

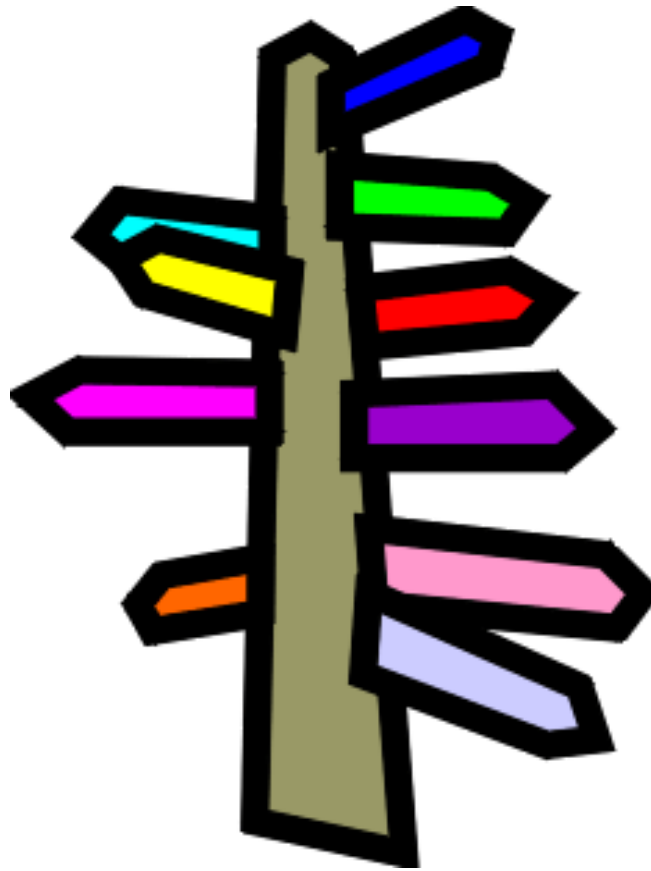
# HIGHER ORDER READING



# CFE READING STRATEGIES

# THE BACKGROUND

WHERE  
WE  
HAVE  
BEEN



WHERE  
WE ARE  
GOING

# WHY ARE WE LOOKING AT READING TODAY?

## ❖ To come into alignment with Curriculum for Excellence

Curriculum for Excellence has challenged us to reflect on the way we teach Literacy & English...

Behind Curriculum for Excellence is the drive to...



Up the ante

Develop a skills based curriculum rather than simply  
knowledge & understanding

More focus on the ability to transfer these skills

Teach our children to become better learners so they thrive in  
any new situation

# IN THE PAST 5-14



Teaching of reading involved.....

- Reading the story - usually following a resource
- Phonics
- Vocabulary/Grammar
- Comprehension exercises checking on understanding

**Problem:-** So focussed on checking that they understand a text that we often don't pay enough attention to teach our children **HOW** to understand the text.

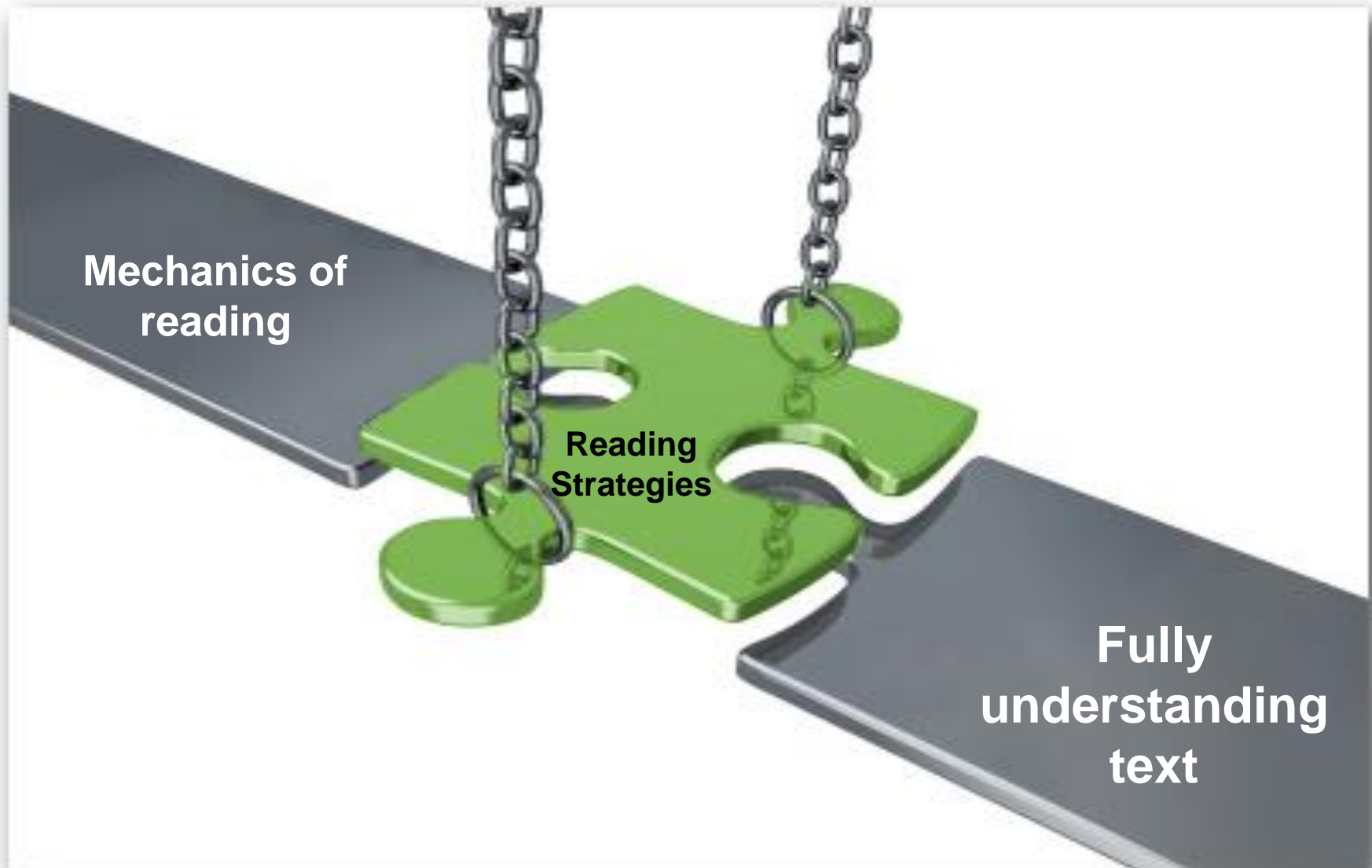
But Wait...  
**THERE'S  
MORE!**

## CFE- FILLING IN THE GAPS

- We need to equip our pupils with *strategies* to help them to know *how to understand text*.
- We need to teach our pupils how to actually *engage* with text
- In past we have taught our children the mechanics of reading but we have not made the *reading process explicit*.

As a result usually the very able children grasp these *invisible skills* but the less able and average children can find it difficult to understand the meaning behind text as we often just expect them to 'get it'.

# CFE- BRIDGING THE GAP



# What is meant by 'texts'?

It follows that the definition of 'texts' also needs to be broad and future proof.

Therefore, within *Curriculum for Excellence*:

*a text is the medium through which ideas, experiences, opinions and information can be communicated.*

## Examples of texts

**novels, short stories, plays, poems  
reference texts**

**the spoken word**

**charts, maps, graphs and timetables**

**advertisements, promotional leaflets**

**comics, newspapers and magazines**

**CVs, letters and emails**

**films, games and TV programmes**

**labels, signs and posters**

**recipes, manuals and instructions**

**reports and reviews**

**text messages, blogs and social networking  
sites**

**web pages, catalogues and directories**

# **POSITION STATEMENT ON TEACHING READING**

**When reading text all children should  
experience.....**

- High Order Questioning Activity**
- Before Reading Activity**
- During Reading Activity**
- After Reading Activity**



# MODELLING

- The success of this method of teaching reading is based on the teacher modelling the strategies in order to make the skills of reading visible.



# BEFORE, DURING AND AFTER



# READING STRATEGIES

# Clarifying

- We use this strategy to help us to understand the meaning of a word.
- When we know the meaning of the words we can understand the text better.



# KEY POINTS ABOUT THIS STRATEGY...

## Clarifying



Pupils must justify their 'guess' by giving their reasons for their guess and stating the clues they used, from the context, to make it .

Pupils can use a dictionary/thesaurus to check the meaning of an unknown word.

The teacher needs to model using the context to 'guess' the meaning of an unknown word.



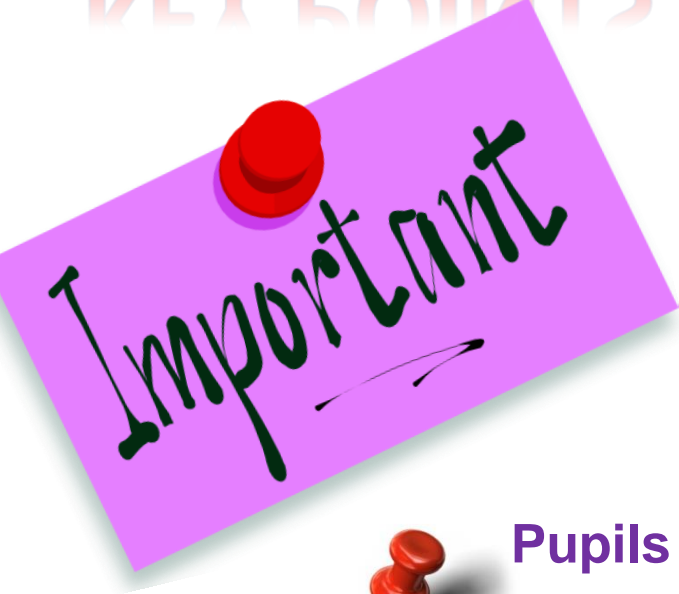
# Predicting



We use this strategy to predict what we think might happen.

This helps us to think about what we might already know.

# KEY POINTS ABOUT THIS STRATEGY...



## Predicting



Pupils must justify their prediction by giving their reason for the prediction and stating the clue they used to make it .



The teacher needs to model how to do this, to show that predictions are based on clever guesses using evidence from the title, front cover etc.



# Connecting

We use this strategy to connect what we know already with the text we are reading.

We can make different types of connections....



**Text-to-self connections**

(connections from our personal experience)

**Text-to-text connections**

(connections from other things we have read)

**Text-to-World connections**


(connections from what we know already about this topic)

# KEY POINTS ABOUT THIS STRATEGY...



## Connecting

Pupils must be trained to pause and consider, before reading text , any connections they can make with self, text and the world. They need to be taught that these connections extend learning and understanding.



The teacher needs to model making connections with self, text and the world and how these connections will help them better understand the text.





# Self Questioning



We use this strategy to help us ask questions so we can better understand the text.

Ask Yourself

# KEY POINTS ABOUT THIS STRATEGY...



## Self Questioning

Pupils need to be aware that asking questions is a good habit to form, in order to help develop understanding.

Pupils need to realise that all the answers to their questions may not always be in the text.

 The teacher needs to model how to generate questions that will help us understand the text better.

Teachers have to teach pupils the connections of how generating questions develops a deeper understanding of the text.



Ask Yourself

# Skimming

We use this strategy to quickly find out what the text is about.



Skimming helps us to find out if a text will be useful and it helps us to find out where the important bits are in the text.

# KEY POINTS ABOUT THIS STRATEGY...



## Skimming

Skimming is not about reading the whole text, it is about identifying the relevant part of the text to allow the reader to fulfil a specific purpose.

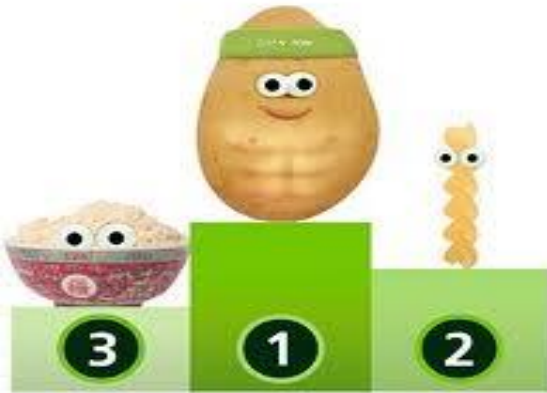


The teacher needs to model how to do this, to show that skimming is based on glancing through text, looking at any graphics, headings, highlighted or italicised text and structure rather than careful, detailed reading of each word.



# Comparing

We use this strategy to compare things and consider how they may be *different or similar*.

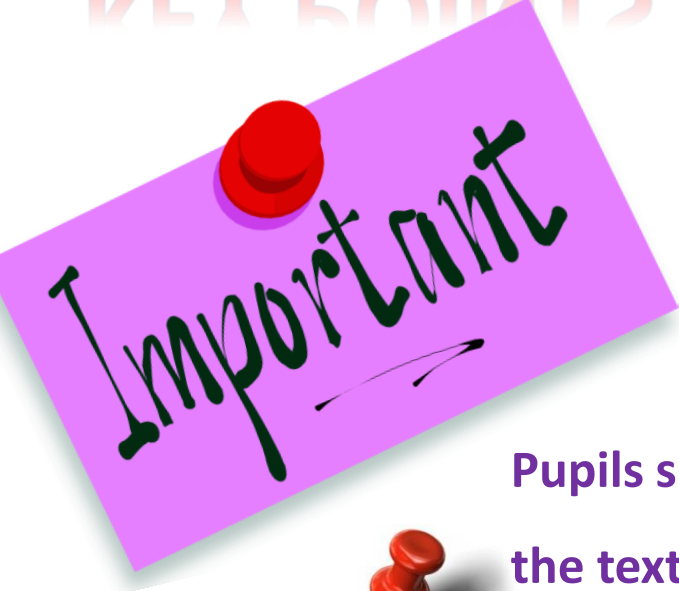


We can compare the text with our **self** and our personal experiences.

We can compare the text with **other texts**.

We can compare texts with what we know about **the world**.

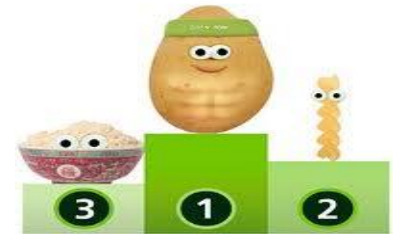
# KEY POINTS ABOUT THIS STRATEGY...



## Comparing

Pupils should be encouraged to make comparisons between the text and other texts, the text and their previous experiences and the text and their knowledge of the world.

The teacher needs to model how to do this, highlighting that comparisons can often be made between knowledge and experiences.



# 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.



# KEY POINTS ABOUT THIS STRATEGY...



## Visualising



Pupils must be given an opportunity to talk about and share their images and discuss how visualising helps them to understand the text.



The teacher needs to model how to do this, showing that visualisations are based on evidence from the text.





# Inferring

We use this strategy to help us find out what the author wants us to know but doesn't directly tell us.



It is like the author leaves us clues and we have to make smart guesses to complete the picture. Our smart guesses along with what the author says help us to understand the story better and provide a fuller understanding.

# KEY POINTS ABOUT THIS STRATEGY...



## Inferring

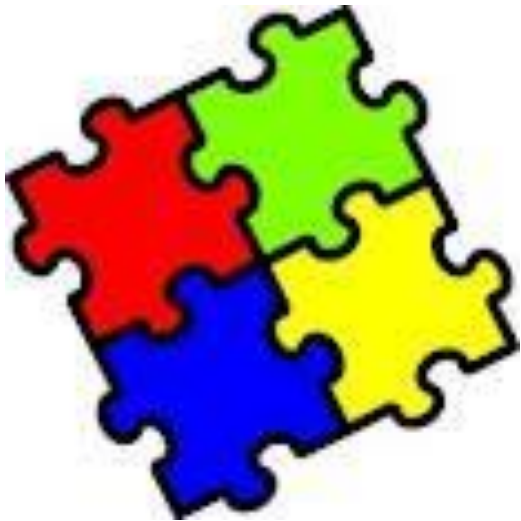
Learning higher order thinking skills and taking an active role in understanding text, makes inferring a crucial strategy allowing the reader opportunities to make judgements, predictions and conclusions.



The teacher needs to model how to do this, to show that inferring is based on using a variety of clues to interpret the author's meaning of the unwritten word.



# Synthesising



We use the synthesising strategy to link together information from the text to make sure our understanding is secure.

Synthesising helps us keep track of what is being read and develops greater understanding.

# KEY POINTS ABOUT THIS STRATEGY...

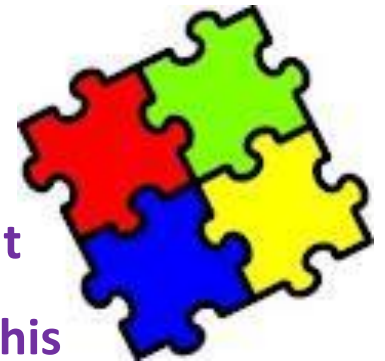


# Synthesising

Synthesising is when we stop and bring together information from within a text.



Teacher models the process of synthesising by encouraging pupils to stop at selected places in the text and to think about what has been read. Teacher makes it explicit to pupils that this encourages them to keep track of what is happening in the text, developing greater understanding.



# Scanning

We scan through text to locate *specific* details. Scanning is an extremely important skill as we learn to locate information to provide the answers to questions and help us understand text better.




# KEY POINTS ABOUT THIS STRATEGY...



## Scanning

 Scanning involves glancing through a text to find specific details.

 The teacher needs to highlight the differences between scanning and skimming. Scanning involves finding specific information while skimming involves glancing through a text to provide an overall gist of what the text is about.

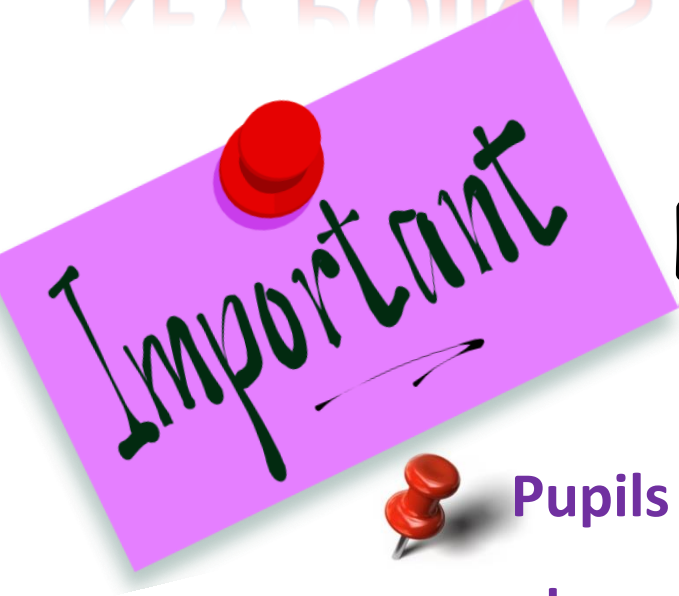
# Determining Importance



We use this strategy to think about which parts of the texts are most important. This helps us to work out what are the most important things for us to understand.



# KEY POINTS ABOUT THIS STRATEGY...



## Determining Importance



Pupils ask themselves what is most important in this phrase, sentence, paragraph, chapter or whole text I am reading.



The teacher needs to equip, model and teach pupils how to determine importance .

This will cement and secure understanding.





# Summarising & Paraphrasing

*We summarise* to reduce a large piece of text to the most important parts.

*We paraphrase* to restate the text in our own words.

Summarising and Paraphrasing help to make sure we really understand text.



# KEY POINTS ABOUT THIS STRATEGY...



## Summarising and Paraphrasing



Summarising and Paraphrasing involve using the key words and phrases to capture the main focus of text.



The teacher has to model and teach the importance of this strategy in developing understanding and provide a variety of opportunities for our pupils to become equipped in using it.



# HIGHER ORDER READING



**OVER TO THE EXPERTS!!**