

A PRACTICAL APPROACH TO SUPPORTING YOUR CHILD AT HOME WITH READING AND COMPREHENSION

YEAR 3 TO 6

WHAT WE DO AS TEACHERS



MPS - Magic 8
Comprehension Strategies Scope and Sequence



Making Connections, Predicting, Questioning, Visualising, Inferring, Main Idea, Summarising, Evaluating

Stage/Term	Term 1	Term 2	Term 3	Term 4
ES1 (self-monitoring skills taught every term)	Prior Knowledge	Making Connections Predicting	Making Connections Visualising Questioning	Visualising Predicting Inferring
Stage 1 (self-monitoring skills taught every term)	Making Connections Predicting Questioning Visualising	Main Idea Predicting Questioning Inferring	Making Connections Visualising Summarising Evaluating	Main Idea Inferring Summarising Evaluating
Stage 2 (self-monitoring skills taught every term)	Summarising Main Idea Inferring	Making Connections Evaluating Predicting	Evaluating Questioning Main Idea	Visualising Predicting Inferring
Stage 3 (self-monitoring skills taught every term)	Questioning Inferring Summarising	Main Idea Predicting Making Connections	Visualising Summarising Evaluating	Evaluating Inferring

WHAT WE DO AS TEACHERS



Inferring

Inferring is being able to 'read between the lines'. The author may not have written something they want you to know. You need to use the clues in the text and your own prior knowledge to help you understand.

Language to use when inferring

- Reading between the lines, I think...
- I already know that ... so I think ...
- I think the author is really saying ...
- The author's clues were ...
- I think what's really going on is ...
- I wonder if ...
- I wonder why ...



Questioning

Good readers ask questions before, during and after they have read a text.

Sometimes the question is answered in the text.

Sometimes you also have to use your prior knowledge to help you come up with the answer.

Asking and answering questions helps you look for information, which helps your understanding.

Questions to ask...

- I wonder why, where, when, how, if, who ...?
- What is going to happen next?
- What does the author mean?
- Do I already know something about this topic?
- What would you do if ...?
- What might happen if ...?
- Would you agree ...?



Visualising

When authors write, they use words to describe things. The words make a picture in your mind.

Creating a picture in your mind or drawing the picture on paper can help you understand what you are reading. This strategy is called visualising.

Language to use when visualising

- In my mind I can see ...
- I can imagine ...
- The movie in my head shows ...
- The image I see in my head is ...
- I can just taste the ...
- I can feel the ...
- I can hear the ...
- I can smell the ...



WHAT WE DO AS TEACHERS



MPS - Magic 8 Comprehension Strategies



<p>1</p> <p>Making Connections</p> <p>Successful readers make strong connections between prior knowledge and the new information presented to enable a deeper understanding of the text.</p> <ul style="list-style-type: none">• Text to Self• Text to Text• Text to World	<p>2</p> <p>Predicting</p> <p>Successful readers activate what they currently understand or misunderstand about the topic and use this knowledge before, during, and after using clues in the text. Cues such as pictures, illustrations, subtitles and plot enable them to constantly think ahead and also refine, revise and verify those predictions or forecasts about the text.</p>	<p>3</p> <p>Questioning</p> <p>Successful readers ask questions about the text and the author's intentions. They seek information to clarify and extend their thinking before, during and after reading. Thick (inferential) and thin (factual) questioning techniques are used to elicit who, what, when, where, why and how to clarify understanding.</p>	<p>4</p> <p>Visualising</p> <p>Successful readers create images in their minds that reflect or represent the ideas in the text. These images may include any of the five senses, including intuition (internal feelings) and serve to enhance understanding of the text.</p>
<p>5</p> <p>Inferring</p> <p>Successful readers use information from a text to understand ideas the author does not tell us. They infer why things happen, why characters behave the way they do and how characters are feeling. They explain their findings and provide supporting details to develop a deeper understanding of the text.</p>	<p>6</p> <p>Main Idea</p> <p>Successful readers identify the most relevant information in the text and develop a main idea statement based on who or what the paragraph is about. They use the illustrations as well as key words and phrases to support their understanding of the text.</p>	<p>7</p> <p>Summarising</p> <p>Successful readers create a shortened version of the original text which includes all the main ideas and important details. They identify key elements and condense important information into their own words during and after reading to consolidate meaning.</p>	<p>8</p> <p>Evaluating</p> <p>Successful readers judge, justify and/or defend their understandings to determine the importance of ideas based on a stated criteria.</p> <ul style="list-style-type: none">• Fact and opinion• Compare and contrast• Cause and effect

The Parts of a Parent Reader

A Smart Mind,
to understand
the importance of
reading
with their child daily.

Eyes,
for seeing their child
and showing how
engaged they are.

Ears,
to listen to
their child's
questions.

A Mouth,
for reading books
to their child,
20 minutes
every day.

A heart,
to love and
desire a good
education for
their child.

Hands,
for hugging
their child
close while
reading a
favorite
book.

Books,
to share every day
with their child
to build their
language and
literacy.

Feet,
for walking to the
library each week to
discover new books.

WHY IS LITERACY IMPORTANT?

People read and write for many different reasons:

- for pleasure and interest
- to keep in touch with family and friends
- to obtain and use information that will help them solve problems and make
- choices and decisions
- to learn about the world and to communicate their thoughts to others

for work purposes

- More broadly, literacy is about how we communicate in society



CHILDREN ARE MADE READERS
ON THE LAPS OF THEIR PARENTS.

- CHILDE SCHWAB



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HOW CAN I HELP MY CHILD?

Tip 1 | Help Your Child Understand What He or She Reads

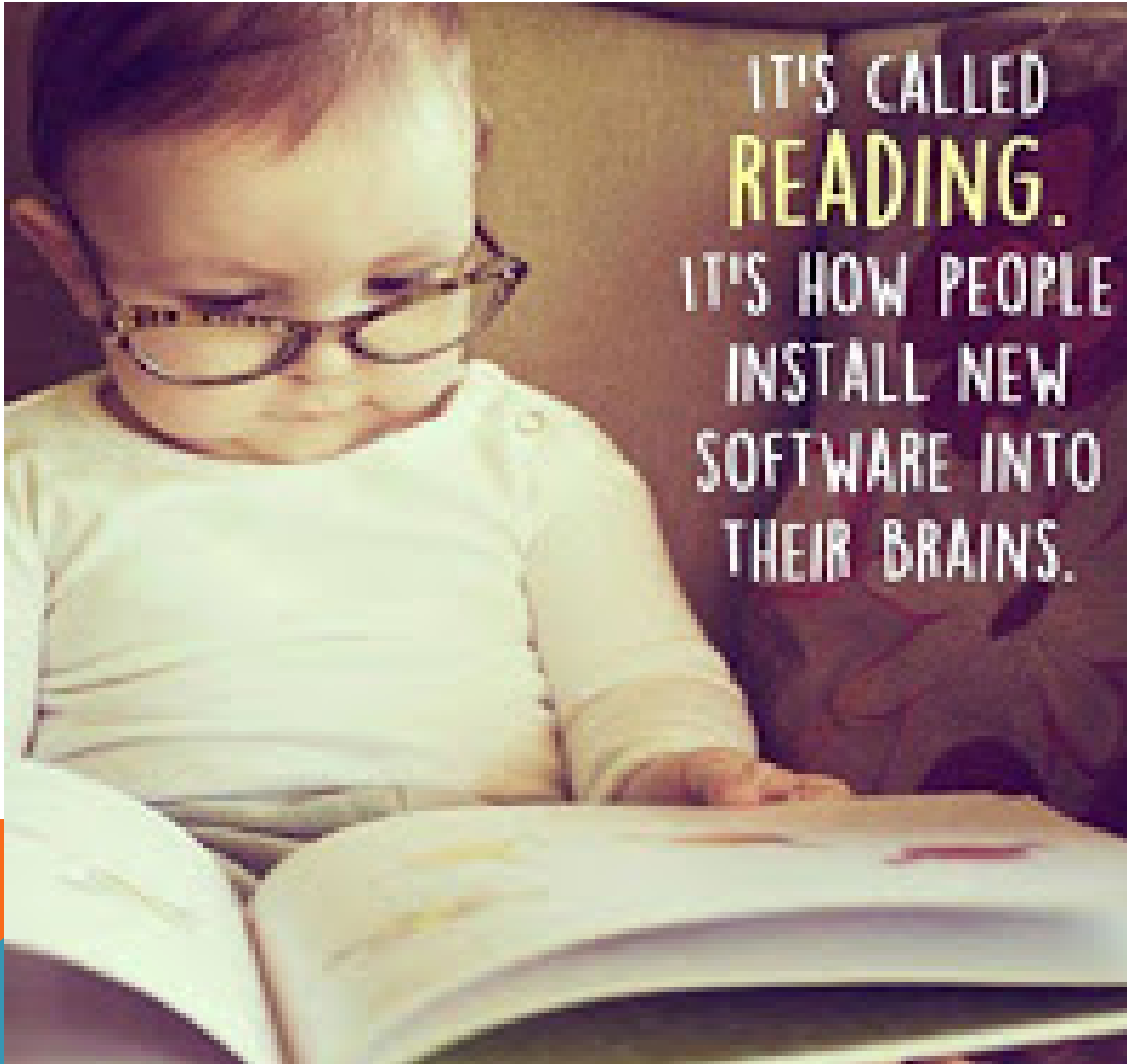
Tip 2 | Talk With Your Child

Tip 3 | Make Reading Enjoyable

Tip 4 | Encourage Your Child to Write

Tip 5 | Be a Positive Role Model

Tip 6 | Bring “Critical Literacy” Into Your Home




IT'S CALLED
READING.
IT'S HOW PEOPLE
INSTALL NEW
SOFTWARE INTO
THEIR BRAINS.

TIP 1 HELP YOUR CHILD UNDERSTAND

- making connections to things he or she already knows
- creating mental pictures of what is happening in a story
- asking questions while reading
- reading “between the lines”
- synthesizing or summarizing information
- using strategies for figuring out difficult words



TIP 2 TALK WITH YOUR CHILD

- Talk with your child frequently about what he or she is reading and writing.
 - Talk with your child about such things as movies, television programs, songs, and plays.
 - Encourage him or her to express and justify opinions.
 - Have your child tell stories at special family events such as celebrations or holidays.
 - Take turns sharing humorous family stories with your child.
 - Be positive and encourage your child to share his or her opinions and feelings.
 - Show interest in what your child is saying by being a good listener.
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TIP 3 MAKE READING ENJOYABLE

- stories that reflect their image of themselves
- song lyrics or scripts that appeal to their musical and artistic tastes
- materials that are amusing, such as jokes or funny stories
- fiction that focuses on action or plot
- books in a series that allow the reader to connect with the characters
- science fiction or fantasy
- newspapers and magazines



TIP 4 ENCOURAGE YOUR CHILD TO WRITE

Make sure that your child sees you reading and writing

Look for opportunities for purposeful writing at home

Encourage your child to keep a scrapbook of family holidays

Play various word games.

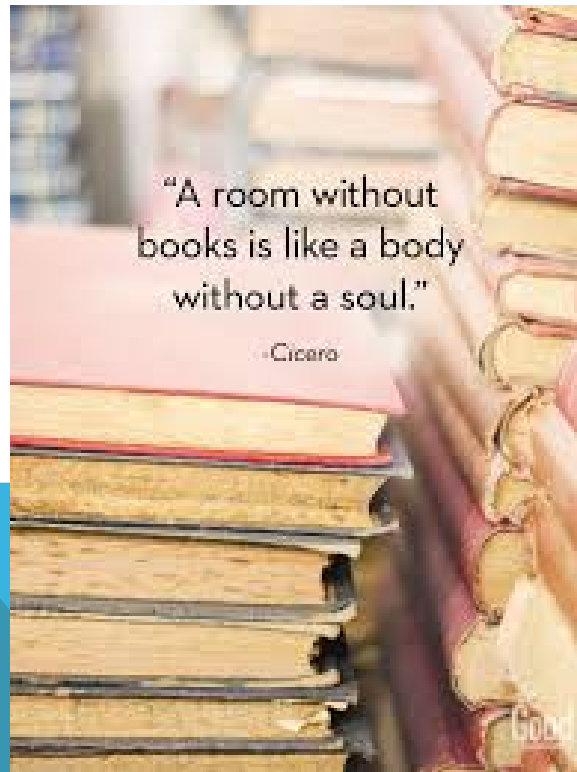
Encourage your child to enter writing contests in local newspapers or to

Make writing an enjoyable, positive experience for your child.



TIP 5 BE A POSITIVE ROLE MODEL

- Talk regularly with your child about things you have read
- Show that you read for a variety of purposes.
- Read for enjoyment.



TIP 6 BRING CRITICAL LITERACY INTO YOUR HOME

Talk about the purpose of a book or article and the author's reasons for writing it.

Help your child understand that materials in print or other media convey a particular viewpoint or perspective.

Check for social and cultural fairness, and look for any misleading effects of missing information.

Share your point of view about a story or an article.

Discuss ways in which language is used for persuasion. For example, discuss the powerful effects of language in advertising and in methods used to persuade viewers to watch a television show.

Respect your child's ideas, opinions

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A CHILD

who READS will be an

ADULT

who

THINKS.



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- Unknown