

## Learning and Teaching Structure for the Three Phases of Reading

### Suggested student activities and examples of self talk during each phase.

*Also indicated, in quote marks, the types of self talk about literacy learning strategies that students learn to use to guide, manage and direct their literacy learning activity.*

<p><b>Before Reading Phase</b></p>	<p>Focus on the possible topic of the text. Link the text with what the reader knows by using the title and pictures: 'What do I think the text is about? What might happen?' Check the guess and modify if necessary.</p> <p>Focus on possible reasons or purposes for writing the text: 'What are alternative ways of thinking about this topic? Why might the author have written this text? How might its purpose affect how it is written?'</p> <p>Link ideas in text with what the reader already knows, use mapping and networking: 'What other ideas could the text tell me? What might happen next? What questions can I ask about it?'</p> <p>Focus on questions the text might answer: 'What are some who, what, how, why, when and where questions I could ask about the text?'</p> <p>Focus on how the ideas (such as pictures and key words students have identified) might be said: 'How would I say these ideas in sentences?'</p> <p>Focus on possible words that might be in the text: 'How would they be spelt? What other words (synonyms) might be used?'</p> <p>Readers say how they will read, the actions (strategies) they will use: 'What will I do as I read? What will I do if I come to a part that I don't understand?'</p> <p>Focus on reader's self efficacy: 'Am I ready to read? What more do I need to know before I begin to read?'</p>
<p><b>During Reading Phase</b></p>	<p>Use sentence level reading strategies for literal comprehension of each sentence. For example, students:</p> <ul style="list-style-type: none"> <li>• Break the text into digestible bits and decide where to pause.</li> <li>• Listen to themselves as they read and paraphrase the text.</li> <li>• Act on ideas, put themselves in the context and visualise what was read.</li> <li>• Monitor meaning at the sentence level: 'Does it make sense and fit in?'</li> <li>• Reread if necessary.</li> </ul> <p>The following conceptual level reading strategies are useful for summarizing what has been read; monitoring; and for inferential, evaluative and dispositional comprehension of text:</p> <ul style="list-style-type: none"> <li>▪ Review and consolidation: 'What do I know now?'</li> <li>▪ Underline or note down useful information: 'What has happened so far?'</li> <li>▪ Infer, 'Why did that happen?', and then relate it to what students expected</li> <li>▪ Think ahead, predict and anticipate: 'What might happen next?'</li> <li>▪ Evaluate dispositional techniques: 'How has the text attempted to influence my view so far?'</li> </ul> <p>Students use word level reading strategies to work out unfamiliar words. For example:</p> <ul style="list-style-type: none"> <li>▪ use context of word and initial few sounds</li> <li>▪ read to the end of a sentence and then reread</li> <li>▪ use word analysis and reread.</li> </ul>
<p><b>After Reading Phase</b></p>	<p>Link positive emotional response with the text: 'Did I enjoy the text? Were ideas useful and interesting? Did I feel happy or sad? How could it have grabbed me better?'</p> <p>Review understanding of the text at the various levels: 'What did the text tell me? The text didn't say this but if...? Why was the text written? Did it say what I expected it to say? How well did it achieve its purpose?'</p> <p>Ask how the text can be interpreted from different points of view or perspectives. What techniques were used to influence the reader to make a particular interpretation?</p> <p>Review and evaluate the reading strategies used, particularly the strategies being learnt at the time: 'What reading actions worked?'</p> <p>Store in memory what has been learnt: 'What key new ideas have I learnt? How has my knowledge changed? How do the new ideas fit with what I know already?'</p> <p>Identify the new language and literacy knowledge that has been learnt: 'What new ways of saying things have I learnt? What new words were in the text?'</p> <p>Automatise and practise reading aloud and silently using similar text to achieve increased fluency.</p>