

What it looks like in practice

Nine routines from teachers on social media.

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
Fluency, then the five roles A shared fluent read first. Then groups take turns to summarise, predict, clarify, question and visualise. UK primary, P6 and P7. "First we practised reading fluently then in groups we took turns to summarise, predict, clarify, ask questions and visualise." @stpatrickspri	The class reading together before anyone is given a role card. Talk starts after the words are in the mouth.	EEF Improving Literacy in Key Stage 2, rec 2 then rec 3: fluent reading frees attention for meaning; then model prediction, questioning, clarifying, summarising and activating prior knowledge. The Reading House (EEF blog, 26 Nov 2021): fluency sits on the word-reading side of a two-pillar model, with language comprehension; the two come together to enable reading comprehension. This lesson is reported, not trialled.

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Accurate is not fluent Before a strategy lesson, ask whether the reading is automatic. If it is only accurate, keep working on fluency, not on a role card. "Even more commonly, it can be that the reading is accurate but not automatic/fluent enough for cognitive resources to be devoted to comprehension." @Suchmo83	A learner who can say the words and still cannot spare attention for meaning. The next move is another read, not a summariser badge.	The post's claim. EEF KS2 rec 2 and the Reading House say the same mechanism. Not a trial of this diagnostic.
VIPERS as a vocab session A named VIPERS slot. The photographed work is key vocabulary from the text, not a full monitor-and-repair on a passage. "Our first day of VIPERS looking at towns and villages. We have been looking at the key vocabulary in our text." @GorsewoodPrimar	Definitions and synonyms on the tables. The six letters are the timetable brand.	VIPERS is a Literacy Shed content-domain mnemonic, not an EEF programme. EEF rec 3 wants strategies modelled on a text, then faded. Jane Considine's objection to reverse-engineered SATs lessons sits in the same window. Reported, not trialled.

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Slow down, reread, self-question Name monitoring as an active job: when meaning breaks, slow down, reread, or ask a question of the sentence. UK thread, on a hard physics article. "Comprehension monitoring is vital. Knowing that your role as the reader is an active one, that might require you to slow down/reread/self-question when comprehension breaks down is central to reading comprehension." @RyonWLEYshon	A pause inside the sentence, not a worksheet after the page. The live article's repair chooser is this move, already built.	Palincsar and Brown (1984, DOI 10.1207/s1532690xc0102_1): seventh-grade poor comprehenders practised summarising, questioning, clarifying and predicting as comprehension-monitoring activities. EEF rec 3: model, then fade. This thread is a claim, not a trial of the physics article.
Do not pre-teach the whole text ● objection The objection is teaching every word and every fact before the class has read. Strategies cannot replace knowledge, and pre-teaching can remove the reason to read. "Some educators can go a bit overboard, resulting in children being taught all the vocab/knowledge required to comprehend the text before they've even read it!" @RyonWLEYshon	A vocab list that already contains the passage. Nothing left to notice or repair.	Same thread, 29 Mar 2025. EEF rec 3 includes activating prior knowledge, not emptying the text in advance. Pondiscio (AEI, 15 Sep 2026): a modest amount of strategy teaching helps learners notice that reading should make sense; endless pre-load is not that. Replies did not contradict him on the overboard case.

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Roles on a science passage US middle-school science. Learners read about rocks and the rock cycle in named roles: summarizer, questioner, clarifier, visualizer. The page names the US variant; the UK row above uses visualise as a fifth turn after a fluent read. "...students celebrated Read Across America Day by reading about the types of rocks and the rock cycle while taking on reciprocal teaching roles such as summarizer, questioner, clarifier, and visualizer." @HahiraMiddle	A Summarizer card on a science textbook, not an English anthology. The photograph in the post is redrawn elsewhere, not republished.	Palincsar and Brown (1984): the original four are predict, question, clarify, summarise. Visualizer is an add-on. EEF FFT Reciprocal Reading, efficacy: targeted Years 5 and 6, plus two months; whole-class Year 4, zero months. Effectiveness trial 2023 to 24: plus one month, effect size 0.06. This lesson is reported, not those trials.
Think-aloud in the read-aloud Name what learners should do before the read-aloud starts. Then model those expectations out loud. US classroom video. "Explicitly state what you expect students to do before you start reading" @AmberBHaven	The teacher stopping to say the thought, not only the sentence. A short text, not a poster listing what good readers do.	EEF rec 3: model and scaffold, then fade. Pondiscio (AEI): the think-aloud is the visible half of cargo-cult reading if the knowledge the passage assumes is missing. A reply on the same thread renamed it from read-aloud to think-aloud. Reported, not trialled.

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Learn the volcanoes A US high-school English teacher cheering for Lauren's take: if the passage is about volcanoes, the goal is volcanoes, not strategy practice. The page names it as the US variant of the UK knowledge fight. "I'm over here cheering for Lauren's take that if kids are reading about volcanoes, the goal should be learning about volcanoes, not just practicing reading strategies." @rodjnaquin	A content aim on the board, not a main-idea stem. The repair, if it happens, serves the science.	Pondiscio, What Good Readers Know (AEI, 15 Sep 2026): modest strategy instruction helps; extra practice does not make a general reader. Recht and Leslie (1988, DOI 10.1037/0022-0663.80.1.16): prior knowledge of baseball, not tested reading ability, drove recall of a baseball passage. Ed_Realist replied to Wexler that knowledge-building may not help on unfamiliar topics; that disagreement is live. Not a trial of a volcanoes unit.
Dropped because scores did not move ● objection US former reading-support teacher. Daily highlight-and-why talk using Notice and Note. Admin replaced it with SRA when test scores did not rise. "We did this every day. But admins said it didn't increase test scores so the next year I was given old fashioned SRA." @KimberByars	A discussion that every learner joined, then a boxed programme the next year.	The post does not name the test. EEF Toolkit reading comprehension strategies (review Oct 2025): plus seven months is a mean across 184 studies, not a promise that one named routine will move a school's scores. James A. Furey, in the same US window, called find-the-main-idea and Notice and Note a joy-killer. No study has tested it.

The EEF plus seven months figure is the Toolkit mean for reading comprehension strategies (review last updated October 2025). FFT Reciprocal Reading plus two months is the 2019 efficacy trial; 0.06 is the 2023 to 24 effectiveness trial. The routines in these rows are teachers' own accounts, not trial evidence.