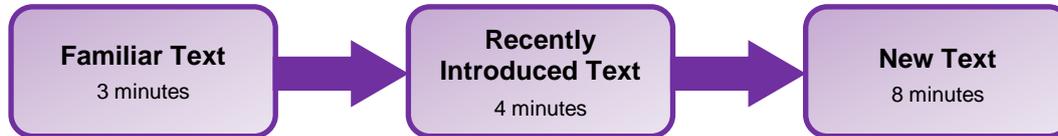


## The Three Parts of a BRSP Session



### The pupil reads a familiar text

The aim for this part of the session is that the pupil experiences success at the start of the session, which will develop their confidence and their motivation for and enjoyment of reading.

When a pupil has read a book or a text twice, as a new text and as a recently introduced text, it becomes a 'familiar resource' for the pupil. Before the session starts, you will select up to three of these familiar texts. The pupil is free to choose any of them to read at the start of the session.

When a text has become so familiar for the pupil that it contains no further learning opportunities, then you should remove it from that pupil's familiar resources.

### The pupil reads a recently introduced text

The aim of this part of the session is that you will have an opportunity to observe the pupil's reading behaviours, noting the strategies that they are using to decode the words on the page and to gain meaning from the text.

The text used is the one that was introduced as a new text in the previous session, so the pupil has experienced it once before. Once a week, you will undertake a Reading Analysis (*appendix 10*) in order to record the reading strategies employed by the pupil. This will form part of the assessment process as the pupil's progress is tracked throughout the weeks of the intervention.

### The pupil reads a new text

The aim for this part of the session is to introduce new challenges and to bring together everything that the pupil has been practising.

You will choose the text for this part of the session before the session begins. Your selection will be informed by your understanding of the pupils' learning needs as they develop their reading skills. Information from the reading analysis and your other observations (including questioning to check for understanding) will help you to select a text with the appropriate level of challenge.

## SESSION STRUCTURE OUTLINE

	Pupil	Partner
<b>Familiar text</b> (3 minutes)	The pupil chooses a text from a few that they have read before.	<p>Select up to 3 familiar texts that the pupil can choose from.</p> <p>Encourage fluent and expressive reading.</p> <p>Attend to punctuation.</p> <p>Use appropriate prompts, e.g. <i>can you sound out the letters, and blend them together?</i></p> <p>Give specific praise afterwards, e.g. <i>I loved the way you used expression/re-read that sentence, etc.</i></p>
<b>Recently introduced text</b> (4 minutes)	The pupil reads the text that was introduced in the last session (i.e. the previous session's new text).	<p>Observe the reading behaviours that the pupil is demonstrating.</p> <p>Once a week, undertake a reading analysis.</p> <p>Don't intervene unless the pupil is really stuck, in which case tell them the word to maintain fluency.</p> <p>After reading, give specific praise.</p> <p><b><i>This text now becomes a familiar text.</i></b></p>
<b>New text</b> (8 minutes)	<p>The pupil listens and responds to the introduction of the text.</p> <p>The pupil then reads the text or a section of the text.</p>	<p>Choose an appropriate text.</p> <p>Introduce the text by giving a brief overview and helping the pupil to access its meaning.</p> <p>Listen to the pupil read the text.</p> <p>Respond and support with appropriate prompts and specific praise.</p> <p><b><i>This text now becomes the recently introduced text.</i></b></p>
After the session		<p>Analyse the pupil's reading behaviours from the Reading Analysis (undertaken once a week) and identify future learning needs, giving appropriate feedback to class teacher.</p> <p>Choose the most suitable new text for the next session.</p>