

Teacher Reading Knowledge Organiser

I'm on my way

Strategies

Tell Me

Tell me is a 'booktalk' strategy which involves individuals thinking about fictional texts, sharing their ideas with a group, and listening and responding to what others think. It can be used to help students think and talk about books that have been read to them or which they have read themselves.

- gives a starting point for thinking, talking about and responding to texts

- requires students to express their own ideas as well as listen to and consider the thoughts of others

- extends the language students use to talk about texts

- allows students to compare texts, express opinions and information that assists their understanding of a text

- helps students to make text to self, text to text and text to world connections.



Sequence the plot

Teach children about story sequence and plot by using pictures to put a story in order. Discuss the meaning of beginning, middle and end. Explain that stories are split into events that, when put together, form the beginning, middle and end of the tale. Provide a series of pictures that clearly tell a story. Have students work with partners or in small groups to put the pictures in order from beginning to end to tell a clear story. Explain that the pictures belong in a specific order and the story should make sense once these pictures are laid out in sequence.

The Basic Questions

- Was there anything you liked about this book?
- What especially caught your attention?
- What would you have liked more of?
- Was there anything you disliked about this book?
- Were there parts that bored you?
- Did you skip parts? Which ones?
- If you gave up, where did you stop and what stopped you?
- Was there anything that puzzled you?
- Was there anything you thought strange?
- Was there anything that you'd never found in a book before?
- Was there anything that took you completely by surprise?
- Did you notice any apparent inconsistencies?
- Were there any patterns-any connections- that you noticed?

The General Questions

- When you first saw this book, even before you read it, what kind of book did you think it was going to be?
- What made you think this?
- Now you've read it, is it as you expected?
- Have you read other books like it?
- How is this one the same?
- How is it different ?
- Have you read this book before? [If so:] Was it different this time?
- Did you notice anything this time you didn't notice the first time?
- Did you enjoy it more or less?
- Because of what happened to you when reading it again, would you recommend other people to read it more than once, or isn't it worth it?
- While you were reading, or now when you think about it, were there words or phrases or other things to do with the language that you liked? Or didn't like?
- You know how, when people speak, they often use some words or phrases or talk in a way that you recognise as theirs: are some words or phrases used like that in this book?
- Have you noticed anything special about the way language is used in this book?
- If the writer asked you what could be improved in the book, how would you have made it better?

Do you know people who you think would especially like it?
What would you suggest I tell other people about it that will help them decide whether they want to read it or not? Older than you? Younger?

How should I give it to them? For example, should I read it aloud or tell them about it and let them read it for themselves?

Is it a good thing to talk about it after we've all read it?

We've listened to each other's thoughts and heard all sorts of things that each of us has noticed. Are you surprised by

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Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning and to integrate with what the reader already knows. Skills required in efficient reading comprehension are knowing meaning of words, the ability to understand meaning of a word in context and the ability to follow the organisation of a passage.

Strategies

Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Answering questions

Questions can be effective because they:

Give students a purpose for reading

Focus students' attention on what they are to learn

Help students to think actively as they read

Encourage students to monitor their comprehension

Help students to review content and relate what they have learned to what they already know.

Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

Recognising story structure