Reading to Learn

Strategy	What does my teacher do?	What do I do?
Teacher Guided	- My teacher may say my name when they want me to read aloud to the class. - My teacher may ask me questions about what I've just read. - My teacher may read parts of the text aloud.	- I track the text so that I am prepared to read aloud. - When asked to read aloud I speak clearly and confidently and project my voice so others can hear. - I listen carefully when someone else is reading.
Paired Reading	- My teacher may ask me and one other person to read to each other. - My teacher will give us a focus and an end point to read up to. - My teacher may give us a task to do alongside the reading.	- I track the text so that I am prepared to read aloud. - When it is my turn to read aloud I use a strong voice, but don't drown out those around me as they are also in paired reading. - I listen carefully when my partner is reading. - If appropriate, I may use a highlighter or a coloured pen to select key words or features.
Silent Reading	- My teacher may ask me to read silently. - My teacher will give me a focus and an end point to read up to. - My teacher may give me a task to do alongside the reading.	- I am silent and respectful to those around me. - I read slowly and carefully so that I don't miss anything important from the text. - If appropriate, I may use a highlighter or a coloured pen to select key words or features.
Group Reading	- My teacher may ask me to work in a small group with others. - My teacher may give us different roles in the group. - My teacher will give us a focus and an end point to read up to.	- I track the text so that I am prepared to read aloud. - When it is my turn to read aloud I use a strong voice, but don't drown out those around me as they are also in group reading. - I listen carefully when other members of the group are reading.
Teacher Modelling	- My teacher may read aloud to us to show us really effective ways to read the text. - My teacher may read from the start of the text so that high expectations are established.	- I listen carefully to the way my teacher is reading. I might make notes using a highlighter or coloured pen to remind me of key hints and tips. - I track the text so that I am prepared to read aloud. - When it is my turn to read aloud, I use my teacher's model as a guide.