

Reading Strategies

Year 3 and 4
Miss Serrano

By reading with your child you are...

- Stimulating imagination
- Helping develop language skills
- Helping develop comprehension skills
- Demonstrating that reading is important



Why is reading important?



- It helps children learn about the world in which they live
- Good writing starts with good reading
- It is a key skill needed to progress in all other subjects
- Children learn how language works
- Children develop a love of reading

What make a good reader?

- Draw on background knowledge as they read
- Make predictions as they read
- Visualise the events of a text as they read
- Recognise confusion as they read
- Recognise a text's structure as they read
- Identify a purpose for reading
- Monitor their purpose for reading the text

**Good language
comprehension,
poor word
recognition**

**Good word
recognition,
good language
comprehension**

**Word
recognition**

**Poor word
recognition,
poor language
comprehension**

**Good word
recognition,
poor language
comprehension**

Language comprehension

Language comprehension

Where to begin with less confident readers...

Ask them what strategies help them to decode

Phonics- breaking down the sounds in the word:

Difficult – diff/i/cult

Read on and the word might make sense.

The boy was ridiculously **gluttonous** as he chomped his way through the rich chocolate cake.

Use the pictures on the page for clues.

Retrieval Questions

- ***Retrieval Questions:***
- *When you really want cheese on toast, you have to go to the fridge and hunt for the cheese. Well, these retrieval questions are similar.*
- *you get hungry (the question)*
- *you go to the fridge (get the information)*
- *you find the cheese (you get the answer)*

INFERENCE

Use the CLUES in the text to discover what is NOT directly stated

Text:

Ana collected shells. Then she went for a swim in the cool, salty water.



Inference

Ana is at the ocean.



Main Idea

- The **main idea** is the point of the paragraph. It is the most important thought about the topic. To figure out the **main idea**, ask your child this question: What is being said about the person, thing, or **idea** (the topic)?
- ***Identify the Topic***
- Read the passage through completely, then try to identify the topic. Who or what is the paragraph about?
- ***Summarise the Passage***
- After reading the passage through thoroughly, ask your child to summarise it in their own words in **one sentence** that includes the gist of every idea from the paragraph. A good way to do this is to pretend they have just ten words to tell someone what the passage is about.
- ***Look at the First and Last Sentences of the Passage***
- Authors often put the main idea in or near either the first or last sentence of the paragraph or article.

Your turn!

Look at this example:

Sally went shopping after school Friday and all day on Saturday, and she bought a lot of new outfits. On Sunday her mother took her to the outlet mall so she could finish buying clothes for the new school year. She also bought school supplies so she would be prepared for her classes.



Making predicitions..

Predicting is a **reading** comprehension strategy that **readers** use to anticipate what comes next based on clues from the text and by using their prior knowledge.

Predicting is an ongoing process that keeps the reader engaged as he or she tries to figure out what is coming next by making new predictions.

Predicting keeps the reader motivated but also tells you whether they have understood the text or not.

Visualising

Visualising

We use this strategy to visualise what is happening in the text.

This helps us to think about what might happen next, to remember details about the text and it helps us to get really involved in the text too.

All of this helps us understand the text better.

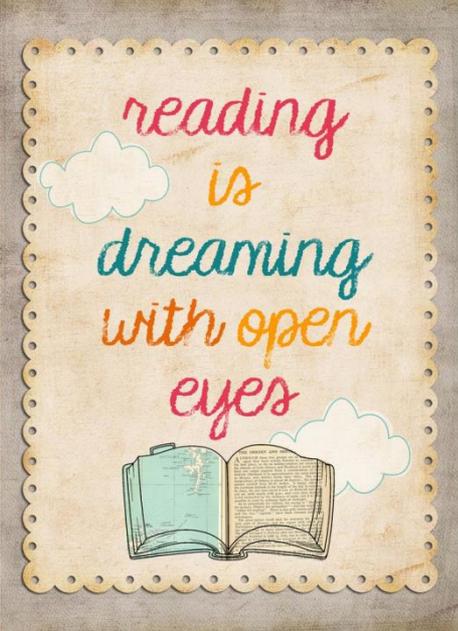


Keep Reading!



The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.

~ Dr. Seuss



reading
is
dreaming
with open
eyes



Open a
BOOK
and
open your
MIND,