****

Reading Strategies

At Tarporley we use a variety of reading strategies to enable our children to become fluent and confident readers.

We use a stepladder approach, whatever the age of the child, to match their reading ability. The stepladder advances through different strategies and can be adapted to suit the needs of the child.

As children progress and gain the ability to decode we then employ a range of comprehension strategies to develop the children’s’ understanding.

## Reading strategies stepladder

1. Listen to yourself read – does it make sense? Does it sound right?

Encourage the child to listen to their own reading and spot mistakes.

1. Use your letter sounds to work out new words (decoding).

Children are taught to point to letters as though they have sound buttons underneath, this links to their phonics teaching.

1. Break words down into syllables (chop it up). Spot mini-words in longer words.

Encourage the children to split words up into syllables and sound patterns.

1. Know, spot & use your keywords.
2. Initial sound and use picture clues (this is used more heavily at the beginning of teaching reading).

Initially this technique is used frequently during the pink book stage as the children are developing general book skills. Once they are confident with phase 2 and some phase 3 sounds they should be using strategies 2, 3, 4 before this.

1. Read on to check & confirm.

This is a checking strategy once the words have been decoded.

1. Re-read the sentence.

Promote fluency and encourage the children to sound out and blend in their head.

1. Use the context of the sentence to work out at new words. Have a guess at new words – look at the words around them for clues.

## Comprehension Strategies linked to the Assessment Focus’

* Find evidence in the text and retrieve information.
* Use quotations to explain thoughts and opinions.
* Retell a story or text in order by selecting key points or events.
* Spot keywords in a comprehension question and match to those in the reading text.
* Ask questions about the text.
* Identify clues in the text and explain what they mean.
* Link clues from across text to find missing information and to infer meaning.
* Make connections to a text by comparing to self, another text and the wider world.
* Explore and comment on a writer’s use of language – why has it been used?
* Explore and discuss a writer’s purpose and viewpoint and consider the effect on the reader – how does it make you feel?
* Relate a text to its context (social, cultural, historical).