

Tutshill Primary School Reading Strategies-Progression

Strategies ~ helping our children learn to read

The purpose of a 'strategy check' is to give the children an opportunity to practice and remember the different strategies they need to apply in order to read and understand texts.

Strategies have been devised into **Early Readers, Developing Readers and Active Reading Strategies.**

<u>Early readers</u>	<u>Developing readers</u>	<u>Active reading strategies:</u>
<p>Early readers 1:1 pointing: Children practice pointing using a sentence from a story. Children show and use a pointing finger for each word read. Picture clues: What is happening in the pictures ~ could this give us a clue about what the unknown word could be? Predicting: Cover a word – predict what it could be and check. Model predicting a word. Checking initial/final sounds – does it look right? Cover the first/last letter – predict, then check. Point to the first letter – get your mouth ready to make the sound. Find the letter on an alphabet card/tile. Applying phonics to words: List some more challenging words in the text – decode these together using phonics – predict/discuss the meanings. Checking meaning – does that make sense?</p>	<p>Ask children to name the strategies they can use when they are unable to read a word. Ask the children to share the different things they can do when they do not understand a word, sentence or section of text. Inferring meaning of unknown words: List some more challenging words from the guided reading book on a white board or easel. Ask the children to read the words and predict what they mean. Read them the whole sentence so they can check their predictions. Text layout: Analyse a page of text (e.g. non-fiction) – how is it organised? Why? How do we read it? Decoding unknown words: record difficult words from the text on cards or the board. Ask children to decode these words and explain what they did (i.e. syllables, phonics, knowing parts of words...) or predict the meaning of the words.</p>	<p>Asking questions while they are reading: Visualising: read a section of text – ask children to think about what pictures they see in their head. Predicting: read the opening paragraph – summarise what they know so far and predict what might happen next – read the next paragraph to check. Reading longer sentences (complex sentences): Record the main clause from a complex sentence on the board – read it and discuss what it means – explain that authors often add more information to the sentence (subordinate clause) – add the subordinate clause and discuss how the two clauses relate to each other – locate the comma and explain that the clauses are usually split by a comma. Identifying the main points: read the opening paragraph of the text to the children and ask them to identify the main points – list these on a board and discuss why other information is not key to the story.</p>

<p>Explain that reading should always make sense. Practice re-reading to check meaning. Read a sentence – check it makes sense. Give the children two options – which one makes sense? Discuss what is happening on the page.</p> <p>Re-reading to check: Explain to the children the importance of going back and checking their reading. Model re-reading; practice re-reading.</p>	<p>Checking meaning: read a sentence from the text which is more challenging; discuss what it means and how they know.</p>	<p>Scanning: turn to a page of text and model how you scan the text for information – use a highlighter.</p> <p>Skimming: model reading a paragraph quickly, looking for specific information (e.g. main characters; clues about setting).</p>
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