

# Reading Strategies



# Reading strategies: Overview

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- Shared reading
- Reading aloud
- Guided reading
- Independent reading (DAR time)
- Independent reading (Reading & Writing Focus Time)

# Shared Reading: What is it?

- Shared reading is when a teacher and learners read a common text.
- It is a whole class activity.
- The focus is on modeling and teaching reading skills.
- Enlarged texts are used, e.g. published Big Books or texts on charts.





# Shared reading: Value

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- Can be used with a range of abilities and ages
- Allows learners access to texts above their reading level
- Extends sight word and vocabulary exposure
- Develops reading for meaning (responses)
- Works well in any language

# Shared reading: Steps

## Before reading

- Orientate learners to the text
- Explain new vocabulary
- Link to prior knowledge
- Do this by talking about the topic, the cover or doing a 'picture walk'.



# Shared reading: Steps

## During reading

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- Model effective reading: Use expression, stop at punctuation
- Run a pointer under the words as you read
- Pause a few times and ask questions
- Re-read with learners joining in where they are able.





# Shared reading: Steps

## After reading

Check that learners have understood the story.

Discuss:

- the main idea
- characters
- sequence of events
- why things happened
- the vocabulary
- personal responses
- personal opinions



# Shared reading: Steps

## Follow-up

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- Re-tell story
- Oral discussions (issues)
- Word work
- Sentence work
- Write own story
- Re-read book in groups
- Dramatization
- Write another ending





# Reading aloud: What is it?

- Reading aloud is when the teacher reads a text aloud to learners.
- The text is at a higher level than the learners can read independently.



# Reading aloud: Value

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- Helps learners become better readers by increasing vocabulary and developing language skills
- Can be used to introduce different genre or text types
- Motivates learners to read themselves as they listen to good stories or interesting facts

# (Group) Guided reading: What is it?

- The teacher works with a group of same ability learners.
- The teacher helps or guides them as they read and understand a text.





# Guided reading: Value

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- Allows teachers to listen to each learner read and check on reading progress
- Ensures learners read texts at their correct level
- Help learners develop as readers by helping them to
  - Read fluently
  - Apply word attack skills
  - Read with understanding

# Word & Sentence Work:

## What is it?

- The teachers explains the new concept . (the phonic pattern, sight word, vocabulary words or sentence pattern).
- Learners find examples in the Big Book or elsewhere.
- The oral work is consolidated with written work (in Independent reading/writing activities)



# Word & sentence work: Value

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- **Phonics** helps learners to decode unknown words
- A large **sight word** vocabulary helps with reading fluency
- A knowledge of **sentence patterns** and punctuation helps with reading fluency
- A large **vocabulary** helps with comprehension



# Independent reading (DAR time): What is it?

- In independent reading, time is set aside in each school for learners and teachers to Drop All and Read
- Each classroom needs a range of authentic materials at the correct level
- Learners choose their own books based on interest and ability
- Time is set aside for report backs to the class or a group



# **Independent reading (DAR time):**

## **Motivation**

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- Set up a reading corner or shelf
- Have regular displays on different themes
- Put up motivational posters
- Have comment or suggestion sheets
- Have a reading record sheet for each learner
- Display work by learners e.g. new book covers, posters, etc.

# **Independent reading (DAR time):**

## **Value**

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- Learners can choose to read what interests them
- Learners get reading practice with authentic texts
- Learners are exposed to a range of different genres
- Learners see the purpose of learning to read



# Independent reading & writing

(Reading and writing Focus time)

What is it?

- Learners work independently, in pairs or in groups
- Learners complete a specific reading/writing task (s), e.g.
  - Reading graded readers in groups
  - Completing a comprehension
  - Working with word puzzles
  - Completing word-building or phonic activities
  - Completing sentence-building activities



# Independent reading & writing activities:

## Classroom Management

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- Establish a routine for Reading/Writing Focus Time
- For the independent reading/writing activities you could try:
  - Organizing learners into groups
  - Having a task board
  - Beginning with simple activities for every group e.g. *completing work from a textbook, writing daily news, or adding vocabulary words to the personal dictionary*
  - Move on to differentiated work according to levels or equipment that is available
  - Pre-prepare storage/shoe boxes for each group
  - Have a storage system for storing finished/unfinished work



# **Independent reading & writing activities:**

## **Value**

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- Consolidates learning from Shared reading
- Consolidates learning from Word and sentence level work
- Provides structured practise
- Means learners read and write every day



# Reading Strategies: Summary

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There are a range of strategies teachers can use to teach reading. Each has a value. They are:

- Shared reading
- Reading aloud
- Guided reading
- Word and sentence level work
- Independent reading (DAR time)
- Independent reading and writing activities.

# Reading difficulties

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- Diagnose barriers to learning as early as possible
- Work to identify the barrier to develop effective strategies e.g.
  - More reading practise at the correct level
  - 1-1 reading daily with a helper
  - Working on specific areas e.g. phonics, sight words
  - Using learners' own words
  - Always use praise

# Guided reading steps

- Before reading:  
Introduce the text
- Scaffold the reading
- Learners read the text
- Teacher listens to  
individual learners
- The teacher and  
learners talk about the  
text

