

Reading Strategies

Reading comprises of two key skills

1. Comprehension and understanding the text
2. Decoding – reading the words

Efficient readers use a range of strategies to help them both read the words and understand the text/story. Our aim is for children to be able to use a range of strategies to help them to read. We have provided you with the complete list of strategies as identified in *First Steps Reading Second Edition* (2004, Harcourt Education).

Educators at IPECS use the following terminology to teach reading strategies to children. We encourage you to use the following ‘reading strategies’ to help support your child when reading.

Connecting

Family/Child definition	Efficient readers comprehend text through making strong connections between their prior knowledge and the new information presented in text. Efficient readers continually make connections as they read.
Success indicator	<ul style="list-style-type: none">∞ I can make a link between something in the story and my real life.∞ I can make a link between this story and another story I have read.∞ I can make a link between this story and something I have heard about in the larger world.

Predicting

Family/Child definition	Predicting helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot. Students can also use predicting to identify unknown words either before or after decoding. Students need to determine whether the word makes sense in the text.
Success indicator	<ul style="list-style-type: none">∞ I can predict a word that would make sense.∞ I can predict what the story might be about by looking at the pictures and engaging in discussion.

Sounding Out

Family/Child definition	Readers use their knowledge of letter-sound relationships to take words apart, attach sounds to the parts and blend the parts back together to identify unknown words.
Success indicator	<ul style="list-style-type: none">∞ I can get my mouth ready to say a sound e.g. the beginning sound in a word.∞ I can use my knowledge of letters and sounds to help sound out a word.∞ I can blend sounds.∞ I can flip/swap the sound to help me to read the word and hear if it makes sense.

Chunking

Family/Child definition	Readers can be encouraged to break words into units larger than individual phonemes.
Success indicator	<ul style="list-style-type: none">∞ I can chunk parts of the word to help break it down.∞ I can break a word into smaller parts to help me to read it.

Re-reading

Family/Child definition	Re-reading whole texts or parts of texts can assist the reader to clarify or enhance meaning. This strategy can also be used as a word identification strategy.
Success indicator	∞ I can re-read a sentence/passage in order to understand it better, read more fluently, correct a mistake etc.

Reading On

Family/Child definition	Skipping the unfamiliar word and reading on often provides the reader with sufficient context clues to help determine the unknown word.
Success indicator	∞ I can read on, skip a word, in order to get more clues to help me to determine what a word might be.

Creating Images

Family/Child definition	Efficient readers use all their senses to continually create images as they read text.
Success indicator	∞ I can create a picture in my head of what might be happening in the story to help me to understand the information better.

Comparing

Family/Child definition	As students make connections between the text and self, the text and other texts or texts and the outside world, they also begin to make comparisons.
Success indicator	∞ I can compare an event/word/character in the story to something I have done or know about. ∞ I can compare this story to another story. ∞ I can talk about why I don't agree with a statement or something I have read.

Using Analogy

Family/Child definition	Readers use analogy when they refer to words they are familiar with to identify unknown words. They transfer what they know about familiar words to help them identify unfamiliar words.
Success indicator	∞ I can think of other words that are like this word to help me to read the word.

Adjusting Reading Rate

Family/Child definition	Readers may adjust their reading rate or pace to help them to understand the text better.
Success indicator	∞ I can vary the pace at which I read in order to help me to understand the text better. (Sometimes I might read fast and skip over some information and sometimes I might read a difficult section slower to help me to understand it.)

Self-questioning

Family/Child definition	Efficient readers continually think of questions before, during and after reading to assist them to comprehend text and clarify meaning.
Success indicator	∞ I can ask myself questions such as do the picture and/or words look right? Do they sound right? Does that make sense?

Inferring

Family/Child definition	Readers make predictions, draw conclusions and make judgements to create their interpretations of a text.
Success indicator	<ul style="list-style-type: none">∞ I can infer/understand information about a character or event in the story without it being explicitly explained in the book.∞ I can infer/predict the meaning of a word by what is happening in the story and or my knowledge of other words.

Synthesising

Family/Child definition	Bringing together information that may come from a variety of sources. Stop at selected places in a text and think about what has been read.
Success indicator	<ul style="list-style-type: none">∞ I can bring together a few different pieces of information to help me to understand the story better.

Skimming

Family/Child definition	Skimming involves glancing quickly through material to gain a general impression or overview of the content.
Success indicator	<ul style="list-style-type: none">∞ I can glance quickly over the text to get an idea of what it is about.

Scanning

Family/Child definition	Scanning involves glancing through material to locate specific details.
Success indicator	<ul style="list-style-type: none">∞ I can glance quickly over a text to find a specific detail, without having to read the whole passage/text etc.

Determining Importance

Family/Child definition	Readers ask themselves what is most important in this phrase, sentence, paragraph, chapter, or whole text.
Success indicator	<ul style="list-style-type: none">∞ I can retell the important information/events etc. from the text, and not get stuck on the detail contained in the whole text/story etc.

Summarising and Paraphrasing

Family/Child definition	Summarising is the ability to reduce a larger piece of text so the focus is on the most important elements in the text. The re-stating or re-writing of text into other words is referred to as paraphrasing.
Success indicator	<ul style="list-style-type: none">∞ I can retell the text in my own words, summarising the key points and using some of the key language from the text.

Consulting a Reference

Family/Child definition	Consulting a reference is an additional strategy that enables students to unlock the meaning of a word.
Success indicator	<ul style="list-style-type: none">∞ I can ask for help, look at a dictionary, consult a reliable information source to help me to understand/read a word.