



# Giffnock Primary School

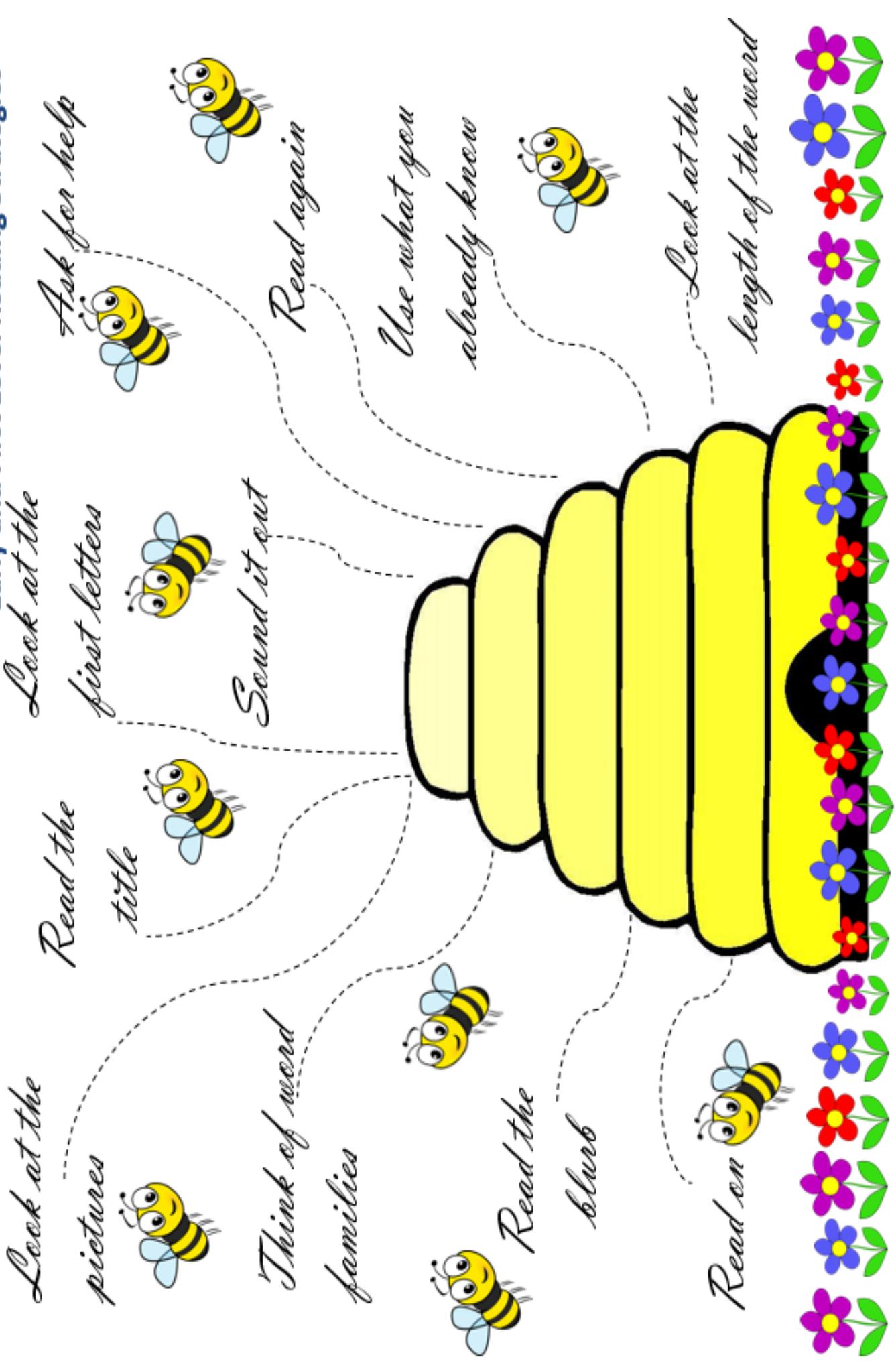
There is a difference between not knowing and not knowing yet!



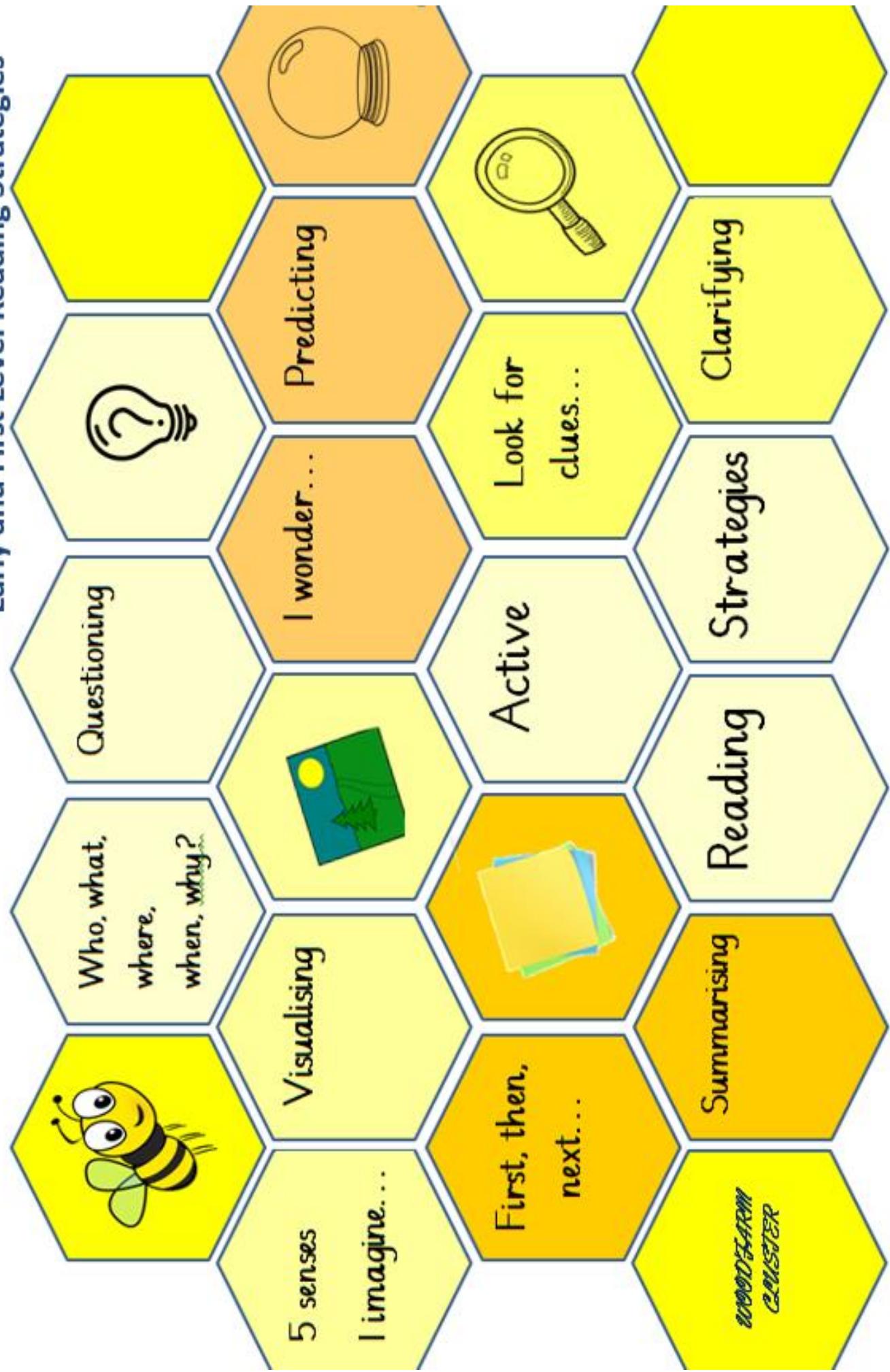
Reading Strategies and  
Active Approaches  
For Parents and Carers

Working hard having fun, that's the way we get things done

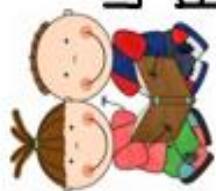
## Early and First Level Reading Strategies



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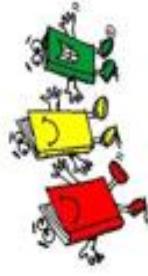
## First Level Reading Strategies



Look at the first letters

Look at the pictures

Ask for help



Read again

Think of word families

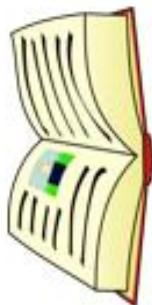
Sound it out

Active Reading Tools

Read the blurb



Read the title



Read on



Look at the length of the word



Use what you already know

# Active Reading Strategies

## First Level Reading Strategies

### Visualising

*Look for descriptive language and use the five senses.*  
**Remember:** Every reader sees things a little differently!  
**I imagine it looks/smells...**  
**Can someone describe...?**

### Predicting

*Look for clues and give reasons.*  
**Remember:** You can change your mind as you go!  
**I predict...**  
**I wonder if...**  
**I think...**  
**I imagine...**

### Clarifying

*Use clues and discuss possible meanings.*  
**Remember:** Use what you know and ask  
'Does that make sense?'  
**I think it means... because...**

### Summarising

*Look for the main ideas to retell the story or share the facts.*  
**The story takes place in...**  
**First...next...then...**

### Questioning

*Look for interesting or tricky parts then ask teacher-like questions.*  
**Remember:** The answers can be in the text, between the lines or in your head.  
**I'd like to ask...**

<u>CLUES</u>
<p><i>Can I work out what unfamiliar or unknown words mean?</i></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>* Does it sound like any other words I already know? <b>Break it up!</b> <b>Sound it out!</b></li> <li>* Does any smaller part of it remind me of words I already know?</li> <li>* Read the punctuation</li> <li>* Look for word families</li> </ul>

<u>VISUALISATION</u>
<p><i>Use what you know and understand to create</i></p> <p>Consider creating:</p> <ul style="list-style-type: none"> <li>* flow-charts</li> <li>* spider-diagrams or mind-maps</li> </ul>

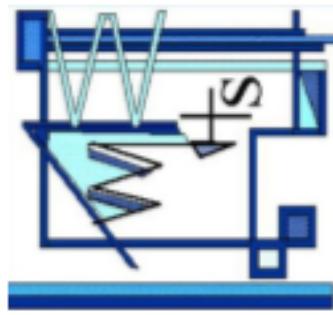
<u>PARAPHRASING</u>
<p><i>Can I show understanding?</i></p> <p>Can I re-write the ideas into my own words to show I have understood what I have read?</p> <p>SUBSTITUTE or TRANSLATE any words you are unsure of</p>

<u>PRIOR KNOWLEDGE</u>
<p><i>What do I already know about this?</i></p> <ul style="list-style-type: none"> <li>• Read the text again</li> <li>• What is the main idea?</li> <li>• Break it up! Can I make a list of the key ideas of the text?</li> </ul>

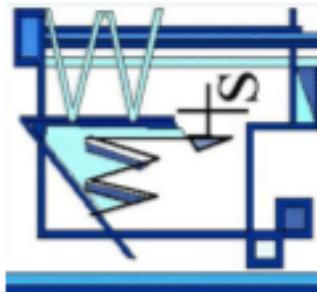
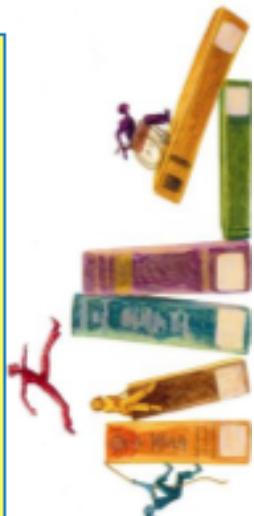
## ACTIVE READING STRATEGIES

First and Second Level

Woodfarm Cluster

<u>QUESTIONING</u>
<p><i>Ask for help</i></p> <p>Ask questions:</p> <ul style="list-style-type: none"> <li>Literal (what is happening?)</li> <li>Inferential (read between the lines)</li> <li>Evaluative (what did the writer make you think or feel?)</li> </ul>

<p><b>MAIN IDEAS</b></p> <p><i>Now that I have fully understood what I have read, what do I think is the main message of the text?</i></p> <ul style="list-style-type: none"> <li>• What is the main idea?</li> <li>• Can I make a list of the key ideas of the text?</li> <li>• Could I identify and reject the unimportant details in this list to make it clearer?</li> </ul>	<p><b>PARAPHRASING</b></p> <p><i>Can I demonstrate understanding?</i></p> <ul style="list-style-type: none"> <li>• Can I re-write the ideas into my own words to show I have understood what I have read?</li> </ul>	<p><b>VISUALISATION</b></p> <p><i>What would be the best way to take notes/display information to help me remember and understand this?</i></p> <ul style="list-style-type: none"> <li>• Consider creating:           <ul style="list-style-type: none"> <li>• flow-charts</li> <li>• spider-diagrams or mind-maps</li> <li>• collages</li> <li>• storyboards</li> </ul> </li> </ul>	<p><b>CLUES</b></p> <p><i>Can I work out what unfamiliar or unknown words mean without using a dictionary?</i></p> <ul style="list-style-type: none"> <li>• Consider:           <ul style="list-style-type: none"> <li>• Does it sound like any other words I already know?</li> <li>• Does any smaller part of it remind me of words I already know?</li> <li>• Do the words/phrases around this word help me to work it out?</li> </ul> </li> </ul>	<p><b>INFERENCE</b></p> <p><i>What clues are there in the text which can help me work things out about the person/place/topic?</i></p> <ul style="list-style-type: none"> <li>• Consider the writer's use of:           <ul style="list-style-type: none"> <li>• word choice</li> <li>• use of imagery</li> <li>• sentence structure</li> <li>• bias and persuasive techniques</li> </ul> </li> </ul>
<p><b>PRIOR KNOWLEDGE</b></p> <p><i>What do I already know about this?</i></p> <ul style="list-style-type: none"> <li>• What genre or text type is this?</li> <li>• What do I already know about this subject / topic?</li> <li>• What clues are there in the headline / title / blurbs / pictures?</li> <li>• What do I think will happen next?</li> <li>• What might this text tell me about?</li> <li>• Who and what is this text for?</li> </ul>	<p><b>ACTIVE READING STRATEGIES</b></p> <p><i>Second and Third Level</i></p> <p><i>Woodfarm High School</i></p>   			



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