

Reading Strategies: Decoding and Comprehension

Teacher Questions and Sentence Prompts

KS2

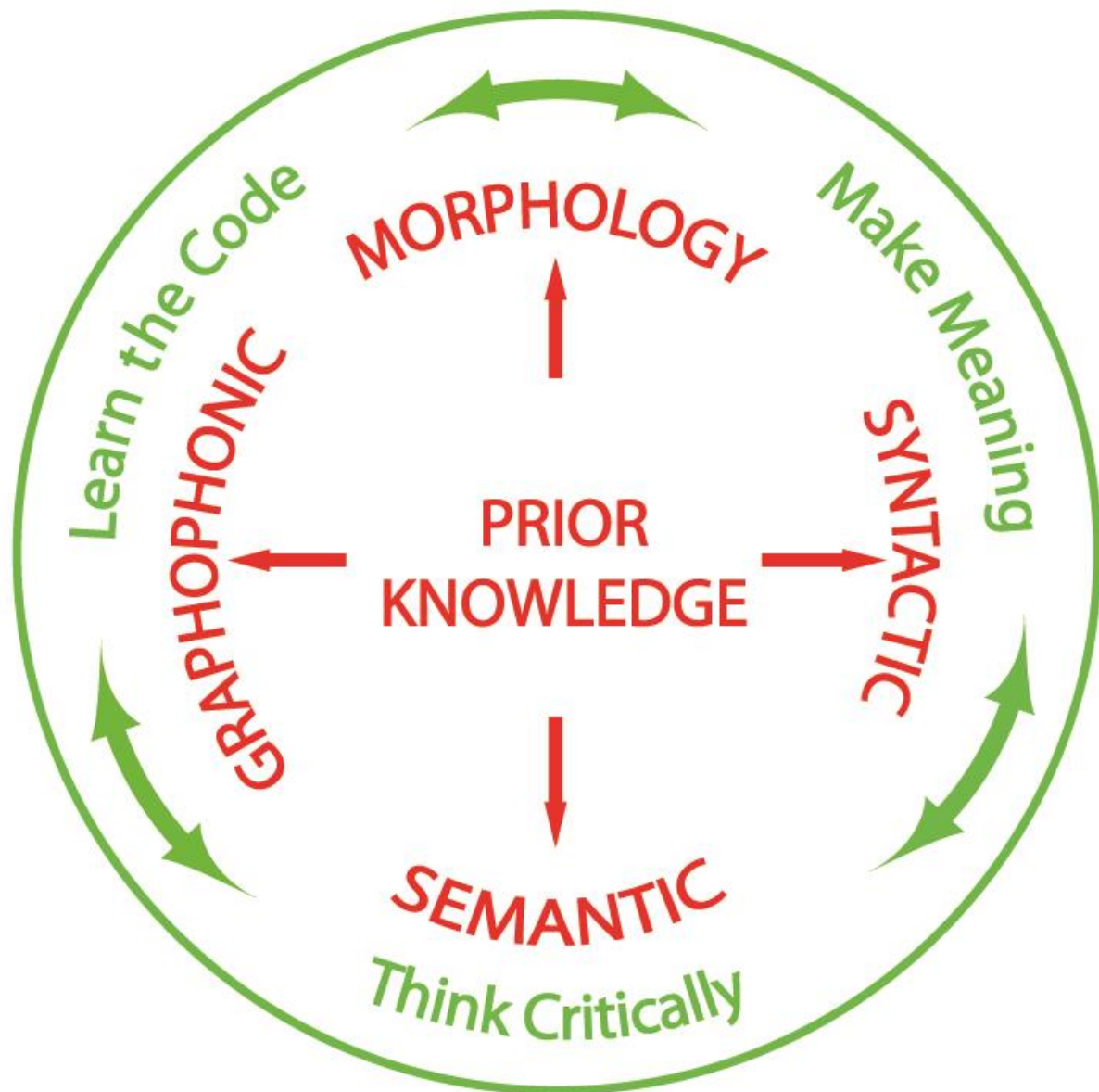
The questions and sentence prompts in this booklet are designed to assist teachers and students to apply decoding and comprehension strategies in guided reading, shared reading and other reading activities.

When reading a book, readers should practise these strategies **before**, **during** and **after** reading.

Teachers, explicitly develop these reading strategies by:

- asking oral questions
- modelling sentence structures
- prompting students to orally repeat sentence stems and finish them
- including sentence stems in written tasks

READING DECODING STRATEGIES



READING COMPREHENSION STRATEGIES

Use what I
already know



Predict



Confirm

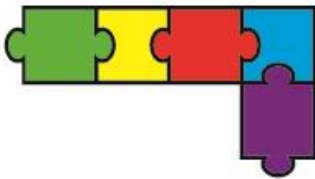


Revise

Visualise



Make
connections



Question



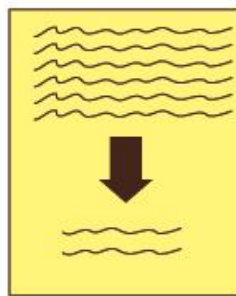
Self-monitor



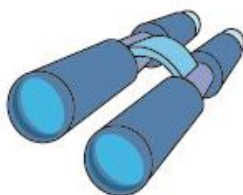
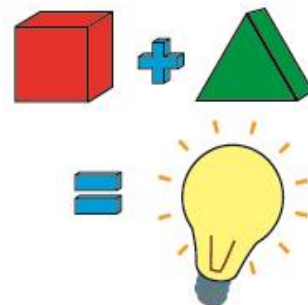
Infer



Summarise

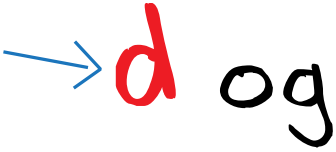
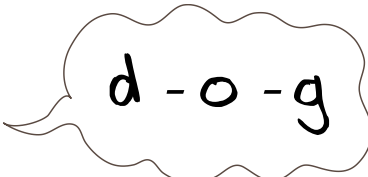
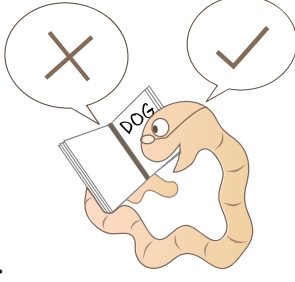


Synthesise



Skim and Scan

Ways to help me read new words

I point to the words.  My dog is black.	I look at the first letter. 
I look at the picture. 	I sound out the words. 
I find a small word in a big word. 	I cut the word up / I chunk the word. 
I know the word already. 	I know a word that looks the same. 
I read on and come back. This ? is black. This dog is black.	Does it make sense? 
I guess. 	I try again. 

Reading – Decoding and Making Meaning



1. Skim and think: what do you predict these pages are about?
2. Silently read each page
3. Find words you do not know
4. Decode these words using graphophonic and word-building skills
5. Read aloud the pages using comprehension strategies

4. How do I say the word? (decode)

phonics

sounds
syllables
chunking
stress

word building

base words
root words
prefixes
suffixes

Use skills like...

- look at the first letter
- sound out the words
- chunk the word
- cut the word up
- find a small word in a big word
- think of a word that looks like this (analogy)
- use syllables to sound the word

5. What does it mean? (make meaning)

comprehension strategies

predict
use prior knowledge
visualise
infer
self-monitor

question
summarise
make connections
synthesise

Use skills like...

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

Use what I already know



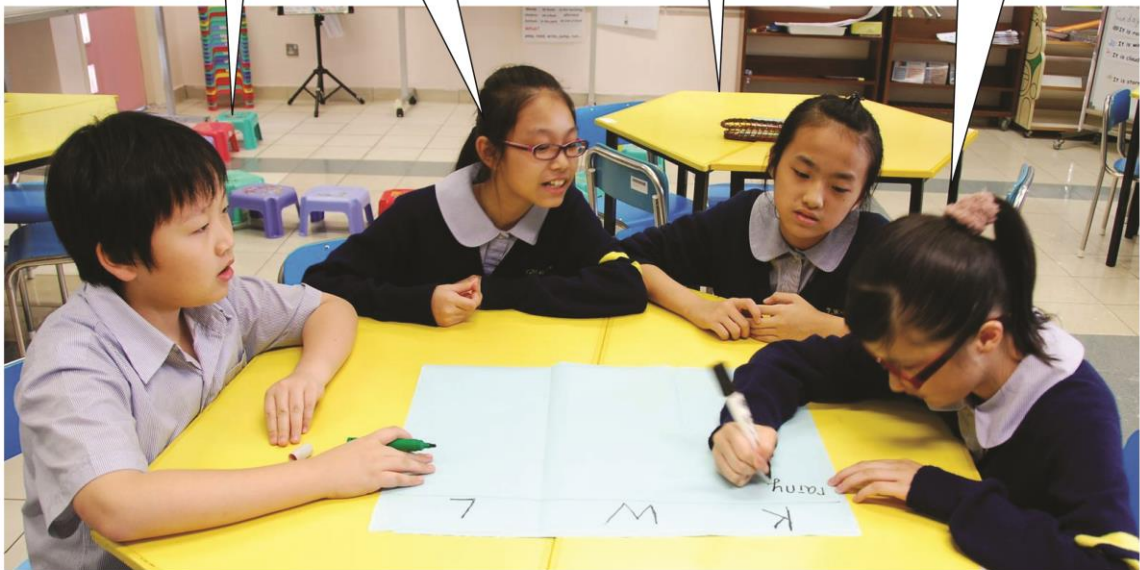
What I already know helps me make connections with the text and understand what I am reading.

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.

Use what I already know



Use before, during and after reading:

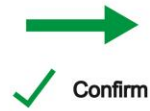
Teacher modelling...

- I think I have read something like this before. It was.....
- I think I've seen this author's name somewhere else.
- This is an information book. I think the structure of this type of book will be.....
- Based on my prior knowledge of, I would like to know.....
- When I hear the words, I think of.....
- From the illustrations, I can tell that this text will.....
- This part doesn't make sense. I know that.....

Teacher questions...

- What do you already know about this topic?
- Have you read something else that seems the same as this book?
- What's the text type of this text? Is it a narrative, a letter, a poem?
- What language features might be in this type of text?
- Do these words and pictures remind you of another text we have read/seen/heard about.....
- Does this part of the story remind me of anything I have done?
- This event/character/problem reminds me of..... What about you?
- Can you make a connection with this part of the text to something in your life?

Predict

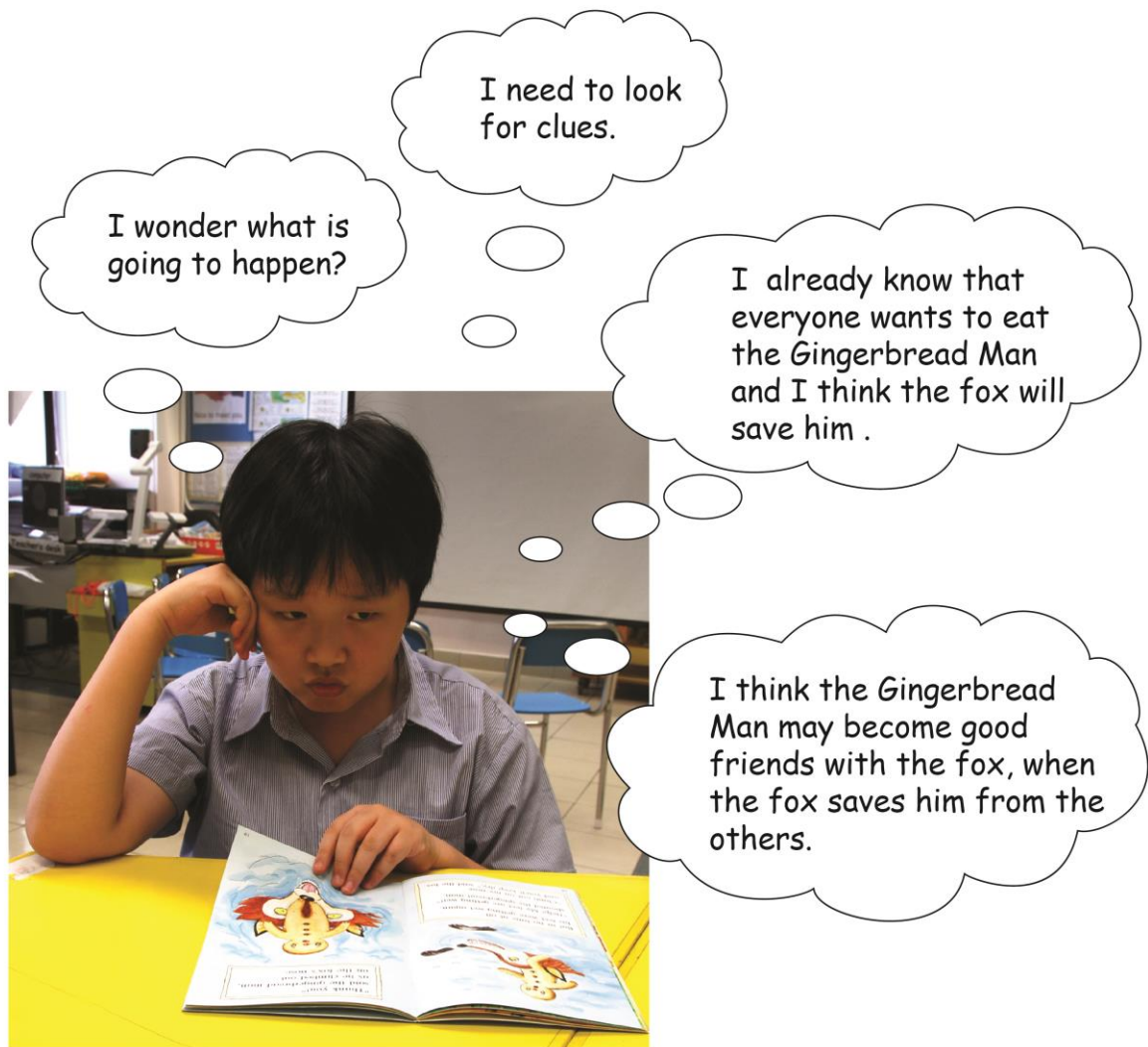


✓ Confirm



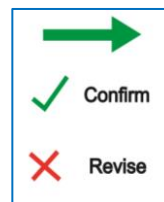
✗ Revise

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



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

Predict (confirm, revise)



Use before, during and after reading:

Teacher modelling...

- The illustrations/cover/contents page/diagram/ information tells me this book is.....
- I predict will happen next.
- Because I know about..... I predict that.....
- From what I already know about this character, I predict.....
- The style of this author is [funny] so I think.....

Teacher questions...

- What do you think the text will be about? Why?
- Looking at the picture makes you think what?
- What clues in the text helped you to predict [answer]?
- From what you have read so far, what do you expect will happen next?
- Does the blurb on the back cover help you to predict what this book is about?

And revising our predictions...

Teacher modelling...

- The story matched my prediction because
- My prediction was partly right but
- My prediction agrees with the book. Next, I predict.....
- My prediction was not like what happened next. I wonder if my prediction will still happen later in the book?
- I thought..... Then I read that.....so now I think.....

Teacher questions...

- Did your prediction match the book?
- You thought would happen. Did it?
- Who wants to change their first prediction? Why?

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.

Visualise

[Note: This is about making pictures in our heads, not discussing pictures in the book]



Use before, during and after reading:

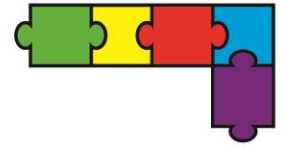
Teacher modelling...

- In my mind I can see.....
- Before I read on, I will picture in my mind what has happened in this part of the story.
- I can imagine.....
- I don't understand this part. I can't see a picture in my head about this. I will read it again to build an image.
- When I read this, I get this feeling inside me like.....
- I can just taste the
- I can imagine the sounds of
- In my mind, I can see and feel my fingers touching the...
- I can smell the

Teacher questions...

- What can you see in your mind?
- Can you see a movie in your mind? Tell us about it.
- What words helped you make a picture in your head?
- Do you feel something inside when you read this bit?
- The movie you see in your head is

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.

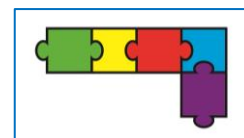


I can make connections between the **text** and the **real world**.

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.

Make connections



General questions

- What do you know about.....?
- Does this part of the story/text remind you of anything?
- When you look at this cover, do you think of things that might be like this book?
- Has something like this happened to you/your sister/your pet?
- Have you seen a TV show/book/movie/poster like this?
- Is there something in the classroom that can help you understand this part of the book? (e.g. shared writing chart, another book, posters, white board brainstorm)
- Can you think how this is like your own life/family/pets/.....
- Can you tell us why you understand that?
- Does your [connection] help you learn more about the story/text?
- How does the connection help you understand?

(Teacher modelling) Text to self

- I know what it feels like to.....because.....
- That part reminds me of.....
- I remember when.....
- That part is like what happened in my life because
- That makes me think about the time when
- I know a person like this character.
- I felt like this character when
- That happened to me too. I
- That happened to my Dad once. He.....
- This sounds familiar to me because.....
- This is different from my life because
- If I were this character, I would have solved the problem by.....because.....
- This is the same as my life except where.....

(Teacher modelling) Text to text

- I read another book like this one
- I heard a piece on the news on TV like this.
- A character who is like this one is from the book because
- I have already read about this in

(Teacher modelling) Text to world

- I know that happens in real life, like when
- This is different from things that happen in the real world because
- I saw a poster in the bus about this topic.
- On TV, I saw a show that.....
- This reminds me of our trip to Ocean Park when.....

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.

Question



Use before, during and after reading

[Note: This is about the *reader* asking questions of *him/herself*, *not* the teacher asking students comprehension questions]

Teacher modelling self-questioning...

- I wonder what this book will be like.
- I wonder why, where, when, how, if, who,..... ?
- I wonder what the blurb says about this book.
- I wonder why [character] is so silly.
- Hmm. What 's going to happen next?
- What is the author trying to tell me?
- What does..... mean? How can I find out?
- I feel really tight. I wonder when he is going to solve the problem. I hope it's soon.
- Can the pictures help me with these words I don't know?
- Why does the author use these funny fonts on some words?
- Why does the illustrator draw pictures that.....
- Do I already know something about this topic?
- What do I think I will learn from this book?
- Does the story ending make sense?
- I don't get this paragraph. Is this part supposed to be funny?
- I wonder why I don't like this story when other people love it?
- Has the author written other books I might to enjoy?
- Do I agree with the opinions of this character?
- Does this writer use words I can use in my writing?
- Why is this book written like a.....[comic/recipe/report/poster]?

Teacher questions...

(Teacher leading students to ask themselves questions)

- Who has a question about this page/paragraph/ text/ character/event/problem?
- While reading, who had a question that is now answered?

Self-monitor



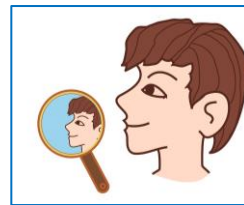
Self-monitoring is knowing when I have stopped understanding what I am reading. I may not understand a word, sentence or paragraph. To fix the problem, I can pause and think, re-read or read on.

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.

Self-monitor



Use before, during and after reading:

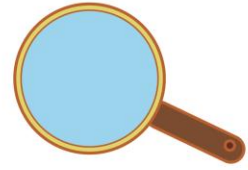
Teacher modelling...

- I can't say this word so I will cut it up [chunk it/find a small word in it/sound it out/think of a word that looks the same].
- I'm not sure what this word/phrase means. I'll re-read it slowly.
- I don't know what this word means. Is there a base word that can help me work it out?
- I can show you how to read that word. This is how I do it.
- Is this a prefix [or suffix]? If I take it off, maybe I will understand the word?
- I am not getting this. I can slow down and look at the pictures.
- When I don't understand some text, I can read back to find key words and read on.
- I've lost my concentration/focus. I'd better go back and re-read that page.
- I think I need to create a picture in my mind to help me understand this bit.
- I think this part means..... I'll ask Lilly if she agrees.
- I can see the connective 'so' [but/therefore/if/because] that joins two sentences to make this long sentence.
- The author mentions Mary Brown on page 4, but I can't remember much about her. I think I'll re-read pages 2 and 3 to help me remember.
- The author is trying to tell me that.....

Teacher questions...

- Do you know most words on most of the pages of this book? Should you choose another home reading book?
- What is most important in this paragraph/line/page/chapter?
- What is the main idea in this paragraph/page/chapter?
- We don't seem to understand this. Can you read back to find some key words to help you?
- Does the story make sense? Maybe this book is too hard for me?
- I don't understand what that sentence means. What can we do? (go back and re-read/read aloud/read slowly) Does that help?

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.

Infer



Use before, during and after reading:

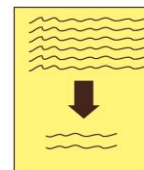
Teacher modelling...

- I already know.....so I think.....
- I think what's really going on is
- Reading between the lines, I think
- I am guessing the main character did that because.....
- I think she will.....because.....
- I think the author is really saying
- I think this phrase means because.....
- I think the main idea is.....because it says here.....
- I think this word is the past tense of this word in the first line.
- I wonder if the author wants me to dislike this character because.....
- I wonder why

Teacher questions...

- What do you think.....means? Why?
- Why do you think that? What **clues/evidence** in the text helped you?
- Why do you think the character is greedy/lazy/cunning/smart/happy? What **clues/evidence** in the text helped you?
- Do you understand this part? Why does it make sense?
- Why do you agree with Pam's inference/guess/answer?
- What clue/s did you use to come up with your answer?
- Why did the author use this type of font?
- What do you think the writer wants us to think/know/feel.....?

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.

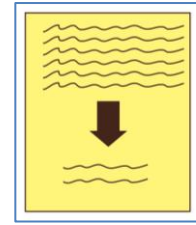
My summary of the book 'Bears' is that it is an information book which talks about what bears look like, what they eat and how they live.

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.

Summarise



Use before, during and after reading:

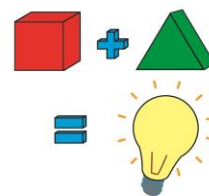
Teacher modelling...

- The most important thing to know about this paragraph/page/book is
- When I ignore/don't look at the **details**, I can see the most important sentence.
- In my own words, the story/report is about
- The **main idea** of this text is
- The **main point** the author is making is
- The most important idea in this book is.....
- So far in this book, I have learned
- What I remember most is.....
- I think this page summarises the book because.....
- I like this flowchart because it summarises.....[the lifecycle of the butterfly]

Teacher questions...

- Can you **retell** the story in your own words?
- How would you **retell** this story to [your little sister]?
- What have you learned so far in this book?
- If you had to write a heading for this paragraph/page/ text, what would it be?
- What is the **main idea** of this paragraph/page/book?
- What is the **message** the author is trying to tell us?
- How can you explain the problem [or solution/event/ ending] **in simple words**?
- Can you summarise what type of person this character is?
- If you had to explain what this is about to someone else, what would you say?
- How much of this paragraph is **details**? Where is the main **topic sentence**?
- There's a table with notes on page 10. Do you think it could be a summary? Why?

Synthesise



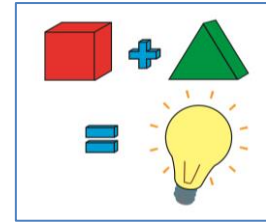
Synthesise means to make something new like a model or ideas. When I read, I put together information in the text and what I already know, to form new ideas or change my thinking.

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.

Synthesise



Use before, during and after reading

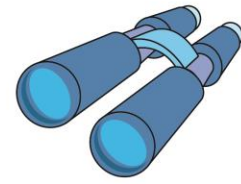
Teacher modelling...

- I think differently after reading this text because.....
- Reading this text has made me think.....
- Since I started and finished this book, my thinking has changed because.....
- I can use this information in.....
- I liked the way the author uses adverb phrases. I could use them in my story writing.
- I feel for this character because.....
- I have learned that when I don't understand some text I can.....

Teacher questions...

- What would happen if the story ended differently?
- What else could the main character have done to solve the problem?
- How would you solve a problem like that?
- Did you like this story? Why/why not?
- What new knowledge have you learned?
- What new reading skills have you learned?
- Do you agree with the author [or character] about..... Why/why not?
- What is your opinion about this type of story?
- Do you agree/disagree that.....? Why
- How has what you read helped you make your own ideas/opinions?
- How can this text help your own writing?
- Why do you think illustrators are important for what makes a good book?

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 ...

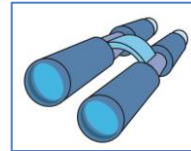
I scan the text to get details. I look at subheadings, pictures, and key words. When I find the part I want, I slow down and read more carefully.



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.

Skim



Use before, during and after reading:

Teacher modelling...

- The structure of this text tells me it is[text type]
- I think this page will have what I am looking for.
- I don't remember who this character is. I will **flip back** to find when he came into the story.
- This book looks too difficult/easy for me.

Teacher questions...

- **Flipping** through the pages, what do you think this book is about?
- **Looking through** this book, what type of text does it seem to be?
- **Skim** the book. Do you think the text looks interesting?
Why/why not?
- **Skim** the text. Do you think this it could help with your poster?

Scan

Use before, during and after reading:

Teacher modelling...

- I don't know this word. I'll find some **key words** in the paragraph to help me.
- If I **scan** the contents page for words about bears, maybe I will see what pages can help me do my project.
- I don't know what 'camouflage' means. I'll **scan** through the glossary to see if the meaning is there.

Teacher questions...

- How many times is the word 'said' in the book [Level 2]
- How many words have the /f/ sound on this page?
- Can you find the word/s that mean.....?
- Can you look for information about.....?
- Can you find a summary in this book?
- Look at.....in the *picture*. What *word* matches this?
- Which phrase/sentence tells you.....?
- What facts on this page are useful?
- What details in this paragraph help make a picture in your head?

Most Common Prefixes and Suffixes

Relatively few affixes account for the majority of affixed words in English.

Prefix	Meaning	% of All Prefixed Words	Example
<i>un</i>	not; reversal of	26	uncover
<i>re</i>	again, back, really	14	review
<i>in / im</i>	in, into, not	11	insert
<i>dis</i>	away, apart, negative	7	discover
<i>en / em</i>	in; within; on	4	entail
<i>mis</i>	wrong	3	mistaken
<i>pre</i>	before	3	prevent
<i>a</i>	not; in, on; without	1	atypical

[69%]

Suffix	Meaning	% of All Suffixed Words	Example
<i>-s, -es</i>	more than one; verb marker	31	characters, reads, reaches
<i>-ed</i>	in the past; quality, state	20	walked
<i>-ing</i>	when you do something; quality, state	14	walking
<i>-ly</i>	how something is	7	safely
<i>-er, -or</i>	one who, what, that, which	4	drummer
<i>-tion, -sion</i>	state, quality; act	4	action, mission
<i>-able, -ible</i>	able to be	2	disposable, reversible
<i>-al, -ial</i>	related to, like	1	final, partial

[83%]

"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

Once the basic affixes have been mastered, explore these more complex or less frequent word parts.

Prefixes	Meaning	Example
<i>multi-</i>	many	multimedia
<i>pan-</i>	all	pandemic, Pan-American
<i>micro-</i>	very small	microcosm
<i>pro-</i>	in favor of, before	protect

Suffixes

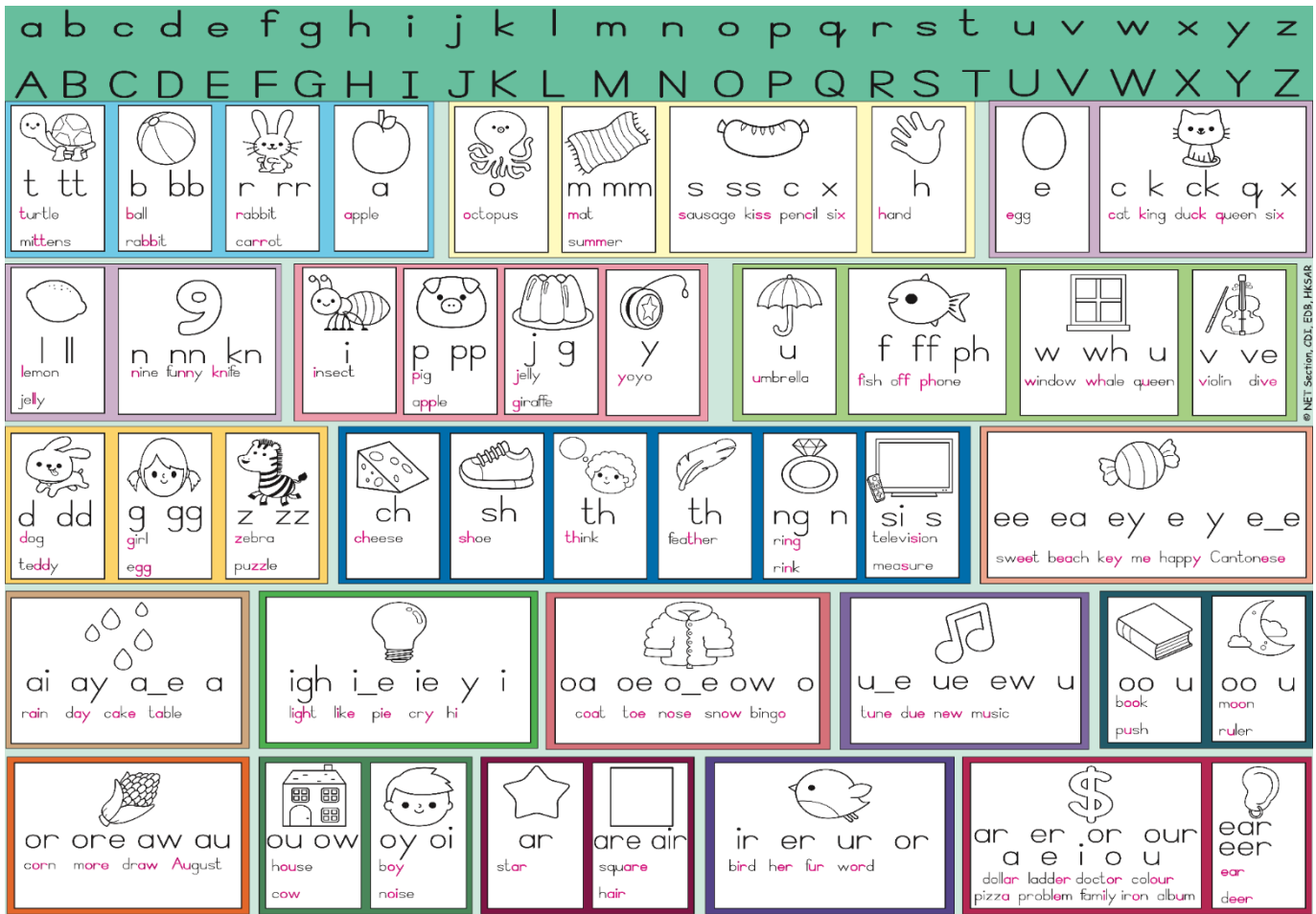
<i>-less</i>	without; not	useless
<i>-ism</i>	state, quality; act	realism

Linguists estimate that well over 50% of polysyllabic words found in English texts are of Latin or Greek derivation. Focused word study of Greek and Latin roots can significantly help secondary students learn “English from the roots up”.

Common Latin and Greek Roots (Stahl)

Root	Meaning	Origin	Examples
<i>-aud-</i>	hear	Latin	audio, audition
<i>-astro-</i>	star	Greek	astrology, astronaut
<i>-bio-</i>	life	Greek	biography, biology
<i>-dict-</i>	speak, tell	Latin	dictate, predict
<i>-geo-</i>	earth	Greek	geology, geography
<i>-meter-</i>	measure	Greek	thermometer
<i>-min-</i>	small, little	Latin	minimize, minimum
<i>-port-</i>	carry	Latin	transport, portable
<i>-phono-</i>	sound	Greek	microphone
<i>-duc(t)-</i>	lead	Latin	deduct, produce, educate

The 44 English Sounds (Phonemes)



Blurb

This booklet was developed by the Key Stage Two Integration Programme (KIP) Development Team (2010-2014) in response to requests from Hong Kong teachers as they seek to refine their teaching practice for reading and assessment.

This booklet —a practical guide to teaching reading decoding and comprehension strategies — allows teachers to develop the thinking strategies that students need for both.