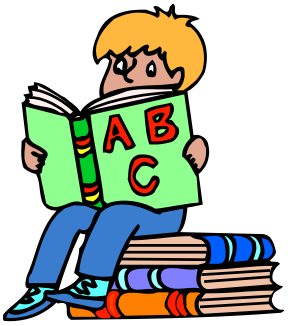
Top Tips for Teaching Reading

Assessment Focus	Teaching Tips
use a range of strategies, including accurate decoding of text, to read for meaning;  	▪ **Types of reading**: A. **Skimming** – when you need only a general idea of what the text is about and whether it is going to be useful. Run your eyes quickly over the text. Look at headlines, headings, subheadings, titles, the opening lines of paragraphs and words that signal a new point is being made. B. **Scanning** – when you want to find a specific piece of information quickly. Glance quickly down the text for key words. Run a finger down the middle of the page as you read to focus your eyes and keep them moving. C. **Close reading** – when you need to explore the details in the text. Read all the words in a short section. Read and reread difficult sections, revising your interpretations each time. Use text marking to identify key points and paraphrase what the writer is saying. D. **Continuous reading** – when reading for pleasure or to understand a full account of something. Read all the words, but you might be able to read some sections very quickly. Others might need a slower pace to let you take in all of the ideas. ▪ **Reading Strategies**: A. **See images** – visualize what the writer is describing. What pictures can you see of the characters, the settings and the action? B. **Hear a reading voice** – as you read, think about whose voices you are hearing and how it changes. Think about how the central characters sound and the sound effects of all the action. What can you hear while you read? C. **Establish a relationship with the narrator** – think about the narrator – the person telling you the information in the text. Identify who the narrator is. Do you like her/him? What would you say to him/her if she/he were in the room? D. **Establish a relationship with the writer** – can you hear the writer's voice? Is the author hiding behind a narrator or character or speaking directly to the reader? What do you think the writer is trying to say to you? E. **Predict what will happen** – use what you know about a text to suggest what you think will happen next. Can you explain why? What evidence have you got? F. **Relate ideas in text to own experience** – does this remind you of anything you have done in your life or anything you have seen or heard about? How does this make you feel about the events in the text? ▪ Reading Strategies Card Sort activity.

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understand, describe, select and retrieve information, events or ideas from texts and use quotation and reference to text; 	▪ Quotation quests – find quotations to support a view, opinion, statement. ▪ Comprehension questions. ▪ Scan the text for the correct information. Present these as a series of bullet points using your own words. ▪ Close read the text for specific answers. ▪ Write down 3 bullet points that summarise what the text is about. ▪ Skim a text for no more than 20 seconds. Which bits of the text caught your attention? Make a list. Now close read. A and B activity ▪ In pairs, close read a text. From each paragraph/section, identify one sentence that makes the main point. ▪ Skim read the text. Why do you think the writer uses this title? ▪ Highlight the facts and opinions in a text in different colours. What does this tell you about the text? ▪ Reduce the text to five sentences, then five words and then one word. ▪ Sequence a list of points from the most important to the least. ▪ Restructure key information into a different format e.g. spider diagram, bullet points, time line, flow diagram. ▪ Reread the 2/3 texts. Make a list if the similarities and differences between the texts. ▪ Close read the extract. Ask yourself which you think are the most important pieces of advice and record these in a table. ▪ Read a description of a place. Visualise the information by drawing a rough map of the place, annotating it with the details given. Read backwards and forwards in the text to check you are linking up the places correctly.

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deduce, infer or interpret information, events or ideas from texts; 	▪ Infer – look for what is implied (suggested) rather than what is explicit (stated/obvious). Read between the lines to find the meaning. Look at the words and how they are organised in order to see the writers' different meanings. ▪ Deduce - be a detective. Use evidence in the text to work out what is meant. You might have to fill in gaps and make links between ideas. ▪ Give students statements related to a text. They must infer to decide if they are: a) literally true (the writer actually states them) b) inferentially true (the writer doesn't state them but the reader can work out from the text that they are true) c) incorrect (there is no evidence to back up the statements from the text) ▪ Create a table; in one column include **Information from the text** and the other **What it tells us about the writer**. ▪ Close read a text and try and empathise with a central character. (Empathy – imagine you are in the same situation as the characters or people. What would you do? How would you feel? ▪ What impression do you get of the writer from the text? Support your answers with close reference to the text. ▪ Close read the text. Who does the writer sympathise with? How do we know this? Read the text forwards and backwards finding examples from the text. Remember you will need to infer. ▪ Skim read advertisement(s) to get a general idea of what they are about. Speculate about: o the type of magazine/publication they come from o who would read this magazine/publication

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identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level; 	▪ Read the text closely. Divide it into sections and give each section/paragraph a subtitle or key word. ▪ Scan the text and pick out 6 features that make it clear that it is a non-fiction text (layout, heading, language, other features). ▪ Skim the text and identify any features of the layout which the writer uses to emphasise certain points (e.g. bold type, bullet points, etc.) ▪ Pick out imperative verbs in a text. ▪ How is the information organized in the text? Think about the writer's purpose and audience and in your answer comment on the following: o layout and design o use of images o the different types of information presented ▪ Scan the text and trace the moments of tension. Draw an 'emotion' of 'tension' graph for the events of the text. On the vertical axis add quotations that show the events and on the horizontal axis add quotations that show the tension in the central character(s). ▪ Draw a graph to show the narrative structure of a text and the changing levels of humour, tension and drama. ▪ Produce a narrative map/flow diagram of events/ideas in a text. ▪ Log the structure onto a grid e.g. point/evidence grid, cause/effect grid, argument/counter-argument. ▪ Look at an example of an advice leaflet. Focus on how the information has been presented to the reader e.g. boxes, fonts, colours, etc. How useful would this leaflet be? In what ways could it be more helpful? ▪ Close read the text. How is the whole text structured? How are links made between paragraphs? How are links made within paragraphs?

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explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level; 	▪ Read the text and try to **hear a reading voice** and think about the following features: o the use of pronouns o the type of punctuation used o the 'voice' of the writer o the type of advice given. ▪ For each feature, pick out an example from the text and then explain what effect it has on the reader. ▪ Find examples of each of the following techniques and explain its effect: o onomatopoeia o simile o personification o metaphor ▪ Scan the text and pick out words or phrases which suggest who is the writer and the audience e.g. a science reporter. ▪ Pick out the techniques the writer uses to persuade you e.g. the opening statement, use of pronouns - 'we' and 'us', use of rhetorical questions or exclamation marks, use of repetition, use of verbs, use of metaphorical language, etc. ▪ Scan the text and find three examples of emotive language and comment on why the writer has used them. ▪ Close read the text. The narrative voice is humorous. Pick out examples of the following types of humour: o irony o self deprecation o exaggeration o rhetorical devices ▪ How does the writer achieve an informal tone? Consider the use of the following: o colloquialisms o asides o use of parenthesis o punctuation ▪ Highlight the key language features in the text e.g. adjectives in a persuasive leaflet, emotive language in a charity appeal, imperatives in a recipe.

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identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader; 	▪ What feelings does the writer want you to have about the characters and events in a text? Reread the text and note down your feelings about the events? Try to explain why you felt that way. ▪ Reread the text. Note down your feelings during the reading and try and explain why you felt that way. ▪ Close read the text. What evidence does the writer use to support his argument/view? How convincing do you find his arguments/views? Make judgements and support your answer with a clear explanation and references to the text. ▪ The text is written in the first/third person. What is the effect of this on the reader? Support your answer with examples form the text. ▪ Write a PEE paragraph to explain the writer's viewpoint in a text you have read. ▪ Ask questions of a text. What effect do the ideas/arguments/views have on the reader? Why do you think the writer has used them? ▪ Write a list of questions that can be asked of the writer in order to find out about the writer's feelings, views and attitudes. Speculate what his/her responses will be. ▪ Close read the article. Establish a relationship with the writer. What clues are there in the text about the writer's attitude to the subject/person he is writing about. You should consider the: o the language the writer uses to describe the person/subject

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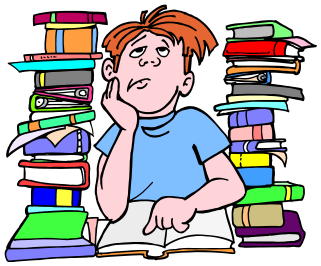
relate texts to their social, cultural and historical contexts and literary tradition. 	▪ Close read the text. With a partner, create a list of things from the text that are different from nowadays. Has anything not changed? Why? ▪ Skim read the text and find examples of words from earlier times/other countries. Read backwards and forwards to help you understand what they mean. ▪ What comment on the society in which they lived is the writer making in this text? Support your view with evidence from the text. ▪ Pick out the words and phrases that tell you that the text is written about a different country or culture. What do these words mean? Try to work out the meaning by looking at the rest of the text or use a dictionary to help you. ▪ When you have read a text written in the past look closely at the sentence structure. How are they different to modern writing? Support your answer with evidence from the text. ▪ Read a text written in the past e.g. Dickens or Shakespeare. Rewrite a section of the text using modern vocabulary and style. ▪ When you have read the text produce a chart to record how the language has changed or is different. Head one column **Word from text** and the other **Modern Meaning/Translation.** ▪ Investigate how different cultures/countries may use different spellings or grammar by reading examples of texts and highlighting the differences.