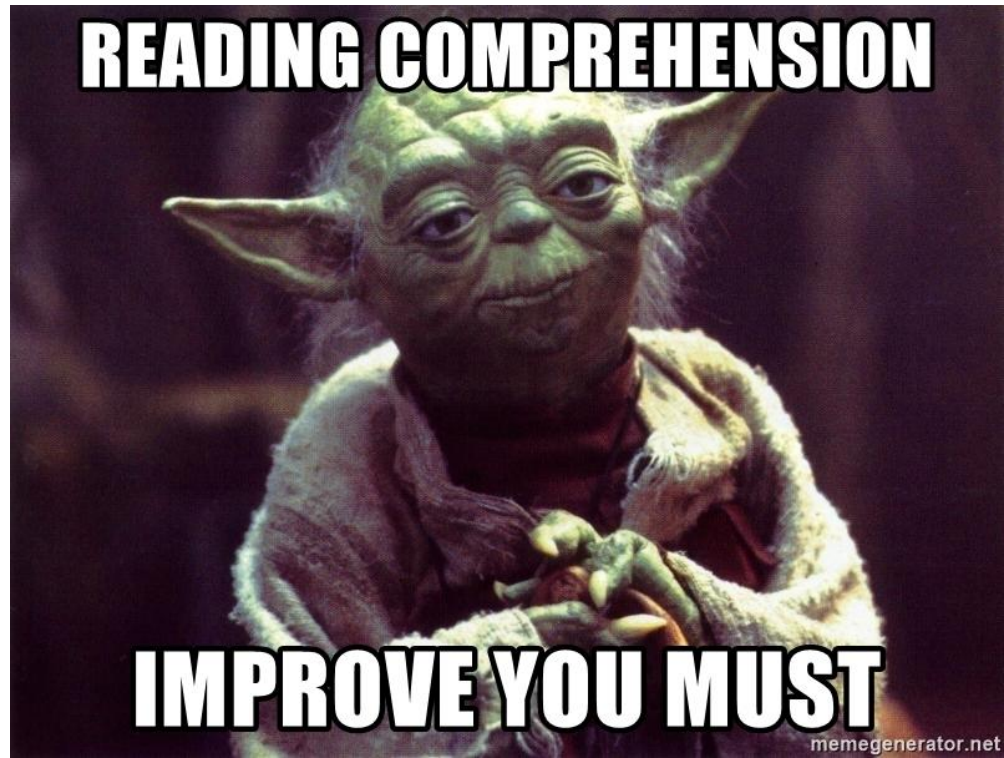



READING - COMPREHENSION

RHIANNON ROBERTS TERM 2 2018





Session aims:

- ✓ **How children learn to read.**
 - ✓ **What to listen for when children are reading and talking about books**
 - ✓ **How to support comprehension of texts when reading at home using the Super Six Strategies**
- 

Reading is a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced.



READ THIS ...

The book mark is begun in the following way

Hang two pairs - one inside the other- around pin 1, and twist each pair twice: these will be the workers for the top border of the book mark.

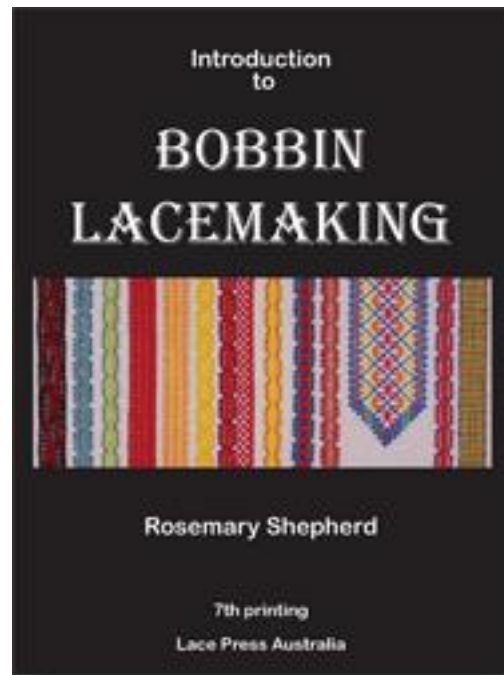
Hang two pairs around a temporary pin placed just below pin 1, and give only one of these pairs a twist; these will be the twisted edge passives for the border.

Now hang four pairs on another temporary pin, half-way between the previous ones and pin 4; these are the untwisted border passives.



Introduction to bobbin lacemaking





Some prior knowledge is vital if readers are to understand what the text is about.

This is why we do things such:

- look at title**
- discuss the cover**
- Activate prior knowledge - Do you know any other books by this author, on this topic, in this series?**



Des Tre Bheras



Des Tres Bheras

Whuns upona taisme der woughs tree bheras. Der wos a mooma bhera, u paoepa bhera aind a babi bhera. Dey whent for a worke whhun deighg.

Itt wos u hotte daei. Dey whent to du biche. Whyl dey wos at the biche alonge caym Goldilokkes. She wos up to noer goode. She caigm to makka trouvbbel.

She eti all babi bheras pporrhifg.
She brkkai babi bheras chereh.
She soenewos in babi bheras bedd.

Bai and bai commes de tres bheras. Deys are all sonnebrund and dey gotta sannrde din der shous. Deys tyrd aftr da dae atta biche.

Whha dey goonto do to Goldilokkes? Taiche her to Sitte Hall?
Fatte chanz! Dey livered happily evaaftha.



**Reading is more than just recognising and saying
words**



Predicting

What do I
think will
happen?



Visualising

What sights,
sounds and smells am
I imagining as I read
the text?



Making Connections



"Text to text, text to self, text to world... Leave it to school to take the fun out of texting."

What do I
already know
about this topic?



Questioning

What questions
can I ask to help
create meaning
from the text?



Summarising

What are the
most important
ideas in the text?



Monitoring

Is this making sense? Do I need to read this again?



Reading is more than just recognising and saying words. It is a meaning making process.

Why read if we do not understand what we are reading???

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"If you want me to read between the lines you'll need to make the font bigger."

Thank you!!! 😊