# 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.

## Before Reading Phase
- 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.
- 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?’
- 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?’
- Focus on questions the text might answer: ‘What are some who, what, how, why, when and where questions I could ask about the text?’
- 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?’
- Focus on possible words that might be in the text: ‘How would they be spelt? What other words (synonyms) might be used?’
- 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?’
- Focus on reader’s self efficacy: ‘Am I ready to read? What more do I need to know before I begin to read?’

## During Reading Phase
- Use sentence level reading strategies for literal comprehension of each sentence. For example, students:
  - Break the text into digestible bits and decide where to pause.
  - Listen to themselves as they read and paraphrase the text.
  - Act on ideas, put themselves in the context and visualise what was read.
  - Monitor meaning at the sentence level: ‘Does it make sense and fit in?’
  - Reread if necessary.
- The following conceptual level reading strategies are useful for summarizing what has been read; monitoring; and for inferential, evaluative and dispositional comprehension of text:
  - Review and consolidation: ‘What do I know now?’
  - Underline or note down useful information: ‘What has happened so far?’
  - Infer, ‘Why did that happen?’, and then relate it to what students expected
  - Think ahead, predict and anticipate: ‘What might happen next?’
  - Evaluate dispositional techniques: ‘How has the text attempted to influence my view so far?’
- Students use word level reading strategies to work out unfamiliar words. For example:
  - use context of word and initial few sounds
  - read to the end of a sentence and then reread
  - use word analysis and reread.

## After Reading Phase
- 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?’
- 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?’
- 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?
- Review and evaluate the reading strategies used, particularly the strategies being learnt at the time: ‘What reading actions worked?’
- 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?’
- 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?’
- Automatise and practise reading aloud and silently using similar text to achieve increased fluency.