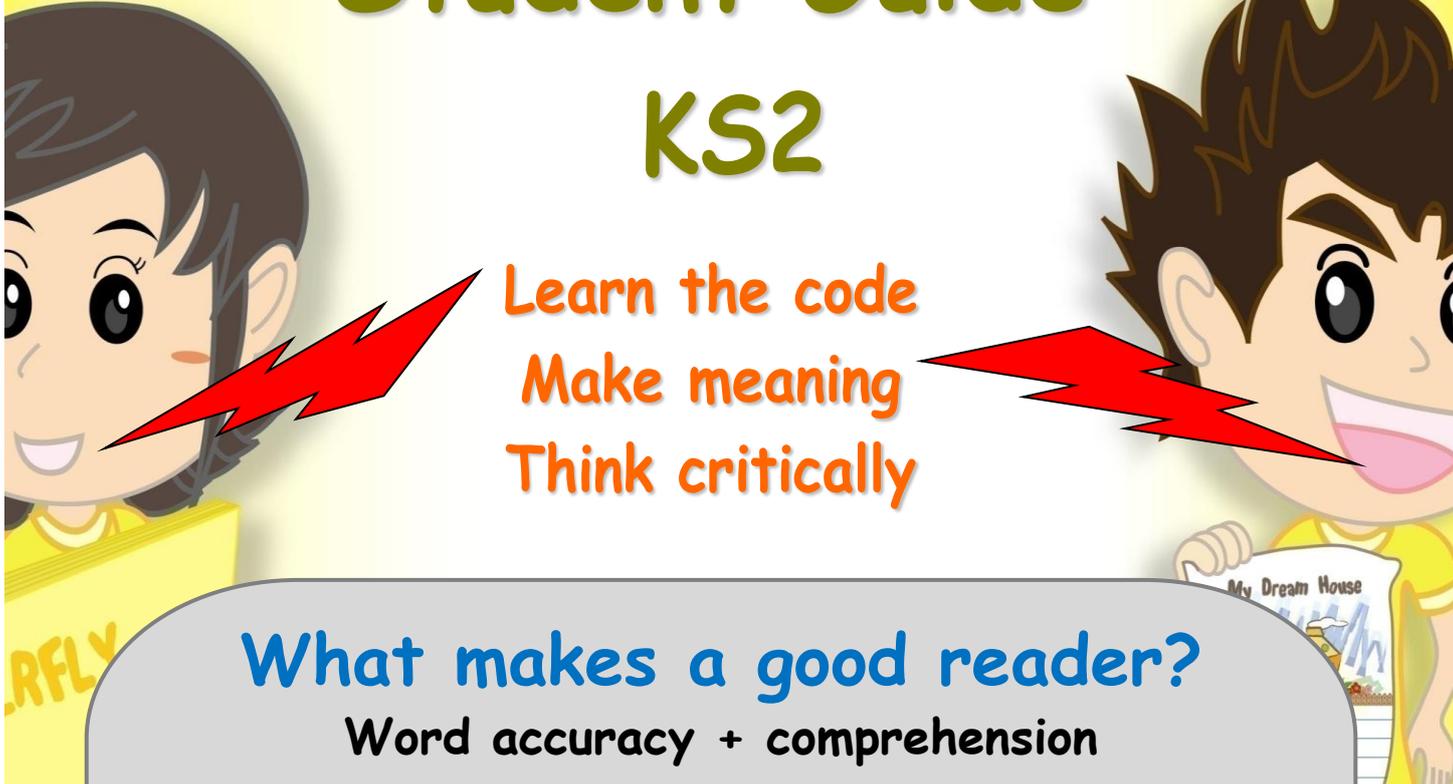


Reading Strategies: Decoding and Comprehension

Student Guide

KS2



Learn the code
Make meaning
Think critically

What makes a good reader?

Word accuracy + comprehension

Hi students! Did you know, a **challenge** is a problem you can solve? **Strategies** are ways of **thinking** that can help you solve challenges, including reading challenges.

You can develop your word accuracy and comprehension by practising the reading strategies in this booklet.

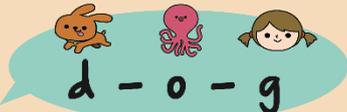
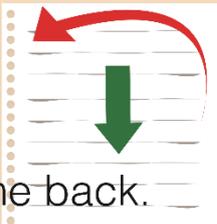
- Try different strategies to see which can solve a word, sentence or text challenge.
- Use these strategies **before**, **during** and **after** reading.
- Notice which strategies work for you.
- Try using the other strategies with classmates or your teacher to learn them all.

Ways to Help Me Read New Words

Word attack:

When you do not know how to read out a word, try these strategies.

Good Readers Can...

 dog Look at the picture.	 Look at the first letter.
 d - o - g Sound out and blend the letters.	 Find the small words in a big word.
 Chunk the word into syllables.	 Know a word that looks the same.
 Go back and read it again.	 Read on and come back.

Good Readers Ask ...



Does it look right?



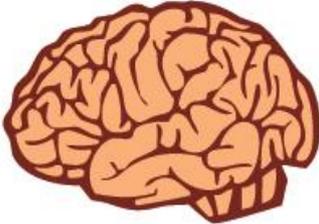
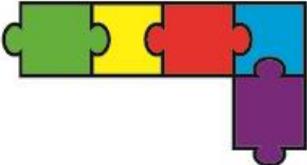
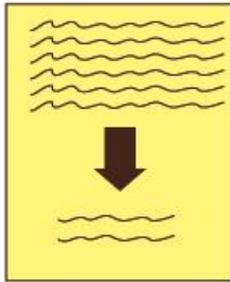
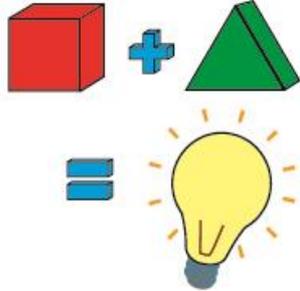
Does it sound right?

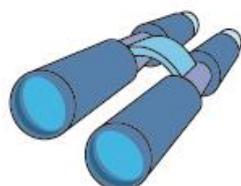


Does it make sense?

Comprehension:

When you do not know the meaning of a word, sentence or text, try these strategies.

READING COMPREHENSION STRATEGIES		
<p>Use what I already know</p> 	<p>Predict</p>  <p>✓ Confirm</p> <p>✗ Revise</p>	<p>Visualise</p> 
<p>Make connections</p> 	<p>Question</p> 	<p>Self-monitor</p> 
<p>Infer</p> 	<p>Summarise</p> 	<p>Synthesise</p> 



Skim and Scan

Reading – Decoding and Comprehension



1. **Skim** and think: What do you **predict** these pages are about?

2. **Silently read** each page.

3. **Scan** for words you do not know.

4. **Decode** the words you don't know using **reading strategies**.

5. **Read with understanding** the page using **comprehension strategies**.

4. Decode - How do I say the word?

Phonics

sounds
sound chunks
syllables
stress

Word building

base words
root words
prefixes
suffixes

Use strategies like...

- look at the picture
- look at the first letter
- sound out and blend the letters
- find a small word in a big word
- chunk the word into syllables
- think of a word that looks the same (make/cake, table, needle)

5. Comprehend - What does it mean?

Comprehension strategies

use what I already know
predict
visualise
make connections
question

self-monitor
infer
summarise
synthesise
skim and scan

Use strategies like...

- go back and read it again
- read on and come back
- find key words
- take away words
- find main idea
- use picture clues
- replace it with your words
- think of a synonym
- use tense and grammar clues
- infer (guess) from your own experience

Use what I already know



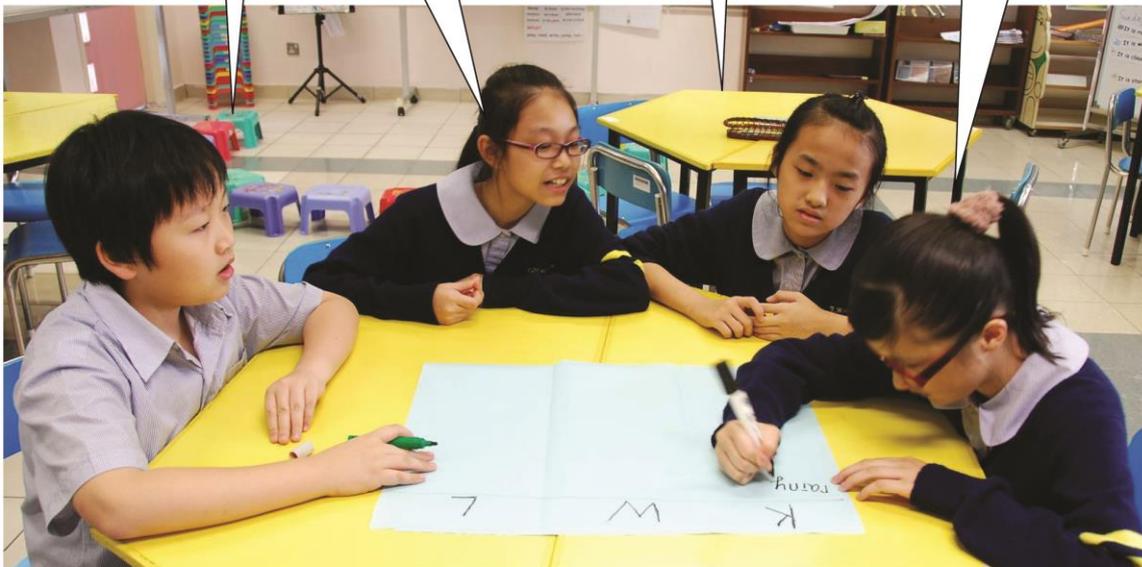
What I already know helps me make connections with the text and understand what I am reading.

When I hear the word 'bears' I think about sharp teeth and claws.

The picture makes me think about the special food pandas need.

I already know bears like to eat fish.

I saw a show on TV about bears. They are amazing animals.



Good readers think about what they already know and build on that knowledge.

Predict



✓ Confirm

✗ Revise

Predicting helps me think about what might happen. I use what I already know to help me predict before and during the reading.

I wonder what is going to happen?

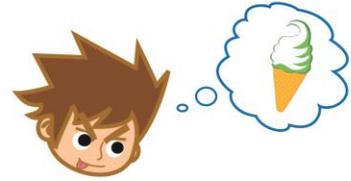
I need to look for clues.

I already know that everyone wants to eat the *Gingerbread Man* and I think the fox will save him .

I think the *Gingerbread Man* may become good friends with the fox, when the fox saves him from the others.

Good readers keep making predictions, check them and may change them as they read.

Visualise



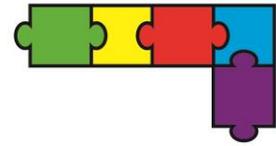
When authors write, they use words to describe things. When I read the words, I make a picture in my mind or I imagine how something smells, tastes, sounds or feels.



"...the other children had already walked past. The panda lumbered over to Mei Lin and passed the bamboo to her!"

Good readers make their own pictures in their mind about what they are reading.

Make connections



I make connections between what I know and feel and what is in the text.

I can make connections between the **text** and **myself**.

The man in the picture makes me think about my uncle who was sad when he lost his job.

I can make connections between the **text** and **other stories** I have read or seen.

The dog Albert, is like the dog in the movie, Benji. He always wants to be let off his lead to run and sniff.



I can make connections between the **text** and the **real world**.

Charlie looks like he is not allowed to have fun. I think lots of children are not allowed to have fun. That's sad.

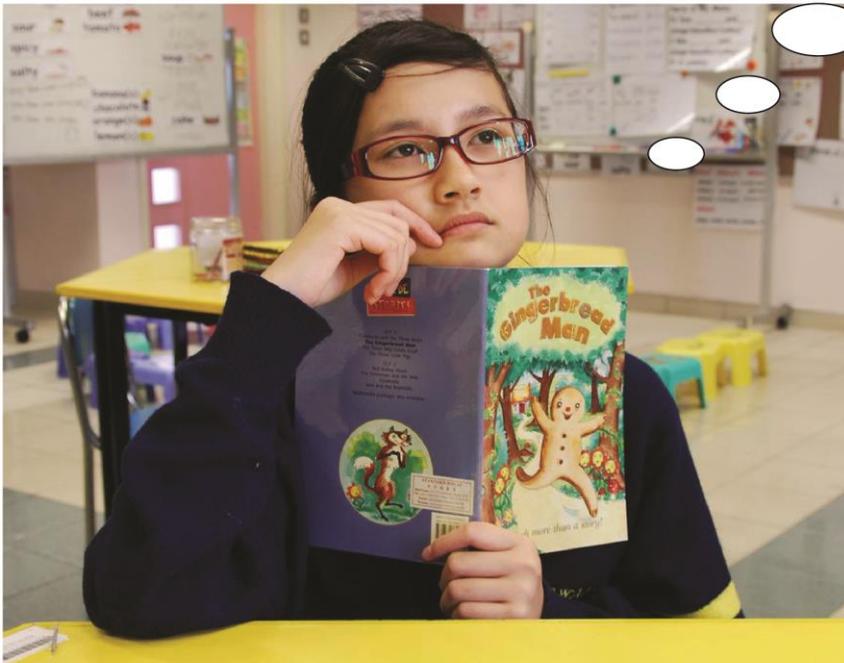
Good readers can sometimes make connections which can help them understand the story better.

Question



I can ask questions before, during and after reading to build up my understanding. Sometimes I have to use what I already know and what is in the text to help me find an answer.

I wonder what the fox wants to do with the gingerbread man? Everyone else wants to eat him but the fox seems so kind.



Good readers ask questions. Sometimes the question is answered in the text. Sometimes it is inferred.

Self-monitor



Self-monitoring is knowing when I have stopped understanding what I am reading. I may not understand a word, sentence or paragraph. To fix the problem, I can pause and think, re-read or read on.

That bit doesn't make sense. I think I will stop and go back and re-read it slowly out loud and see if that helps.



Good readers are aware of their own thinking when reading. They know when their reading makes sense and when it does not.

Infer



Sometimes the author suggests something but doesn't write it. Inferring is making an intelligent guess. I need to use the clues in the text and what I already know to help me understand.

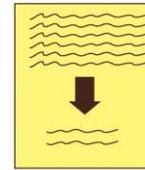
I think Helena feels nervous about singing in front of the whole school.

"Helena had butterflies in her stomach and she felt sick. She wished today was already over."



Good readers read 'between the lines' to get a deeper understanding of the story.

Summarise



A summary is a way of saying or writing a short form of a text. It has all the main points. The topic sentence can help me to summarise. Finding key words and phrases helps me too.

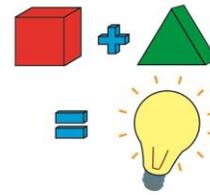
My summary of the book 'Bears' is that it is an information book which talks about what bears look like, what they eat and how they live.

I agree. This book is about different bears and how they live.



Good readers can retell a story in their own words using just the main points of the story.

Synthesise



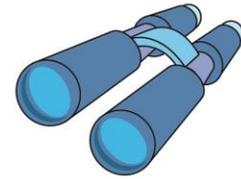
Synthesise means to make something new like a model or ideas. When I read, I put together information in the text and what I already know, to form new ideas or change my thinking.

My thinking has changed since I read this story about people who bring animals on the bus. I used to think I could do the same things on a bus that I do at home. Now I realise there are other people I need to think about who might be unhappy if I do that. I will think and consider others when travelling on the bus.



Good readers combine what they already know with the new knowledge they read and develop new ideas. They can use this information in other situations.

Skim and Scan



I skim a text to get the big picture. I flick through the pages, look at the pictures and contents page, and think what the text is about.



This book looks interesting. I like the pictures. The content page is useful. I think the book will have some information I need to ...

I scan the text to get details. I look at subheadings, pictures, and key words. When I find the part I want, I slow down and read more carefully.



Here is a subheading 'recycling'. Maybe there is more information about helping the environment. I will read this part more carefully.

Good readers use fast reading techniques of:
skimming - to get the big picture,
scanning - to find more detail.

Morphology (Word Building)

Morphology comes from the ancient root words, **morph**, which means to 'shape' and **logos** which means 'word'. Morphology is the study of how words can be shaped or changed. You might know it as 'word building'.

We can build words using prefixes, suffixes and root words. If you know the basics, it can help you decode and comprehend new text.

(1) Prefixes and Suffixes

In English, a few prefixes and suffixes make up most shaped or changed words. If you know their meaning, you can decode the meaning of these words.

Most common prefixes

Prefix	Meaning	% of All Prefixed Words	Examples
<i>un-</i>	not, opposite	26	uncover, unhappy
<i>re-</i>	again, back	14	revise, recycle
<i>in-, im-</i>	not	11	incorrect, inaccurate, imperfect, impossible
<i>in-, im-</i>	in, into		insert, import
<i>dis-</i>	not, opposite away, apart,	7	disagree, disabled disappear, distant
<i>en-, em-</i>	in, within, on	4	enter, embed
<i>en-, em-</i>	to make		enable, embolden
<i>mis-</i>	badly, wrong	3	misspelt, mistake, mischief
<i>pre-</i>	before	3	prefix, preschool, prehistoric
<i>a-</i>	not, without	1	atypical, ashamed,
<i>a-</i>	completely		anew, away
		[69%]	

Most common suffixes

Suffix	Meaning	% of All Suffixes	Examples
-s, -es	more than one (noun)	31	characters, wishes
-s, -es	verb ending for singular		reads, misses
-ed	done in the past	20	walked, shouted
-ing	act of doing	14	sleeping, fishing
-ly	how something is done	7	slowly, happily
-er, -or	one who	4	drummer, actor
-tion, -sion	state of being (noun)	4	action, comprehension
-able, -ible	able to be	2	disposable, terrible
-al, -ial	related to, like	1	final, partial
		[83%]	

Meanings have been simplified for primary school ESL learners

Adapted from: "Strategies for Vocabulary Development" by Dr Kate Kinsella, Dr Colleen Shea Stump, and Dr Kevin Feldman,

http://www.phschool.com/eteach/language_arts/2002_03/essay.html

More complex or less frequent prefixes and suffixes

Once you know the basic prefixes and suffixes, you can explore more.

Prefixes	Meaning	Examples
<i>anti-</i>	against, opposite	antidote, antiviral
<i>de-</i>	reverse, change	delete, devalue
<i>extra-</i>	beyond	extra-terrestrial, extraordinary
<i>il-, ir-</i>	not, opposite	illegal, illogical, illiterate, irregular, irresistible
<i>inter-</i>	between	interpersonal, interschool, international
<i>mega-</i>	great, large	megasaurus, megastore, megabyte
<i>micro-</i>	very small	microscope, microchip
<i>mid-</i>	middle	midway, midsummer
<i>multi-</i>	many	multimedia, multicultural

<i>pan-</i>	all	pandemic, pan-Asian
<i>post-</i>	after	post-pandemic, postpone
<i>over-</i>	too much	overdo, overcook, overestimate
<i>semi-</i>	half	semicircle, semiliquid
<i>sub-</i>	under, below	submarine, subheading
<i>super-</i>	over, extreme	supervisor, superman, super-exciting
<i>ultra-</i>	extreme	ultralight, ultrasonic

Suffix	Meaning	Examples
<i>-ance, -ence</i>	state of being (noun)	importance, silence, confidence
<i>-ment</i>	state of being (noun)	advertisement, disappointment
<i>-ity</i>	state of being (noun)	activity, responsibility
<i>-dom</i>	state of being (noun)	wisdom, kingdom
<i>-ism</i>	state of being (noun)	realism, magnetism
<i>-ness</i>	state of being (noun)	kindness, sadness
<i>-ship</i>	the act of being, holding a position	friendship, ownership
<i>-less</i>	without, not	useless, timeless,
<i>-ful</i>	full of	colourful, cheerful, harmful
<i>-eer, -ist,</i>	one who	volunteer, puppeteer, pianist, cartoonist,
<i>-ish</i>	has the features of (adjective)	childish, selfish
<i>-ious, -ous</i>	has the features of (adjective)	dangerous, adventurous, delicious, suspicious
<i>-ive</i>	has the features of (adjective)	creative, cooperative
<i>-y</i>	has the features of (adjective)	smelly, tasty, funny
<i>-ate</i>	become (verb)	illustrate, dictate, vaccinate
<i>-en</i>	become	awaken, frozen, strengthen
<i>-ify, -fy</i>	make or become (verb)	terrify, satisfy
<i>-ise, -ize</i>	become (verb)	revise, advise, summarise

(2) Latin and Greek Roots

Over 50% of English words with multiple syllables originally came from two ancient languages – Latin (Roman) and Greek.

If you know these common 'root' words, you can decode better for meaning.



Root	Meaning	Origin	Examples
-milli-	a thousandth	Latin	millipede, millimetre
-deca-	ten, a tenth	Greek	decade, decathlon
-centi-	a hundred	Latin	centimetre, centipede, century
-kilo-	a thousand	Greek	kilometre, kilogram, kilobyte
-aud-	hear	Latin	audio, audition, aural
-auto	self	Greek	autobiography, automatic
-astro-	star	Greek	astrology, astronaut
-bio-	life	Greek	biography, biology
-cyclo	circle	Greek	circle, bicycle, recycle, circuit
-dict-	speak, tell	Latin	dictation, predict
-geo-	earth	Greek	geology, geography
-gram-	a written thing	Greek	telegram, grammar
-grapho	writing	Greek	graphic, graffiti, geography
-meter-	measure	Greek	thermometer, metric
-max	large	Latin	maximise, maximum
-min-	small, little	Latin	minimise, minimum
-phono-	sound	Greek	microphone, megaphone
-photo-	light, shine	Greek	photograph, photosynthesis
-port-	carry	Latin	transport, portable, export
-scope-	see	Greek	microscope, telescopic
-stella-	star	Latin	interstellar, constellation
-techno-	art, science, skill	Greek	technology, architect
-tele-	at a distance, afar	Greek	telephone, television
-trans-	across	Latin	transformer, transport, transit
-voc-	voice	Latin	voice, vocal, advocate

What are sounds or phonemes?

You know the 26 letters of the alphabet. But do you know there are 44 **sounds** (called **phonemes**) in the English language?

Most sounds are spelt in multiple ways. The reading card on page 19 shows some of the ways.

What do English phonemes sound like?

You can hear the correct sound of the phonemes on this app.



Conclusion

When you use all the **word attack** and **comprehension strategies** to read, you can understand and enjoy what you read.

When that happens, you are thinking like this diagram!

