greater emphasis on reading round' [3:432].

She is also responsive to the needs of individuals, for example in providing a scaffolding sequence for 'timid' Chloe-F, with non-verbal encouragement, that enables her to provide an answer that moves on the learning sequence: ' I'm very anxious that she shouldn't sit there and be completely passive, which she will do' [3:262].

8.5   Pupil interviews: Amanda's class

My video-stimulated approach with groups E and F resulted in a different balance of questions and responses, and unfortunately data are not consistent across groups. Pupils talked volubly. Certain themes emerged to support the analysis of pedagogic approach presented earlier. The most salient features are both groups' unambiguous view of guided reading as a strongly classified instructional context, and their intention to demonstrate to me that they are successful learners. Extracts of the pupil interviews can be found in Appendices 6h,i to support the commentary below.

8.5.1   Guided reading

Despite Amanda's stated wish to develop a love of literature, and early references to the role of illustration, the children appear to view the texts primarily as vehicles for learning the specialised meta-language of English (as defined by the Literacy Framework). It may be that they viewed the interview solely in connection with the recorded lesson, but the general impression is that guided reading is perceived as a strongly classified, purely instructional practice (see section 8.3.2). It is clear that some, at least, understand the story and can predict what will happen [6:020-025], but they see Amanda's reasons for book choice precisely as stated by her: the book's word and sentence level features (F), and the link with a class assembly (E). For example, Carrie-F suggests it was chosen 'because it has lots of figurative language and it's got lots of speech and stuff in it', while Oli-F adds 'And it's got speech marks so we've gotta do stuff like make our voices go different' [6:009-6:010]. Some children nonetheless emphasise what they enjoyed about the story, demonstrating a lively sense of interaction with and response to the text [4:025-048], and it is apparent that

the children are very capable of responding in a way not seen in the lessons, but described by Amanda as 'sparky' and 'bouncing off each other'.

Like other groups interviewed, these children seem to view the challenges of 'reading' as essentially being about word recognition and word comprehension] For example, when asked about whether they thought reading aloud helped them, Carl-E responds (another example of appropriating the teacher's 'script'):

> Break it down into chunks... you don't have to use a dictionary to actually find out what a word means, you just have to like think really hard and see how it's moving, like *slurky*, *dragging its tail*... [5:073]

As noted previously, Amanda claims that inter-group discussion occurs regularly [1:009,1:087-094]. When asked if they sometimes 'discuss', rather than answering questions, the children themselves appear unsure [4:195-197]. However the lively interactive discourse of the interviews suggests that these groups are accustomed to group discussion and banter, and are comfortable in expressing and taking issue with opinions, as can be seen in Appendices 6h,i. Additionally, children refer on several occasions to being able to express varied opinions and to disagree with each other. For example, Hayley-F comments articulately:

> Sometimes you don't know if there's always got to be a right or wrong answer, because you can all agree on something or you can all disagree, and if one person agrees and the rest disagree, then you could go home or ask a teacher what the right and wrong is, and sometimes there's not one, sometimes you can just say, like, *oh I think it's this and then you think it's that,* but it doesn't really matter if it isn't. [6:118]

There may be an issue of interpretation. If children routinely talk amongst each other in this way in response to a teacher question, it may appear to them that they are merely answering questions, which Amanda may interpret as group discussion. As noted by Alexander (2000), teachers in England frequently refer to 'discussion' when they mean 'question-and-answer'. The extent to which Amanda facilitates or tolerates inter-pupil talk would be an indicator of weaker framing, unfortunately not apparent in the data.

The groups clearly view Amanda as being in control [e.g. 4:95-96, 4:104-106], and demonstrate an insightful understanding of her thinking during lesson events as shown on video . Many comments tend towards the regulative, as where two children give equally plausible reasons why Amanda moves Zane-E's place during the lesson:

> Zane- E: So she could keep an eye on me.

      Pupil-E: So you could see better. [4:216-217]

However, they also show understanding of Amanda's pedagogic intentions:

      Pupil-E: She wants us to work it out and see if, she wants to see how well we can work words out [5:077].

      Oli-F: She gave us all a chance to say and if we got it wrong then she'll just tell us and we'd learn what it means. [6:067]

Chloe-F says 'You can improve a lot, when you like, get advice from the teachers' [6:108]. There is also a clear sense that the teacher is viewed as the arbiter of what is 'right'. One child's slightly flippant comment combines a sense of her own agency with a clear perspective on the underpinning positional relations of the classroom, regardless of the positive relationships that may exist:

      Brittany-E: I was thinking, hmm, well probably it could be true probably, probably it couldn't, but I'd better listen to Ms A, because she knows more about it and I'm only a kid, she's right, I'm wrong [4:075]

Although pupils suggest there are opportunities to use their initiative, they seem more hesitant in this respect [5:139-143]. It is clear that answering questions is usual, and Oli-F suggests that there is not always sufficient time to answer [6:112]. Meanwhile, children are aware that some of them ask questions or make comments while others don't, and that they have personal preferences [4:195-206].

Appropriating the discourse

Amanda's use of technical vocabulary has passed into the children's discourse - and serves also to entertain within the culture shared by teacher and pupils, as where children gently mimic Amanda's intonation as well as her words:

      Jamie-E: Because she wants us, as she said in it, she wants us to <u>identify</u> the figurative language <u>used</u> in the book.

      Pupils-E: (in unison) Subject-specific vocabulary!

                                                      [4:105-106]

These children are not merely recycling words, but can explain terms and give examples (usually taken from the lesson). For example, children in both groups emphasise how noticing the punctuation helps them read aloud expressively, as where Natalie-E demonstrates how expressive language can create a particular affective response in the reader [4:025, 4:030], and where Liam-F relates Amanda's instructions directly to his own oral reading:

> …normally I just read with one voice, but when Ms A said it at the start of the lesson.when I come to speech marks I'll raise my voice if it was shouting or when it was whispering I whispered. [6:040].

Emily-F cites Amanda's language:

> Sometimes you can look at what's actually in the word… if you don't know what *because* means, like there's *cause* in there, I know that *cause* means like you're trying to explain something [6:058]

As above, children tend to talk in terms of their own learning, using a hybrid of their own, everyday language and lesson dialogue as they begin to internalise the more specialised knowledge of vertical discourse. They are aware that they need to relate new learning to what they know already [5:037; 6:036-040] and that what they are learning will help them help themselves in future. They appreciate Amanda's intention to help them as learners, and appear to be appropriating their teacher's language as a semiotic tool to shape their own approach to problem-solving.

The role of the group

Some children value the collaborative support of the group in helping them learn. Children in group E comment on how reading with peers can help out if they miss something or 'get stuck on a word' [5:147]. Hayley-F comments articulately:

> Some people like reading independently, but if you work in a group, you learn more than just sitting there reading on your own because some stuff you don't know and they probably would so they would use it and you learn from them as well… I've learned that Emily-F just thinks about it for quite a long time, then she says it, but you can hear her whispering it before, and that's what I'm trying to do [6:142; 6:100]

However there is disagreement on this point, particularly in terms of oral reading [4:195-196]. Silent reading is variously described as faster, less nerve-wracking and better for concentration [4:027-029, 4:146, 5:090], while reading aloud to the group is said to enable learning from others, but also 'showing off' by more confident readers [4:131, 4:137. Some children appreciate both [5:089]. Carl-E observes that slower readers hold back others, but also that fast readers 'just forget about the others' [5:147].

8.5.2 Self as reader

Both groups are eager to present themselves as readers, emphasising the reading they do at home out of choice [4:239-257, 6:079-102] emphasising book length and quantity

as well as enthusiasm for reading. Although they view lesson reading as instructional, they claim to read extensively for pleasure at home, suggesting a strong classification between school and home reading. Higher-attaining group E are particularly keen to impress with their reading prowess; Carl-E refers to being in the top group [5:067], who are 'free readers so we can read any book' [5:099].

8.5.3 Summary

Nothing the children say suggests that Amanda's pedagogic approach is anything other than strongly framed, and they are very clear about what they are being taught and what they need to do to be successful during her lesson. This is characteristic of a visible, performance-focused pedagogy, in which the children understand their positioning as pupils and learners. Some children offered thoughtful and reflective comments, and it was evident that they were familiar with talking together in group contexts. Both groups had appropriated Amanda's instructional language and were eager to display their knowledge, showing a good degree of insight into her intentions.

8.6   Amanda's history as a reading teacher

Extracts from the relevant interview can be found in Appendix 6f to support the commentary below.

8.6.1 Reading at home and school

Amanda was raised in a family of readers, with lots of books at home. She recalls her grandmother reading to her, taking her to the library, buying her comics and encouraging her to write, and became an avid reader at an early age. In infant school, she recalls the *Janet and John* graded reading scheme, describing the 'race to get through these books and get on to your next one, because you got a sticker' [2:009]. She enjoyed reading aloud to her teacher, and was always aware that she was considered a 'good' reader and writer, making an intuitive connection between reading and writing:

> I can still remember the great joy I felt when I completed my first book... I remember tugging at her skirt, saying *I've read this book all on my own…* she was quite dismissive, and I was a bit hurt, it's funny what you remember, isn't it... I was considered quite exceptional in terms of my writing ability at an early age, well obviously that was because I was reading, so that has developed my own belief that reading leads writing… [2:008]

At junior school, Amanda did not read collaboratively, but recalls reading aloud to her teacher and being directed to independent reading activities, such as individualised comprehension cards. She was 'incredibly competitive' and always 'wanted to be top of the class at reading' [2:009], but reflects on her awareness that other children found reading difficult, and her view that teachers did not teach reading in a way that would enable all to succeed:

> …if you could do it, you could, if you couldn't, I guess you struggled, and you went to a place which was for Special Needs children called the Work Clinic... I used to think, *why can't they read?* I didn't really understand why they couldn't read, because I thought *well I'm only twelve, and I can read, and what's happened to these people? And it's quite sad, because they don't get the enjoyment out of books that I do.* [2:011,013]

As a good reader, Amanda was encouraged to read by her teachers, particularly one secondary teacher:

> ... he gave me a copy of *Far from the Madding Crowd*, and it absolutely blew me away... I ended up studying literature… so reading and analysing and then writing has always been part of my psyche and something that I very much enjoy doing… I'm still a very avid reader… I hope I do actually convey some of that enthusiasm to the children, I think I do, because they appreciate reading in that class… [2:004,2:014]

8.6.2 Becoming a teacher of reading

Following her degree, Amanda combined family responsibilities with teaching support roles, which provided experience of working with individuals in very specific, programmed ways. This kindled an interest in the different ways in which children learn, which led indirectly to her embarking on teacher training:

> I was particularly interested in the fact that we were doing things in the same way for all of the children, but they were picking it up at different rates, so this got me thinking… all of those children, all at age seven, with such a disparity in their ability - why? [2:017]

On school placement Amanda experienced several approaches to the teaching of reading:

> …it was *stand at the teacher's desk*, or... sit with a group of children, or have them one at a time on a chair, and help them with their reading, it was on a one-to-one basis, and they would sit and read for ten minutes at the beginning of the afternoon session, but independently, which in my opinion didn't particularly help the children who needed the explicit focusing in on phonics and decoding. [2:026]

Still interested in learning differences, and observing that many children in Key Stage 2 lacked phonic skills, Amanda was disappointed that her Key Stage 2 course focused on 'higher' reading skills at the expense of those needed in the earlier stages of reading [2:022]. Her teacher training coincided with the introduction of NLS in 1997-98, and in her first teaching post, Amanda launched straight into the new NLS routines:

> We'd had some pretty good training videos at college, so I knew, have a focus, don't let it degenerate into a read-around, it's not about that, it's about questioning, it's about developing the children's understanding of what they're reading... I went straight into guided reading from Day 1. [2:030]

She quickly came to understand 'how the children's reading could develop with the right prompts and the right questioning' [2:035], and also how the construction of explicit links between reading and writing could impact directly on the quality of writing. When Amanda was appointed as English Manager in a different school, with the specific task of improving standards, she swiftly set about introducing guided reading across the school, linking it to a host of initiatives such as pupil target-setting, a 'reading log' home-school link, paired reading, and an attainment tracking system which has demonstrated convincing evidence of improvement .

Throughout the interview, Amanda reflects spontaneously on the relationship between her own history and current beliefs: she is committed to helping children learn to read to gain the same kind of pleasure that she does, and clearly believes that focused teaching is essential, as well as sharing her own enthusiasm for reading. She sees guided reading as central to improving standards. Comparing it with individualised reading, she identifies its potential for extending children's thinking and talk in a collaborative situation, as well as for addressing difficulties, thereby boosting children's confidence:

> …there's good interaction between the children themselves, and I'm finding it's becoming very *powerful* interaction, because once one starts, their confidence escalates... [1:151]

8.7   Summary

Amanda's evident commitment towards developing children's reading appears to have two roots. The first is her own lifelong passion for reading and - as an English Literature graduate - enjoyment of authors' use of language; the second, a realisation derived from her own experience that many children are denied such pleasures because they have not been taught to read. For her, it appears that the teaching of literacy has never

been merely a routine part of her teaching role, but part of her mission as a teacher, and the coincidence of her entry to teaching and NLS implementation was a happy accident. Making its 'direct interactive teaching' approach her own, she was able to develop, and build into school systems, an instructional approach which she considers instrumental in raising literacy attainment.

Amanda sees her role as instructional, developing children's ability to read and comprehend, and to relate their reading skills to other areas of learning, most notably writing. She talks of scaffolding, and there is some evidence of contingent scaffolding in the teaching sequences, as well as a shift from the guided groupwork to a further, related, independent learning task in a subsequent session. Her read-question-answer teaching approach develops learning through teacher-led talk, and results in children internalising subject-specific concepts and vocabulary. Although there is no evidence in the observed lessons that children are engaging together in dialogue about textual meanings and their own responses, Amanda considers inter-learner talk important, and it may be that by building in some explicit and purposeful opportunities for children to engage in collaborative 'thinking', talk could be used more systematically and predictably as a tool for learning.

Chapter 9
Variations on a theme: comparison and discussion

Unless we are willing to engage seriously with the discourse patterns particular to the institution of schooling, then we fail genuinely to understand it. It is in language, after all, that the business of schooling is primary accomplished.

(Christie 2002:2)

9.1   Introduction

In this chapter, I assemble findings and themes from the case studies, comparing and contrasting, and discuss in relation to the theoretical lenses which have offered perspectives on three teachers' enactments of guided reading. My theorised accounts of the three participants' practices demonstrate commonalities and differences. All teach guided reading in an identifiable manner; all believe in the potential power of guided reading to develop children's reading proficiency; and all clearly care about and invest heavily in the learning of the children they teach. Each has constructed a personal recontextualisation, or model of what 'guided reading' means to them, as evidenced by the strong internal consistency in structure and interactional approach between their two observed lessons (Appendices 4ab, 5ab, 6ab), yet these vary substantially from teacher to teacher.

I have attempted to understand what individual teachers have sought to achieve in their teaching, what factors have led them to shape their teaching particular ways and what might be the potential implications for the children they teach. As noted earlier, my intention is neither to evaluate, nor to take a position on the 'effectiveness' of different approaches to teaching. This has proved challenging, as I have had to interrogate my own 'habits of mind' (Hasan 2006) to resist received wisdoms deriving from personal experiences, 'folk pedagogies' (Bruner 1986) and policy discourses, and even as I re-read the previous chapters I arrive all too easily at value judgements deep rooted in my own position as teacher educator. I do not intend to revisit the detail of my findings, but rather to use these as a basis for cross-case comparison and the discussion of more general themes.

I begin with a critical discussion of my approach to incorporating framing values in my analysis, and to constructing pedagogic subject positions. I examine how guided reading, as evidenced by the data, may be conceived as a mediational tool, further exploring variation between the participants' teaching, and considering what potential

each approach appears to offer. I then consider whether guided reading may represent a sub-Discourse within that of the wider classroom, and review the key aspects of the participants' own trajectories as readers and teachers-of-reading and their implications. I conclude by discussing briefly the contribution of my research.

9.2 Teachers and learners

9.2.1 Analysing relations of power and control

Firstly, I consider certain aspects specifically in relation to the Bernsteinian framework that has shaped my analysis. Appendices 4c,d, 5c,d and 6c,d provide samples of lesson transcripts in which lesson episodes are annotated with comments about framing strength – the relative tilt of control towards teacher (F++ or F+) or learners (F-- or F-) – and best-fit judgements about framing strength are collated in overview documents (Appendices 4b, 5b, 6b). My approach to framing strength annotation is discussed below. Classification profiles, suggesting the extent to which teachers relate guided reading learning to other areas of experience, are summarised in Chapters 6, 7 and 8.

Other Bernsteinian pedagogic analyses (Hoadley 2006; Morais and Neves 2006; Morais, Neves and Pires 2004) have considered classification and framing relations at the level of the lesson, because the central interest has been the role of modality in structuring differential learning experiences for children from different social groups. My study focused rather on the ways in which individual teachers shaped their teaching to bring about knowledge acquisition, with attention to the role of scaffolding and talk, and as a result, I chose first to compare interactions in terms of framing relations at the level of the episode. This is defined as 'all the talk that occurs in… one of [the activity's] constituent tasks' (Wells 1999). In some instances, I used the term 'sub-episode' to demarcate a smaller but subordinate unit of interaction.

In order to code episodic framing systematically, I followed Hoadley (2006) and Morais *et al.* (2004) in constructing an analytic instrument, or grid, which operationalized framing values in terms of what they meant *within a particular context* (Appendix 3b). As Hoadley (2006) observes:

> Bernstein's theoretical categories do not allow for a direct reading of the empirical: a language of description is needed, and a significant amount of work needs to be undertaken to bring the concepts closer to the data for its reading. (Hoadley 2006:24)

The grid was developed iteratively through extensive dialogue with the data, theory and other examples from research, because the indicators generated needed to deal with wider instances of guided reading rather than being entirely self-referencing. Because weaker framing is infrequent in the lessons, generating contextualised descriptors for weaker framing values proved more challenging, and the description of the F- and F- - descriptors is consequently less robust, although I drew on test cases from my own experience and the literature. One case I considered was a hypothetical lesson in which children read aloud in turn, or silently, from a text with no challenges in terms of word reading; the teacher manages the session, but does not intervene in any way that might be construed as instructional. Such a lesson, by definition, would not count as 'guided reading', but might possibly represent a teacher's enactment of it. Discussing such a scenario in another context, Hoadley (2006) ascribes a framing value of F^0 in terms of the instructional discourse, because there is no instructional message. Realising the potential relevance of this to guided reading more beyond the observed lessons, I incorporated descriptors to deal with an F^0 situation.

Bernstein devised the classification/framing structure as a theoretical instrument for explaining how power relations are translated into control relations in ways that reproduce the social order, while also creating possibilities for change, but noted that it was increasingly used in empirical contexts to analyse relations at the level of classroom discourse (Bernstein 1996). It is in the latter sense that I have used the concepts. *Overall* lesson modality indicators for each participant's lessons are presented in Appendix 3c. Bernstein did not intend the extension of the classification/framing structure to contexts below the level of the lesson, and in moving to the episodic micro-level, it proved difficult to reach a clear decision regarding framing strength. The concept of framing becomes difficult to apply at classroom level where the nature of pedagogic discourse varies during more negotiated micro-level interactions. It is, however, clear that overall framing values fell consistently between F++ and F-, with some aspects labelled 'n/a', because categorisation is always a case of 'best fit' and, within an episodic structure, there is neither scope nor necessity for all episodes to carry all framing values. The comments and values provided in Appendices 4b, 5b and 6b should be read accordingly, as an approximate indicator. The exercise has not been unproductive, as it supported a meticulous consideration of what the patterns of interaction in each episode 'meant' - what kind of social relations were being enacted, how teacher and learners were positioned relative to each other, how the teacher was managing the interaction (RD) and transmission of knowledge (ID embedded in RD).

At the episodic level, there are no clear patterns in terms of pedagogic relations. Framing strengths fluctuate, to a greater or lesser degree, in line with the teacher's goals or responses. For example, lesson beginnings and ends tend to be very strongly framed in terms of hierarchical relations, as the boundaries of the guided reading 'space' are marked. In many cases, inter-episodic boundaries are similarly signalled by a slight increase in regulative strength as well as the change of focus.

In some instances, evaluation criteria appeared to be neither absent, nor weakly framed; but they were not visibly present either, and appeared to be embedded in participants' joint consciousness. In particular, this applied to lower-level activity such as oral reading, recounts of story events and predictions based on a book cover. While accurate reading or recall is required, and children know what to do to succeed, this is not clarified, and appears as an internalised routine. I have marked such instances 'emb' (embedded). This view accords with Hoadley (2006), who also notes that evaluation criteria internalised in previous lessons may operate covertly, rather than being absent. This issue can be extended into the future: certain lessons clearly demonstrate that strong framing today may lead to weaker framing tomorrow, as the pedagogic sequence unfolds; thus, assumptions about modality on the basis of individual lessons, without further contextual information, may be misleading.

9.2.2 Issues with framing values

Despite the difficulties in attributing framing values during interactional sequences, the episodic analysis helps to identify pockets of more negotiated discourse within a generally strongly framed lesson. Caroline allows children to initiate conversation with herself or peers, albeit very briefly, but introducing a 'talk bubble', a momentary pocket of weak framing annotated [-]. Bryony allows children to initiate longer 'tangents' (noted as sub-episodes and mainly coded F⁻), and Amanda expects pupil-instigated 'digressions'. Although learners take the lead, the teacher must make a momentary decision to accept or close down the learner bid to insert their own voices into the discourse; lessons A and C, in particular, demonstrate a negotiation of control as learners seek to continue their own discussion, while their teacher feels obliged to return to her agenda.

Interactive 'guided tasks', discussed in a subsequent section, confuse the issue further. An 'activity', such as asking questions of peers, offers learners a small degree of choice and control – over who they ask, and what question they ask, and whether their performance leads their teacher to intervene – in which case, they indirectly influence

pacing and sequencing. That learner choice can provide a small but possibly significant element of learner discretion (F$^-$) within an otherwise strongly framed episode. Additionally, a reduction in teacher control over selection and sequencing (within the guided task) may run in conjunction with strong teacher control over the selection and sequencing of what pupils are *doing*. Thus the teacher control over RD may appears strong, but *appear* weaker regarding ID.

9.3   Comparing ideologies: pedagogic subject positions

9.3.1   An integrational device

The internal consistency of each teacher's approach implies that her activity reflects underlying principles, as well as, perhaps, habit. Interview data support this view. It is the differences between participants' pedagogic approaches which are of interest, in that they offer evidence of alternative realisations of 'guided reading' which may afford differential learning opportunities to children.

Pedagogic subject positions (PSPs) were constructed as a way of integrating key themes emerging from the data layers, derived from the work of Søreide (2006). These are hypothetical constructs, strongly grounded in data, which are intended to capture a sense of how teachers' values and beliefs shape and are shaped by their interactions with learners. The PSPs are specific to the guided reading context as studied, and may look quite different in a different subject context (Christie 2001; Drake *et al.* 2001). PSP construction was intended to suggest boundaries between participants: what were the underlying differences in understanding, belief and attitudes that differentiated one participant's practice from another? It proved challenging to encapsulate in a word or phrase the 'essence' of those differences, and there is a sense of contrivance. However, immersion in the data through re-viewing, re-reading, analysing and coding identified recurrent themes which were sufficiently grounded in the data to appear meaningful. The PSPs therefore emerged inductively from the data, and were checked and refined through an iterative, comparative process before I settled on the following:

Bryony	Caroline	Amanda
Child-orientated	Learner-orientated	Learning-orientated
Facilitator of learning	Shaper of learning	Instructor
Collaborationist	Collectivist	Collectivist
	Integrationist	Integrationist

The labels serve a differentiating, rather than attributive, function. Other descriptors could have been used, and there is overlap.

9.3.2 Positioning of pupils

Child-orientated vs learner-orientated vs learning-orientated

Caroline and Amanda both demonstrate a visible performance pedagogy, demonstrating a high level of control over children and their learning, with clearly classified teacher and pupil 'spaces' (Bernstein 1996). Both have acknowledged expertise and responsibility positions in relation to literacy. Their framing profiles are in many respects similar, and both are clearly committed to developing children's learning in the interests of the children themselves; but their teaching is not the same, and their commentaries demonstrate different ideological emphases. Amanda cares deeply about her pupils, and is responsive to their needs, but frames this in a discourse which privileges attainment, progress and curricular learning. Caroline likewise cares about curricular learning, progress and attainment, but her discourse strongly privileges the learning needs of all children. Amanda works towards the objective, taking individuals' needs into account; Caroline works towards individuals' needs, using the objective to provide a context. The difference is one of emphasis, related to understandings of role of the teacher and the nature of the knowledge being transmitted. Bryony, who likewise cares deeply about pupils and their learning, and is equally aware of the standards discourse, privileges 'confidence' over curricular learning and officially designated attainment. Although 'confident' appears to subsume 'successful learning', the term itself suggests an emphasis that positions pupils first as children and people. This is line with Bryony's less strong framing of the regulative discourse; if a child expresses an interest or asks a question, Bryony is more likely to make space for that individual than to move on, and to welcome such an expression of interest. Caroline's lessons offer little space for deviation, while Amanda, although willing, tends in practice to resume control of the discursive space quickly. Additionally, Bryony's less assertive positioning and discarding of the 'bidding' convention combine to presents a more 'personal' mode of control (Bernstein 1990), creating a more conversational and collaborative style of interaction.

9.3.3 Positioning of self towards learners

Instructor vs shaper of learning vs facilitator of learning

Both Amanda and Caroline deploy a highly instructional approach with a clear learning focus and strongly framed evaluation criteria. In Caroline's case, these are made continuously known to the learners, giving children no chance to lose sight of what is required for successful performance. Both relate guided reading to subsequent lessons

with a stated aim of independent mastery. The key differences are in what I refer to below as the 'pedagogic tool'.

While Amanda (instructor) uses an 'identify-and-explain' oral questioning routine, Caroline (shaper) gradually hands over responsibility for their successful performance to the learners in a way that is fundamental to a Vygotskian view of learning. By continually re-running an oral script to structure children's thinking as they engage in activity, she provides an internal template which will support learners when they have no adult support. The cline of learner responsibility is integral to her pedagogic sequence, and learners know and understand what their role in future sessions will be; it is in this sense that she 'shapes' learning. Amanda also provides an oral script, which learners appropriate, with examples from text that help them retain the meaning after the learning event. Although she clearly follows a read-write sequence, she does not suggest a comparable *systemic* flow from high levels of teacher support to independent activity. While this may reflect her preferred pedagogic approach, it may equally reflect the age of the children, the nature of the learning, or all of these. Bryony (facilitator) seeks to bring about learning by less direct means, working towards an unstated learning objective through some form of guided task, which, for group B in particular, is supported by a collaborative demonstration and scaffolding commentary. Although instruction is not absent, the emphasis is on engagement in activity which serves to 'carry' the instructional and evaluative message. This helps Bryony maintain the less hierarchical, interpersonal, relationship referred to above. In this sense, she is positioned as a facilitator of learning. While Caroline, also, uses guided tasks as conduits for instruction, her explicit instruction and intensive oral commentaries are far removed from facilitation.

9.3.   Individuals within a group

Collectivist vs Collaborationist

Both Caroline and Amanda view the group as an effective and efficient mechanism for developing learning-to-read, worthwhile in its own right, and both habitually use one child's responses towards developing learning for all. Caroline's approach utilises a repetitive activity to ensure all children engage actively in the key activity; Amanda asks similar, but different, questions in the course of her lessons. Bryony views the group very positively, primarily as a social context which makes learning more enjoyable and collaborative (relating to the child- orientated dimension), but nonetheless suggests

that one-to-one reading with a teacher remains the 'ideal'. Accordingly, it is Bryony's lessons which offer the fullest and liveliest learner talk.

9.3.4 Integration: the bigger picture

Finally, the weaker intra-disciplinary classification, and to some extent inter-disciplinary classification, suggested most strongly by Amanda and Caroline cannot be over-looked. Both view children's learning in their guided reading lessons as part of a greater whole, with a past and future trajectory extending into other lessons and other areas of experience. For Amanda, this appears to relate primarily to the symbiosis between reading and writing. For Caroline, guided reading is more explicitly part of a learning sequence which leads from teacher support to independence, along with a broadening of experience and expectation as children apply their learning in other related contexts, including writing. All three refer to the value of a guided approach in other areas of the curriculum.

9.4 Guided reading

9.4.1 Guided reading as teaching tool

In this and subsequent sections, I examine the nature of guided reading pedagogy in the observed lessons, with attention to its role as a mediating tool. According to Bernstein, 'Every time a discourse moves, there is space for ideology to play' (1996:9). Guided reading in England represents a particular *Strategy* recontextualisation of the cultural practice of reading. The Strategy's intention was that its new teaching approaches would disseminate a common pedagogical approach across English primary schools (Stannard and Huxford 2007), but the evidence suggests that while reasonably similar structures are present, the underlying pedagogical understandings and intentions may be heterogeneous.

9.4.2 Different levels of tool

The notion of 'tool' derives from the work of Vygotsky, who viewed psychological tools 'as devices for mastering mental processes… for influencing the mind and behaviour of oneself or another' (Daniels 2001:15). If guided reading is considered a genre within a macrogenre (Christie 1995), then the lesson itself functions as a tool developing learning towards a longer-term outcome, while, simultaneously, what occurs within the individual lesson also functions as a tool developing learning towards a shorter-term

outcome. Although it appears that all participants view guided lessons as situated within a longer-term process, my research explores how each teacher designs and uses *the* interactions and activities within the individual lesson as tools to support the acquisition of knowledge. What the teacher does to bring about the intended learning - the mediating 'tool' - is the instructional core, and it is this element that appears to be shaped by each teacher's underlying values and beliefs. In this respect, my conceptualisation has been informed by the cultural-historical activity theory (CHAT) perspective, in which the teacher is subject, pursuing a goal or object (which may be the planned intended learning outcome) through her use of a tool, within a culturally and contextually responsive activity system. The teacher's own ideological proclivities are therefore part of the system, as is the nature of the Discourse. The concept of 'scaffolding' is extended beyond contingent linguistic support to incorporate built-in lesson features which support development towards independent proficiency (Wells and Claxton 2002).

9.4.3 Lesson structure

For all teachers, the lesson's episodic structure supports its pedagogic intention, as intended by the Strategy prototype (DfEE 1998b,c; DfES 2003a), although participants do not follow this to the letter (Appendices 4a,5a,6a). All provide some form of introduction which cues children in to relevant aspects of the learning in advance. Clearly this varies according to lesson context; for example, a continuing story requires a recap, while a new story, particularly for younger readers, is more readily understood with a 'warm-up' (Caroline's term) to cue them into story language and concepts before they read. At some point, a portion of text is read, as basis for the primary learning content; some teachers return to focus on the learning achieved at the end. The episodic structure, and often the internal sequencing of episodes, is generally framed strongly (F+), indicating the teacher's control over the ordering of instructional content, so new knowledge is built on a sound foundation. Generally, the beginning of the lesson and its episodes, and the lesson end, are characterised by stronger framing, as the teacher launches or closes her agenda, and signals the boundaries of the lesson itself as discursive event. Variations in framing strength are more likely to occur within the more interactive lesson core, as noted previously.

9.4.4 The pedagogic tool

Several approaches to knowledge transmission are visible, resulting in different kinds of pedagogic tool. One is text-based question-and-answer, utilised by Amanda.

Another is the use of a 'learning activity', which, to distinguish from 'activity' more generally, I have termed '*guided task'* (see below). In Bryony's case, this takes the form of choosing character descriptors, supporting their views with textual evidence, or writing and answering text-based questions. Meanwhile, Caroline asks learners to ask peers a question, or make a prediction, explicitly based on text. The participative task is supported by oral commentary, questioning and contingent scaffolding. This is the interactional core of the lesson, which extends beyond the 'test questions' of triadic dialogue (although these may feature). These lessons are therefore different from examples cited by Fisher (2008), in that the reading itself is positioned as the raw material for deployment of the tool. While data suggest each teacher's general *approach* is routinised, the specific tools are purpose-designed to transmit specific knowledge, using the lesson structure as a further support. The routinised approach embodies relations of power and control, and thus determines the nature of the event as experienced by learners. This includes not only its impact on their learning and levels of engagement and participation, but the nature of the sub-Discourse and the positioning offered to them. Both teachers and learners play roles in maintaining the sub-Discourse of guided reading in their particular class context.

9.4.5 Guided task

By 'guided task', I refer to one form of tool: a planned occurrence which displaces the focus of attention from the interaction itself to an intermediary 'learning activity' which carries the knowledge to be acquired. 'Activity' can be interpreted in many ways. Alexander (2000), discussing the prevalence of individual or group-based 'activities' in pre-Strategy English classrooms, describes learning 'activity' as the 'practical counterpart' of the learning task, which operates at the conceptual level (p.351). In this sense, the 'guided task' is equivalent to Alexander's 'learning activity', while acquisition of the embedded knowledge content resembles his 'learning task'. There is a key difference, however, in that the concept of guided task inherently implies the conveyance of knowledge, precisely because of the integral involvement of the teacher (although activities in Alexander's sense may be taking place in the wider classroom while the teacher engages with guided reading). Indeed, the Strategy's emphasis on 'direct interactive teaching' was intended to force teachers out of teaching approaches in which children engaged individually in such 'activities', while the teacher responded to their outcomes reactively (Stannard and Huxford 2007:13).

Guided tasks can obviously take countless forms, and I refer only to those identified in the research as indicators of the *kinds* of possibilities that are available. As conveyors

of a pedagogic message, they incorporate in-built selection and sequencing, but cannot function without the teacher as programmer and operator. In this sense, the teacher's visible control of the transmission of knowledge and its evaluation is to a greater or lesser extent displaced to the pedagogic tool, with several implications. In some cases, evaluation criteria may be built into the guided task, where successful completion of the task evidences learning. The teacher's role as assessor is masked, enabling her to reposition herself as supporter and helper, a feature which is clearly attractive to certain teachers. By explaining, or, more powerfully, demonstrating what learners have to *do,* teachers can substitute task instructions for exposition. By commenting on why learner responses are successful, and helping them reframe their responses where they are not, teachers can powerfully reinforce understanding of the legitimate response, thus supporting learners further in achieving a successful performance.

There are also implications regarding the transmission of specialised knowledge. If the mission of schooling is the induction of children into vertical discourse, by shifting their consciousness out of the local and context-bound (Bernstein 1996), then the guided task as mediating device may play a useful bridging role. The provision of an experiential base with integral teacher involvement shifts the centre of attention from 'giving the right answer' to 'doing the right kind of thing'. Learning 'what' becomes learning 'how'. The crucial element is teacher mediation which helps children lift the new knowledge out of direct experience (at the level of Bernstein's (1996) 'commonsense' knowledge) to a higher degree of abstraction, or context-independence. In Caroline's lessons in particular, internal lesson sequencing provides a concreteness of experience which will lead to extending the same skills to other contexts. Her emphasis on finding evidence in text, developed with young children in a practical context, might also offer a sound experiential basis for the more abstract development of curricular literacy learning in later years, as in Amanda's lessons.

The practical nature of guided tasks additionally appears to motivate learners and to support achievement by all more powerfully and equitably than a typical questioning sequence, because individual participation is built in to the activity and teacher and peers are there to support. In principle, guided reading which incorporates a well-focused guided task may have the potential to support all children in mastering new learning.

Amanda's lessons do not feature a guided task, but use teacher-learner talk as the central pedagogic tool, adopting a question-and-answer format which in many cases is not traditional triadic dialogue. Although it does not achieve Alexander's (2004,2008)

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criteria for 'dialogic teaching', its function nonetheless supports learning, as evidenced in pupils' responses and interview comments, and discussed in Chapter 8. I now turn to the role of talk.

9.5 Talk as tool

9.5.1 Types of talk

The small-group context of guided reading, and its possibilities for a different kind of Discourse from that of the normal class, seemed to offer rich potential to develop productive talk. I was interested in the nature of talk during the lessons, and in particular to what extent they offered opportunities for 'exploratory talk' (Mercer 1995,2000) or 'dialogic teaching' (Alexander 2004,2008), alternative formulations which escape the constraints of triadic dialogue and are intended to develop not only curricular knowledge but to induct children into ways of talking and thinking. Clearly, such 'talking and thinking spaces' are not appropriate as a pedagogic tool for the transmission of all forms of knowledge, and other forms of talk play their own roles in developing knowledge. Alexander (2008) observes that while the kinds of talk found in everyday discourse may be found in the classroom, others are more typically markers of pedagogic discourse: teacher-led rote, recitation (triadic dialogue), instruction/ exposition, along with, less commonly, discussion and dialogue (p.186). The observed lessons demonstrated some triadic dialogue, and teacher exposition or instruction, most typically at episode beginnings, at which points framing values were strong. The only sense of 'rote' was in children's reformulation of teachers' talk as a scaffolding aid, but this was far from 'the drilling of facts, ideas and routines through repetition' in Alexander's sense (p.186). If 'discussion' is read as 'the exchange of ideas with a view to sharing information and solving problems' (p.186), this appears less common, and although 'dialogue' that meets Alexander's very specific criteria, as discussed below, was not observed, there is no doubt that dialogue in its more general sense was a powerful contributor to learning.

9.5.2 Intermental development zone (IDZ)

According to Mercer and Littleton (2007), an IDZ:

> …helps conceptualize how a teacher and a learner can stay attuned to each other's changing states of knowledge and understanding over the course of an educational activity. For a teacher to teach and a student to learn, they must use talk and joint activity to create and negotiate a shared communicative space… The IDZ is meant to represent a continuing event of contextualized

joint activity, whose quality is dependent on the existing knowledge, capabilities and motivations of both the learner and the teacher'. (Mercer and Littleton 2007:21,22)

They talk of minds being 'mutually attuned… a state of shared consciousness' (p.21). On the basis of the foregoing commentary, the observed lessons appear to offer a good approximation to such a definition, whether through focused question-and-answer or through a guided task. Lesson interaction is clearly based on participants' joint history and knowledge of each other, as people as well as in their school-defined roles, and it is clear that the pedagogic tool, orchestrated by the teacher, sustains a collective focus on the matter of learning, while enabling her to both steer learners' attention as a group and respond to their contributions. This is not about children reading and answering 'test questions', but about using its functionality as a tool to build learning out of the read text, envisaged as the basis for, rather than the content of, knowledge acquisition. The joint focus derives from the teacher's objective-related goal, and is strengthened where consistent attention is directed to evaluation criteria, whether articulated in terms of task or specialised terminology, as scaffolding or as commentary after the event.

Maintenance of an IDZ appears directly related to the small-group context which enables all learners to be actively included. Each teacher can be seen to combine scanning of the group with intensive attention to individuals, and 'drifting' children are drawn back in, most commonly through a regulative discourse which is disguised as part of the instructional (which, of course, according to Bernstein (1996), is itself part of the regulative). The teacher's language use is also central, as she combines a directional role with one of 'scaffolding that is fluid and mutually responsive' (Mercer and Littleton 2007:22-23). It is in this sense that the F+ framing value is most applicable. Without it, the teacher loses the sense of direction and control, but as it weakens towards F-, particularly in terms of sequencing and pacing, there is more space for responsiveness to learners. Where the F- framing value is demonstrated in the guided reading lessons observed, it reflects a temporary breach in the strong framing. In lessons A and C, in particular, the 'tangents' or 'talk bubbles' provide a space, albeit brief, for learners to introduce their own thoughts, and develop ideas which have caught their imagination. Extended F- episodes may run the risk of losing direction, unless the task has been carefully established and learners are well prepared to collaborate in their thinking with a lower degree of teacher direction. In lesson A, for example, the tangents are introduced by the learners, as playful speculation, with no

clear sense of direction, although appropriated by the teacher as part of her own discourse, which steers the dialogue back to the lesson norm.

9.5.3 Scaffolding in an IDZ

Scaffolding of learning is evident in each lesson, both through lesson design (lesson design and pedagogic tool) and through contingent means. Examples of both have been discussed. In respect of word reading, on occasions where teachers provide unfamiliar words to children who encounter difficulty with reading them, this has the effect of maintaining the flow of attention while also, as noted previously, implicitly relegating the value of the 'reading' element to that of background activity. At other times, whether referring to word reading or to other elements of the learning task, the teachers provide scaffolding support in diverse forms, as noted in the guided reading literature (Geekie *et al.* 1999; Hornsby 2000; Saunders-Smith 2009), such as reminders, strategy demonstration, prompting, directing attention to specific cues and focusing learners on what to do next. While there is evidence of Rose's (2004) 'prep' scaffolding move at the level of the exchange, 'prep' is more commonly found at the start of the lesson, episode or sequence. Additionally, confirmation of successful performance, with a commentary which reinforces why it has been successful, doubles up as meaningful feedback and as support for future activity by the whole group. Where children provide support for peers, this also serves to maintain their active engagement in the IDZ.

In lessons C and D in particular, but also to some extent in lesson B, the learning space is occupied by a guided task which uses built-in scaffolding in a very structured way within the guided task, as shown in Figure 9.1, below. Modelled and scaffolded learning activity is used to introduce, develop and consolidate learning. In both cases, iterative teacher question-and-answer could have been used to address the objective; the use of a 'guided task' as pedagogic tool is the teacher's choice, reflecting her pedagogical preferences. The approach taken here features teacher modelling leading to supported practice in generating some form of learner output. This can offer significant opportunities to strengthen framing of the evaluation criteria, thus supporting learners in understanding what counts as successful learning.

As represented in Figure 9.1, the initial modelling – in the observed lessons, through an 'interactive monologue' which maintains learners' full attention – establishes explicit evaluation criteria (but see below).
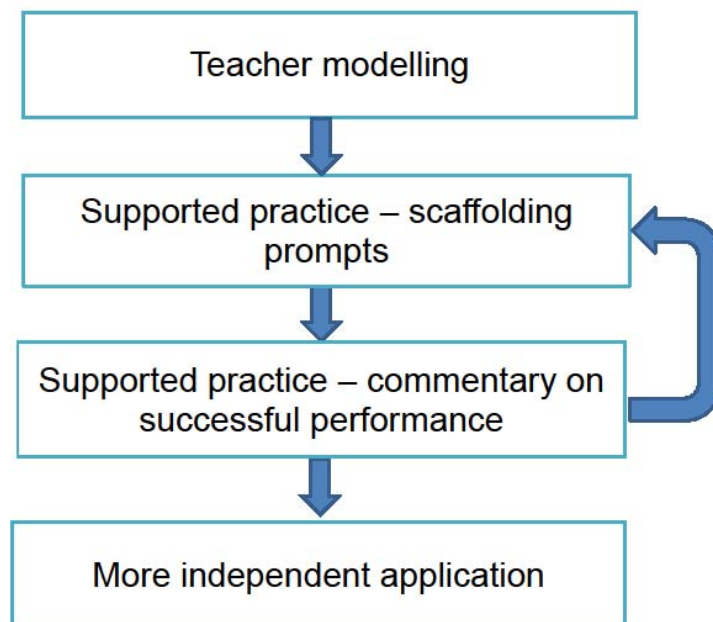
Figure 9.1: Scaffolding sequence built into the guided task

By transferring responsibility for *questioning (groups B, C),* or *generation of the prediction (group D)* to learners, the teacher can significantly strengthen framing of the evaluation criteria in two ways. Firstly, she provides an oral structure to ensure learners follow the steps required to perform the task successfully. Secondly, she is then also able to comment on the child's question, or answer, in a way that further emphasises what is required. Where there are many iterations, as in lessons C and D, children are provided with a kind of oral 'script' to structure their thinking when in the future they engage in the activity without the teacher's direct support. In essence, the teacher transfers strong framing of the regulative discourse (what to do) into the 'script' as scaffold, providing exactly the kind of 'consciousness for two' (or in this case, six) referred to by Bruner (1986), which will help learners to succeed independently.

The concept of IDZ, therefore, appears to relate well to the guided reading lessons observed, and there is some evidence of 'interthinking' in Mercer and Littleton's sense (2007) although this does not achieve the status of the more specialised discursive contexts termed 'exploratory talk' (Mercer 2000) and 'dialogic teaching' (Alexander 2004,2008).

9.5.4 Exploratory talk

The tangents and talk bubbles mentioned demonstrate the beginnings of learners talking together and exploring ideas about ideas in the texts that appeal to them, and all teachers claim to value learner talk. In interview, some children, particular more proficient readers, demonstrate a playful enjoyment of engaging with each other's ideas. This suggests that providing a talk space designed to support the development of 'exploratory talk' (Mercer 2000) could prove productive as a pedagogic tool. Exploratory talk is predicated on children engaging in authentic discussion which is purposeful, collaborative and outcome-directed, and involves making individual knowledge available to the group in order for constructively critical discussion to take place and a decision reached. The planned inclusion of a purposefully designed, weakly framed talk space within a more strongly framed lesson could have potential to harness learners' motivation to engage with each other's thinking, while enabling the teacher to stand back temporarily to observe, steering and resuming control as appropriate.

This may not be considered best use of guided reading time, however, given the short duration of teacher-led instruction, and there is a sense that the teachers who locate guided reading in a longer pedagogic sequence view the subsequent, independent, lessons as providing a more weakly framed space. Caroline's account, in particular, implies that learners have internalised the 'rules of the game' and can carry out learning activities successfully in independent sessions, supported by peers but also by a regulative discourse projected from her lesson to structure and support subsequent activity. It is not clear whether such follow-up sessions are used specifically for talk purposes.

9.5.5 Dialogic teaching

According to Alexander (2008), dialogic teaching 'harnesses the power of talk to engage children, stimulate and extend their thinking, and advance their learning and understanding' (p.185), and requires five principles to be met: it must be collective, reciprocal, supportive, cumulative and purposeful. Whereas the teacher's prime role in terms of exploratory talk is establishing suitable conditions, it is her interactional role that is particularly significant for dialogic teaching, in that she must 'plan and steer classroom talk with specific educational goals in view' (p.185) while also flattening hierarchical relations sufficiently to create a more reciprocal and collective context. None of the lessons demonstrated talk that meets Alexander's criteria, although there

is some evidence of 'working towards' these. In all lessons, the ethos is supportive, and all teachers encourage children to help one another. There is little negation, although certainly no sense that 'anything goes', as teachers generally deal inappropriate responses by turning them into learning opportunities. Generally, there is a *sense* of collectivity in that teachers and children engage in learning tasks together, although the tasks are controlled by the teacher and less authentic. Reciprocity is also visible in places; it is evident that all three teachers listen carefully to learners, and vice versa, and some sharing of ideas takes place. Cumulation is most evident in Caroline's lessons, although not in a dialogic sense: here, with six-year-olds, the cumulation is aimed at consolidating new learning through internalising a scaffolding script to guide action. In some sequences, as in extract 8.3, Amanda takes a cumulative and collective approach to learning in sequences which come closest to Alexander's (2008) definition. As with exploratory talk, dialogic teaching requires conscious planning until it becomes an internalised feature of a teacher's pedagogic repertoire. Teachers need to initiate a genuine, open-ended line of inquiry, and to ensure that it is sustained towards the pedagogic goal, through their active participation, providing time for development (varying pacing) and reducing the strength of hierarchical framing to allow children to take the role of participants in joint thinking.

Neither exploratory talk nor dialogic teaching is, in its own right, a 'good' thing, and neither is appropriate in every situation. Their particular worth, as pointed out by their proponents, is not merely in supporting the acquisition of curricular knowledge *per se,* but in inducting children into 'the sense-making resources of society' (Mercer and Littleton 2007:13), providing a kind of apprenticeship into ways of thinking and meaning-making which are valued by society and fundamental to vertical discourse. For all children to have access to such ways of thinking, schooling needs to make them available, and to assist children explicitly to understand what is required and to appropriate them for themselves. The valuing, and the conscious and regular use of such approaches within the Discourse of school, aligns fully with both Bernsteinian and Vygotskian perspectives, and guided reading – or any other guided teaching – could be powerfully used to help children talk, think and reason together.

9.6   Guided reading as sub-Discourse

Practice is readily identifiable in each class as Strategy-defined 'guided reading' on the basis of characteristics which demarcate it from other pedagogical contexts. All participants' interview comments imply that they believe interaction to be different

because of the possibilities inherent in the small-group context, and so it seems that guided reading takes on at least some of the character of a Discourse that is distinctive from that of the wider class. Based on Gee's (2008) definition of Discourse, this is not a question of structure, but requires alternative interactional possibilities for behaviour, talking and ways of being. Because it is a separate space within the wider Discourse of class or school, I refer to it as a sub-Discourse of each teacher's practice, and outline some significant facets of its claims in this respect, as evidenced in the data.

The intensive interaction between teacher and learners is clearly a 'way of interacting' that is impossible in a normal classroom setting. Video data evidence the high level of interaction – verbal and non-verbal - between teacher and every child in the group, regardless of whether one child or all are being asked to respond. Teachers are responsive to individuals, but alert to the needs of all, and ensure every child is drawn into the interactive forum. If anywhere there is less of a sense of group interaction, it is lessons E and F, where a contributory factor appears to be the greater group size.

Overall, it is Bryony whose lesson most powerfully suggests a different kind of Discourse. In particular, her lack of interest in children's bidding to talk, and toleration of children introducing and developing their own ideas, reduces the power differential (weaker hierarchical framing) creating a more collegiate, collaborative and conversational group ethos. Bidding is a powerful symbol of power relationships, and Bryony's positioning towards bidding appears significant in altering lesson dynamics. Her preference for more informal interaction and willingness to let learners insert their voices into that conversation would be much less sustainable in a whole-class context.

The small-group lesson also offers the advantage of enabling a teacher to articulate explicit evaluation criteria in a way that is appropriate and meaningful to the children concerned, and to reinforce these recurrently in ways which interpret what is required in relation to the current focus of attention. Although teachers may frame evaluation criteria strongly in whole-class teaching in post-Strategy England, it is only in a small-group situation that continuous attention and responsiveness to each child's performance during the learning process is possible.

Although it is not clear how the teachers operate in the wider class, in the guided lessons the Feedback move is used relatively rarely as either negation or praise, which dilutes the sense that their 'questions are evaluative. Where literal comprehension is required, as in recount episodes, this is presented rather like the reading itself, as a preparatory routine. Amanda and Caroline, in particular, tend to provide explicitly evaluative feedback which (usually) affirms the child's response while reinforcing the

criteria, as above, but most commonly without praise or negation. Comments such as 'Super' or 'Good' tend to be used mostly to mark episodic boundaries. The small-group context, despite strong framing, supports an intensive form of interaction in which the business of learning, rather than giving 'the right answer' is what matters, and this is understood by all, and it seems probable that the acceptance of a learner's response, or an explanation of why it is successful, is more meaningful than phatic praise (Alexander 2000).

Finally, being part of a small group, particularly one that operates on collective principles, requires different behaviours from being an individual situated within a class, such as an openness to learn from others, to respond to and engage with others' ideas and to be supportive, on a more interpersonal level than in the wider class, and arguably in a more focused manner than during collaborative activity with class partners, due to the teacher's integral role.

9.7   Learners' positioning

If guided reading operates as a sub-Discourse, the implications for learners need to be considered. As noted previously, the opportunity for teachers to respond to individuals with the group and the creation of an intensive and inclusive IDZ support a view that children in all groups see themselves as successful learners within the guided context. While many appear to show some insights into their teacher's intentions, it tends to be the lower attaining children who are more conscious of, and appreciative of, their teacher's support for learning. This does not mean that they see themselves as weaker readers. Interview evidence suggests that, in general, these children also view themselves as successful readers, *because they read*, outside that context, but without seeing a relationship with teaching. For the children, 'real' reading outside school, and learning-to-read, appear to be viewed as separate practices – as indeed they are. Echoing teachers' own accounts, the more proficient children's assessments of their own attainment are based on extrinsic and visible features: font size, page length and so on, and the opportunities to exercise agency and choice out of school are perceived as important. Grouping learners has not reduced the competition ethic for high attaining readers. There is a tendency for some less proficient readers to value the support offered by teacher and family members more, although they still view themselves as successful readers. With the benefit of hindsight, I would have preferred to restructure my approach to pupil interviews, as noted in Chapter 5, to gain more comparable and

consistent information in relation to my own questions; but nonetheless, some useful data were gleaned.

The teachers' accounts suggest some differences in the ways they teach groups, although the full spectrum of reading proficiency was not observed. The video data support this view, as teachers' objectives and approaches vary in response to both groups and texts. In most cases, the lesson design appears to provide a manageable challenge for the children, who can be seen to hesitate in their responses, as well as, sometimes, their oral reading. Where a teacher describes her less confident approach to extending the knowledge of a high attaining group, this is visible in her lesson, although by allowing the children to 'extend themselves', a productive talk space is created.

There is a tendency for slightly more structured support to be given to lower-proficiency groups, with more attention to the need to vary pacing and sometimes, most notably in group D, a stronger, if often unobtrusive, regulative discourse in terms of children's attention. According to the teachers, the purpose of this is explicitly to ensure children remain involved in the pedagogic activity without distracting others, thus maintaining the state of joint attention. Teachers are clear that cross-group differences in their teaching are intended to support successful achievement, and a positive self-image not merely as pupil, but as learner, and the evidence suggests nothing to the contrary.

9.8 Teachers' journeys

9.8.1 Home and school

Returning to the analogy of the journey through the professional knowledge landscape (Connelly and Clandinin 1999), participants have taken alternative routes to their current positions, determined by their own culturally shaped dispositions as well as by events encountered on the way. Each began the journey as a highly motivated and successful child reader, and remains a highly motivated and successful reader and teacher-of-reading; for all, a wish to enable their pupils to share their own pleasures is an important motivator.

For all, there is a clear sense of a home-school divide in which 'real reading' took place at home where choice and agency were possible, a divide echoed by the children interviewed in the study – particularly more proficient readers. This may reflect a sense of seamless transition into readerhood, gained through invisible induction into the cultural practices of home. As readers who were 'learning to read by reading', and

perceived themselves being evaluated as 'good readers' in school on the basis of their home experience, the learning-to-read routines of schooling may have appeared an irrelevance. What none recalled, typical of the time, was being taught, or reading in groups, although the teachers' view was that they, personally, would have enjoyed a more social forum. Group teaching, as for many teachers, required a change of understandings.

9.8.2 The Strategy - identity work?

None of these teachers' accounts suggests they felt repositioned as 'technicians' with the advent of the Strategy (Woods and Jeffrey 2002). Their implicit assumption that reading was an individual activity, and its schooled form a matter of individual and supported practice, remained with participants until they encountered Strategy teaching, and they responded to the new demands in different ways, reflecting their own professional positions at that time. According to their stories, each accepted the subject position assigned to her in the new regime, but in different ways – enthusiastic and compliant (Bryony), agentive but slightly subversive (Caroline) or agentive but committed (Amanda), in each case with echoes of her own past.

For Bryony and Amanda, little 'identity work' (Woods and Jeffrey 2002) was needed as the new discourse was assimilated into their own ways of working as part of the new knowledge they were required to acquire at the time they entered teaching; it may have required a change in expectations, but not in behaviour. Bryony continued to shape her new understandings through her work within the school community and was just beginning at the time of the research to articulate important questions relating to underlying values. Amanda, whose own experiences had predisposed her to a view that systematic teaching of reading was essential if all children were to succeed, embraced Strategy teaching enthusiastically, investing in its optimistic promise to raise attainment for all children, and went on to take ownership of it, adapting and adjusting it to the specific conditions of the schools she worked in. Caroline, like Amanda, made it her own, demonstrating the powerful role of agency in professional learning. Initially 'sceptical' rather than resistant, her experimentation enabled her to create a contextualised model for her own school, essentially accommodating Strategy requirements into her own school's practice in ways that accorded with her own preferred pedagogic approach, which is eminently practical, systematic and focused on meeting the learners' needs – possible in response to her own alienation from the education system in terms of learning-to-read. In both cases, the crucial factors appear to have been some form of predisposition towards aspects of the new practices

(Caroline had already instigated more collaborative approaches) and their own key roles in developing school practice in a collective and explicit manner. Both also acknowledge the role of expert advisory guidance in helping them make sense of Strategy innovations, but the central factor in making guided reading 'work' has been their own active and critical engagement in its development.

The teachers' stories support a view that active negotiation between personal practice and identity, derived from own history, and new pedagogic practices, is inherent when engaging with pedagogic change (Søreide 2006). In the sense intended by the Strategy (Stannard and Huxford 2007:114), it seems that changing behaviour has indeed shaped beliefs, through sustained engagement over time, but that also the past plays a role: the personal recontextualisation of 'guided reading' that underlies the 'change in behaviour' is not value free, but influenced and shaped by pre-existing values, beliefs and ways of thinking. As noted by Wenger (1998), 'Our identities incorporate the past and future in the very process of negotiating the present' (p.155). In these ways the teachers present their 'stories to live by' (Connelly and Clandinin 1999:2), with traces of the past inflecting both present and future.

9.8.3 Implications for teachers' professional development

Although I do not intend to linger on the Strategy's innovative and well-intentioned mode of professional development in respect of guided reading, initially via a 'cascade' model (Stannard and Huxford 2007), some important points need to be made. Firstly, cascade – A informing B informing C, *etc.* - offers scope for serial recontextualisations. Although supported by Strategy training packs (DfEE 1998b,c), these focused on procedures rather than principles, and appear to have been interpreted as group variations of the previously common individualised reading routines. The follow-up advisory training provided to schools was clearly valued, as evidenced by participants, in helping teachers adapt it, with understanding, in their own professional contexts.

The teacher participants' commentaries suggest certain themes. Firstly, learning is most powerful when practical action is required. Those teachers with responsibility for developing literacy in their schools took 'ownership' of guided reading, sculpting it in ways that accorded with their own ideologies and/or their school circumstances. Secondly, the impact of participation in community practices is powerful. Habits derived invisibly through participation in cultural practices assume a 'natural' status as teachers become enmeshed in school Discourse (Hasan 2006). Therefore, it is crucial that teachers are inducted knowledgeably and explicitly into the principles underlying school

practices (whether mandated or not), and have opportunities to reflect on their practice. It would seem, from the research literature (Clarke 1997; Moyles *et al.* 2003) and the insightful reflection of participants in this research, that VSRD could offer a potent development tool if built into a mediated structure which is an acknowledged part of the school culture. Mediation is likely to be essential to create an investigative dialogue in which *teachers* think together, because it provides the stronger framing which is likely to support purposeful knowledge development. In particular, reflection on how a teacher's interactional behaviours, including talk, contribute towards a particular kind of sub-Discourse which may enable or disable opportunities for pupil learning is called for, to include consideration of the fine nuances of teacher behaviour involved in the control relations of pedagogic discourse, the values implicit in particular teaching approaches, and the ways in which these position learners . The small-group context appears to offer an ideal opportunity for teachers to reflect, and to purposefully try out for themselves alternative pedagogic formulations which will support ongoing professional learning in the interests of enhancing children's learning.

9.9   The contribution of this research

9.9.1   A return to the research questions

As my study is exploratory, focusing in depth on the practice of only three teachers, the answers to my research questions are not so much conclusive as illustrative of the variation and complexity inherent in teaching and learning. As such, the research is intended to offer insights into classroom interaction and the ways in which pedagogic discourse patterns can enable but also constrain opportunities for learners. In this final section, I summarise key points relating to the research questions; the ways in which my research has contributed to the existing body of knowledge; and some reflections relating to the identity of guided reading as an explicit, visible pedagogic approach, including implications for learners and some suggestions for improvement in teaching and learning.

The first two research questions are: *How do three primary teachers in England who are positively disposed towards guided reading conceptualise their teaching of guided reading? How do they translate their stated understandings into observable practice?* The research demonstrates that 'guided reading', while readily recognisable as the kind of explicit, objective-led practice promoted by the Strategy, is conceptualised by teachers in their own ways, and that teachers' own understandings and preferred interactional styles influence the pedagogic modalities in operation and the kinds of

pedagogic 'tools' they deploy, consequently determining the opportunities available to learners.

The third research question is: *How do these teachers describe their journey to their current pedagogy, and the factors that have influenced it?* Findings suggest that teachers' present-day understandings and attitudes have indeed been shaped by training received, and within the school community Discourse, but also filtered through an ideological lens which has evolved through their own experiences of learning and teaching, bound to their sense of self as teacher-of-reading. Their own positive early orientations towards reading have supported early success, and they appear to have assumed learning-to-read to be an implicit, almost naturally-occurring, process until themselves charged with teaching children to read.

The fourth research question is: *How do children, as active co-constructors of knowledge, conceptualise the teaching and learning which they experience during a guided reading lesson?* Although guided reading lessons are considered by teachers to be interactionally 'different' from other classroom discourse, the children perceive it otherwise, and appear to accept guided reading as just another part of the pedagogical discourse of school in which they are positioned as pupils and learners, complying with learning-to-read practices. Out of school, however, they see themselves as readers, exercising choice and agency.

9.9.2 Contribution to knowledge

Guided reading

Firstly, my study extends the very limited body of research into guided reading in England. By combining rich observational and interview data, it offers greater insights into teachers' intentions and understandings of what they say and do. My research supports a view that guided reading, as implemented by the Strategy, is indeed understood and operationalised as a visible pedagogy (Bernstein 1996), but with variations in explicitness and the ways in which teachers manage the interaction, corresponding to their own understandings and predispositions. As a result, 'guided reading' takes many forms which may offer differential learning opportunities to children. The meaning of 'guided reading' therefore is inconsistent, and renders any discussion of the merits or demerits of guided reading as a whole less valid or useful.

Relations of power and control

My study also introduces a Bernsteinian 'gaze' (Bernstein1996:172-3) to the English primary classroom and the crucially important area of teaching reading. Rather than focusing on teacher-learner dialogue *per se*, the emphasis is on the way in which relations of power and control are translated into practice within a visible, performance-based discourse. The analysis supports a view of a strongly framed and classified explicit pedagogy, but also identifies sequences where there is some negotiation of control, and ambiguity or lack of clarity about expectations. Although individual teachers tend towards a preferred modality, framing values in the course of a lesson are elastic, with teacher control of the regulative discourse, in particular, strengthening and weakening in response to instructional intent and learner activity. The kind of analytic framework used has potential as a professional development tool, its advantage over the analysis of talk alone being its inherent attention to the often tacit values which underlie and influence practice.

Approaches to classroom interaction

My finely detailed analysis is useful in identifying some of the consequences for children's learning of alternative interactional approaches, as perceived by their teachers but also from a more theoretical perspective. My findings reinforce the findings of previous research (Fisher 2008;Skidmore 2000, 2003) in demonstrating how persistently strong teacher control restricts opportunities for children to construct meaning actively for themselves from their reading. Although teacher scaffolding supports children's acquisition of skills procedures or terminological knowledge, my study provides little evidence of interaction that might be considered as induction into the discourse of a community of readers, not least because the agenda is dominated by the interests and intentions of the teacher (Wells 1999). Two key factors appear to underlie this limitation: teachers' own positioning within a performance-driven, objective-led policy regime, and the practical constraints resultant from teaching a group while also managing the wider class. However, the research also suggests that the intentional creation of pedagogic spaces to promote inter-learner dialogue is not a routine aspect of teachers' practice.

I have suggested that a move forward might be a reconceptualisation of guided reading not as a set of procedures for teaching, but rather as a curricular space within which pedagogic tools are strategically selected and deployed in a principled manner. Such tools could include purposeful interactional formats such as question-and-answer

sequences, which may involve dialogic teaching (Alexander 2004, 2008); guided tasks; and other approaches including teacher-guided exploratory talk spaces. Additionally, a potentially valuable concept is the view of guided reading as an element within a macrogeneric sequence which progressively increases learner responsibility and choice while de-compartmentalising learning, made possible by an apparent weakening of the regulative discourse as this is internalised (Christie 1995,2000).

Teacher development

By relating teacher interviews to lesson observation data, my study is also able to demonstrate a link between teachers' individual predispositions, or ideologies, and the way in which they operationalise a new practice. It thus illustrates how specific teachers' identities as teachers-of-reading have mediated their internalisation of guided reading and are discernible in their practice some years on. It supports a view, therefore, that explicit, centralised 'training' is unlikely to result in consistent practice, and implies a need for teachers to be involved actively in shaping their own practice, bringing new ideas into constructive dialogue with their existing ways of working and thinking.

9.9.2 Guided reading as explicit pedagogy

The research demonstrates clearly the kinds of tensions and contradictions inherent in a visible, performance-based pedagogy which is promoted by official policy and, as such, monitored within a high-stakes surveillance regime. There are both benefits and limitations. In terms of benefits, my research demonstrates how this may help children know how to perform successfully against an objective - to be 'successful learners' - and enable teachers to design proactive scaffolding to promote that success, along with the provision of contingent scaffolding for individuals or group as they engage in lesson activity. 'Focus', a frequently-encountered term, supports a collective approach to learning, with a common input and common intended outcome, which as group tuition is efficient. As previously noted, advocates of visible pedagogical approaches promote explicitness as a means to empower those learners disadvantaged by home background within the prevailing education system; explicit teaching helps children to understand what does not 'come naturally' and thus to access the knowledge taken for granted by others (Delpit 1988; Morais *et al.* 2004; Rose 1999, 2004). The research also, however, emphasises the importance of ensuring that the modality of an explicit pedagogy is supportive of active and reflective learning (Morais *et al.* 2004).

Conversely, an explicit pedagogy can constrain the possibilities of wider knowledge construction through dialogue, because such activity requires different conditions which sit unhappily within an objective-driven regime. For teacher participants, objective-led instruction leaves little scope for pupil initiative that departs from the teacher's planned agenda. In order to enable children to modify the topic, as emphasised by Morais *et al.* (2004), modality must be varied, and the power differential flattened; relaxation of sequencing and pacing is necessary, in a way that may be considered to threaten the planned learning sequence and thus the achievement of pre-determined, outcome-based, success criteria. To perceive themselves as 'successful teachers' in the current policy climate, it is unsurprising if teachers tend to adhere to strongly managed learning activity with the learning objective always in sight. This is not to suggest that teaching is not enjoyable for learners, or indeed 'effective', but to note that judgements about 'effectiveness' depend on the definition of the term. Such limitations can preclude learners exercising agency over their own learning and making connections with their own lives. Children's learning is not bound by objectives and success criteria, and the study suggests how these can mitigate against exploration, individualisation, agency and choice. They may not necessarily be incompatible, but if taken as dogma they represent alternative ideologies, and may constrain learning more than they support it.

For teachers, guided reading differs significantly from class teaching in its affordances. Child participants, however, see guided reading as merely a subset of routine pedagogic discourse, a view which can be readily understood in view of the absence of opportunities for them to act out identities as 'readers'. Guided reading is therefore set apart from what they consider as real reading, and lessons neither confirm their identities as 'good readers' nor provide the satisfactions of agentive engagement with the meanings of texts. This is particularly visible in the case of the more confident readers. It is interesting that all teachers, in interview, privilege the development of a love of reading in their pupils, with echoes of their own backgrounds, yet there is little sense from either observations or pupil interviews that guided reading contributes to this at all. While other opportunities are available to enthuse children as independent readers in the schools concerned, the strong classification of guided reading as instructional context appears to divorce this context from the wider world of reading.

9.9.3 Improving teaching and learning

There is no doubt that the participant teachers are developing children's learning and using the guided reading space in a purposeful manner. Yet the research suggests that

even proficient teachers might benefit from an expanded view of mediation and the possibilities for learning that may be generated by varying interactive approaches.

The guided reading curricular space could itself potentially be reconfigured, less in terms of procedures, and more as a site in which teachers select strategically from a repertoire of pedagogic tools to address different kinds of goals in different contexts. By varying modality accordingly, teachers could provide a rich balance of approaches to teaching and learning which allows for more, or less, strongly framed approaches to learning.

Although overall teacher control remains high, that control can be used to create more weakly framed spaces, of longer or shorter duration, within which learners can temporarily appropriate the dialogue to make meaning of texts individually and collaboratively. This could at times replace 'skills' teaching, or be juxtaposed with it, regardless of the age and proficiency level of the children concerned. At times, more explicit teaching may support particular elements of learning, while at other times, more may be gained from giving the children time and space to engage with text. Importantly, the teacher's involvement enables her to model and guide children's use of dialogue, moving in and fading out as she sees appropriate. In this sense, a talk space with a purpose may either become a designed-in guided task, crafted by the teacher to enable engagement with the objective through discussion, or be inserted as the opportunity arises. In the latter case, it is important that the teacher is positioned to use her professional discretion to choose whether to adhere to her agenda or to loosen framing to encourage pupil dialogue. However the discursive space is managed, the teacher remains ultimately in control; as Bernstein (1996) observes, weakening of framing can only be 'apparent' in a classroom context.

While such suggestions cannot create the participative cultural practice which enthuses children outside school, it could go some way towards bridging the gap. Indeed, guided reading cannot assume the identity of reading as cultural practice in the way that children experience when reading for choice, because of its own identity as a *pedagogic* cultural practice and consequent role in construction of the vertical discourse.

Children appear more likely to value guided reading if they see it as offering opportunities to contribute their own views, and to have their identities validated as readers, rather than learners. By allowing learners space to reflect on text together, and to articulate, develop and justify their opinions within a guided lesson, teachers can reshape their own scaffolding role to support learners' progressive induction into a discourse community of 'readers' (Wells 1999). In so doing, the potential of guided reading for exploratory talk (Mercer 1995, 2000) and dialogic talk (Alexander 2004,

2008), is more likely to be realised, which in turn may be expected to support their continuing development as readers and thinkers. This is arguably more important still for less proficient readers, whose sense of self as reader must be developed alongside skills, and the teacher's scaffolding role in developing talk about text is likely to be of even greater value.

While formal training may inform teachers about 'what to do', their personal, routinised interpretations of practice are potent *because* the underlying influences are invisible (Hasan 2006)**.** Uniformity of practice is neither possible nor desirable; indeed, as in this study, it is the variation in interpretation that has potential to stimulate improvement. By developing a more explicit understanding of interactional approaches as a professional choice rather than a matter of habit, teachers could become more aware of the range of options open to them, and make a conscious and strategic selection of pedagogic tools and modalities, both within a single lesson and across a macrogeneric sequence (Christie 1995, 2000).

To do so is challenging because it reaches into the teacher's sense of self. Only by enabling teachers to explore the nuances of their interactional behaviours, interrogate their reasons for acting in particular ways and reflect critically on the wider outcomes for children as learners and as young people will they be in a position to extend their interactional repertoire. Strongly framed 'training' cannot do the job. I suggest that such in-depth and important professional development requires space, time, reflection, choice, dialogue and mediation – in short, a weakening of framing similar to that which may enhance and enrich guided reading lessons and the opportunities they present to children. While government continues to emphasise curriculum content, including peddling particular views about the teaching of reading, it is all the more urgent that teachers take stock of *how* they bring about children's learning.

9.9.4 Concluding comment

The evidence from this study reinforces a view of guided reading as an explicit, objective-led practice. As a pedagogical approach, it is far from unitary, and differences in individual teachers' understandings and approaches within the guided reading curricular space appear likely to result in diverse outcomes for learners. As observed by Christie (2005) at the beginning of this chapter, teachers' attention needs to turn to the impact and value of alternative discourse patterns on children's learning and sense of self, and the development of a professional pedagogical repertoire which can support the strategic deployment of a range of pedagogic tools.

Chapter 10
Conclusions and reflections

...personal reconstruction is sometimes explicit and agentic, but much of it is tacit from the perspective of the person concerned. That is, people become through learning and learn through becoming whether they wish to do so or not, and whether they are aware of the process or not.

(Hager and Hodkinson 2009:633)

10.1 Summary

Guided reading, in this study, is presented as a pedagogic approach which affords strong potential for developing effective learning, and thus contrasts with the small number of other studies in England investigating the interactions during guided reading. A number of aspects have been discussed extensively, to demonstrate how teachers' micro-level behaviours can shape powerful learning. The findings, in brief, are as follows.

Teachers' own systems of values, beliefs and attitudes, developed often invisibly over their lives, were found to influence their interpretations of policy innovations, and the personal pedagogic positions which, generally tacitly, influence their teaching behaviours. These can be finely nuanced, but their effects impact directly on the learning experiences of their pupils. The proficient teachers in this study designed their guided reading lessons in ways that offered opportunities for different kinds of interaction, and shaped learning in different ways. The analysis has demonstrated what different kinds of approach may achieve, and has also highlighted some important limitations of an explicit pedagogy, most notably the way in which it can restrict opportunities for children to operate agentively within their own learning.

Unusually, this study has used a Bernsteinian framework to support analysis and interpretation. At a sub-lesson level of analysis, categorisation of episodes according to control relations proved problematic, precisely because of the intensive interaction during the lesson; while lessons remained teacher-dominated, learners were actively engaged through a collective pooling of attention which bears some resemblance to the 'intermental development zone' conceived by Mercer and Littleton (2007). The research, in line with findings of other research with a Bernsteinian perspective (*e.g.* Morais and Neves 2006) demonstrates that strong framing of selection and evaluation

criteria, in a collective small-group forum, can help all children understand what is expected of them, particularly if regularly reinforced throughout the lesson, and thus support productive learning for all children. In particular, the embedding of the instructional discourse in a carefully conceived teacher-guided task appears to offer a number of advantages. Variation of pacing, and where appropriate sequencing, during interactive sequences enables teachers to respond to learner needs and may allow learners a degree of influence over the interaction which, I have suggested, could be harnessed in ways that develop their thinking and reasoning. Particularly where evaluation criteria are strongly framed, all children are in a position to understand what they have to do to be successful, and thus well positioned to perceive themselves as successful readers and learners. In particular, where the trajectory is extended across a lesson series, there appeared to be strong potential for creating more meaningful and independent applications of learning.

The limitations of the visible pedagogy are most obvious in terms of the tensions generated as teachers seek to achieve curricular objectives in a short timespan, using an approach officially designated as instructional. While the strong focus has benefits for learning, this also limits opportunities for children to insert themselves as active learners into the lesson space, and prevents the guided reading context being used to mediate their development as readers, talkers and thinkers in a broader sense.

10.2 The value of the research

Alexander (2010) states: 'we would nominate classroom interaction as the aspect of pedagogy which most repays investment by teachers and those who support them through research, teacher training and CPD' (p.306), while Earl *et al.*(2001), in a large-scale evaluation of NLS noted: '[Our] data need to be supplemented by independent research looking in more depth at the nature of teachers' beliefs, understanding and skill' (p.xi). By adopting a position that views teacher knowledge as situated and most constructively understood by exploring its instantiation in a specific context, I have resisted seeking to identify and delineate generic pedagogic strategies for exportation to other contexts, long a feature of the 'effectiveness' school of educational research (Hoffman and Mosley 2010).

To this end, I have endeavoured to assemble and make sense of a small corpus of data generously supplied by three primary teachers and their young learners, in a way that I believe will resonate with readers who are familiar with primary teachers in

England and their ways of working. Despite the very small-scale of the research, the study was ambitious, arguably overly so, in its level of detail, and attention to a range of theoretical perspectives.

The research provides interesting alternative findings to the little previous research into guided reading in England, and more importantly demonstrates how it can be positioned as a powerful pedagogic practice in a number of ways. The attention to teacher participants' pedagogic values and beliefs, and the role of their backgrounds in shaping these, adds an interpretive layer not found in other research studies in the area, and suggests why guided reading may not have been adopted with understanding or indeed enthusiasm by many teachers: the changes required reached deep into values and beliefs, and needed much more than a Strategy training package to develop practice in conjunction with a principled pedagogy. Guided reading may be the specific focus, but investigations of interaction are relevant across all areas of education.

To the best of my knowledge, the application of a Bernsteinian framework to a study of guided reading in England is breaking new ground, and has been valuable in conceptualising how teachers go about the business of teaching a small group. As a guide, Basil Bernstein has proved a wise, if often challenging, choice. My study has not only accepted Bernstein's (1996) invitation to work with his theory in empirical settings, but has followed his own preference for crossing disciplinary boundaries within an overarching sociocultural framework.

10.3 Concluding reflection

I began, and end, with brief reference to my own pedagogic journey – which began with a question about why I saw the value of guided reading as self-evident, while other teachers did not. In so doing, I entered new terrains within the professional knowledge landscape, following winding paths and far too many interesting diversions, many of which led nowhere; but a remarkable number of paths - labelled variously as research, theory and practice – seemed to head in the same general direction. There were no short-cuts, but rather alternatives opening up different vistas, revealing events from different angles and in different lights. In Bernstein's terms, there are always alternative possibilities, and I chose to follow the pathway of the current research.

My research has helped me theorise my own development as a pedagogic agent, and understand how my own current positioning has been shaped by experience of many

contexts and dialogues, in many different Discourses. Most of this has been tacit, as expressed by Hager and Hodkinson (2009), above. In particular, I have reached some understanding of my own past predilections for small-group teaching, and understand better why some of my own classroom teaching may have appeared more, or less, 'effective', according to different commentators holding different interests in the outcomes. I see that I too have experienced tensions between strong and weak framing, and continue to do so, and observe how schools and teachers seek creatively to address the dilemmas inherent in balancing policy demands with the needs of their pupils. Had he lived longer, I would have welcomed Bernstein's analysis of 2010s education in England: a different professional knowledge landscape indeed.

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Appendices

Appendices

Appendix 1

Appendix 2

Appendix 3

Appendix 4: Bryony's dataset (Teacher 1)

Appendix 5: Caroline's dataset (Teacher 2)

5a   Lesson overview, Lessons C and D

5b   Framing relations in relation to lesson overview, lessons C and D

5c   Lesson C: transcript extract with notes and VSRD commentary

5d   Lesson D: transcript extract with notes and VSRD commentary

5e   Extract from teacher interview : focus on guided reading

5f   Extract from teacher interview: focus on teacher history

5g   Extract from VSRD interview with teacher

5h   Extract from pupil interview, group C

5i   Extract from pupil interview, group D

Appendix 6: Amanda's dataset (Teacher 3)

6a   Lesson overview, Lessons E and F

6b   Framing relations in relation to lesson overview, lessons E and F

6c   Lesson E: transcript extract with notes and VSRD commentary

6d   Lesson F: transcript extract with notes and VSRD commentary

6e   Extract from teacher interview : focus on guided reading

6f   Extract from teacher interview: focus on teacher history

6g   Extract from VSRD interview with teacher

6h   Extract from pupil interview, group A

6i   Extract from pupil interview, group B

Appendix 1a: Participant Information Sheet

University of Southampton

School of Education

The perceived pedagogies of guided reading
A PhD research project

Doreen Challen
School of Education
University of Southampton

What is the purpose of the research?

Guided reading was introduced to most English primary schools by the National Literacy Strategy in 1998, and has been implemented more variably than many other aspects of NLS teaching. My purpose in this study is to explore the interactions which occur in guided reading lessons taught by effective teachers of reading, and to relate the patterns of interaction to the teachers' beliefs about guided reading as a practice, as well as their own histories as 'teachers of reading'. It is also intended to consult the children about their understandings of what takes place in a guided reading lesson.

The outcomes of the research will have relevance for educationalists, as it will analyse in detail a tightly-defined context for learning. It will also have relevance for policy makers in that it relates the effectiveness of changes in teaching practice to teachers' pre-existing professional assumptions and beliefs. I hope that the teachers who agree to work with me in this research will also find it of personal interest and value to themselves in terms of reflection on their practice.

Who will be involved in the research?

- three effective teachers of reading, preferably in Year 2-4 classes, in different schools
- two groups of children in each class: below-average and above-average readers
- myself as researcher - gathering evidence through note-taking, audio-recording and video-recording

Ethical guarantees

- As the research covers pupils' everyday learning in a normal classroom learning context, no pupils will be disadvantaged in any way. If it is possible to carry out the study when trainee teachers are working in the classroom, the demands on the teacher's time would be lower.

Appendix 1a

- No child will be involved in the research without their own consent and written permission from home. The research will be explained to children in a manner considered appropriate by their teacher. A letter and consent form will be provided for circulation to parents and carers.
- Confidentiality and anonymity will be guaranteed. No individuals or individual school will be named in any reports. Pseudonyms will be used in transcripts. The specific data generated will remain confidential to teacher and researcher, and will not be reported back within the school.
- Video and audiotape recordings will only be used by the researcher in the course of the research. If any extracts should be shown to an audience, this will be restricted to an academic audience at the University of Southampton or at an academic conference, and the school and participants will be anonymised. The teacher's permission to use video extracts in such a way would be sought before the end of the research.
- Teacher participants will have the right to verify all transcripts.
- All participants - teachers and children - are free to withdraw from the research at any time.

What will it entail?

The summary below is entirely negotiable - I am very keen to collaborate with class teachers so that the research is of interest and useful to him or her as well as myself!

Preliminary meeting
- discuss the research and negotiate agreement
- clarify the detail of the study

Session 1
- preliminary interview about the teacher's view of guided reading and his/her own reading history
- clarify details of visits at an operational level
- give the teacher a letter to parents, with a permission slip, to distribute

Session 2
- some time in class during normal lessons with video and audio recording equipment to familiarise children with this and with my presence, and to check sound quality etc.
- a video-recorded guided reading session with two groups, separately
- a group interview activity with children from each guided reading group shortly after the lesson, audio-taped or video-recorded (details to be negotiated with teacher)
- teacher to receive a copy of the video, or selected sections, to watch and reflect on

Session 3
- interview: teacher and researcher to watch video excerpts together, teacher stopping it to explain what is happening

Session 4 (or by email)
- teacher confirms script is accurately transcribed
- researcher clarifies understandings to date

Appendix 1b: Request for consent of teacher participant

University of Southampton   **School of Education**

Dear Ms X

While working as a PGCE tutor at the University of Southampton I am also studying for a PhD, and would like to ask if you would be willing to participate in my research at a date to be agreed. Your Head Teacher has given permission for me to approach you.

Purpose

Although there has been much research into classroom interactions generally, and into aspects of National Literacy Strategy/Primary National Strategy teaching, there have been few studies of the interactions which occur during small-group guided reading lessons. I am interested in the nature of the exchanges which occur within a guided reading lesson, and would like to explore the views of the children about how they learn during guided lessons. Importantly, I am keen to work with you, to see the lesson from your perspective, and to explore with you the various influences that have shaped your current views and practices. I hope that ultimately my study will provide some insights into teacher development and curriculum change.

Pupils and teacher

I wish to focus on the Year 2-4 age range, an interesting transitional time for young readers, and hope that they might find it interesting to participate in a research project. I am keen to find a teacher who is genuinely interested in taking part, and who sees this as an opportunity to reflect actively on their practice. It would entail several audio-recorded interviews with teacher and children, as well as video- and audio-taped recordings of guided reading lessons. Everything would be done in accordance with standard ethical guidelines, as described on the attached sheet.

I attach an outline summary of this project to enable you to make an informed decision. However I will understand if you should decide that you do not wish to participate.

Thank you
Yours sincerely

Doreen Challen

A similar letter was sent to the Head Teacher.

Appendix 1c: Request for consent of parents/guardians

University of Southampton   **School of Education**

Dear parent/guardian,

I am currently carrying out a PhD research study at the University of Southampton relating to the teaching of reading, and am very pleased that Z Junior School has agreed to allow me to carry out a preliminary study in Ms X's Year .. class.

I am interested in observing what happens during reading lessons, as well as talking to Ms X and some of her class about their reading lessons. This will involve video recording of normal group reading lessons and also tape recording of interviews with selected groups of children. As this could involve your child, I am writing to ask you for your permission. I will also ask the children for their agreement to take part in the recordings, and will ensure that they know they can withdraw at any point.

When I report on this study, I will change the names of all children involved as well as the name of the school. I will only use the recordings within my research and within my academic work on behalf of the University of Southampton, with the permission of Ms X.

I will be very grateful if you can give me written permission to include your child in my study, and ask you to sign and return the attached reply slip to Ms X as soon as possible.If you should have any concerns at all, please speak to Ms X, who will be happy to talk to you about the study.

Thank you,
Best wishes,
Doreen Challen

Permission Slip   *Please return to Ms X.*

Name of child: _____

Please tick as appropriate and sign.

[ ]   **Yes**, I am happy for my child to participate in the research study.
I give my permission for him/her to be recorded on audio- or videotape.
I understand that I or my child can withdraw consent at any time.

[ ]   **No**, I am not willing to allow my child to participate in the research study.

Signed: _____   Parent/guardian

Appendix 2a: Interview schedule part (a)

Purposes:

- To establish what teacher means by 'guided reading' in terms of practices
- To establish her view of the pedagogic practice involved in guided reading
- To relate the teacher's practices and understanding to those of her school
- To explore her view of the value of guided reading as inclusive practice
- To explore her attitudes towards guided reading and the underlying reasons

Question focus	Intention
How would you describe the kinds of interaction between you and the children - and between the children and each other - that take place in a guided reading lesson? Do you think there have been changes over time in what you do?	- amount of talk, who does the talking - nature of talk *another opportunity to pedagogise guided reading* *will also link to IV 2*
I'm interested in the specifics of the interactions. Can you give me some examples of how things you've done in guided reading lessons have moved children's learning on?	- specific actions - exemplification of what teacher means - another opportunity to articulate pedagogy *digs deeper into above - may not be needed as separate item*
How would you define guided reading off the top of your head?	*To capture an initial response - a 'gut reaction'* *To provide a frame against which to set subsequent information*
Tell me about your school's expectations regarding guided reading.	*To establish participant's view of institutional expectations/ norms* *To infer strength of framing within school discourse*
Is it something <u>you</u> do in your class regularly? with all children?	*To enquire into personal practice – opportunity for examples* *To clarify views of own practice* *To relate practice to institutional expectations (above)* *To begin to gain a sense of approach to children at different reading levels*
Do you think you would you use guided reading as a teaching approach if your school didn't require it?	*To explore personal beliefs and attitudes regarding value of guided reading* *To distinguish participant's own views from school expectations*
Tell me about how you felt about starting to teach guided reading, and how you got to grips with it.	*To invite recollections of starting to teach guided reading – e.g. attitude, recalled emotional impact* *To present opportunity to gain further understanding of behaviours, perceptions and beliefs*
Now do you see any benefits of the guided approach? What aspects in your opinion help children learn?	*To invite more overtly evaluative responses – gives opportunity for examples*

Appendix 2a

	• *To reveal pedagogic understandings by analyzing effectiveness of practice* • *To extend responses, if necessary, beyond the procedural*
Are there any factors you see as being more problematic about guided reading, or things you need to consider to make it really worthwhile?	• *To pursue evaluative comments further and give further opportunity for examples* • *To give opportunities to reinforce or extend earlier comments*
Your class are at different stages of learning to read. Do you think guided reading is helpful for <u>all</u> children? In the same way?	• *To seek evaluative comments* • *To give opportunity to relate to earlier comments* • *To widen emphasis to consider inclusivity explicitly*

Appendix 2b: Interview schedule part (b)

Purposes:

- To explore the teacher's (remembered) past history as a reading teacher, and their thoughts and *feelings about their journey to their present position.*
- *To trace the evolution* of their pedagogic practice, with attention to events which are recalled as significant (adjustment of the structuring structure?)
- To explore classification of experience - how well insulated are memories about 'reading'?

Question Focus	Intention
What can you remember about learning to read as a child yourself?	• *To investigate view of self as reader, including relationship to other children as readers, as remembered* • *To explore what features of 'learning to read' are remembered and viewed as significant* • *To find out how role of teacher and school 'learning-to-read' practices are remembered* • *To establish how school and home reading are remembered: what were the categories, as remembered?*
When you decided to become a teacher, can you remember what you expected 'teaching reading' to be like? And was it?	• *To gain a sense of extent to which 'learning-to-read' was reconstructed (this may vary according to when participants entered teacher training) – i.e. discord and continuity between previous and new knowledge*
Can you talk me through how your thinking about guided reading has developed and changed as you've gone through teacher training and the NQT stage, until now, when you're a well established and experienced teacher?	• *To provide an opportunity to elaborate on above if desired, and to develop from that point into teaching career* • *To identify any jars to expectations* • *To explore remembered views of changing understandings and/or practices* • *To give opportunity to compare and evaluate, and for beliefs and understandings to be revealed* • *To give opportunity to identify dominant influences*
How do you think (guided) group learning compares with the kind of learning you recall from your own childhood?	• *Through comparison, to confirm and possibly extend views of own childhood 'learning-to-read'* • *To confirm and possibly extend own pedagogic beliefs expressed in part (a)* •
Would you prefer to teach reading as you were taught? or in any other way? (Why?) (If appropriate)	• *To extend above response if necessary* • *Through comparison, to confirm and possibly extend views of own childhood 'learning-to-read'* • *To confirm and possibly extend own pedagogic beliefs expressed in part (a)*

Appendix 2b

Is this approach to group teaching very much restricted to English, or do you take a similar approach to any aspects of other subjects?	*To give another opportunity to reveal own understanding of 'guided' learning by applying to a different school context* *To provide insight into participant's classification of 'guided reading' – how is it viewed in relation to other 'subjects'? which is more salient, pedagogy or structures?*

Appendix 2c: The 'think-aloud' video conversation

(video-stimulated reflective dialogue)

The aim of this is to bring to the surface some of your thoughts and assumptions about the nature of teaching and learning in guided reading.

Once you have viewed the videotaped lessons, I would like you to choose the interaction sequences which you think are most interesting to 'think aloud' about, in terms of your teaching and the children's learning. In order to limit the demands on your time, I would suggest selecting either one lesson, or extracts which cover about 20 minutes in total across the two lessons; however please do discuss more, or fewer, sequences, if you wish. You may wish to use some of the attached prompts to help structure your reflection. I'm not asking you to prepare any responses before we meet - they really are just prompts for thinking, and you can choose any or none as you wish. By all means use alternative questions, or take an alternative approach to reflection, if you prefer.

When we meet, I would like you to control the video/DVD, and stop at any point where you wish to reflect on what's happening, using a voice recorder if you're happy with this. I will join in as appropriate. I'm primarily interested in your choice of sequences, but hope you won't mind if I also ask you to discuss other lesson interactions which are of particular interest to me.

Some prompts to stimulate reflection

- What were you doing / aiming for here?
- Why did you choose to do this, rather than something else, at this point?
- What did you expect the pupils' response to be?
- Did you get the kind of response you intended?
- How/why was it different?
- In what way did this influence what you did next?
- What assumptions are you making about teaching and learning?
- What are these assumptions based on? (eg personal experience, other professionals, school culture, teacher training, research evidence)
- How did you decide what to do / say in this situation?
- What might you have done / said instead?
- What factors influenced your choice of action here?
- With hindsight, would you have done this the same way again?
- What values are represented here? Explicitly or covertly?
- How did your prior experience of the group influence your actions / thinking?
- What learning was promoted? How do you know that?
- What were you aware of at this point?
- Where was your attention focused?
- What do you learn from viewing yourself?
- What do you notice now that you weren't aware of during the session?
- What were you feeling at this moment? What are the roots of this feeling?
- Did the context influence your purpose? (e.g. being out of class, being on video)
- Does the practice offer equality of opportunity?
- Other?

Appendix 2d: Examples of prompts for VSRD interview (Caroline)

Based on preliminary viewing of video.
Bold font – try to get some comments in these areas, use selected questions if not covered spontaneously

- Do you think that **being on camera** affected either you or the children in any way?
- *Is interaction typical? individuals? group? interaction between them?*

- These lessons took place on a Monday (first day?) and Thursday (was the King of the Birds text worked on before?) Was this atypical for these groups? How would their learning have been reinforced over the week?

- Did you feel there were any places in which you felt you could **see learning** taking place? Or is a longer-term process, beyond a single particular lesson?

- Were you consciously reinforcing any particular strategies?

- Do you see yourself as modelling in any sense in these lessons?

- **The two groups' reading levels** are quite different - which levels?
- Do you think that the children in both groups went away feeling that they'd done something productive, or just that they'd enjoyed it?
- For both groups the pattern was similar in some respects: short intro to text, focus on objective, combination of reading and activity (asking questions or prediction), review and self-assessment at the end. Are you aware of any differences in approach that relate to children's different reading competence? (eg reading together; pace; dynamics; non-verbal support)
- The first group read to themselves, the second group read with you or individually. What is the basis for your thinking on this?
- Occasionally children in one group had to sound out a word. Do you use these lessons for phonic reinforcement specifically with some groups? If so, how do you handle it? Does it change the lesson structure?
- *is sequence and interaction typical?*
- *does the lesson structure and interaction pattern vary according to purpose and pupils?*

- **How do you choose** who to ask to reply? Sometimes it goes with hands up but sometimes you just choose a child.
  equal opps, knowledge of children

- Children who want to talk usually raise their hands or speak directly to you. Do they **respond to each other** sometimes? If so, do they go through you or do they really interact? How do they know it's 'OK' not to put hands up if that's the case?
  signals and boundaries

Appendix 2d

- In these lessons, the children stayed on the route you set them. What would you do if the children's responses went in **a different direction** - if they started talking about something that might be relevant, but wasn't planned?

- You often **repeat children's responses**. How does this help?

- You presumably went on to teach one or two more guided reading sessions since - do you think **watching yourself** on video made any difference to how you went on with it? *insights? has reflection mediated any change?*

- In terms of the objectives, you're pleased with what happened in this lesson. How did you plan to **follow it up** in a future lesson or sequence of lessons?
  does learning relate to pre-planned objectives or to where pupils are and AfL?

SPECIFIC
Lesson 1 (higher group)
- What were the specific challenges for this group?

Focus p1/2
- When you talked about their knowledge of encylopaedias, what were you aiming to do?
- What were your views about children's responses?
- Did this impact on your lesson in any way?
  is it intended as revision or scaffolding or both? or merely reinforced objectives?

Read and question
- What are the benefits of the question cards?
- What are the advantages of children reading the text to themselves?
- What are you doing as you listen to one child reading?
- How do you deal with unfamiliar words? (dwarf gobi etc)

Reading

> p2 Why did you work through alphabetical order like this?
>   What was your intention in asking these questions? (photo/map/scale)

> p4 You took children through the questioning step by step - do you think this helped? Did you vary it as the lesson proceeded?

> p5 Bold writing. What were you thinking from children's responses (or lack of)? After reading, children get quite animated - do you have to refocus them?

> p7   In this sequence, what's going on? (frogfish)

> p9 What was happening in this sequence? (grunt) How did you support?

> p9/10 How valuable do you find the refocus on the objective and self-assessment?

Appendix 3a: Lesson Analysis Key and Notes

Appendix 5c: Lesson transcript analysis extract (Caroline / T2)   DOCUMENT P6

EP4e		Independent reading		
1:53	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
1.	T2: [11.35] Right, I'd like you to read *Clownfish* and *Dwarf Gobi*, by yourself please. Make sure that you look at all the little features as well. BC, can you read please so I can hear you?	T2 drops in the harder words which will help the chn read them later. Don't know if she is aware of this. She listens to BC but without intervening, and is also observing other children (similar to last time if a little more explicit).	EP4 b, c, e, T Mostly repeats format as below F hier + [-] T2 strongly controlling interaction by managing focus of children's attention (scaffolding). Another pupil initiative from LC which T2 accepts and then uses to demonstrate a point to the group (4e)	
2.	(CHILDREN READ, T2 LEANS TOWARDS BC) *The clownfish live between (...). The poison protects the clownfish(...) The dwarf gobi is the size of a leaf. It is the smallest fish in the world. It is the size of a ladybird.* {12 during reading}	During independent reading: • BC intent, leaning closely towards text – T2 listens to her across table briefly (but also observing others and starts to interact with LC) • CC obscured but appears to be reading; deals with SC's arm and looks fleetingly at camera; leans across [...] size of dwarf gobi; [...] ck to finish • LC lean[...] rms folded, shares [...] n fish size with T2 • OC leans forward (obscured), moves forward and back but reading; quick to finish • SC leans forward, arms on table, knocking CC as he reads right hand page, takes longer to complete	F sel + [-] ? Division of labour in which child who asks question exerts some influence; but learning activity options remain demarcated by teacher. Joint selection? F seq/pace T2 manage[...] encing with prompts. T2 is responsive to children, slowing or speeding up in different sub-episodes, but her questions drive the pace – she intends all children to ask and answer two questions (at least). Where T2 asks own question, she can increase pace (4c). F eval ++ T2 continues to structure children's thinking through her question gives	
3.	LC: (...) (TO T2)	Individual conversation between T2 and LC, who is fascinated by the		
4.	T2: (TO LC) Mmm.			

(boxed numbers 1, 2, 3, 4, 5 overlaid on columns)

The document number at top right identifies the lesson transcript document as located on Atlas.tdi. Each lesson is subdivided into **episodes (EP)** and in some cases **sub-episodes (EP4a, etc).** Episodic boundaries are marked in grey. The duration of episodes is marked in the first column. Each document contains the following:

Column 1   Line number

In general, line numbers change from speaker to speaker. Where the topic changes within an utterance, this may be read as a new line. Based on Atlas.tdi line references.

Column 2   Transcript: utterance by teacher or pupil

Identifiers - Teachers are T1, T2, T3. Pupils have an initial plus group identifier (A-F). The initial usually matches their first name but sometimes altered to avoid confusion. Hence KF refers to Chloe in Group F; CF to Carrie in Group F. Where included, the researcher is labelled R.

Annotation – The transcript includes the following:

- **Non-verbal features -** capitalised
- **Inaudibility** - bracketed ellipsis (…)
- **Simultaneous speech** – square brackets [
- **Timings**
  - minute markers **{5}**
  - episode boundaries **[4.06]** with introductory words in bold font

Column 3   Interpretive commentary (researcher observations)

Initially I annotated the transcript with my own account of what was going on. I later revised the original commentary to take into account the teacher's commentary and further thoughts derived from reading or subsequent analytic insights following re-viewings and working on different participants' lessons.

Appendix 3a

Column 4   Theoretical commentary

This relates specifically to framing (control relations) over the regulative and instructional discourses. It is based on the framing grid (Appendix 3b).

F^{++} very strong teacher control, no opportunity for pupils to exert influence

F^{+} generally strong teacher control, little opportunity for pupils to exert influence

F^{-} lower level of teacher control, some opportunity for pupils to exert influence

F^{--} very low level of teacher control, much opportunity for pupils to exert influence

F^{0} no instructional content

F (+)   refers to framing which is 'at the weaker end of F+'

F + -   refers to a shifting of framing from + to – witin the episode

F - +   refers to a shifting of framing from - to + within the episode

[-] or [+]   refer to a short burst of weaker or stronger framing within the episode

Values are attributed to the framing strength of the following dimensions of interaction[1]:

- **Hierarchical rules (F^{hier})** which constitute the regulative discourse

- **Selection (F^{sel})** of instructional content

- **Sequencing/Pacing** ($F^{seq/pace}$) of instructional content[1]

- **Evaluation Criteria (F^{eval})** – the explicitness to learners of what is expected of them

Column 5   VSRD commentary by teacher participant

These extracts are approximately mapped on to the specific interactions to which they refer (time links noted). They have been used to refine the interpretive commentary in column 2.

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[1] Bernstein took different views of the dimensions of pedagogy over time, and in his later work appears to have effectively amalgamated selection, sequencing and pacing (instructional input and means) within ID along with criterial rules (evaluation criteria specifying the required performance). I found that sequencing and pacing tended to co-vary, but have retained selection as a separate category in the interest of seeking to identify alternative modalities.

Appendix 3b: Framing grid analytic instrument

		F++	F+	F-	F--	F⁰
Regulative discourse	Hierarchical rules	Power relations are highly explicit. Teacher is clearly positioned as authority figure and children as pupils.	Power relations are explicit, with teacher positioned as authority figure and children as pupils. Some variation may occur, and teacher may seek to 'soften' impression of strong control.	Power relations are masked to some extent and learners have some discretion over what they do in terms of learning and/or conduct.	Power relations are implicit or masked. Learners exert significant influence over what they do in terms of learning and/or conduct.	N/A Power relations are always present in the school context.
Instructional discourse	Selection	Teacher selects text and instructional focus. Teacher determines the form and content of learning activity.	Teacher selects text, instructional focus and determines form and content of learning activity; but is open to learners introducing areas of interest to them if they fit her agenda, and may invite them to do so.	Teacher selects text and overall focus, but is willing for learners to introduce a focus of interest to them and may actively encourage this, even where they do not fit a specific agenda.	Text may be selected by teacher or learners. Teacher does not provide a specific focus for learning. Learners decide how they will read and respond to the text.	Lesson involves some form of reading activity without any instructional content.
	Sequencing and pacing	Teacher determines a clear step-by-step learning sequence and this is clear to learners. Teacher controls pacing at which group moves through learning sequence, to enable completion within time available, and this is clear to learners.	Teacher determines a learning sequence and its pacing, but varies this where learners demonstrate uncertainty or lack of prior knowledge, or introduce areas of interest to them. In such cases, she steers lesson back to her own agenda.	Teacher frequently varies her intended sequence in response to learners introducing areas of interest to them, or allows them to influence sequence. She is not overly concerned about returning to a specific agenda. This may result in Intended learning not being completed in time, or time frame being expanded.	Teacher does not provide a learning sequence or expectations of what needs to be done in a particular time frame. Learners decide what they will do in which order. There is no sense of a temporal direction in learning.	There is no instructional content to sequence.
	Evaluation criteria	Teacher makes evaluation criteria explicit, clarifying to learners what they need to do to be successful. She reinforces these regularly, verbally or through activity. At end of lesson or lesson series, she ensures learners are clear about their progress and understand what they have done to be successful.	Teacher makes evaluation criteria known, clarifying to learners what they need to do to be successful.	Teacher provides some guidance on what learners – individually or a group - need to do to be successful. Alternatively, teacher provides learning activities which embed criteria for successful learning in achievement of the activity – i.e. implicit evaluation criteria.	Teacher does not inform learners what they need to do to be successful. Learners therefore make their own decisions about what constitutes successful performance.	There is no instructional content to sequence

Appendix 3c Summary of lesson framing modalities across participants

Bryony (T1)	RD	Moderately strong framing, with tendencies to weaken (F+). Teacher in control, but open to learners taking initiative and tolerates deviations from her agenda briefly. Uses less positional, more personal control. Does not require bidding.
	ID	Selection generally strongly framed F+ as lesson content follows teacher agenda. Sequencing and pacing are more variable according to learners' responses (F+ / F-) with some weakly framed sequences (F-) as learners insert their own thoughts, which impacts on sequencing and pacing. Evaluation criteria weakly framed (F-) for group A, but more strongly framed (F+) for group B.
Caroline (T2)	RD	Strong/very strong framing F++ / + throughout. Explicitly in control of what occurs in the lesson, with a robust agenda: regulates pupil behaviour and interaction in order to secure learning. Control combines positional and personal. Either selects children to respond, or expects bidding.
	ID	Very strong framing F++ of selection and evaluation criteria, with strong framing F+ generally over sequencing and pace. Built-in sequencing strong, and pacing brisk, but varied F+ and occasionally allows learners to insert their own comments (C) [-]. Guided tasks strongly controlled, but include small spaces for each child to insert their 'answers' into the framework.
Amanda (T3)	RD	Strong/very strong framing throughout F++ / +. Explicitly in control, with a strong focus: but adapts in response to learners. Control combines positional and personal. Expects bidding but in consistent.
	ID	Strong/very strong framing F+ of selection, sequencing, pacing and evaluation criteria. Occasionally accepts learner initiatives and assimilates into agenda. Evaluation criteria not always totally clear.

Summary of lesson episodes to provide a sense of lesson structure and shape; demonstrates consistency across the two lessons

Appendix 4a

Appendix 4a: Overview of lessons A and B (Bryony/T1)

Group A: East o' the Sun and West o' the Moon

	Episode	Length	Purpose (according to teacher interview/VSRD)
1	Introductory recount • *Teacher asks questions about events*	1:54 9%	To set new reading in context by reminding about previous characters and events
2	Independent reading • *Children read silently*	3:56 19%	To provide a basis for later questioning
3	Recount • *Teacher asks questions about events*	1:13 6%	To ensure all children understand basic events
3a	Tangent (i) • *Child initiates development of topic*	1:25 7%	
4	Reading activity/questioning (i) • *Teacher asks children to choose word to describe a character, with reason*	6:11 31%	To provide reasons from the text to support an inference about character
4a	Tangent (ii) • *Child initiates new topic*	0.31 3%	
5	Questioning • *Teacher asks children what they know about a specific character*	1:44 9%	Children to make inferences based on evidence in text
5a	Tangent (iii) • *Child initiates new topic*	0:52 4%	
6a	Lesson close (i) • *Teacher praises children's efforts and collects books*	0:12 1%	To end lesson
7	Reading activity (ii)	2:08 11%	Children to suggest words to describe a character with reasons based on text
6b	Lesson close (ii) • *Teacher sends back to classwork*	0:10 1%	To end lesson

Group B: Little Troll

	Episode	Length	Purpose (according to teacher interview/VSRD)
1	Introductory recount • *Teacher asks questions about what happened to date*	1:15 5%	To set new reading in context by reminding about previous characters and events
2	Independent reading • *Children read silently*	4.35 20%	To provide a basis for later questioning
3	Recount • *Teacher asks questions about what happened to date*	2:38 12%	To ensure all children understand basic events
4	Reading activity • *Teacher and children re-read a page* • *Teacher models how to write a question based on the text* • *Children answer question* • *Children write own questions in pairs* • *Children answer questions*	10:37 46%	To explain and demonstrate what to do Children to write question based on text Children to identify reasons for their answers
5	Questioning • *Teacher asks children whether they agree with adjectives on cards describing character, with reasons*	3:25 15%	Children to select appropriate words, giving reasons for their choice
6	Lesson close • *Teacher praises group's efforts* • *Sends back to classwork*	0:20 1%	To end lesson

Summarises framing strength across episodes of each lesson (as in 4a); contributes to overview of framing relations in Appendix 3c.

Appendix 4b

Appendix 4b: Framing relations in lessons A and B (Bryony/T1) *For key see appendix 3b*

	Group A: East o' the Sun and West o' the Moon **Episode**	Length	Strength of framing relations (see Appendix 3b)			
			Hier rules	Sel	Seq /pacing	Eval Crit
1	Introductory recount • *Teacher asks questions about events*	1:54 9%	(+)	+	(+)	emb
2	Independent reading • *Children read silently*	3:56 19%	(+)	(+)	-	emb
3	Recount • *Teacher asks questions about events*	1:13 6%	(+)	+	(+)	emb
3a	Tangent (i) • *Child initiates development of topic*	1:25 7%	-	-	-	n/a
4	Reading activity/questioning (i) • *Teacher asks children to choose word to describe a character, with reason*	6:11 31%	(+)	+ [-]	(+)	-
4a	Tangent (ii) • *Child initiates new topic*	0.31 3%	-	-	(+)	n/a
5	Questioning • *Teacher asks children what they know about a specific character*	1:44 9%	+	+	+	-
5a	Tangent (iii) • *Child initiates new topic*	0:52 4%	-	-	-	-
6a	Lesson close (i) • *Teacher praises children's efforts and collects books*	0:12 1%	+	n/a	n/a	n/a
7	Reading activity (ii)	2:08 11%	+ -	-	-	-
6b	Lesson close (ii) • *Teacher sends back to classwork*	0:10 1%	+ +	n/a	n/a	n/a

	Group B: Little Troll **Episode**	Length	Strength of framing relations (see Appendix 3b)			
			Hier rules	Sel	Seq/ pacing	Eval Crit
1	Introductory recount • *Teacher asks questions about what happened to date*	1:15 5%	(+)	+	(+)	emb
2	Independent reading • *Children read silently*	4.35 20%	(+)	(+)	-	emb
3	Recount • *Teacher asks questions about what happened to date*	2:38 12%	+	+	(+)	emb
4	Reading activity • *Teacher and children re-read a page* • *Teacher models how to write a question* • *Children answer question* • *Children write own questions in pairs* • *Children answer each other's questions*	10:37 46%	+ [-]	+ [-]	+ [-]	+
5	Questioning • *Teacher asks children whether they agree with adjectives on cards describing character, with reasons*	3:25 15%	+ [-]	+ [-]	+ [-]	+
6	Lesson close • *Teacher praises group's efforts* • *Sends back to classwork*	0:20 1%	+	n/a	n/a	n/a

Appendix 4c: Lesson A transcript analysis extract (Bryony / T1)

EP5	Questioning			
1.44	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
166.	T1: **[15.04] OK (GESTURE), last little bit before we finish,** let's just move on a little bit. The last two characters she met were the East and West Winds, and I know she just (GESTURE) was introduced to the South Wind at the end, but that was only a very little bit (GESTURE), OK - the East and the West Wind, OK - what do we know about those two characters - do we know anything about them?	T1 has forgotten to ask chn for their own choice of words, signals lesson is almost over, moving into questioning sequence. She asks children what they know about winds, and how they know, adopting a more direct approach to inference. AA and JA, while participating, are more restless again.	**EP5** F^{hier} **+** T1 moves into a question/answer sequence which is more strongly controlled. Notably, she postpones giving JA space to develop his response. F^{sel} **+** T1 controls the agenda – although questions are similar to previous 'recount' questions, they move into asking for reasons for prediction.	
167.	AA: They're strong. (VOLS) (T1 COUNTS ON FINGERS)			
168.	PA: [Not really.(VOLS)			
169.	T1: [They're strong - how do we know they're strong, AA?	T1 accepts AA's typically concise response and chains a further recall question. It is not clear whether they are quoting words from the text or whether they are expressing their ideas in their own words. T1 does not develop the idea of text-based inference further. It is not clear if this is a conscious drawing back from intervention - T1 does point out chn have got the idea.	$F^{seq/pace}$ **+** T1 establishes 'what we know' first before moving into prediction and reasons. Heading towards lesson end and is clearly pursuing series of questions. F^{eval} **-** Again there is no explicit evaluation although T1 recognises that chn are now using the text to answer her questions (VSRD). By asking for reasons, she is getting at the objective in an oblique manner.	
170.	AA: Because they can lift the girl.			
171.	T1: They can lift the girl. (LIFTING GESTURE) And where are they sending her, where are they taking her?			
172.	AA: To the next wind.			
173.	T1: To the next wind. (GESTURE) So if she's met the East Wind, and the West Wind, and the South Wind (COUNTS ON FINGERS) - which character do you think she might meet next in the book?	T1 cues a prediction (Prep). Although she is chaining questions and answers, this remains recitation. She does not probe for reasons but accepts the likely correct answer.		
174.	PA: [(...)			
175.	LA: [The North Wind. (VOLS)	LA volunteers an answer.	**Language** T1 tends to repeat chn's answers, then chains a further question. Lots of modal verbs from T1 and children – children are inferring and speculating on the basis of the text.	
176.	JA: [Another thing (15.50) (...) (JA IS NOT LOOKING AT THE COVER SO MAY NOT BE PREPARING FOR WHAT HE SAYS BELOW)	At same point, JA volunteers a point of interest to him which he will follow up. T1 describes dilemma –to enable ('the ideal situation') or to control ('you could be		**15.50 (Another thing)** I find that - that's quite difficult sometimes, when a child comes up with something they'd like to

		there all day'). T1 tells him she will come back to him.		say, and you have to just carry on with what you're doing, and obviously I'd much rather be able to sit there and ask him - but sometimes you've got to kind of keep focus, esp with a child like JA, who makes a lot of comments and has a lot to say, and you could be there all day with him, and…
177.	T1: The North Wind - who agrees with LA (POINTS TO LA) that she might meet the North Wind next? (HU: ALL) Just before you carry on with that JA, I'm going to come back to you in a moment (PAUSE) it says, when it describes **{16}** the winds, as they've said that the next wind along is <u>stronger</u> than they are. What do you think that means? The East Wind I think said *I'll carry you to the West Wind, he's <u>stronger</u> than I am* - what do you think he means by that? (HANDS UP: AA, HA) (T1 LOOKS AT MA)	T1 accepts LA's prediction, seeking agreement of the group as economic way of involving them all. Returns to metaphorical description of the winds as strong, seeking further inferences, paraphrases question several times. Uses follow-on questions to elicit group's ideas.		*Do you think the other children would get a bit fed up if you went off track too much?*
178.	MA: He's more powerful with his wind and like, knows a bit more.	MA comes up with *knowledge* solution.		T1: I think perhaps they would - I think AA's started fidgeting a bit now, he's probably ready to finish… em, HA would probably
179.	T1: So he might be more powerful and know more? OK. HA?			go into a bit of a daydream - em, I think some of them would get a bit, not necessarily get fed up with JA, but would just become a bit, disinterested in an ideal situation, you'd want to work one on one, wouldn't you, that's what you'd get the most out of.
180.	HA: (GESTURE) It might be like a cold place (16.27) and they might have the wind lots of times so he gets stronger and stronger every time?	HA comes up with *bodybuilding* solution. T1 recognises chn are 'thinking outside the box a bit' – although illustrations may still be cueing responses.		**16.27 (It might be like a cold place)** That was quite good, because talking about the winds now, they have actually started to infer
181.	T1: So he's building up his strength (GESTURE) (HU: AA) - nice idea, that's very good. AA?			things that they didn't do necessarily with the hag straight away, the fact that it might be
182.	AA: He could be bigger.	AA comes up with *size* solution.		cold, you know, maybe she'd heard about the north wind being
183.	T1: He could be a bigger wind, couldn't he? (GESTURE) If someone's stronger, (EXPANSIVE HAND GESTURE) they do sometimes tend to be bigger, don't they? Fantastic, so do you think we're going to meet the North Wind next? (CHILDREN ASSENT) Could do, couldn't we.	T1 does not privilege any of these answers, or probe further, but accepts all as possibilities and seeks group consensus again before moving on.		cold, or, you know, and she's kind of inferring that the white bear might be a polar bear, and so it might all link together, it might be a cold place they're going to… and again AA has decided that they're stronger

				because they're bigger, and it doesn't say in there that they're bigger winds, but they're starting to think outside the box a bit which is important.
EP5a	**Tangent (iii)**			
0.52	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
184.	T1: **[16.48]** (LEANS TOWARDS JA) JA, was there something you wanted to say?	Now T1 returns to JA. This is a 'tangent'. A new child-initiated sequence.	**EP5a** Really part of EP5: T1 responds to JA by promising to return to his point later, which is here. She creates a space for him and weaves that into her own sequence, still on implicit theme of inference.	
185.	JA: Yeah. In this picture again, (16.50) if you just look closely (ALL LOOK CLOSELY; T1 SHOWS MA) you can see she's also got the spinning wheel beside her again.	JA is still interrogating illustrations and notes recurrence of spinning wheel he pointed out earlier. The others appear interested.		**16.50 (Yeah. In this picture again)** In the other situation I probably wouldn't have gone back and asked him, but I'm quite glad I did really, because he comes up with something quite interesting, doesn't he!
186.	PPA: [Ahhh.		F ^{hier} - JA creates the opportunity	
187.	T1: So the spinning wheel's **{17}** been on the front page, and on that page. Does that tell us anything, do you think, about the objects she's been given? (HU: AA) (LOOKS AT AA)	T1 reframes comment to add more context, and asks about potential significance. Rather than recall, she asks chn to make connections in terms of understanding of the story as whole, and to infer on basis of this knowledge.	F ^{sel} - Learners select the content, which fits within T1's agenda, although she shapes it.	
188.	AA: She can't like fit it in her bag.	AA has a very practical suggestion.	F $^{seq/pace}$ ($_{+}$)	
189.	T1: (POINTS TO AA) She might not be able to fit it in her bag, absolutely. But why do you think the spinning wheel's always the one we see? What might that tell us about the spinning wheel? (17.15) (HU: HA)	T1 affirms this response, but rephrases question to focus on spinning wheel. She has not planned to talk about this, and would not normally digress in this way, but the fact she does shows her preference for following children's interests.	T1 sequences questions to shape learner comments. Almost by negotiation varies pace in response. F ^{eval} - T1 continues to use pupil-inserted comments to develop inference at implicit level.	**17.15 (What might that tell us about the spinning wheel?)** Again this whole, this whole series of questioning wasn't, this is off at a **tangent**, the fact that we're now following something else from a picture, and again, in a classroom situation I probably wouldn't have the time to follow this on.
190.	HA: It might like, em, carry, so if she can't get a ride anywhere, she could like have that, and if the horses went away she could have that, and then that could take her everywhere.	HA comes up with an imaginative solution.		
191.	T1: So it might be more important than the other objects, mightn't it? (HU: AA) (POINTS TO MA'S BOOK)	The children are still talking. T1 closes down with summary comment (does not really answer question).	**Language** T1 chains a question on JA's comment, and then rephrases question after AA's response. Lots of modal verbs from T1 and learners – speculation, inference.	
192.	HA: Then they might not have said it			
193.	T1: So there might be some [secrets still to unveil.			
194.	PPA: [(...)			
195.	AA: (...)			
196.	T1: It could be			

Appendix 4d: Lesson B transcript analysis extract (Bryony / T1)   DOCUMENT P5

EP4	Learning activity 1			
10:38	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	
87.	T1: **[08.26] I'd like you to go back to the page when Monster's standing on his head,(SHOWS PLACE)** and	Teacher now using 'I' and 'you' as she explains activity. However doesn't yet signal pupils will be doing activity themselves.	**EP4** **F** ^{hier} **+** T1 models learning activity clearly, involving all learners in short burst of oral	
88.	RB: [I'm there already. (VOLS)		reading. More directive at this point than previously (I/you) but also touches of humour. Provides scaffolding to focus children on how to find the right kind of answers. Uses YB's explanation as part of modelling. 'Super' – generic evaluative comments after reading.Selects readers and controls amount they read.	
89.	T1: [you're there already, super - and I'm going to look at this page (SHOWS) and I'm going to think of a question I could ask where the answer is on the page, OK? So I'm going to read it now, I'm going to read the first line, then I'd like somebody else to read the second line. (08.45) (PUTS ON VOICE) *But the monster could not stand still.* NB, could you carry on?'	For the first time, T1 identifies learning activity. EP4 is direct preparation for following sequences: teacher modelling leading to pupil independent activity. Much more authoritative as she models and instructs. This and subsequent sections give T2 chance to listen to individual readers - they are clearly not yet confident at this level, even having already read text to selves.T2 doesn't comment much on this, but reinforcement of reading, retelling and re-reading, as well as interacting with text in activity, is not overkill; gives children different opportunities to consolidate reading and understanding in different contexts, and gives T2 opportunity to intervene in response to their reading behaviours.	**F** ^{sel} **+** Teacher selects activity to offer learners limited degree of choice, with objective in mind . **F** $^{seq/}$**pace** **+** Here, children need to read the text before preparing their question before asking it before it is answered. Sequencing: models activity, talking children through it, holding their attention, before they do it themselves. Pacing slows to accommodate pupil answer.	08.45 (I'm going to read the first line) It was interesting with that group you got them all to reread a bit of text because then you could actually see how hesitant they were as readers. Yes, and again I think it's important for that group to check their understanding, and it brought up things like the B-D, and how that sounds, the Mabb and the Madd, and that wouldn't have come up if we hadn't read it through as a group.
90.	NB: (PAUSE) (READS SLOWLY AND CAREFULLY) *First he stood on one monster leg and then on the other.*			
91.	T1: Super. **{9}** Go on then, XB, you can read the next line.	3 children share reading here and T1 ensures YB and SB (who have had most to say) know they will read in next section. Repeats task information, models explicitly so learners know what to do. Learning content remains implicit. Are they hiding their eyes behind their books? SB notices YB is looking. T1 has deliberately asked a question that	**F** ^{eval} **+** T1's modelling and talk about clues and finding the information in the test provide good guidance as to what they need to do, although she does not frame task in explicit language.	
92.	XB: (PAUSE) (READS SLOWLY) *He stood on his head then he put his (PAUSE) head between his legs and pulled a monstrous face.*			
93.	T1: Super. RB, can you read the last little bit for me?			
94.	RB: *And he* (PAUSE) *didn't notice Little Troll.* (READS SLOWLY) (XB NOT			

			Language	
	FOLLOWING - HAS PUT BOOK DOWN)	required inference from text which she thought would challenge children (see VSRD). Puts on act to create suspense and hold chn's attention as she writes.	More directive and more evaluative. Negates where word read wrongly, but tempers with humour.	
95.	T1: OK and, we'll come to you two (LOOKS AT YB AND SB) in a moment, you can read a bit in a moment. All right. So I'm going to look at that page and I'm going to think of a question, oh I've got one, I'm going to write it down on my whiteboard, OK, and the answer to the question is going to be on your page, OK? Secret, OK. Mmmmm (PAUSE/WRITES) (NB THEN XB WAVE BOOKS IN AIR. SB CLOSES EYES, THEN PUTS HAND OVER YB'S EYES.		**EP4 Learning activity – pupil task** **F** ^{hier} **+ [-] ?** highly variable - negotiated T1 'sets a challenge'. Allows children to choose to work on own or with partner and gives space to do so, while still monitoring. Takes on a sense of joint activity with some room for learners to exert agency (YB). Engages as participant in questioning activity with RB. Bidding not required, enjoys animated sequence, controls behaviour using indirect means. But still in control – selects readers, partners, sometimes directs questions at individuals. After valuing 'trick question' as member of group, changes question to return to own agenda. **F** ^{sel} + [-] varies Learners collaboratively select content within T1's learning activity. **F** $^{seq/pace}$ **+ [-]** varies T1 provides instructions and manages task in a way that promotes successful completion by all. After brisk start, T1 gives learners time they need, including XB, to succeed and interact. **F** ^{eval} **+** T1 continues to remind learners to look at page and write answerable question. Criteria are embedded in task but also reminds individuals – rather than group - orally. Activity provides its own evaluation,.	
96.	SB: (WHISPERS) Close your eyes.	While T1 writes, SB and YB interact good-humouredly. SB very obviously closes her eyes before T1 looks up.		
97.	T1: No peeking. (PAUSE)			
98.	SB: I'm not. (COVERS EYES)			
99.	T1: OK. (HOLDS UP BOARD) **(PAUSE) {10}**	New sequence. Pupils involved together here, volunteering answers.		
100.	PPB: (READ FROM WHITEBOARD) [*What monster- was monster- flirting?* (10.06)			
101.	T1: Not flirting. (HU: XB,NB) Although Mrs Witherkins might have been [quite pretty.	A straight negative – unusual for T1. Touch of humour, keeps it contextualised.		10.06 (What monster... was monster… flirting?) Well we were all, sort of, writing questions that the other children would have to find evidence for in the text, and again that was quite a tricky question I wrote, because one, the word fidget - I wasn't sure they'd be able to read, and I think that's what we talked about earlier, and as a group, they managed to work out what it said, and it didn't take them very long at all, really. So - it was actually, the
102.	NB: [I think it says *fidgeting.* (VOLS)	NB gets it right.		
103.	T1: What's that, NB?			
104.	NB: *Fidgeting.*			
105.	T1: (POINTS TO WORD PARTS) *Fid-get-ing. Was monster fidgeting?*	T1 helps with word breakdown by demonstrating – doesn't develop further, keeps to meaning.		
106.	PB: No.	Someone jumps to wrong answer.		
107.	T1: Look at your page - page 21. Was monster [fidgeting?	This instruction negates while providing page number to help children focus on text – a form of scaffolding. Re-reading question maintains meaning.		
108.	YB: [Yes.			
109.	NB: No. (SHAKES HEAD)			
110.	T1: YB, why do you think yes?	T1 asks YB to justify his response; quotes from page.		
111.	YB: Because, em, it's on the page, (READS) *But the monster could not stand still.*			
112.	T1: He couldn't stand still - and - (CLEANS BOARD) jumping up and	T1probes further with rephrased request for more information. Repetition gives the		

	Lesson Transcript	Researcher observations	Theoretical commentary	
	down, and what else? What other clues are there to tell us he was fidgeting? He couldn't stand still, what else did he do? NB, have a look at the page, see if you can remind yourself of what he might have done. (HU: RB) Go on then, RB.	idea. Scaffolds by focusing on page. By finding evidence, teacher communicates reading strategy. She does this systematically but not over-explicitly from now on, shaping a habit.	Learners involved in assessment. **Language** Several instructional monologues. T1 responds substantially to individual children on personal basis	information they needed to find was actually implicit information, it was hidden, it never once said in the text the monster fidgeted, they had to see the evidence for that, so actually, that was probably pushing them quite a bit, and I knew that their questions
113.	RB: He stood on one leg and then the other, and as well he stood on his head.	RB volunteers.		probably would be much simpler and my question possibly took them on a bit to the next level. And they gave me great answers, they said
114.	T1: So he couldn't stop moving, (ANIMATED GESTURES) couldn't stand still, he stood on one leg, then the other, then he stood on his head. **{11}** So do you think he was fidgeting?	T1 summarises and reinforces with non-verbal action before involving whole group in response. Becomes quite animated here – chn very much involved (see video).		yes, he was fidgeting, because he was standing on his head and moving around and….so they found the answers.
115.	PPB: Yeah. [Definitely.			
116.	T1: [I think so too, I think he was fidgeting			
EP4b	**Pupil questioning 1**			
	Lesson Transcript	**Researcher observations**	**Theoretical commentary**	
117.	All right. (XB FLICKS BOOK ON FLOOR AND PICKS IT UP) (SPEEDS UP) I'm going to set you a little challenge now, (PAUSE) OK? I'm going to ask you to turn to the page here, (SHOWS) this is the page that I asked you two (LOOKS AT XB,NB) to read again, OK, (CHN FIND PAGE) so it's page 22, I think (PAUSE) OK.	Sense of lesson moving on. 'I' and 'you' continue to feature more prominently now. Refers back to re-reading by early finishers.	**EP4b** **F ^{hier} + then - This is highly variable - negotiated** T1 controls the start to the activity before 'setting a challenge'. As activity starts, allows children to choose to work on own or with partner and gives space to do so, while still monitoring. Takes on a sense of joint activity with some room for learners to exert agency (YB). Engages as participant in questioning activity with RB. Bidding not required, enjoys the animated sequence, controls behaviour using indirect means. But still in control – selects readers, partners, sometimes directs questions at individuals. After valuing 'trick question' as member of group, changes question to return to own agenda.	
118.	YB: Yeah, because it has no number. (VOLS)			
119.	T1: Let's just give YB and SB a chance to read a sentence each, if they could start at the top for us - and XB, (LOOKS AT XB WHO IS FIDGETING) if you can follow along while they read. (PAUSE) That's it. Go on then YB, you start us off.			
120.	YB: (READS) '*Nor am I,*' said the monster. The monster walked into Miss Madd - Mabb's room and ate her in one	YB shows he remembers how to read Mabb.	**F ^{sel} + [-]** Learners collaboratively select content	

			within T1's learning activity.	
	monster mouth[ful.			
121.	T1: [OK, and SB?	T1 doesn't stop to comment but pushes on with reading. Emphasis now on activity.	**F** $^{seq/pace}$ **+ - varies**	
122.	SB: (READS) *He ate her desk too.*		T1 provides instructions and manages task in a way that promotes successful completion by all. After brisk start, T1 gives learners time they need, including XB, to succeed and interact.	
123.	T1: OK. Nice short sentence, wasn't it? All right, I'm going to set you a challenge now. (11.58) I'm going to ask NB **{12}** and XB (LOOKS) to have one whiteboard and pen, YB and SB (LOOKS) to have a whiteboard and pen, and RB's going to work with me. (CHN TAKE WHITEBOARDS) And we're going to set each other a question, just like I've done, and the answer to the question (SHOWS BOOK) must be on this page. (SHOWS PAGE) So my advice to you is have a quick look at the page, read what's in it, and then [set the other two groups	T1 does not praise reading aloud: simply a precursor to activity. Returns to the idea of 'challenge' (see VSRD) as way of keeping them involved. She identifies – rather tentatively –they find it hard to concentrate when listening. Organises pairs and they take resources. Reiterates task, showing children where to focus.	**F** ^{eval} **+** T1 continues to remind learners to look at page and write answerable question. Criteria are embedded in task but also reminds individuals – rather than group - orally. Activity provides its own evaluation,. Learners involved in assessment.	
124.	YB: [Those pages there or just that page?	Again, pupil likes to check page numbers: for attention or genuine uncertainty?		
125.	T1: Yes, both pages. And then we'll try and set the other two groups a question for them to answer. (QUIETLY TO RB) So RB, I'm going to let you do the writing for me. Oh, actually if I write, you can tell me what the question's going to be. (WHISPERS TO XB/NB) You discuss it in secret. Are you going to work on your own, boys? (LOOKS AT XB, NB)	RB is sitting next to T1. Why does T1 change her mind and take over writing? RB could do both! However this is teamwork, and T1 and RB are a team, and RB is doing the 'reading' work. T1 appears to pick up that XB and NB are not happy collaborating, and makes it OK for them to work individually. Can't hear whispering even on audiotapes: T1 and RB are talking, as are SB and YB.		
126.	XB: Yes.			

Appendix 4e: Teacher Interview extracts (Bryony/T1) DOCUMENT P1

28 ***So typically, what happens in a guided reading lesson?***

29 Well you'll have a text that you'll be working from, sometimes it'll be a text that you will be using for the whole six week period, sometimes it'll be different texts every week, depending on what your target is for that particular half-term's guided reading work.

30 I would start with the reading of the text, and that would be some independent reading on theirown, up to a certain point where we've told them we'd like to stop, and then there'll be a bit of a discussion about the, what they've read,

31 with the lower ability groups, we might then re-read it as a group, each of them reading a part each, to build up confidence and to ensure that everyone's actually read it and hasn't struggled, and isn't just nodding their head

32 and then, depending on what the target is for that week, or bearing in mind the target for the overall six weeks, for example, we're doing inference and deduction this half term, so we'd always be bearing that in mind in our questioning.

33 I say our, because three classes do the same in the year group, and we plan together.

34 So yes, we'd then go on to the questioning and the activity that we've planned in, it might be, *what have we learnt from the characters in this particular part of the text, how do we know that, where's the evidence, what can we use to tell us about the characters*, so we would go on and question them about the part of the text that we've just read.

35 ***And that would be roughly the same for a higher ability and a lower ability group?***

36 Yes. Through our planning, we will have differentiated and we have, actually for this half-term we've done a separate guided reading plan, we've done four separate GR plans, two of my groups are doing the same, because they're roughly working at the same level, so I've actually got four slightly differentiated plans, depending on their ability, and depending on their targets, which will obviously be different depending on their ability, so they are slightly different.
_____

71 ***Can you try and untease what the advantages of guided reading might be?***

72 First of all, I think the children really enjoy working in small group situations with the same text.

73 I think they really enjoy, they benefit from group reading sessions.

74 As I said, for the lower ability, they benefit from reading independently and then re-reading as a group, it sort of consolidates their own understanding and confidence in their ability.

75 I think it also is really helpful for children to work with children, with other children at the same level as they are, again it's a confidence building exercise.

76 I personally think that it's very useful for a teacher as an assessment tool, you can really understand what a child is actually getting from a text,

77 whereas in a class situation they can be very good at hiding what they've actually understood and haven't understood -

78 there's no hiding in a group reading situation, you're much more able to question individuals and delve into deeper questioning, which you wouldn't have time to do in a class situation when

79 you're under time constraints.

80 I think you can follow a line of questioning a bit further and you can perhaps come off track slightly as well,

81 because the guided reading planning's a little bit looser than normal literacy planning,

82 so if the children are going a particular way you can run with it, so it's a bit freer, it gives you a bit more freedom to follow the things that they want to do.

83 ***Has that happened recently?***

84 Yes, we were talking, in yesterday's guided reading session, we were talking about evidence to suggest what type of personality these characters had,

85 and my lower reading group, my SEN children, they really focused on the pictures rather than the words, and they were taking most of their ideas about the personality from the pictures,

86 and we did have, we had a great session, it was good fun,

87 because they were looking at facial expressions, but they were also finding words to support them, which was, which was wonderful,

88 and we ended up having a big conversation about one of the characters, it was an old man who was a bit crazy, about who he reminded them of at home, and he was like their Uncle Joe, and it was nice to bring the context that they knew and were familiar with into a session.

89 So - and I also think from a teacher's point of view, it's so nice to sit and get to know the children a bit better like that,

90 and that's the only time really when you work with them in a smaller group situation,

91 so it takes the pressure off a bit, I think, it's a bit more informal, it feels to me, when I teach a guided reading session.

92 *Do you find that comes and goes a bit, the level of formality?*

93 I think - it doesn't come and go now,

94 I think at the beginning of the year they were a bit intimidated, because I was a new teacher, and they didn't know what I expected of them.

95 At this point in the year it's lovely, it's a chance for them to work with me, and they like it, and it just feels nice and relaxed when we're working together,

96 because I think they know they don't have to produce anything from it, they're not being asked to sit and write something, or produce a whole amount of work,

97 they know it's probably going to be a nice chat about a book that they enjoy reading, so I think that they expect it to be fun, which is good.

_____

127 *Now the children obviously are at different stages of learning to read, even within the year group. Do you think guided reading is helpful for all of them, and if it's helpful for all of them, would that be in the same way?*

128 I think it is helpful for all of them, but I don't think it's in the same way.

129 I think that my bottom groups, my SEN group and my lower ability group, benefit more from the group activity, working as a group for reading together after they've read independently, to consolidate what they've read, for confidence and self-esteem,

130 because I target my questioning because I know they'll be able to answer it.

131 So they really benefit from the self-esteem aspect.

132 My other end of the spectrum, my much more able readers, they are already confident, they're already aware that they can read it quite easily, and they're almost a bit more dismissive,

133 and you have to really probe them, and sometimes it's difficult to stay sort of one step ahead of them all the time, and that's a real challenge,

134 I mean, I'd say the lower groups get more pleasure than the more able groups, but they still learn from it,

135 but it's much more of a challenging environment for the teacher, for me as well, I find it more of a challenge to get out of the sessions what I feel that the lower groups have benefited from.

136 *And this is Year 4 - did you find the same when you taught Year 6?*

137 Well, I think the spectrum between the two, you know the upper and the lower ability, was huge in Year 6,

138 and I think, by then it was almost that the readers who struggled were almost so aware, painfully aware, of their inability to cope with the reading text, that actually at that point, although it was sort of trying to boost their confidence, I think at that point they already felt they'd been pigeonholed, and in their own minds they'd probably pigeonholed themselves as - readers who weren't very good.

139 And so it might have been too late by that point to boost their confidence.

Appendix 4f: Teacher Interview extracts
(Bryony/T1) DOCUMENT P2

40 ***Can you remember what you were expecting in terms of how you would teach children reading?***

41 My goodness, do you know, I don't think it even came into my head.

42 I think if I had been aiming to do Key Stage 1, I'd have probably put a lot more thought into it, maybe not a lot more thought into it, but would have thought more of what I expected the teaching of reading to be.

43 Because I always knew I wanted to do Key Stage 2 I probably thought less about it, because you believe that children

44 at that age are going to have some understanding of how to read.

45 I guess I did base it on what I experienced, parent helpers coming in, reading with children, reading stories to children, especially to sort of give them the pleasure of reading, giving them time to read, I was expecting that, I don't think I ever thought about the actual nuts and bolts of teaching a child how to read.

46 I'm sure I expected it to have been done by the time they got to where I would be teaching, which is upper Key Stage 2, so…

47 That's interesting, actually, I've never thought about it until you've just asked me this question!

48 ***I know it's hard looking back with hindsight, but were you surprised at what we were teaching you at University about how to teach reading?***

49 I was surprised at how much emphasis was put on reading even in Year 6, because I suppose before I did my PGCE course, you just assume that someone who's able to read is able to read. You don't really think about the levels of reading ability, you think they can read, or they struggle with reading. It's pretty black and white before you delve into all the different levels,

50 and also, I suppose once you understand what children are expected to be able to do, then you realise how much it can be broken down into, you know, different areas and aspects of reading, and what reading for information and reading different types of text,

51 I think when you start you assume it's reading a lovely story, and yes they can read it, no they can't read it - you don't think about all the other aspects of reading that go along with it at all.

52 So I was surprised, and I was also surprised that we hadreading sessions, in my PGCE year, every week - and there was so much to cover. It was very surprising how in-depth it was.

53

54 ***... how your thinking about guided reading specifically, and reading more generally has developed and changed?***

55 I suppose starting from the last point, I didn't expect reading to play as large a place as it has.

56 I was then surprised throughout my PGCE year how much work we did on guided reading, and also the fact that it would be an everyday thing, in every literacy lesson.

57 I was also a bit sceptical, I suppose at that point, about how it would fit in every day, and almost how you'd find enough to do, every day, every year, for a child from reception to Year 6.

58 You know, I didn't understand how much there was to learn

59 My first teaching placement, I remember, one of the directed activities we were given was to read a story to a large group of children, and my teacher mentor, very kindly, my first job of speaking to the class was reading a story, to the year group after assembly every week,

60 and I was very surprised at how much I enjoyed it, loved reading, reading out loud to a group, and that made me excited, because I started to imagine myself in my own class, reading aloud to them, choosing books that I knew they'd love, books that I'd enjoyed, so that sort of got me excited about it, and I think that, after doing my first placement, helped me to put in context the guided reading sessions we were doing in University in our PGCE course.

61 I suppose I thought that it was quite tedious planning, especially in that first, that PGCE year, I

thought here was an awful lot of planning to be done, but I think that's probably because I was swamped with all the other planning I had to do,

62 and until you get to school I don't think you appreciate how it all fits together.

63 When I started as an NQT in this school, again I was with Year 6 with a very challenging class. I don't think reading even hit my radar for the first term. I think it almost dropped completely off the radar, because there were so many other things that I had to get into place first, as a new teacher, with a difficult class, with Year 6 especially, and my understanding of what the school expected me to produce at the end of Year 6.

64 So I think it sort of became something that I didn't really value, perhaps, for the first term.

65 However I did sort of make sure that we had author of the month, and we talked about different authors, and I was always reading stories to my class,

66 but perhaps wasn't doing the questioning about reading that I should have been doing,

67 and gradually since then, it's slowly become more embedded in my everyday teaching.

68 This year has been fantastic, because we've had a Year 4 reading challenge, where the parents read with the children, every week they have to pick a different genre - we had a reading booklet with different stars, and inside each star was a different genre, could've been a recipe, and a TV guide, an information book, and they'd read with a parent, the parent would make comments, would sign it and date it, and then the child could colour the star in for that genre,

69 and that made me realise, one, how much the children enjoyed it, and two, how diverse their reading ability needed to be, it wasn't just reading for pleasure, it was so many other things involved in it.

70 So this is the first year when I think I've been able to give guided reading the time it required, I don't think I did it in the last two years, I think, especially as it was a Year 6, it got pushed out because of SATs and other requirements from the school.

71 ***So in terms of what you actually do in the course of a lesson, has that developed at all, do you think?***

72 I would like now to go back and have some of the input I had from my PGCE year, because when I came to it, I was so fresh, had all the ideas in my head, knew what a good guided reading lesson would look like and knew what would come out of it, but because there was that turbulence in my first term, and the pressures of Year 6, it's a shame I didn't come to this year group knowing now what I know about them.

73 If I'd come to this year group with the ideas all fresh as they were at the beginning, I think they'd have benefited a lot more from it.

74 So, I think, I would like, personally, to review a guided reading session, what it should look like, a model guided reading session,

75 and we have touched on it in INSET days, but not enough, I don't think, to make sure that it's happening the way maybe I'd like it to happen, or as useful as I'd like it to be.

76 ***But you've probably changed in some respects in terms of what you do with children?***

77 Definitely, because I've adapted, depending on the class I've got, some of them enjoy more independent reading, some are much more vocal and like the questioning and answering,

78 and it changes depending on what group I'm with, as we've talked about the lower groups and the higher ability groups, they all get different things out of it, so you're different with each group,

79 and I definitely think at the beginning of my NQT year when I finally got guided reading underway, it was a very structured, formal session, because I knew what it should perhaps have looked like, and I was trying to get all those things in,

80 now it's much less formal, and I go with my gut instinct some of the time and go off track, so it has changed.

81 ***So really in terms of its evolution, it's linked to your own reflection and your experience?***

82 Absolutely, and your confidence as well, and your understanding of the children in your class, and also what the school expects out of guided reading sessions.

83 I haven't been monitored on them, so because of that I've allowed perhaps the edges to get a bit fuzzy, and to lead it in a way that I think it should go in rather than sticking and adhering strictly to year group planning.

Appendix 4g: Teacher VSRD interview
(Bryony/T1)   DOCUMENT P3

14 *It looked to me pretty much as if the children were doing what they would normally do. There were one or two children who were quite quiet, but my sense would be they'd be quite quiet anyway?*

15 Yes, I don't think any of the children, once they were in there and it started, I think they kind of forgot about it - because it did become, kind of a normal session,

16 but I think there was still that feeling that it was out of context, it was a strange situation,

17 and they were probably less aware of it than I was, as it went on, once they'd got into it,

18 and they realised it would be the same sort of set up, me talking, them answering, and they didn't have to do anything above and beyond what they'd normally do.

19 I think it was probably me who felt more aware of the situation we were in.

20 *And you'd a couple of very vocal children as well, I guess the likes of JA probably is always as vocal as he was then?*

21 Yes, he's a lot of opinions, and he likes to get them across, and he's got some great ideas, you know.

22 I was really pleased that he didn't feel at all inhibited by the camera and he could just say what he felt.

23 I was aware that I did let children run with ideas that perhaps because of time constraints I would have had to cut short, because the sessions were longer than they would have been in class.

24 *Did you feel that they went as planned in terms of what you were trying to achieve?*

25 Yes, I did - I obviously had the target in mind, and the target was on the sheet that I took in with me, so I could keep that in mind, and I'd planned the sessions around that target and the specific task that we were going to be doing that week.

26 Obviously we went off at tangents, I think that's one of the things that I said happens and I'm glad it happens, because that's when discussion takes place, isn't it, you don't follow a rigid plan,

27 so yes, I feel we achieved what we set out to achieve in that lesson.

28 *So in terms of the objectives on the sheet, you felt that -*

29 Yes, we were working towards the final target at the end of the six weeks. We were on course to get there.

30 If we hadn't have been, if I'd felt that that lesson, we'd spent more time discussing something, you know, something off at a tangent, then I would have, the following week, adapted it slightly so we were back on course, because that's what's nice about the six weeks, sort of progression allows you to chop and change as you need to.

31

32 *Did you feel there were any places in which you felt learning was taking place?*

33 I think just some of the answers, I think as always, children surprise you and they come up with answers you don't expect them to say.

34 You've always got an answer in mind, what you'd like them to come up with, because it would then lead on to whatyou're going to ask them next, and when they come up with something different that you haven't even thought of, you think, you know, did I prompt that, is that because of our discussion, and that's always nice, when a surprising thing happens, I can't remember a particular instance on the tape, but maybe if we watch it...

35

36 *The groups' reading levels are obviously different - did you say level 4 and level 2b?*

37 Yes, the first group were a level 4 and 4 plus, you know, some of them had been level 4 when they came to me, at the beginning of year 4, and unfortunately the assessment process they go through doesn't allow them to score any higher than a level 4 at the end, so

it's very hard to track those children, how they've progressed.

38 The second group were 2b, some slightly below, but they managed really well I think with the text, and I think the support of the group helps, with them in particular.

39 Both groups clearly were enjoying it. Do you feel that the children in both groups went away feeling that they'd done something productive, or just that they'd enjoyed it?

40 I think both, in this instance.

41 I think perhaps in normal lesson situations, I think they enjoy it, every time.

42 They get a chance to work with people perhaps they don't work with very often,

43 and they enjoy the texts, and my class are really wonderful because they love reading, so I know they enjoyed it.

44 I think they probably felt proud of themselves, because they'd done something different, there was a camera there, you know, they felt they'd probably done me proud as well, because I'd said to them it's good fun, and you know - so yes, I think they got both out of that session.

45

46 You presumably went on to teach one or two more guided reading sessions by the end of term - do you think watching yourself on video made any difference to how you went on with it?

47 Em - I suppose it did to start with, but you get very quickly back into an old routine, don't you.

48 I think the very next session I did we talked about the last session when you'd come in and visited, and I said that they'd done really well and I was really proud of them, and I think we touched on it,

49 and it's amazing how quickly it gets back into, you know, your normal routine again, and so we carried on,

50 and over the next two sessions we finished the books, a bit of a rush towards the end of term, but I think, I think in the last couple of sessions we literally read the books and had a nice chat about it at the end, and they were happy to finish it.

51

52 How did you plan to follow it up in a future lesson?

53 Got to think back now to the plan.

54 Well obviously, we'd have read the next part of the story … I can't remember what we actually had on our plan…. It would have been still following, working towards that objective. It would have been more inference, perhaps thinking about what might happen in the next part of the story and how we know that might happen, what clues have we been given in the text, and again sort of highlighting that it's not just about what's written there, but the hidden meanings. And I think at that point, that group's probably ready to talk about actually the words inferring, and hidden meaning…

55 obviously having taught Year 6 before, I know that when we get to Year 6 we talk about inference and deduction, and explicit and implicit information, and I think that group would be ready to perhaps do a simple task where they had to find something that was actually written in the text and then find something that they could infer from the text, and maybe simplify the language a bit, and that might be the next step over the next few sessions.

56 Do you think they would enjoy using the language?

57 I think they would - I think JA would have loved it! (LAUGHS)

Appendix 4h: Pupil Interview extracts – group A (Bryony/T1)   DOCUMENT P6

11	*R:*	*So when you're doing your guided reading lesson in the group, how does that normally work?*
12	LA:	Well like - we, well sometimes we get asked to read it separately…
13	HA:	some different bits…
14	LA:	Yes certain bits - and we have to read, first we like read it all together…
15	JA:	and we just like, there's just one of us, we all get our own book like we did before and just read until T1 said, stop
16	LA:	and we read separately…
17	JA:	Yeah, so we start one person reading one part, then the other person reading the other part…
18	JA:	Then at the very end we get asked if there are any words that we couldn't understand, and then, if there were, T1 would tell us what they mean.

_____

123	*R:*	*In your Guided Reading group, do you find that challenging?*
124	PA:	Not really.
125	PA:	No, I find it quite easy actually.
126	PA:	So do I.
127	PA:	I like challenging books more than easy books.
128	*R:*	*What does a challenging book mean? What does it have to do?*
129	PA:	I like more words I don't *know*, so I know them, and less pictures, and stuff, so you use your imagination…
130	PA:	smaller writing
131	PA:	loads of chapters
132	MA:	…. *Goodnight Mister Tom.*
133	JA:	I think like long books - small writing - bigger words…
134	PA:	Yeah… longer words….
135	MA:	..finished Chapter 2.
136	*R:*	*What about things that make you think?*
137	HA:	What, you mean pictures that make you use your imagination and that, and make you think more?
138	JA:	Yeah, I like actually to just imagine all the pictures, OK, it looks like that, I like to actually be able to read it without pictures and imagine what it describes.
139	LA:	Because sometimes it describes…sometimes you can picture it in your head.
140	MA:	The new Harry Potter, it's got the film and the book. I like reading the books first and imagining it in my head, and seeing the film and you're like, *Oh that's how it, oh yeah, I imagined tha*t…

_____

146	*R:*	*So what do you think, in your GR lesson, T1 is doing to try and help you become better readers?*
147	JA:	She's trying to widen our imagination, to get us more interested in books really.
148	MA:	Sometimes - I don't know if anyone else feels this way, but sometimes when you

read it in your head you feel all confident and you read quite quickly, and you read
   it to yourself, you know, with no mistakes, but when you're reading to someone
you're all shaky, you're thinking you've got to get it all right, and you're actually
getting worse when you're reading to someone.

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55	***R:***	***Sounds like you're pretty keen readers... do you all like reading?***
56	PPA:	(ASSENT)
57	JA:	Picture books I just read like, when I'm just bored, want to do something very quickly…
58	LA:	My mum calls me a bookworm.
59	MA:	I've got lots of books. I've got a million. I start one book and I go on to the next book and I read and I…on one page and then the other page and then
60	HA:	I once read about three books at a time.
61	JA:	My dad's pretty annoyed at me. Just last night, he doesn't like the fact that I keep on reading books, because I barely get any sleep, and just last night he decided he'd try and raid my bed and found seven books up there, (LAUGHTER) well he usually tells me to bring them all down, you should see the expression on my face. I managed to conceal the expression when I left one book up there, and as soon as he went I just started reading it again for some reason.
62	LA:	I can't because I need my glasses to read.
63	HA:	Santa bought me a booklight and it's ….. and it has a little grip and you place it in your book, and I've got *The Suitcase Kid* under my pillow and one night, because I always sleep under my pillow, so I left it under my pillow and my mum found it in the morning when she was cleaning my bed, because I don't usually clean my bed, I'm too lazy, so my mum does it, not me, and then she found it and said *HA, what are you doing reading nights, now I know what you do*, so last night I quickly sneaked it back out and started reading it again and I hid it down the side of my bed.
64	PA:	What book was it? (GETS VERY ANIMATED - HARD TO IDENTIFY)
65	HA:	*The Suitcase Kid*…
66	PA:	Oh, I've got that.

Appendix 4i: Pupil Interview extracts - group B (Bryony/T1)   DOCUMENT P7

17	*R:*	*What's good about it?*
18	YB:	Well, instead of having to work with the whole class, then you can actually just work with some people, and because you're not working with everyone, and people at higher levels, we are a bit left behind normally…
19	*R:*	*But not when you're in a little group?*
20	RB:	I've got one.
21	YB:	When we're as a group, the whole class, all the people who are better than me they just rush ahead and…

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59	*R:*	*Do you think working in a little group helps you with your reading skills?*
60	RB:	Yes, it helps me. We could all share out what, how *they* read words, so if you can't, say I can't read big words, but I can read small words, and someone else could read big words, but not small words, then we could help each other, that's what I thought … about in groups.
61	PB:	I can read big words but not small words…
62	*R:*	*And what does T1 do to help you?*
63	PB:	She normally….
64	YB:	She normally - if we were on the computer and we were doing writing work, she would let us, some of us, go to the lib - I meant the ITT - so we can do it, type it on the computer, and we don't have to write it.

_____

23	*R:*	*Do you think you're becoming good readers?*
24	PB:	Yeah!
25	PB:	I read loads of books at home.
26	PB	Me too.
27	PB:	I don't.
28	NB:	I've got, I think, nineteen.
29	PB:	I've got Little Troll at home.
30	YB:	I've got Harry Potter and Order of the Phoenix.
31	*R:*	*So you really like reading.*
32	RB:	I've got one.
33	PB:	I've got two cupboards full…
34	PB:	I've got Harry Potter.
35	PB:	And I've got the Wild….it's a film.
36	RB:	It's quite the same as YB's, but it's a bit different… Instead of working with the whole class, and instead of working on your own, you can work in a little tiny - in a little group, and it's more better, because then, if you're reading to someone, or partners, you have someone to read to, and someone to be partners with.

Summary of lesson episodes to provide a sense of lesson structure and shape; demonstrates consistency across the two lessons

Appendix 5a

Appendix 5a: Overview of lessons C and D (Caroline/T2)

Group C: The Encyclopaedia of Fantastic Fish

	Episode	Length	Purpose (according to teacher interview/VSRD)
1	Introduction to text • *Teacher refers to visit to Oceanarium and non-fiction week*	0:25 2%	To make link to other learning/ events
2	Introduction to activity/objective • *Teacher explains children will be using question cards to ask each other questions*	1:12 5%	To explain what children will do/learn in lesson
3	Introduction to genre features • *Teacher asks questions about and demonstrates relevant features of encyclopaedia*	4:03 17%	To check children's existing knowledge about encyclopaedias To teach textual features to be used as basis for pupil questioning
4	Independent reading alternating with activity (in many sub-episodes) • *Children read (aloud or silently)* • *Children ask a question for another child to answer based on page read*	16:26 70%	Children to ask and answer their own questions based on comprehension of textual features
5	Lesson close • *Teacher reminds children of objective, praises their work*	1:20 6%	Self- and teacher-evaluation of learning with reasons To end lesson

Group D: The King of the Birds

	Episode	Length	Purpose (according to teacher interview/VSRD)
1	Introduction to text • *Teacher questions children about the front cover*	1:08 5%	To provide a basic context for the story based on the pictures
2	Introduction to activity/objective • *Teacher refers to learning activity* • *Teacher reads blurb aloud* • *Teacher asks children to write down a prediction* • *Children share predictions*	3:58 17%	To explain what children will do/learn in lesson To guide children through the process of writing down a prediction with a reason
4	Independent reading alternating with activity • *Choral reading, or one child reads aloud to group* • *Children share predictions orally or in writing*	17:26 73%	Children to predict what will happen next and give a reason based on evidence in text
5	Lesson close • *Teacher summarises final predictions and asks children to keep their notes for next lesson*	1:21 6%	To remind children of learning objective Children to know they will self-evaluate in next lesson and find out if their predictions are correct

Summarises framing strength across episodes of each lesson (as in 5a); contributes to overview of framing relations in Appendix 3c.

Appendix 5b

Appendix 5b: Framing relations in lessons A and B (Caroline/T2) *For key see appendix 3b*

	Group C: The Encyclopaedia of Fantastic Fish **Episode**	Length	Strength of framing relations (see Appendix 3b)			
			Hier rules	Sel	Seq /pacing	Eval Crit
1	Introduction to text • *Teacher refers to visit to Oceanarium and non-fiction week*	0:25 2%	+ +	+ +	+ +	n/a
2	Introduction to activity/objective • *Teacher explains children will be using question cards to ask each other questions*	1:12 5%	+ +	+ +	+ +	+ +
3	Introduction to genre features • *Teacher asks questions about and demonstrates relevant features of encyclopaedia*	4:03 17%	+	+ [-]	+ [-]	+ +
4	Independent reading alternating with activity (in many sub-episodes) • *Children read (aloud or silently)* • *Children ask a question for another child to answer based on page read*	16:26 70%	+ [-]	+ [-]	+ [-]	+ +
			Repetitive – framing mainly strong but children can choose within teacher's frame			
5	Lesson close • *Teacher reminds children of objective, praises their work*	1:20 6%	+ +	+ +	+ +	+ +

	Group D: The King of the Birds **Episode**	Length	Strength of framing relations (see Appendix 3b)			
			Hier rules	Sel	Seq /pacing	Eval Crit
1	Introduction to text • *Teacher questions children about the front cover*	1:08 5%	+	+	+	+
2	Introduction to activity/objective • *Teacher refers to learning activity* • *Teacher reads blurb aloud* • *Teacher asks children to write down a prediction* • *Children share predictions*	3:58 17%	+ +	+ +	+	+ +
4	Independent reading alternating with activity • *Choral reading, or one child reads aloud to group* • *Children share predictions orally or in writing*	17:26 73%	++	++	+	++
			Repetitive – framing mainly strong – pupils have some choice but seems more directed than for group C, with no pupil spaces for talk			
5	Lesson close • *Teacher summarises final predictions and asks children to keep their notes for next lesson*	1:21 6%	+ +	+ +	+ +	+ +

Appendix 5c: Lesson transcript analysis extract   (Caroline / T2)   DOCUMENT P6

EP4e		Independent reading		
1:53	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
1.	T2: [11.35] Right, I'd like you to read *Clownfish* and *Dwarf Gobi*, by yourself please. Make sure that you look at all the little features as well. BC, can you read please so I can hear you?	T2 drops in the harder words which will help the chn read them later. Don't know if she is aware of this. She listens to BC but without intervening, and is also observing other children (similar to last time if a little more explicit).	**EP*4* b, c, e, f** **Mostly repeats format as below** **F hier + [-]** T2 strongly controlling interaction by managing focus of children's attention (scaffolding). Another pupil initiative from LC which T2 accepts and then uses to demonstrate a point to the group (4e) **F sel + [-] ?** Division of labour in which child who asks question exerts some influence; but learning activity options remain demarcated by teacher. Joint selection? **F seq/pace +** T2 manages the sequencing with prompts. T2 is responsive to children, slowing or speeding up in different sub-episodes, but her questions drive the pace – she intends all children to ask and answer two questions (at least). Where T2 asks own question, she can increase pace (4c).	
2.	(CHILDREN READ, T2 LEANS TOWARDS BC) *The clownfish live between (...). The poison protects the clownfish(...) The dwarf gobi is the size of a leaf. It is the smallest fish in the world. It is the size of a ladybird.* **{12 during reading}**	**During independent reading:** • BC intent, leaning closely towards text – T2 listens to her across table briefly (but also observing others and starts to interact with LC) • CC obscured but appears to be reading; deals with SC's arm and looks fleetingly at camera; leans across for demo of size of dwarf gobi; appears quick to finish • LC leans forward, arms folded, shares comment on fish size with T2 • OC leans forward (obscured), moves forward and back but reading; quick to finish • SC leans forward, arms on table, knocking CC as he reads right hand page, takes longer to complete		
3.	LC: (...) (TO T2)	Individual conversation between T2 and LC, who is fascinated by the content. He doesn't answer a question but takes the initiative to provide information based on his reading. This attracts the attention of the others as they finish reading and T2 repeats her ruler demonstration for all.	**F eval ++** T2 continues to structure children's thinking through her question prompts. Continues to praise, and gives reasons for success. Virtually	
4.	T2: (TO LC) Mmm.			**12.21 (Did you see that?)** Oh yes, I showed them on there. Oh this is the other bit of interaction, I thought, when I showed them it on the ruler, because I could point out how small it was, and I showed LC, and then I showed everybody.
5.	LC: (...) (TO T2)			
6.	T2: (QUIETLY TO LC)That's tiny, isn't it. That's like half a centimetre - probably about that big, between my two nails. (SHOWS ON RULER – OTHERS LOOK ON) (TO GROUP) Did you see that? (12.21) Look, the dwarf gobi's probably			

	Lesson Transcript	Researcher observations	Theoretical commentary	
	about that big (SHOWS TO ALL) - between my two [finger nails.			
7.	LC: [It's the smallest fish in the world.			
8.	T2: [12.26] Right - I would like this time a question card from OC. (GESTURE) (OC PASSES CARD) So OC, who are you going to ask your question of? About something you might have found out from that page.	Back to questioning. A bit quicker now? Questions continue to scaffold by reinforcing what to think about when, although children are expected to take increasing responsibility for framing their questions. T2's smiles and positive comments also support.	Framing similar to X6a,6b	
9.	OC: BC.			
10.	T2: BC - ohhh, so would you like to ask BC? (PAUSE) Which page, sorry?			**Comments from VSRD (from General)**
11.	OC: Page (PAUSE) five, what country is, does the dwarf gobi live in? (VERY SLOWLY) **{13}**			*Quite often when a child answers a question, you then repeat it. What are your intentions?*
12.	T2: Oh, that's a good question. What country does the dwarf gobi live in? (SMILES AT OC)			T2: I don't think I did in group 2 so much, but I did it in group 1, because I just wanted to make sure honestly that
13.	BC: I've found it. (PUSHES BOOK TOWARDS T2, POINTING TO WORD)	BC has found answer but doesn't know how to read word. T2 clearly aware that she probably can't work it out and draws on group support. Presenting it as a 'tricky word' makes it a challenge rather than a deficit on the part of the children, and T2 praises their efforts.		they'd heard the question. Because I wasn't necessarily sure that they'd heard the question, so I was making sure that they'd heard the question.
14.	T2: You found it perfectly, you found it perfectly. But that is quite a tricky word. Can anybody help her read that word? (HU: LC)			*What you tended to do, I think, was quite often you'd say it again, and look at the child who was answering the question. In a sense you were checking with the questioner, and you were checking with the answerer?* I
15.	SC: (...) (VOLS)			just think I wanted to make sure that we got it right, and that
16.	T2: She found one of the information words. Pardon?			they'd said the right question, and that they had heard it
17.	LC: (...) (VOLS)			correctly, and got it clearly, because sometimes they speak
18.	T2: (POINTS TO LC) Oh, you're so close. It's the Philippines. (PAUSE) But that's absolutely fine, (LOOKS AT BC) because you knew where the answer was, so that's OK.	Again, praise for attempt.		in quiet voices. Now I perhaps should have picked up and said *you need to say that in a louder*
EP4f	**Reading activity**			
1 min	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	
19.	T2: [13.28] Right, CC, give me your question card, come on. (CC PASSES CARD) Who would like to ask a question of, CC?			
20.	CC: (PAUSE) OC.			
21.	T2: OC. Which page CC - which page			

	Lesson Transcript	Researcher observations	Theoretical commentary	Comments from VSRD
	does she need to look at, CC?			*voice*, and perhaps encourage them more, rather than me doing it. Next time, maybe, I wouldn't repeat it, I would say, *you need to say it louder*, *to make sure that they have heard*, or I might say *did you hear that?* I know why I did it, but I think there's development there, when you look at it yourself and you think, actually....(truncated)
22.	CC: That one. (POINTS)			
23.	T2: Which is page?	Makes CC give more precise info.		
24.	CC: (PAUSE) Five.			
25.	T2: Right, would you like to ask OC your question?			
26.	CC: How small is the dwarf gobi?			
27.	T2: Good question - (LOOKS AT OC) how small is the dwarf gobi?			
28.	OC: Five centimetres.			
29.	T2: Oh no it's not, actually. Look very carefully. (PAUSE, SMILES) **{14}** It's got another number before it. (PAUSE) Zero point -	T2 jumps in – this is a difficult question. This is a rare occasion where T2 contradicts child – but still positive (smile). She prompts children to use their existing mathematical knowledge to correct the error, but as above praises child for locating information correctly. She reinforces mathematical knowledge quickly.	Classification - T2 says nothing about this, but is clearly making link with mathematical learning (weakening classification)	
30.	OC: Point five centimetres.			
31.	T2: Now zero point five is actually another way of saying - (HU: SC; T2 POINTS TO SC)			
32.	SC: Half.			
33.	T2: Half, (GESTURE) good boy, SC - half a centimetre, but you've got the right answer (GESTURE TO OC), well done.	And praises answerer again.		
EP4g				
0:52	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
34.	T2: [14.19] Right, LC my friend, who would you like to ask your question of?	Speeding up now on the questioning, but the surrounding discussion is taking up time. Somehow T2 regulates timings so all children end up having had equal turns, if not equal time.		
35.	LC: I'd like to ask it (PAUSE) BC.			

Appendix 5d: Lesson D transcript analysis extract (Caroline / T2)   DOCUMENT P7

EP2	Introduction to activity/objective			
3:58	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
18.	T2: **[01.08] Now what we're going to do today** - the reason you've got your whiteboard today, is, OK, we're going to do some predicting today as we read the story, and you're going to write your predictions on the whiteboard, OK, but you don't need the whiteboard (POINTS) just for now, so put your pens down, we're only going to do it as we read the story, OK? [01.25] So let's open our story up. (PAUSE) Now I'm not going to get you to read the blurb, I'm just going to read the blurb to you, so you get an overall idea of what the story might be about, OK. *A long time ago all the birds decided they needed a leader. Could any bird beat the mighty eagle?* (CHN LOOK AT BOOKS) [01.50] So, on your board, at the top (POINTS TO AD'S BOARD), put number 1. (LONG PAUSE, OBSERVES CHN WRITING) **{2}** Now, I want your first prediction to be about this, about the blurb, really. The question is could any bird beat the mighty eagle? If you imagine that the eagle is a very large bird, with a very long wingspan, hasn't he, so have a think - do you think any bird could beat him? So write down your prediction, if you think a bird could beat him or not, and if you write it down, could you explain why you've written that. So do you think any bird could beat	T2 outlines activity which entails writing down predictions. The matter of fact way 'predicting' is introduced suggests chn already know what this means. Establishes purpose for whiteboards but positions them for later in lesson (expectations) – while T2 is controlling children's behaviour (ie getting them to put down pens) she simultaneously orients them to what to expect. T2 explains what she will do and why – clearly chn often read blurb, and she clarifies that she will do so today; takes them through stages of process step by step. Orchestrates pupil activity by getting them to start all together. Writing helps with focus. T2 provides relevant information which gives a big clue that will help chn decide. May also help them with 'mighty' which is not directly explained. Essentially question phrased as direction. Teacher talk gives additional background info on which chn later draw. Talk and oral support during writing provides script for successful task completion.	EP2 $F^{hier}{}_{++}$ T2 controls what chn do and when, and assesses their responses, shaping them to achieve the criteria. She selects chn to speak, does not wait for bidding. Instructions are monologic and directions are explicit. Chn do have choice over their specific predictions and T2 talks to them about these on a one-to-one basis, responding to what they say, which reduces framing strength. $F^{sel}{}_{++}$ Although chn choose what they write, the process is teacher-controlled. $F^{seq/\ pace}{}_{+}$ T2 sequences process of writing predictions clearly and controls pace. Although T2 monitors chn's responses and varies time accordingly, she does not slow down overly to accommodate them; some are still writing as she moves on to sharing answers. This does not seem to be an issue, and what matters is the thinking, not the writing down. T2 comments on her 'slower pace' with group B. $F^{eval}{}_{++}$ Criteria are very explicit:: chn need to write an answer and a reason, and T2 talks them through this process, monitoring their writing and questioning	**Initial prediction (around 2-3)** But you can see as a group they find it much harder to concentrate, don't they, and much harder to be focused, so I think, I think if you went too fast they would find it even harder to concentrate, I think they need that - but then perhaps if you went fast they'd concentrate, but I don't think they would, I think they'd lose it, I think they'd lose all the bits that you wanted them to gain from the whole session. The focus is prediction, and they made predictions based on the text, didn't they?

	the mighty eagle, HD?		them about it. She repeatedly uses key vocabulary and emphasises the need to provide a reason. She praises little, but uses the reading aloud of predictions to ensure chn know what they have done to be successful.	
19.	HD: (SHAKES HEAD)	Reiterates question to individuals in turn – getting them to rehearse their ideas orally (or trying to). She asks for ideas, then asks them to read what they have written.		And I think again, we got everyone's ideas on what they thought, and again we picked up on the fact that someone used *because*, and I said that's a really good word, because you need to use that if you're trying to explain something, so again, what I was trying to do here as well, as an aside to getting predictions, and thinking about, you know, once you get to certain parts in the book, does that affect the way your prediction changes? Which is essentially what we did over the next two days, and we left predictions on the whiteboards, didn't we. But again, what I was trying to get them to do was actually not just actually write no or yes, because what they tend to do is write very short answers and they don't expand on it, so we try with all the three top groups, of which this is the third, and the group you saw were the first, to actually expand as much as we can what they say and how they say it. So it's just increasing, extending their language, extending their sentence structure, those sort of things, rather than just very short sharp answers, and start their thinking things of explaining why or giving a reason, those sort of things
20.	T2: No. So put down no, then, and then explain why you've written no. (OBSERVES CHILDREN WRITING) That's a good word to use when you're explaining, isn't it, JD, *because*. You need to say *because*, don't you, CD, *because* - why don't you think any bird is going to beat the mighty eagle?	JD's example used as preparation for rest of group, reinforcing teaching point through identifying child's successful use of a textual feature: chn know they need to provide reason.		
21.	CD: Because they're doing a race and robin might beat him.	These exchanges are essentially between T2 and individuals. T2 reads what chn are writing throughout this sequence and clearly bases her comments on what she sees. Extends and supports responses.		
22.	T2: No, {3} but why do you think - you've written no, you don't think anyone can beat him - so you need to explain why you've written that down. (OBSERVES FURTHER) That's a good one, well done, BD, you can read that out in a minute. What are you going to write, AD? (AD SITS BACK - PAUSE) You've said no, because (POINTS TO WHITEBOARD?) - why don't you think anyone will beat him?	Not quite clear about this: presumably CD has not written a reason yet - is T2 trying to improve his reasoning?		
23.	AD: They won't get back. (VERY QUIET)	T2 clarifies AD's thinking. AD doesn't seem very clear of what she means.		
24.	T2: Who won't get back?			
25.	AD: The birds.			
26.	T2: Why not? But why will he (GESTURE) be better than any of the other birds?			
27.	AD: He's too tall.			
28.	T2: Because he's too tall. OK, write that down (POINTS TO WHITEBOARD) as your idea, that's fine.			

29	HD: (...)(VOLS) (T2TURNS TO	HD is very quiet but is obviously conversing with T2. Like LC in group C, she uses her position next to T2 – out of eye contact – in a positive way to gain T2's attention. T2 switches back to collective mode by asking chn to read their predictions to	
30.	T2: Because he's the-Oh, you - right (PAUSE). Right. (OBSERVES AD WRITING) Right. So, **{4}** JD - what did you write down that you predicted? You said no, because		
31.	JD: He's too strong.	Chn read what they've written. Like T2, they are all using 'because'.	
32.	T2: You think he's going to be too strong. (JD NODS) Right. What did you write down, BD?		
33.	BD: No, because he's too fast.	Teacher accepts children's predictions by repetition and elaboration, rather than with profuse praise - may reflect expectation that predictions will be evaluated as story unfolds. The repetitions, according to T2, are usually intended to ensure all have heard (see VSRD). They may also function as a minor prep move? (although T2 said she didn't intend this). T2 seems to infer from CD's response and suggests a reason for his decision.	
34.	T2: No, because he's too fast, OK. What did you write down, CD?		
35.	CD: No, because he thinks he's better than all the rest.		
36.	T2: Oh, you think no because he thinks he's better than all the rest. Right, so you think on the front he looks a bit proud (POINTS TO BOOK COVER, CD NODS). OK. What did you write, AD? (POINTS TO WHITEBOARD)		
37.	AD: Because he's (PAUSE)	Cues AD into reading word she has written.	
38.	AD: Because he's (PAUSE)		
39.	T2: He's the t- (POINTS TO WORD)		
40.	AD: the tallest.		
41.	T2: Good. And what did you write down, HD?		
42	T2: So you're all predicting (HAND GESTURE) that nobody else is going to beat (PAUSE)	T2 summarises pupil responses before they move on. She does this a lot – it helps to focus, and values chn's answers,	
43.	PPD: [The eagle.		

Appendix 5e: Teacher interview extracts (Caroline/T2) DOCUMENT P1

68 One, I think it's a very effective way of working with a group of children on developing reading skills.

69 Two, I think it's really good for the children to read in a group so they've got other models who they can learn from, because I think reading before was a very isolated, you read with the teacher by yourself, so there was no talking with other people about it, or listening to what other people had to say, it was very much what the teacher had to say, so I think I would introduce it for that reason, because I think it's good for children to have good role models from everybody else.

70 Three, I think it's a very effective way of assessing children,

71 and in terms of time, where everybody is restricted with such a full curriculum now, with all the best will in the world, although we do reading conferencing every half term, we haven't got time to hear children read individually each week, and - so in terms of time I would introduce it,

72 but I think it's a really effective teaching tool to get across the reading skills that you want to teach to a group of children, yes, so yes, I would

73 does that make sense? I don't know if I've said the right thing!

74 ***Absolutely.. - there's no right thing, but it's ... very clear to me that you're very committed to using it in a way that works for you and the children.***

75 Yes, and I think you have to adapt it, and play with it, like you say to meet your needs, their needs and the school's needs as well.

76 But I do think it's effective for the reasons that I said.

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80 Em - I was a bit dubious, I think, if I'm honest,

81 because I'd only ever taught children to read individually, because that's how we were trained at college, that's how when I was on teaching practice you heard children to read individually and that's how you did it,

82 so to be told that you were now going to do this group reading and individualised reading wasn't necessarily going to happen, or happen as much, I think there was a bit of like *oh my God, your safety blanket's been taken away*, and it was a bit of risk taking, I think, so I think that's how I felt about it.

83 I was dubious about it, I thought *how can it possibly work, how can you possibly teach reading to a group of six children, because they're all going to be at different levels, and how are you going to group children* and it was all those questions, and I think it was the fear of the unknown.

84 Not that I wasn't prepared to give it a go, I was open-minded about it, but I didn't think it would work, because I thought *that's not how I've been taught to do it.*

85

86 ***So were you surprised when it started…***

87 Yes I was, I was quite surprised how easy it was to do it,

88 I perceived it was going to be much more difficult, and even when you did the training, you looked at those nice little classes with no-one else in it, and the teacher with a group of six children and you thought, *well I could do that with a class with nobody in it*, and I don't think it was actually sold to people very well. I think, you know, advertising-wise it was a bit of a failure, because you just looked at them and thought, *well, yes, in an ideal world that would be fantastic, but I've got a class full of 26 other children.*

89   But I think, the more you worked with it, the more you thought *actually this is quite an effective way of teaching reading, because I can spend 20-30 minutes with six children here, teaching them the skills that they need, and they've had a good, a really good input, for 30 minutes.*

90   With all the best will in the world, you might have snatched 5 minutes with a child because you didn't have time to really sit down with children and - you could teach them to bark at print, I think, when you heard them individually, but you never had a chance to really go underneath the reading and do the meatier things of reading, you know, like perhaps inference and that sort of stuff, so I think that's what dawned on me, I think *actually no, this is quite effective, and I could actually spend quite a long time doing something that's really quite meaty here, and really getting them to start looking at the book, and talking about characters* - you know what I mean?

91   And they bounced off each other, I quite liked the idea where somebody said something here, and somebody said something here,

92   and how you could assess six children at one go, and you could focus in on a child if they *were* struggling, but use other children to support them

93   so yes, I found it - I thought it was really good, once I got into it.

_____

95   *Can you just tell me a little more about how the interaction works?*

96   Well I think, it's - some of it's to do with how you set it up perhaps,

97   but I think it happens with, you know, if somebody struggles with a word, you might say *who's got an idea of how to help that child*, or if they're reading in pairs, even, in the guided reading session, you know one of them's listening and one of them's helping them, and they can support each other that way, they support each other by asking questions.

98   We're working quite hard at the moment in asking them to write down questions that they want to ask people about the book, but they can ask questions of each other, they can help each other with *understanding* a story if somebody doesn't know, or who can help - that's what I mean by the interaction in terms of supporting each other to develop further, if they don't know the answer, then somebody will always be there to help them.

99   ***Are they doing that spontaneously, without you suggesting?***

100   They are a bit more *now*. I think when they first come in it's very much teacher led by you, if somebody struggles on a word you might say, *who's got an idea to help them out*, and they'll go *oh yes, you could .. or read round it,* or whatever they might say, and if they've got an answer to a question that they don't know or who can.

101   But now, particularly when they have the day, we always have a day where three of the groups just read on their own, they just have a chance to have a look at the book themselves, and what I've said to them is, *what you could do is you could read to each other, you can ask questions, you could ask somebody if you don't know what the word is*, so encourage them when I'm not there to use the things that I want them to use when I *am* there.

Appendix 5f: Teacher Interview extracts (Caroline/T2)   DOCUMENT P2

6   But I learned to read before I went to school, my mum taught me to read.

7   I did like it, I enjoyed reading and I liked being able to do it, but it was definitely my mum that taught me,

8   and it was a look and say thing, there was no phonics, we didn't get taught phonics at all, it was letter names and that was it.

9   ***At school as well?***

10   Yes, at school, we didn't get taught phonics at all, not that I remember,

11   now whether it's because my only memories of learning to read were with my mum, and I could read by the time I went to school, and I developed really quickly as a reader, I was always quite a good reader at school,

12   I enjoyed reading, I read a lot when I was at home as well,

13   and, you know, I always had on my reports that I was always quite good, my effort was good at reading because I just loved it, and you know, I had quite a clear loud voice, and -

14   that's what I remember really, that's the only time I remember being taught to read by my mum, I don't remember being taught to read at school.

15

16   Do you just remember reading - being a reader?

17   I just remember being a reader, because I read with my mum at home, and I know I could read before I went to school,

18   but I don't remember being taught reading at school.

19   I can remember being taught *comprehension* in terms of, particularly at junior school, we had these things called *Primary English* 1, 2, 3 and 4, and you did a page of that every day basically, and basically all it was, there was a passage that you read and you answered questions on it, so I can remember reading comprehension being taught at junior school.

_____

62   ***Can you remember what you expected the teaching of reading to be about when you went to college?***

63   Honestly? I thought they sat down next to you, and they read a book to you, you told them the word if it wasn't right, you helped them along a bit and that was it. That's honestly, that was my perception of what reading was, because that's what - yes, that's what my perception was.

64

65   ***And what did you get taught about teaching children to read?***

66   Em - not a huge amount, really. No, I got taught more when I was on teaching practice, and I developed my skills quite quickly when I was on teaching practice, I learned very much from other teachers about what teaching children to read truly, truly meant.

67   Em - I mean I suppose my perceptions of teaching children to read were very much based on what my own - like I said, these brief recollections of when I've had, reading to parents at school, nobody actually doing anything with me.

68   So that's what my perceptions - I mean I was very much aware that I'd have to do some phonics,and teach them to word build, and do some sight vocabulary, and, you know, that sort of stuff, but no way did I think about all the other sort of reading skills

that went along with it.

69 But no, I learned most of that from teaching practice and not a lot from college. There was theory behind it, in terms of well, *they must have phonics* and *they must have key words* and all that

70 - but no, you weren't actually taught about how to pull things out of books with children and that sort of - no, no, it was all when I was on teaching practice.

71

72 ***So how did your early reading teaching develop - what did you do and why did you do it?***

73 Mainly because the teachers that I worked with showed me, and helped me and supported me in doing it, really.

74 Em - I mean, I think particularly in terms of my questioning, you know, the importance of open- ended questioning and that sort of thing, I think, that developed a lot on my teaching practices because I used to watch the other teachers, I watched other teachers do it, I observed what they did, and took on board what they did and what they said, and did it myself really, and built it all on, really.

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82 ***And how did your perceptions of that develop as you became more experienced? Did you change what you did, did you start to question it, did you find ways of making it as effective as possible?***

83 I think when I first started teaching, actually was in a job, I still very much stuck to the individual hearing them read, but then I realised that it wasn't getting me anywhere,

84 it was one, I didn't have the time,

85 two, I realised that there were three or four children that might be on the same level, so I tended to hear them in pairs, I had paired reading, or maybe children who were in threes, and we'd work together in a much smaller group, on those sort of things.

86 So I started doing that, I suppose, after my first three or four years of teaching, but I was still hearing children individually as well, but where I could, where I could see that I could do it I was putting children together, but still very much - the basis of it was still this individual reading.

87

88 ***So you were starting to work a bit more collaboratively with children - were you finding there were any benefits to that apart from saving you time?***

89 Yes, because, like I said before, I could definitely see where they could bounce off each other and they could support each other, and that there was this shared focus that we all had, so we could all work on that together and develop it further, so yes -

90 no… not just because it saved me time, I could see the other benefits, the ones I talked about earlier, you know, the interaction and the fact that you could focus on something all together, and you could support each other, and learn from each other, really.

Appendix 5g: Teacher VSRD interview extract (Caroline/T2)   DOCUMENT P3

9   Yes... I did a lot of questioning, I felt, but I don't think they were closed questions, I think I tended to ask, the majority of the questions I asked were open questions, I didn't try and give them the
answer. I did think I did, anyway, or I tried to lead them to the answer that I wanted, and sometimes I rephrased things.

10   I think I was quite positive, even if their contribution wasn't right, I tried to make it sound like it was an OK contribution, like CD said something and I reworded it slightly for him, and I said *oh, that's a really good answer, but that might be coming towards the end of the book rather than now*.

11

12   ***What I really liked was there's so much animation between you and the children, there's lots going on, and you're mentioning people who you're having to keep on task, but actually they're pretty good.***
13   Oh, they were pretty good but I was just aware that I was having to give a lot of attention to LC in this one because, and I know, that's why I sat him next to me, because I know he's the sort of child that will drift off.

14   I also had AD next to me in the second group, because she's the one that struggles most in that group because she's the least confident,

15   and I don't tend to ask her a lot of questions because she doesn't tend to answer it, so I try and get the others to model with her, and I support her with her reading.

16   She's more than capable of reading that level of book,

17   but within a whole-group situation she becomes almost like she won't speak, and she's sort of a sort of half elective mute, she won't speak quite a lot of the time, she chooses not to speak,

18   so I was aware that I wasn't questioning her a lot, but I knew why I wasn't questioning her, because I know that in that situation she won't talk,

19   I know that we plan in times for her to read individually with somebody else when she does get the chance to answer questions, and she is made to do it, but on a one-to-one she's OK, but in this group situation she won't answer a question.

20   ***But she did... you can hear her...***

21   She did - and with a lot of prompting from me, I got something out of her,

22   but I tend to generally let her listen to everyone else because the others are quite good models actually for her to listen to, and I'm aware of her needs as a learner

23   and I know that equally we plan in time for her, because it will look like she didn't get half the chances to test her comprehension as the others did, but I know what her comprehension - because I know that we plan in times for the rest of the week when she has two individual ten- minute sessions a week, so that she can work on her comprehension and answer questions, so yes.

_____

31   I think there was definitely learning. If you take lesson 1, I think in terms of the questioning, they were learning from each others' questioning, and also when I picked up on SC, saying *oh you've picked up on the features of the thing*, if you notice, the

next few questions were all about, not necessarily about the text, they were about the features of how the book was presented and put together.

32 So I think there was learning taking place then, because they were picking up on what SC, who had naturally done it, God bless SC, and they'd picked up on what he did, so they had learned from him, and because I picked up and said *oh, that's really good SC, I like the way you did that*, they all thought, *oh, that's a good idea.*

33 And that was good actually because that's one of the things that they should have done is pick up on, you don't always look at the text. And also encourage them when they do look at non-fiction books to look at everything that's around there, because there's always some interesting extra little facts that you can find, little captions and little diagrams and things. They love that,

34 and we've since gone on to develop that, we did a book on *My Body*, and that had lots of little captions and Fun Facts boxes, and what they then did from that was they produced a poster with a skeleton in the middle, and they produced Fun Fact boxes all the way round it, so that again was picking up on pieces of the text which we'd sort of gone over, although the questioning was the thing, we'd gone over the features, so that was the next thing they did when they did their next non-fiction...

35 So, as I said, you always have a focus,

36 but I always try, I think, from what I think and what I've seen, and do more general things as well which are more general reading skills or knowledge based, or actually get them to think about how books are presented and things, but I think you do lots of other general things

37   but you always have a main focus.

38 ***Do you see yourself as modelling in these sessions?***

39 Sometimes, not all the time. I think I did, in the second lesson, I was modelling the reading, because I was reading aloud to them at times, but then I left them to have a go themselves, and I was just then listening, so yes, I was modelling then,

40 and I think I modelled sometimes in the language choices that I make. He said, I remember CD, in the second lesson, saying something about the eagle and I said *you mean he's proud and big-headed*, I think I model better choices of language, or a different word that you could possibly use that would be a better choice of word.

41 So I think there are times that you do model it like when you're doing the reading or you model what you want them to be able to do.

42 ***Like the question cards?***

43 Yes, or you model good language, I think.

44 But I don't think that's what the whole thing's about, I think some of it's modelling, some of it's facilitating and leading them to try and get the answer for themselves, getting them to be thinkers. I think it's a mixture of everything, and I think if you spent the whole lesson modelling it, they'd get very bored.

45 I think it's about getting them involved, and thinking for themselves, and making their own decisions, and coming to their own conclusions, and we did a book on the Great Fire of London, as well, and I said to them *you're little investigators, and you've got to find as much information out as you can,* you know, and it's putting it in a fun way as well, and I think that was making them to be thinking and investigative and to find out things.

46 I think it's a mixture, I think, you have to do some modelling, and I think that the modelling, I think, gets less, the better reader they get.

47 I think if they're sort of early readers, you have to do lots more modelling of phonics strategies, picture clues, looking for key words - I think you do more modelling then than about how reader and things. I think as you get higher up and you get a better reader, when you're able toread books, I think you probably do less modelling and more of the developing of their investigating and thinking and those sort of things.

Appendix 5h: Pupil Interview extracts – group C (Caroline/T2)   DOCUMENT P7

32	*R:*	*What was she doing when she was listening to you - I didn't see it terribly well. Were you talking about the book, or was she asking you questions?*
33	LC:	She was talking about the book.
34	*R:*	*Were there any difficult bits that you remember?*
35	OC:	When, we were reading the front page when we had to, well I thought it was a little bit difficult, the encyclo-paedia, I thought that was a difficult word to read.
36	*R:*	*Would you rather read like that, or read one at a time?*
37	OC:	One at a time because we can hear each other speak.
38	**VIDEO**	**(And you were right because you said it would be a clownfish)**
39	*R:*	*Why do you think T2 was telling you about the words in bold writing? CC? Forgotten? Go on, LC.*
40	LC:	So that we ... know what they meant.
41	SC:	Because they're interesting.
42	*R:*	*Why were you interested in the bold words?*
43	SC?:	Because at the back in the glory [glossary] we could find out what they meant.
44		
45	*VIDEO*	*(how small is the dwarf gobi?)*
46	*R:*	*How did you dream up that question, CC - that's a good one.*
47	CC:	Because, em - because - I didn't know, how small it was.
48	*R:*	*So you were asking a question you didn't know the answer to.*
49	LC:	I would.
50	*R:*	*Who was it who answered - was it PC? Was that a hard question, OC?*
51	OC:	Not really. It was half of 5 centimetres, and that was as small as a ladybird.
52	*R:*	*The question cards are interesting. How do they help you?*
53	OC:	I think they helped us because if we didn't have them it wouldn't be fair because, say SC had five and the rest of us had four, and if we had two each we would get two questions each to answer.
54	*R:*	*So it helps you ask the same number of questions.*
55	PPC:	Yes.
56	*R:*	*Do you try to catch one another out or are you really fair about it?*
57	LC:	I try to catch people out.

Appendix 5i: Pupil Interview extracts – group D (Caroline/T2) DOCUMENT P9

22	*R:*	*Why do you think T2 thought it would be a good idea to ask this group to make predictions today?*
23	JD:	Em, not sure.
24	CD:	She was intending on I'd like us to do our bestest work.
25	*R:*	*T2 thought it would help you if you made predictions?*
26	CD:	Yes. Because she was depending on us to do our best work and she was depending on <u>herself</u> to help us.
27	HD:	I think she wants us to do it so she knows that we're getting on well when we're only on our own.
28	*R:*	*Do you think she thought you were getting on well in that lesson?*
29	HD:	Yes.
30	BD:	In that lesson T2 thought we done excellent.
31	*R:*	*What makes you think she was pleased with what you did?*
32	HD?:	She kept smiling.
33	BD:	Our reading and our writing.
34	HD:	She always says that one of us might be right.

_____

98	**R:**	**You spent quite a long time talking about the cover. Why do you think you did that?**
99	JD:	I forgot. (CHILDREN MAKING SILLY NOISES AND LAUGHING)
100	CD:	I think T2 wanted to talk about what was in the background before we started reading the book.
101	**R:**	**Did that help you at all?**
102	HD:	Yes. Because I think it gave us ideas - clues what the story would be about.
103	**R:**	**Right, so you were thinking about what was in the story before you started reading. BD?**
104	BD:	And a little bird, cheated, because he was, em, hiding and, em, the eagle...
105	HD:	We don't know that he actually cheated.
106	BD:	He did because he's holding round an <u>eagle's</u> middle...
107	HD:	Yes but maybe he's going to jump on his back and as soon as they've got really high he's going to fly the highest.

Appendix 6a: Overview of lessons E and F (Amanda/T3)

Group E: St George and the Dragon

	Episode	Length	Purpose (according to teacher interview/VSRD)
1	Introduction: lesson focus • Teacher introduces objective (how author uses figurative language) • Relates to existing knowledge	2:55 11%	To inform children about what they will learn To remind of previous learning
2	Introduction: guided reading • Teacher questions group about guided reading generally	2:17 9%	To inform the researcher about the perceived value of guided reading
3	Introduction: text • Teacher relates book to assembly	0:51 3%	To interest children in the text
4	Reading and questioning • Children read individual pages individually either aloud or silently • Teacher asks about word meanings and use of language in text – seeks examples and asks how vocabulary makes them feel	18:41 70%	To read and identify examples of figurative language (or 'powerful' vocabulary) To relate textual language to author's intention regarding impact on reader
5	Plenary (in whole class session) • Teacher asks children to explain to class what they were focusing on in their lesson	1:47 7%	To reinforce learning focus with rest of class

Group F: Mamo and the Mountain

	Episode	Length	Purpose (according to teacher interview/VSRD)
1	Introduction: text • Teacher introduces text as story and draws attention to illustration	0:44 2%	To interest children in text
2	Introduction: learning focus • Teacher introduces objective (how author uses figurative language)	3:29 14%	To inform children of objective To relate this lesson to class 'target' and other literacy learning
3	Reading and questioning • Teacher asks individuals to read pages of text aloud • Teacher questions children about textual features and developing meanings	22:45 70%	To support children in reading aloud accurately To check and support with understanding of vocabulary and events To look for examples of interesting/figurative language and secure an understanding of their meaning/effect
4	Lesson close • Teacher provides commentary	0:31 2%	To comment on children's performance To reinforce objective
5	Plenary (in whole class session)	3:58 12%	To reinforce learning focus with rest of class

Summarises framing strength across episodes of each lesson (as in 6a); contributes to overview of framing relations in Appendix 3c.

Appendix 6b

Appendix 6b: Framing relations in lessons E and F (Amanda/T3) *For key see appendix 3b*

	Group E: St George and the Dragon **Episode**	**Length**	**Strength of framing relations** **(see Appendix 3b)**			
			Hier rules	Sel	Seq /pacing	Eval Crit
1	Introduction: lesson focus • Teacher introduces objective (how author uses figurative language) • Relates to existing knowledge	2:55 11%	++	++	++	++
2	Introduction: guided reading • Teacher questions group about guided reading generally	2:17 9%	Not included			
3	Introduction: text • Teacher relates book to assembly	0:51 3%	++	++	+	+
4	Reading and questioning • Children read individual pages individually either aloud or silently • Teacher asks about word meanings and use of language in text – seeks examples and asks how vocabulary makes them feel	18:41 70%	++	++ [-]	+ [-]	++/+/?
			These sequences follow a similar pattern although there is some slightly weaker framing of selection, sequencing and pacing in a sub-episode where a child offers an idea accepted by the teacher. Eval criteria can be difficult to determine.			
5	Plenary (in whole class session) • Teacher asks children to explain to class what they were focusing on	1:47 7%	++	++	++	++

	Group F: Mamo and the Mountain **Episode**	**Length**	**Strength of framing relations** **(see Appendix 3b)**			
			Hier rules	Sel	Seq /pacing	Eval Crit
1	Introduction: text • Teacher introduces text as story and draws attention to illustration	0:44 2%	++	+	+	n/a
2	Introduction: learning focus • Teacher introduces objective (how author uses figurative language)	3:29 14%	++	+	+	++
3	Reading and questioning • Teacher asks individuals to read pages of text aloud • Teacher questions children about textual features and developing meanings	22:45 70%	++	++	+	+?
			These sequences tend to follow a similar pattern – no evident weakening of framing (since learners don't take initiative). Eval criteria lose clarity – what is based on embedded knowledge? Depart from objective.			
4	Lesson close • Teacher provides commentary	0:31 2%	++	+	n/a	+?
			Questioning episode			
5	Plenary (in whole class session)	3:58 12%	++	++	++	++?

Appendix 6c: Lesson E transcript analysis extract (Amanda / T3)

EP4h	Reading/questioning	Independent reading/Tore them to pieces		
2.40	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
210.	T3: Now what I'm going to ask you to look at specifically is in the first paragraph (HU: CE, JE) there are some very good examples of powerful, precise and effective verbs (GESTURE). Can you identify some of them for me? (PAUSE)(HU: JE, CE, BE, SE)	T3 asks group specifically to identify verbs. Half the group rapidly bid.	F^{hier} ++ T3 gives clear directions for pupil activity. 'I'll be ready to question you' leaves no doubt about roles. She selects speakers (ZE does not have his hand up and is targeted), and decides how to use their answers.	
211.	CE: (...) (VOLS)	CE's uninvited answer is accepted.	But CE retains some independence and responds in terms of his emotional response; T3 does not allow him to develop this.	
212.	T3: (GESTURE TOWARDS CE) OK. (LOOKS AT ZE, NO HU) ZE, can you see any? (19.39)	T3 has been trying to include ZE throughout. He is the child apparently put off by the camera.		**19.39 (OK. ZE, can you see any?)**See, ZE's not got his hand up. So when targeted he offered an answer, I wish I'd targeted him more. Because he's a very capable boy.
213.	ZE: Bleating?	Extends ZE's answer. This suggests a 'guess what the teacher thinks' activity, but may be aimed at relating personal response to textual language.	F^{sel} + T selects amount to read and focus. Chn are asked to find descriptive vocab, but not given space to share their own ideas. T3's comment suggests more weakly paced sequencing and pacing than evident here.	
214.	T3: Bleating. Which describes what? (HAND GESTURE)			
215.	ZE: The sheeps. (HU: SE, JE)			
216.	T3: The way in which the sheep are (PAUSE) making a sound, yes? (HU: JE, SE,BE, ME, CE) Any others there? One in particular that I really like. CE?		F$^{seq /pace}$ + T3 selects text, focus – but children can suggest their ideas within that category. Another pseudo-question? Chn read at their own pace. Pace again varies according to pupil responses.	
217.	CE: *Fleece or flesh, it tore them to pieces.* (EXPRESSIVELY)	CE revels in this sentence!		
218.	T3: *Tore them to pieces,* [so that's a	T3 tries to get CE to name feature, but he provides another personal response to meaning. Although this is what T wants, she does not build on CE's response but pulls it back into her own frame of reference.	F^{eval} ++ T3 establishes criteria in her question, and evaluates answers accordingly (including CE's response	
219.	CE: I wouldn't, {20} wouldn't like to be torn into pieces (LEANS FORWARD TOWARDS T3, SHAKES HEAD)(HU: JE)			
220.	T3: (LOOKS AT CE) So that's quite a worrying image, isn't it (HAND GESTURES)	T3 affirms CE's response, and pulls back to language/image. She answers own question, relating back to original,		**20.24 (it's that feeling of threat)** I was trying to get at the

	Lesson Transcript	Researcher observations	Theoretical commentary	Comments from VSRD
221.	PE: [Yes. (SE NODS)	to confirm CE's response as correct (erroneously).		feelings, the emotional response here, digging and delving beneath the literal. A lot of this is planned, I knew the words that I wanted to bring out for them, but the actual flow of this session is dictated by the children's responses and things that present as interesting as we go through, and I find that's usually the case with the guided reading, I'll have an objective, I'll have a focus, and I'll start, but I will digress, if it's a useful digression, and I think that comes across quite strongly in this one. *So if the children got really excited about something, you'd let them go with it?* Yes, absolutely. *(See lesson F)*
222.	T3: [but is it specifically a verb? (HU: JE, SE) *Torn into pieces* is. (POINTS TO JE) JE?	There is more interaction here than I can make out; doesn't look as harsh as it comes over here.		
223.	PE: (QUIETLY – AUDIO ONLY) You'd have to use (...) express (...) very good description.	Don't know who this was, CE or girls? It sounds like an interesting comment, but T3 didn't hear it.		
224.	JE: *Lurched.*	JE selects a word and explains.		
225.	T3: Lurched - why do I like that one so much, then?			
226.	JE: It kind of quickly launched itself to them.	Again, T3 relates pupil answer to actual meaning, elaborating and making the link to everyday knowledge.		
227.	T3: It quickly launched itself <u>over</u> them (HAND GESTURE) (HU:SE), when something's over you, it's threatening, isn't it, if it's lurching over you, it's that feeling of threat that the author is creating (20.24), (HAND GESTURES) to convey to you just how frightened (CE RESTLESS) the people are. Good, OK.			
4i	**Reading/questioning**	**Independent reading/Why upset**		
2:04	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
228.	T3: (20.33) We'd like to turn the page now please. (TURN PAGE) I'd like you now to read the next page (PLACES HAND DOWN ON PAGE) in your heads, and I'll be asking you some questions. (LOOKS AT ZE'S BOOK)	Instructions but no explicit focus this time – chn well versed in what to look for. 'I/you' continues.	Fhier ++ Instructions clear as is final exposition. T3 controls questions and evaluates answers. Controls CE's behaviour discreetly. Fsel ++ T controls text and focus. Strongly shaping the discourse.	
229.	(CHILDREN READ. T3 LOOKS AT BOOK THEN OBSERVES GROUP) {21}			
230.	T3: OK, if you look up. I'll know that you're finished. This paragraph ends with *wailing* - what is wailing? (PAUSE) (HU: SE, BE, ME) (LOOKS AT BE) BE? (21.39)	Most chn appear to have finished reading by this point. Asks about a specific word meaning, but this is a springboard to interpretation. Not 'what happened next' or 'how did they feel' but 'why' – sequence moves from actions to feelings to reasons for these, relating	Fseq /pace + A clear instructional sequence of questioning here aimed at developing understanding.Steady but sense of slight increase – varies for learner inputs. Feval ?	**21.39 (what is wailing - BE?)** *How do you choose when lots of them put their hands up?* I kind of make a judgement about who hasn't answered for a while, I think. But then I have asked BE quite a lot, and there's ME with her hand up too, so I
231.	BE: It's like, *one day the wailing came from the palace itself*, it means, em, like crying (EXPANSIVE GESTURE) or [shouting.			

	Lesson Transcript	Researcher observations	Theoretical commentary	Comments from VSRD
		language to meaning and response.	Finding the evidence from the text seems to be what is required here although this is not explicit until later. It is not clear if 'wailing' is intended as a powerful verb, or if T3 is merely checking chn understand it. This is the weakest framing to date in terms of this criterion. However, it could reflect a routine in which finding evidence in the text is valued. Not clear.	wish that I - if I had had the overview that I've got now, I would have targeted people like ME, and LE at the end, more - LE is an incredibly bright child, but quite reticent. He's top at literacy in the entire class, in writing and in reading, he's already at Level 4. Must show you some of his writing, it's amazing
232.	T3: [So crying, lamenting, (HAND GESTURE) (BE MAKES ROLLING HAND GESTURE) noises to show people are very upset. (HU: JE, SE, BE, ME) Why are they upset - what's happened in this town? (HAND GESTURE) CE {22} (QUIETLY) pay attention. (CE SITS UP) Yes? (POINTING TO JE)	Elaborates on pupil response, shifting into next point. Here T3 explicitly but discreetly admonishes CE for first time. He's fidgeting.		
233.	JE: You get a clue from the picture,	JE relates upset to the pictures. T3 accepts his answer but prompts for evidence from text.		
234.	T3: You do, [there are (HU: SE)			
235.	JE: [underneath the paragraph, there's a soldier taking a girl away from her mother.			
236.	T3: But what about the actual text, what does it tell you has happened? (HU: SE, ME) (POINTS TO SE) SE?			
237.	SE: It's telling you like, and the children are being taken away from the mother, and then once (HAND GESTURE) they hear the princess is going to be taken away.	SE summarises his reading.		
238.	T3: Right, and that's the point we got to(HOLDS OUT HANDS) with the story in the assembly last week, didn't we, the fact that the king's own daughter (HAND GESTURES) had to go and be tied to a stake and sacrificed to the dragon, and that's the point at which the story develops because St George comes along.	T3 rounds up to date, by relating GR text to class assembly,		
4j	**Lesson close**			
2:07	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
239.	T3: (22:37) What I'm going to ask you now (TAPS FINGER ON HAND) is from the initial description of the author, what have you learned (HAND GESTURE) about the feelings of the people? (HU: JE, BE, SE, LE, ME) And what is - have you joined in with that feeling, and if so why? (22.52) (POINTS TO ME) ME?	Exposition/instruction. This is quite a difficult double question, especially second part. However most children bid to answer. It appears T3 wants answers relating to dragon, which hasn't featured explicitly in last section, but chn seem to be relating to part recently read.		**22.52 (if so, why. ME?)** So, back to how words create a response in the reader. Yes, BE does seem to be getting targeted quite a lot here. She does - her understanding's very good, it's just the articulation.
240.	ME: Worried.			

EP3b	Reading and question/answer	CF's reading/ how Mamo feels		
2.17	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
44.	T3: (LOOKS AT CF) [06.00] CF - would you like to read the next page? (06.02)	Softens command by phrasing as modal question.	**F** ^{hier} **++** Teacher demands participation and enforces expectation of hand up. But softens with use of language – 'we', modal verbs, 'how do you feel' etc – not direct demands for information.	**06.02 (CF, would you like to read the next page)** So this child has EAL, but operates at a very good level in terms of reading. The problems arise with subject-verb agreement and tenses in writing.
45.	CF: *But his real life was hard. Every day cl (PAUSE) climbing over the high mountain rocks in the high mountain wind and guiding the sheep home every night, and it became harder yet after both his mother and father died in one - green-*	Some self-correction but peers or T3 usually provide miscued words. T3 comments on CF's good reading standard.	**F** ^{sel} **+** T3 selects text and focus. Her question is difficult as encompasses two different things – how do you feel/what have you learned?	*I loved watching her, because often when you asked her a question, especially towards the end, she sits and nods.*
46.	PPF: [Grim.			Yes – '*I understand, but I know it's not my turn to answer'.* I also
47.	T3: Grim.			noticed at one point she had her hand up but I didn't see her
48.	CF: *grim year when - disent-*		**F** $^{seq/pace}$ **++** T3 resequences question, asking first for	because I was focusing on KF, I was very aware of KF in this
49.	T3: Disease.		basic information, then giving a further major prompt, and then answering it herself. Her	particular group, because she's as timid as a mouse, cries at the
50.	CF: *disease swept through the village. Then Mamo picked [some*		second question (grim) reinforces the answer to the first, and summarises a key element of the meanings in the story to date. Varies pacing in response to learners.	slightest thing, is frightened to get things wrong, so she needs an awful lot of encouragement in
51.	T3: [Packed - look at the [vowel.	Gives answer before scaffolding comment (hence not scaffolding!)		a group scenario, especially when you've got those two, LF
52.	CF: *[packed a small big* (PAUSE) (T3 LOOKS BRIEFLY AT CF) *bag with some food and an extra str-* (PAUSE)	Self-corrects.	**F** ^{eval} **?** Again, stated lesson focus is not part of the	and OF, who are very sparky and very confident, and GF, who
53.	PF: Shirt. (VOLS)	More peer and teacher support – don't leave time for CF to notice her	knowledge being asked for: this question is not about figurative language. It deals with	talks constantly, although you wouldn't think it here though,
54.	T3: Shirt.	mistakes.	both empathy and evidence-based inference. The second, related question (grim) is about	she's very aware of the camera.
55.	CF: *shirt {7} and his shepherd's flute and set off to find his sister who has*	The effect of the instant provision of the word is to maintain a reasonable	vocabulary but, again, not specifically figurative language. With such questions,	
56.	T3: who was	flow to the text, without directly criticising CF's reading. There is no sense of evaluation of the reading aloud – it is taken for granted that children can achieve this, with group	evaluation criterion not clear because question not clear: but not F-; tacit criterion	
57.	CF: *who was a cook in the house of a rich man. (07.10)* (LOOKS UP)	support as needed.	seems to be giving an appropriate answer (routine).	**07.10 (house of a rich man)** You can tell so much by the way they pronounce the sentence,
58.	T3: OK. How do you feel (LEANS FORWARD, LOOKS AROUND) about Mamo, at this point? (HU: OF, LF, HF) What have you learned about the character? We	A lot in one question. Responses confirm this is hard. *It would work better the other way round perhaps?* T3 returns to issue of bidding and		how much they've understood and how much they have taken in the context, and the mood. I

	must have hands up. (LOOKS AT GF WHOSE HAND IS NOT UP) GF, what about you - how do you feel about Mamo?	insists on bidding to speak – suspect she may mean 'we must all have ideas' but phrased as 'hands up', as then targets GF who has not been bidding. T3 suggests that GF is particularly conscious of the camera.	think I bring this out at some point during this.
59.	GF: That he might be lonely and he's got nobody to talk to.	GF's answer does show inference but is not acknowledged as such.	
60.	T3: He might be lonely with nobody to talk to, but what have we learned about him? (07.28) (PAUSE, LOOKS AROUND) (HU: OF, LF, CF, HF) (TURNS TO KF) KF, what have we learned about him?	T3 does not follow up 'feeling' question, nor does she encourage chn to expand on this question. She alters tack – trying to get at factual description as basis for inference. GF does not bid – she seems to be trying to stay out of the interaction, as T3 notes.	**07.28 (what have you learned about him?)** And here I'm having a stab at inference and deduction. I'm having to scaffold KF's understanding quite heavily here, as you can see. *Were you conscious of that at the time, or was it just something you did?* With KF, I think I'm always conscious, you know the children in the group that you're going to have to lead more, and scaffold more, but I'm very anxious that she shouldn't sit there and be completely passive, which she will do, and it is important that you understand the group dynamic in this sort of situation, obviously it's something that comes with time. Because OF and LF would completely monopolise that conversation if they were allowed to.
61.	KF: Em		
62.	T3: Has anything sad happened? (HU STILL: CD, OF, HF)	Scaffolding question – but also leading question - which gets results. T3 says she does this intentionally.	
63.	KF: Yes, his father and mother died. (LOOKS UP AT T3)		
64.	T3: So his father and mother have died, so we're feeling a little bit sympathetic. There's one particular adjective there (HU: OF, LF, HF) that describes the type of year he's had. (LOOKS AROUND) What is that adjective, it's quite a powerful adjective? Yes? (LOOKS AT HF)	T3 answers own 'feelings' question – which may not equate with children's views, but demonstrates the kind of link she is looking for. Directs children to find one word, using terminology of class literacy – closed question.	
65.	HF: It's like grim, and [(...)	Asks chn to work it out.	
66.	T3: [Grim. What do you think grim means then? **{8}** (HU: OF, LF, HF)		
67.	OF: Like, is it like sad, and like heartbroken? (VOLS)	Not clear if T3 is inviting OF with look or not. OF on right lines not quite there.	
68.	T3: Sad, heartbroken, or heartbreaking we should say. (LOOKS AT OF) Tough, he's had a tough year. Grim is when things aren't	T3 doesn't prompt OF to develop answer but gives it herself.	

	(SHAKES HEAD) particularly nice, OK? (LOOKS AT GF/HF) Good. (TURNS PAGE, SO DO CHILDREN)	Again, T3 uses a phatic evaluative comment as a way of closing the exchange.		
EP3c	**Reading and question/answer**	**HF's reading/ Ribbons of mountain paths**		
2.20	**Lesson Transcript**	**Researcher observations**	**Theoretical commentary**	**Comments from VSRD**
69.	T3: (LOOKS AT HF) [08.17] Let's read on. (PAUSE, TURNS PAGE) Could you do the next bit for me, HF?		F^{hier} ++ Teacher in strong control..	**08.30 (HF READS)** She's finger-scanning too, that's interesting. I don't think I've noticed that so much, because
70.	HF: *He walked by the waterfalls and watched baboons ... in the trees. He plays his flute* (08.30) *and dreamed his dreams and eebis turned*	T3 notes that HF is finger-pointing and other children are silently reading alongside.	F^{sel} + T3 selects text and focus on metaphor.	we picked it out with BE and with HF. I think it's because she's reading aloud, and she's very anxious not to lose her
71.	T3: Ibis, yes.	T3 tells word	$F^{seq/pace}$ + T3 resequences (as in Eval) to address a	place. There is that element of being self-conscious in front of
72.	HF: *ibis turned its black, black head to listen as Mamo [passed.*	Seems like an opportunity missed to pick up on character, setting and events by discussing language use (eg repetitions).	problem, takes time to expand on points of focus, particularly where she realises children do not know the answer.	the camera too. *CF is mouthing along as well.* Yes, which is important because they're following - they all follow,
73.	T3: [*As Mamo passed*, well done. (ALL TURN PAGE) And the next bit please, HF?			this group, quite well actually.
74.	HF: *Four days - for days he travelled ribbons of mountains paths until {9} the road became broad and smooth and he knew he must be near the house of a rich man.*	Self-corrects.	F^{eval} + This time, T3 returns to intended focus, and signals this to group who correctly identify	
75.	T3: Thank you. Could you pause there please, excellent. Now, very interesting language use there - can you spot something unusual in the first line? (09.20) (PAUSE) (HU CF) Does something stand out? (GESTURE) (EVENTUALLY HU: CF, LF, KF, OF, EF)	Gives cues to identify language feature. Lost opportunity for inference? But T3 homes in on metaphor. Chn not sure what to look for – evident from pause. Not sure from VSRD that T3 is actually asking chn to skim or scan.	phrase. She then asks for the term metaphor, which they cannot provide; this is not presented as a problem, but leads to further explanation and exemplification.	**09.20 (something unusual in the first line)** So I want them to skim and scan here for a particular thing.
76.	PPF: [*He travelled ribbles, ribbons.*	Others also suggesting		**09.45 (saying something is something else)**
77.	OF? [Ribbons.	OF again comes up with right answer.		I'm just wondering, because metaphor is the one thing they
78.	T3: (POINTS TO OF) Ribbons. *He travelled ribbons of mountain paths.* (HU: LF)			struggle with here, I just wondered if they got that.
79.	LF: Really loads and loads. (VOLS)	LF interjects, anticipating next question., which is valued.		*What did you think when LF said it meant loads and loads of mountain paths?*
80.	T3: You're getting the idea (GESTURES TO LF) that it's a tangled mass (HU: OF) of mountain paths. We don't actually describe paths as ribbons, though, do we? (CF SHAKES HEAD) So what are	T3 goes on to explain metaphor herself, building on LF's answer (which she accepts despite calling out) – and then asks for name of feature.		I was quite impressed because I think he got the idea that they

	we using then, when we're saying something is something else? (09.45) (EMPHATIC GESTURE) Which language feature are we using? (PAUSE)(HU: LF) Is it a simile? (PERPLEXED VOICE; FROWNS)	Emphasis on terminology		were more, they were long, snaking - I think I say it a bit later, he'd got that image in his head, hadn't he, of a complex network
81.	PPF:　　[No (CF, HF, GF SHAKE HEAD)			

Appendix 6e: Teacher Interview extracts (Amanda/T3) DOCUMENT P1

77 *So really, what's been happening in the last year, guided reading's been the central element in improving the reading curriculum..*.

78 I think that that's the case. As you can see from these, these aren't just the <u>expected</u> improvements in reading, they're quite significant improvements, and there can only be one reason for that as far as I can see, and that is that there is a focus to the reading now, and certain skills that children don't gain naturally have been taught specifically to them - inference and deduction, understanding authorial intent, skimming and scanning, using information books was particularly popular with the boys, they like that, they like - *this is a*

79 *particular skill, and I've got to find specific information, and I'm actually looking at books that interest me, because she's found a book about dinosaurs*,

80 and this was incredibly stimulating, and they were amazingly quiet, and very noisy in the plenary, which was a sign of enthusiasm, and that's the way round I like to see it, so - yes

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136 and there's also a massive drive in this school on bringing up standards in writing, very specific target setting, whole-school curricular targets reviewed on a half-termly basis, again a new initiative from this September,

137 but that goes hand in hand with the reading, because reading in my estimation does bring up writing standards eventually, and read-analyse-write models are so key to raising children's awareness of what they need to put into different genres of writing,

138 so again, you can make that very explicit to the children in their GR and they take it into the writing sessions, say *do you remember, in the GR we did this, this and this, and the author did this, this and this - do we need to be doing this ourselves, do we need this in our toolbox of criteria?* So again, it's the links, all the time.

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148 *Can you tell me about the interactions that are happening in the GR lessons, what's going on between you and the children as the lesson progresses?*

149 Well, obviously a lot of conversation because I'll ask a question and it'll be specific to the objective.

150 I'm just trying to think of a scenario for you now, but I might say, *well you know, this character is, what do you think of this character?* and they give you their opinion, and *what in the text is actually giving you that idea, because it doesn't say anywhere that this is a nasty person, so what has the author done to actually get that idea across to you, what language features have been used?*

151 And then they start, you know, somebody'll put their hand up, somebody else will chip in with something else, so there's good interaction between the children themselves, and I'm finding it's becoming very <u>powerful </u>interaction, because once one starts, their confidence escalates, and they're all actually very keen to latch onto an idea and find evidence that they can contribute, so that's very good.

152 *So it's not just you questioning them and them answering?*

153 It's not just me, they're getting very very good at it, and they get quite competitive actually, I have to say, *steady on, it's her turn to speak*.

154 Figurative language was really interesting when they were looking at settings, narrative settings,and they were looking at use of figurative language, and they were all so excited if they came across a simile, or a metaphor, explaining those, you know, *whoa, calm down, you'll have your turn later.*

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160 ***Something you did say was you implied the interaction between the children was getting better?***

161 I think so, I think it's actually promoting skills of cooperation and collaboration, because they won't necessarily talk to each other at the stage that I've asked the question, but somebody will say something, somebody will suddenly think, *oh that's what we're supposed to be latching on to, I know this has happened, or he said this* - and then they do actually, they sort of bounce off each other,

162 and they're becoming a lot more confident from a speaking and listening point of view too.

163 When I first started, it was going round the circle, ask a specific question, get a specific answer - now they're all interjecting, which is good.

164 I have to put a bit of crowd control sometimes and let people have their own say, but certainly in the more confident groups, and I've got two very good groups in that class, I've got a cluster of children who are becoming very competent readers, it gets quite feisty, I think, they've all got something to say.

165 The children who are operating on 1a/2c, who are my lowest readers, and there is some disparity between even their ability levels there, in that I've got some children who can read and some children who really can't, they tend to need a little bit more encouragement and a lot more support, but that's the differentiation in the questioning and the expectation that comes into play there.

166 And the middle groups, coming along well, more and more interaction between them, more confidence, more willingness to actually attempt answers, even if they're not confident that it's right, because a culture in which you appreciate what they say but guide them back to the focus is very important, because it can be very demoralising for children who are beginning to use skills of inference and deduction, or beginning to operate skimming and scanning, or to understand what the author intended us to feel or understand. So again that's important.

Appendix 6f: Teacher Interview 2 extracts (Amanda/T3)   DOCUMENT P2

19 That's right, the first year. I had a lot of experience from before, from the TA work. I did teaching practices at School L, and at School R, which was interesting. Again, a particular interest in those children that had <u>no </u>phonic skills at all in Year 4, when I was doing that particular practice, and *why, why haven't they acquired these things?* Not all of them have a physical impairment. So it was, a lot of it was to do with nurture and the environment and the expectation in the house, and it very often relates back to parents with low literacy skills too. We know this now but at the time it was a new phenomenon for me and I was very fascinated.

20

21 ***What can you recall about what you were taught then about teaching people to read, especially in the light of your previous experience?***

22 In the PGCE, I don't think they covered the teaching of reading very well at all, I have to say, it's because the PGCE is such an acute learning curve. So I don't remember any particular focus on phonics or early reading skills. I do remember comprehension, inference and deduction and the higher order reading skills and the sort of activities that you could use to get that going, but I don't remember much about the phonics at all, I don't think - because it was a Key Stage 2 course, a Key Stage 2 element, I didn't do something that was across the two Key Stages, but no, there was very little of that at all, and I was a little bit disappointed, because I thought *we are going to get into junior schools and have kids who can't read, can these people now go and teach people to read?* And I do think a lot of KS2 teachers wonder <u>how</u>, they're not secure with phonics. Another thing I'd like to do in this school is get more training in for Year 3, Year 4 teachers in phonics, PiPs for example, people aren't familiar with it at all. I think in a through primary you've probably got a better spectrum of strengths in teaching reading, and you can have the in-house training, but you don't get that discretely in the junior school, do you? I think that's a problem, because there are more and more children, particularly in the inner city, who are coming up below and far below age expectation.

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25 We'd had some instruction at college as part of the PGCE on the new Strategy, because they knew it was going to be implemented when we started, that September, so I went straight in, my first ever lesson was teaching Michael Rosen, Rap, I can't remember the name of it entirely, in a reading scenario, so straight into guided reading from Day 1, and that's the way I've always done it. Other things, we've done some USSR, we've done some paired reading throughout the years, we've also, in my previous school, done the paired reading with another year group, so that the children have got that little bit of edge on the children that they're tutoring, etc. All the way through really it has been through guided reading

26 ***In a sense, although you've seen children in different scenarios, you've always been   used to <u>teaching </u>using guided reading.***

27 Guided reading, yes. Maybe that accounts for my enthusiasm, but as I've recalled I can remember other ways and I have seen other ways in which it's done. In school F, for example, before the Strategy, it was *stand at the teacher's desk*, or one of my roles was to sit with a group of children, or have them one at a time on a chair, and help them with their reading, it was on a one-to-one basis, and they would sit and read for ten minutes at   the beginning of the afternoon session, but independently, which in my opinion didn't particularly help the children who needed the explicit focusing in on phonics and decoding.

Appendix 6f

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34 *So your practice did develop as time went on. Could you encapsulate what it was that changed?*

35 My confidence, my understanding of how the children's reading could develop with the right prompts and the right questioning, that then informed my planning, and became a particular focus in the planning for me each week. In that scenario the guided reading was delivered within the literacy hour, as you know we've taken it out of the literacy hour here into a discrete session, so, and it was also by making pertinent links with the reading, so the read, analyse, write model was always foremost in my mind there, and it was very important that the reading developed on a skill level but also was looking specifically at aspects of genres so that the kids could use that in their writing.

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40 *Would you prefer to be taught the way children are taught now?*

41 I think so, I think it's more exciting, it encourages independent thought more, and there are more opportunities to pick up on weaknesses, and have some structures, advice and input about them, yes. Whereas if you got it wrong the teacher would just correct you and send you packing, after a period of time. You can actually give children strategies for overcoming weaknesses in their reading, and I think that is one of the big plus points of guided reading. So I think I would probably have appreciated it, although I was a good reader, and I think certainly some of my peers at that time would have benefited from it, because I think they became very demoralised, *well you're not going on to another reading book* - it was all very reading-book based, if you were progressing in reading, you got a higher reading book, but that's not the way that guided reading operates, it's a fresh start each day, isn't it, utilising some skills that have been taught previously.

Appendix 6g: Teacher VSRD interview extracts (Amanda/T3) DOCUMENT P3

8   So what I'm trying to do here is give them a focus for reading, so they know they're reading for a purpose, and they've got a very clear idea of the sort of things I wanted them to pull out of the text. And the focus here was to actually relate the use of figurative language to work we've done on using figurative language, I suppose it's using the read-analyse-write model, so that when they do come to write themselves, they'll remember this experience, and they'll be better equipped to actually apply types of figurative language themselves.

9

10 **01.24 (vicious dog)**

11 I'm trying to check the prior knowledge there, to see what they can actually remember about the metalanguage.

12 *Were you pleased with what they did remember?*

13 Yes. They weren't as sparky as they would normally have been. One of the points that you had on your list there was, *were they fazed by the camera*? Well, you can see the boy at the back, ZE, he's usually very, very good at contributing, he's completely thrown by the camera and I'm wondering if it's because he's the only one that's facing the camera, and he's feeling very vulnerable, and you see later on, I move him, I used the book as an excuse to move him, but I remember at the time, in my mind, *perhaps if I get him so he's not face on to the camera, he'll be a little bit more forthcoming.*

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92 *You started off by getting them to read and to look for specific words and specific examples. You've moved on to looking at the big picture, and how does it make you feel… why did you choose to go about it this way?*

93 I think it was just the point that we'd reached in the text with understanding how the author meant the children to feel with regard to what was going on in that village, that was a good opportunity to explore the inference and deduction. So rather than it being a specifically planned point in the lesson, it's whatever the text lent itself to. I knew that was coming up, and I knew that I wanted to actually get them to draw out those features, and to understand what he'd intended, or what she intended, this is Geraldine McCaughrean, isn't it, so, that is why I moved from figurative language, and I think later on, I moved back. It's as the text presents, because we went through it in the order in which it was written, rather than homing in on specific parts of it. And had I gone in specifically to do inference and deduction, I would have marked certain pages, but I think it's better to do it within the context, the overall context, because it's such a powerful experience for the children to have that overview, they need to understand and respond to the entire story, and I think they were quite enthusiastic about this text, and they did get the opportunity to complete it later in their guided reading experience, and I think the responses were all there, as the author intended them.

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109 **16.13 (the clue's in the word *live*)**

110 Just focusing them in on the root words.

111 *So did you introduce the livestock to get at herded, or was it just the next bit?*

112 It was just the next - *herded*, I think we'd already defined *herded,* if you rewind it a bit, we did - *livestock*, I knew they wouldn't know that word, I wanted to see if they could deduce from the root word, *live*, what it meant - *live* and *stock*. They kind of got there, they bounced off each other though, it took a bit of direction. And even by reading around...

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Appendix 6g

144. **20.24 (it's that feeling of threat)**
145. I was trying to get at the feelings, the emotional response here, digging and delving beneath the literal. A lot of this is planned, I knew the words that I wanted to bring out for them, but the actual flow of this session is dictated by the children's responses and things that present as interesting as we go through, and I find that's usually the case with the guided reading, I'll have an objective, I'll have a focus, and I'll start, but I will digress, if it's a useful digression, and I think that comes across quite strongly in this one.
146. *So if the children got really excited about something, you'd let them go with it?*
147. Yes, absolutely, as in the second session, in the second session the children there got very excited about punctuation, and they'd got their target very fresh in their head, and they were like, *she wants us to pull out all the punctuation and talk about the expression* - so I went with that, but I was bringing the figurative language objective back at the same time.

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180. ***Why is it important for them to use the appropriate terminology - the figurative language, the metaphor and so on?***
181. Because they understand what those things are, they're tangible, something they can embed into their own writing: very explicit*, a simile does this, an adjective does this*, and understand the effect through guided reading and reading and analysing, and if they want to produce that same effect in their own writing, they can - how can I put this? They can log into that, it's a tangible thing in their head, it's got a name, it's a thing and they can use it. It's making it very explicit. It's important, I think - I did have my doubts years ago when we first started to use the metalanguage so explicitly, I thought, do kids really need to know the names of those particular things, but I think they do, they can hang things on hooks.

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196. Well, there are various stages to it. They look at something individually and they apply the learning that they already have. I work with them at some point, depending on which group, I structure this very carefully, and enhance that learning further through the sort of processes that you saw here, and then they go off and they apply that again on independent tasks, so it's a sort of snowballing effect. They're at a point, they get an enhancement, they take that on and they apply it, and develop it themselves, I suppose that's the best way of describing the sequence of learning. And then at some point that learning feeds into a writing task. I'm trying to remember specifically what this one was. We did, I think I've explained to you, every week they do a piece of unaided extended writing, and during that, the criteria are made very explicit using a toolkit which is put up on the wall, and a WILF, *What I'm Looking For*, which is stuck into the book, so they would relate what they'd done here, in terms of analysing the effect of certain language features, to the WILF, and they do use them, and I actually, if that's on the WILF I highlight every instance of them doing this successfully, so again it's making very explicit to them what they've done well.

Appendix 6h: Pupil Interview extracts – group E (Amanda/T3) DOCUMENT P4 and P5

P4

170	***R:***	***Why do you think T3 asks you what the words mean instead of just telling you?***
171	NE:	Because she wants to make sure we understand, and so we can learn more. I mean, I'm not saying some of us aren't clever, I mean...
172	ZE:	That'd be an insult.
173	NE:	...so you can get better. <u>Oi!</u>
174	***R:***	***Do you think all these questions have a right answer?***
175	PPE:	Probably.
176	JE:	They're choice questions.
177	BE:	They're choice questions.
178	***R:***	***Choice questions - what do you mean?***
179	JE:	Choice questions, where there's no right or wrong, like in last week's homework.
180	***R:***	***What kind of questions did you have there?***
181	JE:	Cross out the adj- the unnecessary adjectives,
182	ZE:	in the sentence
183	JE:	...and before, it said too many adjectives can confuse the reader .
184	NE:	Yes. And it was choice...
185	***R:***	***So you could choose?***
186	NE:	Yes, you could choose, but you got to make it make sense. So it isn't much of a choice really because you've got to make it make sense.
187	ZE:	You can put like *the muscly, fat ...*
188	NE:	*Lazy...*
189	PE:	*Blah blah.*
190	ZE:	*Cross* ...stuff like that.

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238	***R:***	***And do you read a lot yourselves?***
239	ZE:	I read a <u>load </u>at home.
240	NE:	Loads at home.
241	NE:	My mum gives me one..
242	ZE:	I read loads of Harry Potter books, et cetera.
243	JE:	Like LE.
244	ZE:	Yes, thank you for that exclamation, loads of JE's favourite books, because I've got say, a hundred books.
245	NE:	Well, most of all, I like reading loads of books - but my favourite books, and that's probably out of the whole world's books, it's probably going to be encyclopaedias because I like to find out about the world.

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P5

41   **R:**   **T3 spent quite a long time at the start of the lesson talking about PAPAs and the things that you've been learning - why do you think she did that?**

42   PE: So we can (indecipherable)

43   PE: 'Cos it helps us read.

44   CE: And understand the writing and say like <u>how</u> you have to say it, like exclamation mark and powerful, you know...

45   ME: And how the author's telling you what the thing looks like.

46   **R:**   **And do you think that helps you?**

47   PPE: Yes.

48   LE/SE?: And it's like how it tells you to actually <u>say</u> it, and, like say the words, like *Yes!* And so you can remember....

49   CE: *Yes! I'll slay the dragon!*

50   LE/SE .. you can refresh your memory sometimes so you can remember what she's about to say 'cause you got to go back to the time when she first talked about it in the class.

Appendix 6i: Pupil Interview extracts – group F (Amanda/T3) DOCUMENT P6

2   *R:*   *OK, group F, what do you think you were learning this morning?*

3   LF: I was learning to express our voices when we come to bits of punctuation.

4   CF: And, em, we were looking at how punctuation helps us in our reading. And, em, we read a book in our reading.

5   OF: We were trying to, when we come to punctuation, we were trying to take out the bits where we found figurative language.

6

7

8   *R:*   *Why do you think T3 chose it for you?*

9   CF: Because it has lots of figurative language and it's got, em, lots of speech and stuff in it.

10   OF: And it's got, em, speech marks so, em, we've gotta do stuff like make our voices go different.

11   LF: Because if we didn't, it'd be all one person talking at a time and different people have got different voices.

12   CF: And if we didn't have, em, full stops then we wouldn't be able to breathe properly.

13   HF: And if, like, we came to like commas and exclamation marks, then we'd have to, em, if it was like a question mark, then you have to use a normal voice and it goes up, with the expression tone at the end.

14   GF: There were some full stops as well, but, em, the most full stops were like at the end of hard words and that.

15   *R:*   *Do you think T3 just chose the book because it had lots of opportunities for you to practise reading with punctuation, or do you think there were any other things she was thinking about?*

16   HF: Em, there was lots of, em, like nice illustrations, and like some different words to read,but, em, different vocabulary and stuff to read.

17   *R:*   *OK. Was it a good story?*

18   PPF: Yes.

19   *R:*   *What was good about it?*

20   OF: Because it tells - it's like a twist in the middle because there's a disease running through, em, Mamo's family, but he was the only one who's survived, and he went to see his sister, she was like shocked and sad because her mum and dad died, but she was shocked because his brother, her brother was still alive.

21   GF: There was like, I thought I liked the book because it was like, he saw his sister, and he met new friends and that as well.

22   *R:*   *What do you think will happen in the end?*

23   GF: That he gets the bag of money.

24   OF: He gets the bag of money, and he does, em, he does the challenge that the rich man says he has to do.

25   EF?:   And he wins all the cows and the money and, em, his sister gets free from, em, slave, being a slave for the old man, I mean the rich man.

Appendix 6.i

35 *R:*   *T3 spent quite a long time talking about the things you were going to learn. Why do you think she did that? What do you think she was thinking?*

36 OF: So that when we start reading the book we'd read it properly, and we'd do what we're meant to be learning in the lesson into the book.

37 LF: And T3 says you've got to put expression into your voice when it's got speech in the book.

38 *R:*   *Did you find that helped you?*

39 EF: It helped me because, em, sometimes I don't like raising my voice when it comes up to, like, speech marks, and, em, normally you have to do that, but I don't always do it.

40 LF: And I thought it will help me because normally I just read with one voice, but w hen T3 said it at the start of the lesson, when I come to speech marks I'll raise my voice if it was shouting or when it was whispering I whispered.

_____

86 EF?:   Yes, I've got loads of books at home and I can't hardly fit any in, I've got so many... I borrowed a book from the library and, em, it's one of those fairy books... I'm trying to collect them all, and read them all ... and I'm trying to find out lots about animals.

87 HF: And when I go to bed every night, I read two chapters, and my mum's forever trying to say to me, go to sleep, and I won't, I'll just keep on reading

88 GF: I've got a book at home but it's a real story and it's a hundred and fifty two pages in it, and I'm on a hundred and fifty....