



Higher Order Reading Development

Reading is not just about being able to decode or read the words on the page; more importantly, it is about understanding what you are reading. Your child has been taught phonics to help them decode the words and a focus on higher order reading skills teaches them to understand the meaning of the text.

Part of teaching higher order reading skills is to encourage your child to take time to think when reading; in effect they have to think about their thinking. Higher Order Reading provides the child with the strategies they need to allow them to develop a fuller understanding of the text; it encourages them to engage with the text and question their thinking. As a result their understanding will be deeper and they will become better, more confident readers.

To begin with the children use a book they are familiar with or an ‘easier’ text. This lets them focus on developing ‘understanding strategies’ rather than the decoding of the words. Children will also take longer to complete a book as their learning will be deeper.

Being able to read fluently, with expression, is important but not nearly as important as being able to understand the meaning behind the words. So when your child is reading, support your child by encouraging them to demonstrate at least one of the Higher Order Reading strategies.

Higher Order Reading Strategies

Before Strategies



Predicting

Connecting



Questioning

Skimming



Ask Yourself

During Strategies

Connecting

Comparing

Predicting

Visualising

Questioning

Clarifying



Ask Yourself

After Strategies

Inferring

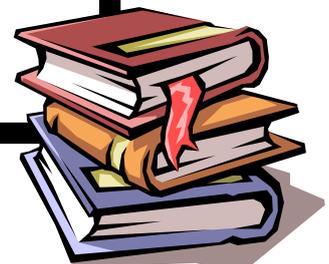
Synthesising

Scanning

Determining Importance

Summarising

Paraphrasing



Clarifying

We use this strategy to help us to understand any words, phrases, or sentences that we don't understand.

Why Teach Clarifying?

- Clarifying helps the reader to activate their prior knowledge.
- Clarifying involves the reader in interpreting clues in the text and illustrations.
- Clarifying encourages the reader to use the context to gain a better understanding of the text.



Predicting

We use this strategy to predict what we think might happen.

This helps us to think about what we might already know.

Why Teach Predicting?

- Prediction helps readers activate their prior knowledge.
- Prediction involves readers interpreting clues in the text, illustrations and context.
- Prediction involves high order thinking as pupils justify their predictions.
- Predicting immediately makes the reader active in the reading process from the very beginning.

Connecting



We use this strategy to connect what we know already with the text we are reading.

We can make different types of connections....

Text-to-self connections

(connections from our personal experience)

Text-to-text connections

(connections from other things we have read)

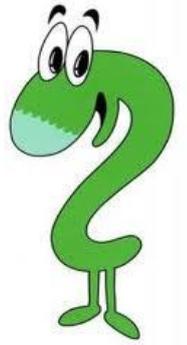
Text-to-World connections

(connections from what we know already about this topic)

Why Teach Connecting?

- This deepens the reading process and pupils understanding and also means new connections are formed, so learning is extended.
- Without doing this we miss opportunities to further learning.
- Connecting helps readers make links with what they know already with the text they are about to read.

Questioning



Ask Yourself

We use this strategy to help us ask questions so we can better understand the text.

Why Teach Questioning?

- Asking questions helps us to understand things better.
- Asking questions is a key strategy of all effective learners.
- By teaching our children to deliberately pause and generate questions, we are giving them a strategy to become better learners.
- By training our pupils in questioning they know that if they ask questions about content, style, structure, events, actions, author's purposes etc that it will help them understand the text better.
- By teaching our pupils questioning, we are teaching them how to 'learn to learn'.

Comparing



We use this strategy to compare things and consider how they may be **different or similar**. We can compare the text with our **self** and our personal experiences. We can compare the text with **other texts**. We can compare texts with what we know about **the world**.

Why Teach Comparing?

- Comparing helps readers to make connections between a text and other texts or between a text and the outside world.
- When readers make these connections, they begin to make comparisons.
- Comparing helps readers to identify similarities and differences.
- Readers then use the similarities and differences to refine their thinking and aid their understanding of the text.

Visualising



We use this strategy to visualise what is happening in the text by using our senses: see, taste, smell, hear, touch and feel (emotions).

All of this helps us understand the text better.

Why Teach Visualising?

- Visualising allows readers the opportunity to create images by using their senses.
- Visualising allows readers to engage with the text and helps them to remember key points.
- Visualising helps readers to make predictions, interpret information and draw conclusions to aid understanding.

Inferring

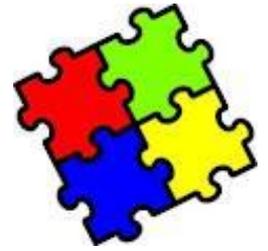


We use this strategy to help us find out what the author wants us to know but doesn't directly tell us. It is like the author leaves us clues and we have to make smart guesses to complete the picture. Our smart guesses along with what the author says help us to understand the story better and provide a fuller understanding.

Why Teach Inferring?

- Inferring supports the reader in the process of making predictions, drawing conclusions and making judgements.
- Inferring allows the reader to create their own interpretation of the text; aiding understanding.
- Inferring allows the reader to establish what has been said without being explicitly stated.

Synthesising



We use the synthesising strategy to link together information from the text to make sure our understanding is secure. Synthesising helps us keep track of what is being read and develops greater understanding.

Why Teach Synthesising?

- Synthesising involves readers piecing together information, like assembling a jigsaw, this encourages the reader to keep track of what is happening in the text, developing greater understanding.
- Pupils who are consciously aware of using this strategy are continually able to monitor their understanding of text.

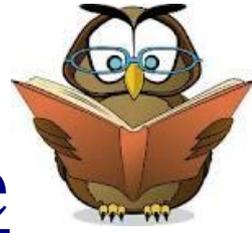
Scanning



We scan through text to locate *specific* details. Scanning is an extremely important skill as we learn to locate information to provide the answers to questions and help us understand text better.

Why Teach Scanning?

- Scanning is an extremely important skill as pupils learn to scan parts of texts to locate information to provide the answers to their questions.
- Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content.



Determining Importance

We use this strategy to think about which parts of the texts are most important. This helps us to work out what are the most important things for us to understand.

Why Teach Determining Importance?

.The reader's understanding of the text becomes secure through the process of establishing what is important in a text and what is not e.g. key words, phrases and sentences.

• Highlighting features such as headings, subheadings, titles, illustrations, bold text etc., will help the reader to separate the important information from the less important information.

Summarising and Paraphrasing



We summarise to reduce a large piece of text to the most important parts. We *paraphrase* to restate the text in our own words. Summarising and Paraphrasing help to make sure we really understand text.

Why Teach Summarising and Paraphrasing?

- Summarising and paraphrasing are key skills in deepening and securing understanding of text.
- Summarising is the ability to reduce a larger piece of text so the focus is on the most important elements.
- Paraphrasing is the restating or rewriting of text into other words