

SUPPORTING THE READING PROCESS

Several studies have shown that students who verbalise their reading strategies and thoughts whilst reading score significantly higher on comprehension tests. One study found that students who used the Think Aloud strategy were able to 'generate summaries that were no longer verbatim, hold quality discussions and ask questions related to the main ideas of the text.' A second study identified that the Think Aloud process encouraged students to recognise the comprehension problem and select the most appropriate repair strategy.

THINK ALOUD READING STRATEGIES



PREDICTION

To predict is to outline what may happen in the future; such predictions are informed by clues within the text.



Good readers make predictions before and throughout the reading process.

CLUES FOR PREDICTION...

- Text features - headings, pictures, titles, subheadings, blurb, chapter headings
- Pre-reading knowledge of topics, characters, setting etc
- Character actions, movement, description

PREDICTION SENTENCE STARTERS...

- Based on, I predict that....
- I think that ... will ...
- this suggests
- I get the impression that...
- This implies....

CLARIFY

To clarify is to ask for or offer an explanation, so that the meaning of the text is clearer. Clarifying helps a reader recognise when a particular section of the text is not understood.



Good readers take steps to clarify when they notice they have misunderstood a text.

MISUNDERSTOOD?

- The voice inside your head has stopped.
- The camera or movie in your head has stopped or is jumping around.
- Your mind starts to switch off.
- You can't remember what you have just read.
- You don't understand a word or phrase.

CLARIFYING STRATEGIES:

- Re-read the part you don't understand and try to break it down- discuss with a partner.
- Read forwards and backwards.
- If it's a word you don't understand, use the rest of the sentence to try and figure out what it means.
- Revisit the punctuation of the sentence, does this help clarify the meaning.
- Perhaps use a dictionary or thesaurus.

THINK ALOUD AT TRINITY SCHOOL

All year 7 and 8 students are given the opportunity to visit the library once a fortnight during their English lessons. Whilst this is predominantly used for reading for pleasure, the class will participate in a group reading activity based on a range of fiction and non-fiction extracts. Primarily, the wider reading extract will be used to develop comprehension skills and ensure that year 7 and 8 regularly use the four 'Think Aloud Reading' strategies, previously introduced at the start of the academic year: Think Aloud. The wider reading extract will also provide students with an opportunity to encounter a range of texts that they may not have considered reading before.

SUMMARISE



To summarise is to offer a brief account of the most significant pieces of information.

Good readers look for the main ideas as they read and are then able to summarise in their own words.

HOW TO SUMMARISE:

- Look at the topic sentences – the first sentence in each paragraph.
- Look at the concluding sentences of each paragraph.
- Answer the Who? What? When? Where? Why? How? of the text
- Identify the key details of the text.
- Remove the little details that are not important.
- Use keywords and phrases.
- Write a brief account/outline in your own words.

QUESTION

Questioning will help develop an understanding and open up the discussion.

Good readers ask themselves questions throughout the reading process and will seek to answer those questions.



SURFACE LEVEL QUESTIONS

Who / What / Why / Where / When / How?

THINK AND SEARCH QUESTIONS

- How do we know when this is happening?
- What would happen if?
- How does relate to?
- What has the author used?
- What might
- Why can?
- Why is this important / significant?

As part of this strategy, you must pose a mixture of surface and think and search questions, so that a discussion can be held, and answers can be found.