

READ ALOUD, THINK ALOUD

This strategy encourages children to read out loud - either to themselves or to someone else (this can be an adult or another child) - and to stop to think about what they are reading. This helps children to be active readers. Encourage the children not only to ask questions as they read, but also to think about what the answer might be.

Ask questions - How? Why?

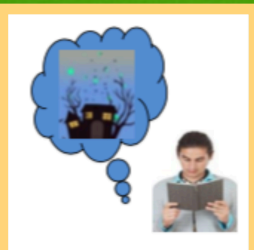
Children should be asking themselves questions about the text as they read through.

I wonder...

Children should be pausing in their reading to ponder over things which they are unsure about.

Predict

Children should be taking the opportunity to think about what might happen next in the text.



VISUALISE

Get a picture in your mind.

This helps to really get a good idea of what is happening in the text. Children can either discuss this or actually draw their visualisation.



VIPs

This strategy is the first step in summarising a text or extract. Children should find the key information - the 'Very Important Parts' (VIPs).

What are the main points of the text/paragraph/ chapter?

Children can discuss, underline or post-it note the most important parts.



BUILD THE GIST

This is the second step in summarising. Think of it as piecing together all the VIPs to build the gist. Like a jigsaw puzzle, you need all those pieces to get a clear picture of the text. One way to summarise a story is to use the 5-Finger Retell.

1. The characters.
2. The setting.
3. How the story starts.
4. The problem.
5. The resolution and ending.



Reading Strategies

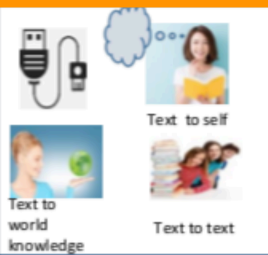


Reading
For
Inference

OUR READING STRATEGIES

This booklet outlines the seven reading strategies which we use within whole-class reading sessions in school. The strategies are taken from 'Reading For Inference' and they are key to comprehending a text within the first read. Children are encouraged to apply them when doing any reading in school and when reading at home, as part of their CLOOS.

You will find an explanation of each reading strategy and some ideas for how to encourage them at home.



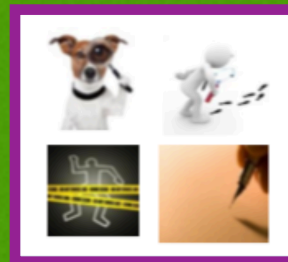
BACKGROUND KNOWLEDGE

This strategy gets children to think about what they already know. This can be discussed/thought about **before the read** and **also throughout** the text as they apply their own knowledge to what they are reading.

Text to Self - What personal experiences have you had in your own life which might relate to the text?

Text to World - What do you know about the world around us which might relate to the text?

Text to Text - Which other texts (or films, TV shows, plays etc) have you read or seen which might relate to the text?



DETECTIVE THINKING

Children need to think like a detective to **find clues** in the text. This means they can **infer by reading between the lines** of what is in the text.

What evidence can you find?

What clues are there that...?

Encourage children to look for clues in the text to make their own inferences about the hidden messages. This needs to be backed up with evidence.



PERSONAL RESPONSE

This is the last strategy and one to be used **after reading**. It requires children to discuss their own ideas on the text and also consider the way the author uses different devices in the texts.

What did you think of the text? How did it make you feel?

What did you notice about the language the writer used?

What about the features of the text?

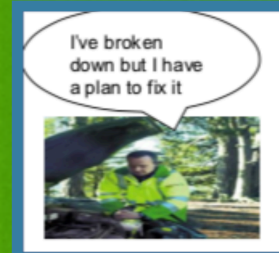


BREAKDOWN

This is the first step in recognising parts of the text which are difficult to understand. Good comprehenders notice where they have these meaning breakdowns and make sure they fix them before they move on.

What words or phrases are you unfamiliar with?

Encourage children to stop at these words - they could underline them, post-it note them or just stop to think about them a bit more before moving on.



FIX IT

This is the second part of the breakdown strategy. Once children have identified the tricky parts of the text, they should be encouraged to fix the breakdown before moving on.

What word class is the word you are stuck on? (e.g. noun, adjective, adverb, verb)

Read around the word - what does it relate to? Can you use another strategy to help you? (Visualising what's happening might help!)

What other word could you swap it with? Check it makes sense.