



Cap sur l'école inclusive
en Europe



Pedagogical Sheet

Learning to read in a group and to every one's own rhythm

Section of the module / E

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School : Jean Calvet

Cahors

1. Context

Jean Calvet School in Cahors ; it's a school with 7 classes from CP¹ to CM2², 1 ULIS³ et 1 CLINT⁴.

2. Goals

- Advancing all pupils in reading
- Adapting the texts and supports used to the pupils' abilities
- Working regularly throughout the year on different aspects of reading work
- Deciphering / decoding
- Comprehension
- Speed of reading / reading aloud

To give all children a motivation and an interest in the discovery and the practice of reading, we used various tools, different from the usual practice of the class, even fun tools.

3. " Best practice" conduct

- Team composition

All Cycle 2 (1st to 3rd grades) and ULIS teachers worked as a team to prepare it during cycle councils with the assistance of RASED specialists, especially for evaluation, observation and also by taking defined groups.

All Cycle 3 (4th and 5th grades) teachers also worked together in the same way.

¹ Cours Préparatoire (1st Grade).

² Cours Moyen 2 (5th Grade).

³Unité Localisée pour l'Inclusion Scolaire (Local unit for school inclusion)

⁴CLasse INTégrée (integrated class) of an IME (educational medical institute)

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As a result, we have been able to form small, need-based groups to advance children at their skill level and not at the level of their class. We chose to place the pupils most in difficulty in groups of less than 10 with specialized teachers.

- Pre-readers group

Composed of CE1, ULIS and CLINT; this group is entrusted to the ULIS teacher with the help of the AVS (Auxiliaire de Vie Scolaire, i.e. school life auxiliary).

The AVS takes care of the workshop's material preparation, ensures that each pupil participates actively. She repeats or even explains the instructions individually to those who need them.

The group is voluntarily limited to 10 pupils maximum; the pedagogy used is that of alphas⁵, attractive support for pupils, and concrete support allowing them to participate actively in learning by using their senses and various manipulations. After this work, the transition to the alphabet and to deciphering used in reading will be done gradually for CE1 pupils who for a majority of them were able to leave this group during the year. This work allowed us to de-dramatize, contributed to the "normalization" of the ULIS.

Each of the following three groups is composed of pupils from ULIS, CE1 and CE2 classes. On the three weekly sessions, each group will have:

- One hour of work on reading **speed** then on reading aloud.
- One hour of **understanding** on reading of instructions.
- One hour of reading **understanding** on albums in the form of reading rallies.

- Group of beginner readers

The work on reading speed lasted until Christmas, then a period was dedicated to mime games to feel the emotions and then work on texts and oral expressive reading. The work on the instructions has been progressive throughout the year. The albums studied were simple, said first readings with one or two sentences per page.

- For the other two groups, supports were more complex, the place of writing more important.

4. Activity evaluation

This decompartmentalization allowed all ULIS pupils to be included for reading; which is not true in the case of a class organization.

For other pupils, this allowed them to progress closer to their starting skills. The exchanges between teams were richer at the cycle councils, all teachers having pupils in class. Pupils' successes but also pupils' difficulties were shared. One regret however: that of not having a global vision of each pupil as one can be used to at primary school.

⁵ Two videos of presentation of the planet of the Alphas designed for pupils that can be found on youtube:

https://www.youtube.com/watch?time_continue=76&v=NuP7TGIYpyl

<https://www.youtube.com/watch?v=h6MS0spCiF0>

5. Limitations

Each teacher doesn't have an overall view of the pupil in reading but sharing around a pupil is very rewarding. The material organization is complicated for Cycle 2 pupils at the beginning of the year.

6. Prospects

This way of functioning could be envisaged with a similar approach in mathematics, if the need arose within the school.