



Giffnock Primary School

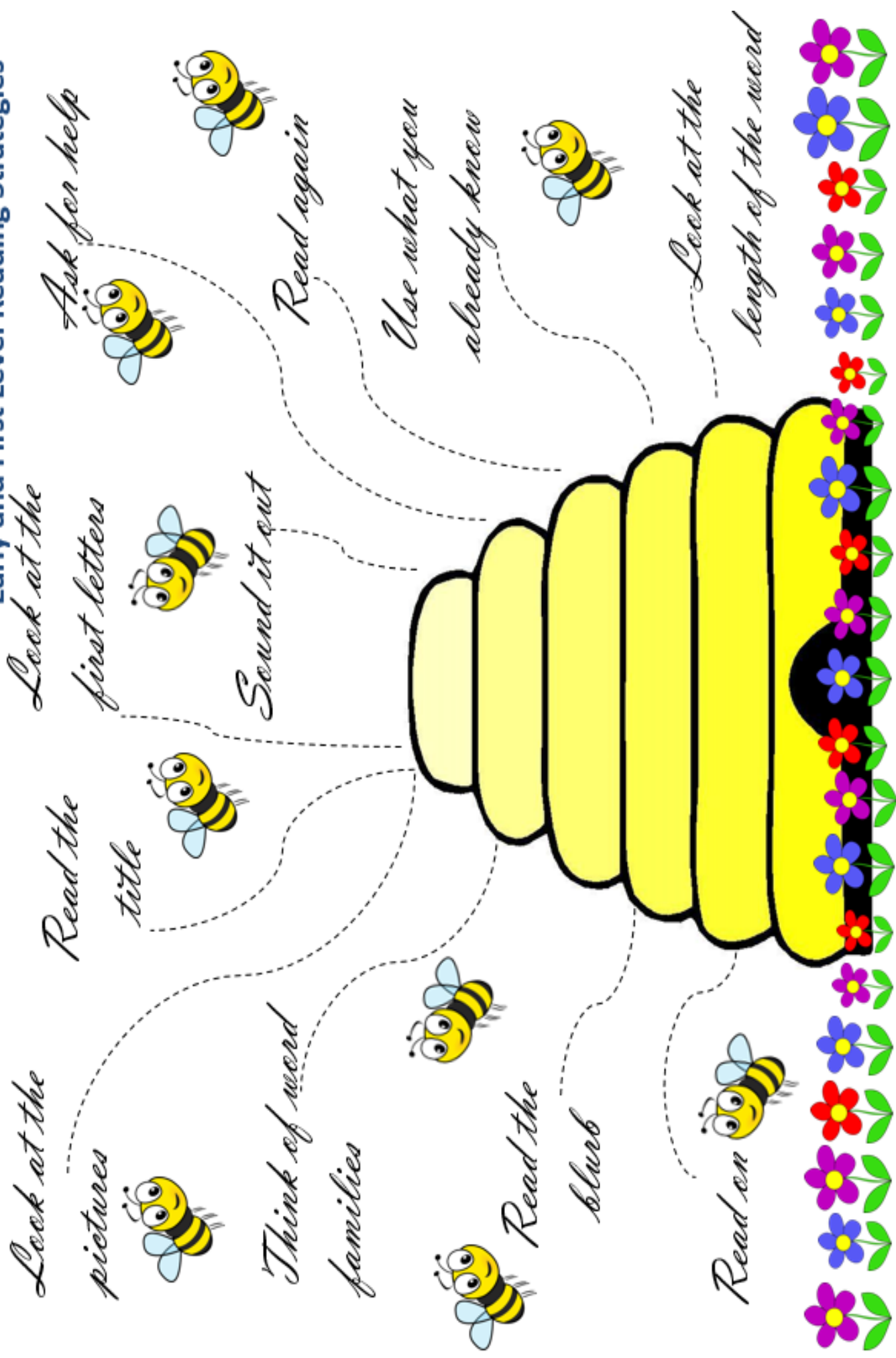
There is a difference between not knowing and not knowing yet!



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



Early and First Level Reading Strategies



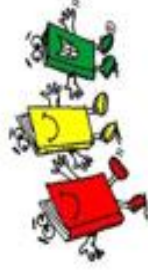


Look at the
pictures

Look at the
first letters

First Level Reading Strategies

Ask for help



Read again

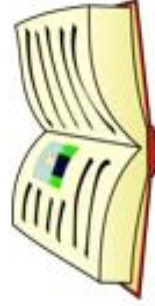
Think of word
families

Sound it out

Read the
blurb



Read the title



Read on

Look at the
length of the
word



Use what you
already know

Active Reading Tools

WOODFARM
CLUSTER

First Level Reading Strategies

Active Reading Strategies

Predicting

Look for clues and give reasons.

Remember: You can change your mind as you go!

I think...

I predict...

I wonder if...

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.

Remember: Ask who, what, when, where, how and why!

The story takes place in...

First...next...then...

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...?

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...



MAIN IDEAS

Have I understood what I have read? What do I think is the main message of the text?

- Read the text again
- What is the main idea?
- Break it up! Can I make a list of the key ideas of the text?

PARAPHRASING

Can I show understanding?

Can I re-write the ideas into my own words to show I have understood what I have read?

SUBSTITUTE or TRANSLATE any words you are unsure of

VISUALISATION

Use what you know and understand to create

Consider creating:

- * flow-charts
- * spider-diagrams or mind-maps

CLUES

Can I work out what unfamiliar or unknown words mean?

Consider:

- Does it sound like any other words I already know? **Break it up! Sound it out!**
- Does any smaller part of it remind me of words I already know?
- Read the punctuation
- Look for word families

PRIOR KNOWLEDGE

What do I already know about this?

- Read the title
- What clues are there in the headline / title / pictures / diagram?
- What do I think will happen next?
- Who and what is this text for?

ACTIVE READING STRATEGIES

First and Second Level

Woodfarm Cluster



QUESTIONING

Ask for help

Ask questions:

Literal (what is happening?)

Inferential (read between the lines)

Evaluative (what did the writer make you think or feel?)

MAIN IDEAS

Now that I have fully understood what I have read, what do I think is the main message of the text?

- What is the main idea?
- Can I make a list of the key ideas of the text?
- Could I identify and reject the unimportant details in this list to make it clearer?

PARAPHRASING

Can I demonstrate understanding?

- Can I re-write the ideas into my own words to show I have understood what I have read?

VISUALISATION

What would be the best way to take notes/display information to help me remember and understand this?

- Consider creating:
- flow-charts
 - spider-diagrams or mind-maps
 - collages
 - storyboards

CLUES

Can I work out what unfamiliar or unknown words mean without using a dictionary?

Consider:

- Does it sound like any other words I already know?
- Does any smaller part of it remind me of words I already know?
- Do the words/phrases around this word help me to work it out?

PRIOR KNOWLEDGE

What do I already know about this?

- What genre or text type is this?
- What do I already know about this subject / topic?
- What clues are there in the headline / title / blurbs / pictures?
- What do I think will happen next?
- What might this text tell me about?
- Who and what is this text for?

INFERENCE

What clues are there in the text which can help me work things out about the person/place/topic?

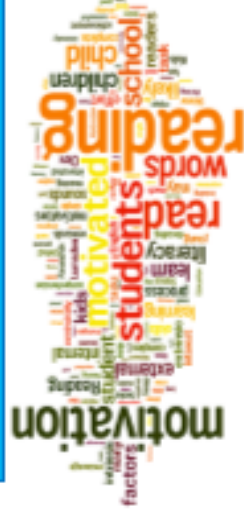
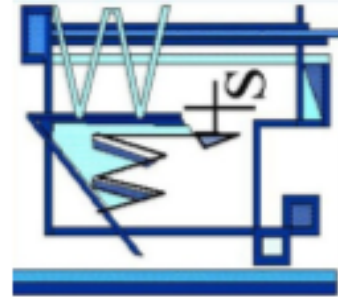
Consider the writer's use of:

- word choice
- use of imagery
- sentence structure
- bias and persuasive techniques

ACTIVE READING STRATEGIES

Second and Third Level

Woodfarm High School





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