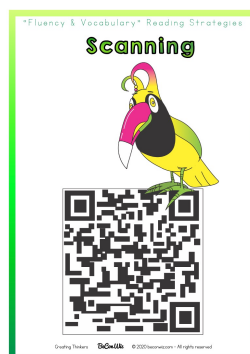# VOCABULARY & FLUENCY
Reading strategies

Readers take on the role of reviewer and connector. They use context, phonemic and illustrative cues to

- Decode and comprehend the vocabulary in a text
- Develop and extend vocabulary
- Read fluently and smoothly
- Become aware of the role grammar has in reading a text smoothly and coherently
- Group words together to create meaning
- Use cues to approximate the pronunciation, purpose and meaning of a word.

"Fluency & Vocabulary" Reading Strategies
Best fit
As a reader I...
- Think about the rest of the sentence and try and decide what word might make sense here
- I use sentence and letter clues to guess what word would make sense in the sentence.

"Fluency & Vocabulary" Reading Strategies
Express yourself
As a reader I...
- Can try to be an expressive reader
- Can I speed up and slow down to read smoothly?
- Can I read at pace that suits the book?
- Can I group words together, so my reading makes sense?
- Do I use punctuation to help me with expression and pace?

Includes an

- Overview of all reading strategies across all the layers involved in reading
- Eleven reading strategy cards with title, prompt and image
- Eleven simple prompt cards with title and image

"Fluency & Vocabulary" Reading Strategies
Break it up

"Fluency & Vocabulary" Reading Strategies
Picture this

"Fluency & Vocabulary" Reading Strategies
Scanning

Overview of the different reading strategies

| STRATEGY TITLE	Right There	Hide & Seek	Think & search	Beyond the book	Fluency & expression
Best Fit					■
Break it up		■			
Check in	■	■	■		■
Check it out	■	■	■		■
Comparing		■	■		
Connect		■			
Express yourself					■
Focus and decide		■			
Guess & check		■			
I remember	■		■	■	■
I spy	■	■			■
I think, I imagine...				■	
I wonder				■	
Inferring			■		
Look & talk	■	■	■		■
Picture this	■	■	■		■
Picture Walk	■	■			
Predict		■			
Re read			■		■
Read on			■		■
Scanning		■			
Skimming	■				■
Sound it out	■				
Stop Think Share		■			■
Summarising		■	■		
Synthesising			■		
Text to self	■	■	■	■	
Text to text		■	■	■	
Text to world				■	
What if				■	
Who What Why	■	■			
Word connections	■	■			■
You and I					

INTERESTS

Prior knowledge and interests: Providing frameworks for increasing student engagement through prior knowledge connections with student interests

AGENCY

Developing scaffolds that support voice and choice in the learning process Learners will have the opportunity to be actively involved and response-abled during the learning process.
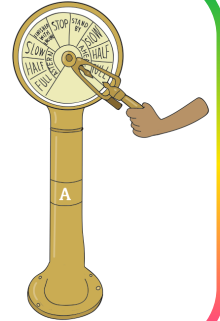
SKILLS

Skills, processes, strategies and approaches to learning that support learners to learn how to learn. Learners will have an opportunity to discover the different ways they learn in different situations.
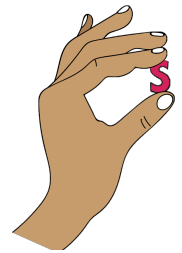
KNOWLEDGE

Details, facts and information related to an inquiry or topic. Learners need to have support accessing relevant information and the time to analyse and comprehend the knowledge.
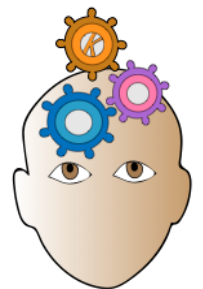
UNDERSTANDING

Concepts and understandings that support learners become meaning makers.
Learners should begin to see that there are themes or ideas that cross across time, place subjects and disciplines.

Overview of the different reading strategies

STRATEGY TITLE	Right There	Hide & Seek	Think & search	Beyond the book	Fluency & expression
Best Fit		🟦			🟪
Break it up		🟦			🟪
Check in		🟦			
Check it out		🟦	🟥		
Comparing			🟥		
Connect		🟦	🟥		
Express yourself					🟪
Focus and decide		🟦			
Guess & check		🟦			
I remember			🟥	🟨	
I spy	🟩	🟦			🟪
I think…I imagine…				🟨	
I wonder				🟨	
Inferring		🟦	🟥		
Look & talk	🟩	🟦			
Picture this		🟦	🟥		🟪
Picture Walk	🟩		🟥		
Predict	🟩	🟦			
Re read			🟥		🟪
Read on			🟥		🟪
Scanning			🟥		🟪
Skimming	🟩				🟪
Sound it out					🟪
Stop Think Share			🟥	🟨	
Summarising		🟦	🟥		
Synthesising			🟥		
Text to self	🟩	🟦	🟥	🟨	
Text to text		🟦	🟥	🟨	
Text to world		🟦	🟥	🟨	
What if				🟨	
Who What Why	🟩	🟦			
Word connections	🟩				🟪
You and I				🟨	

Best fit

As a reader I...

- *think about the rest of the sentence and try and decide what word might make sense here*
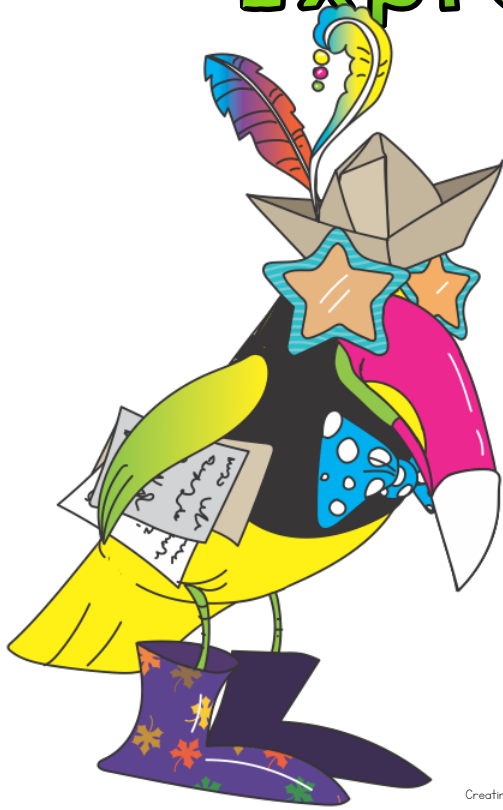- *use sentence and _____ to guess what word would make sen___ _____ tence.*

Break it up

As a reader I...

- *try and break the wor___*
- *look for different part___*
- *listen carefully to how ___*
- *I try and make rhyme ___*

Express yourself

As a reader I...

- *can try to be an expressive reader.*
- *can I speed up and slow down to read smoothly?*
- *can I read at pace that suits the book?*
- *can I group words together, so my reading makes sense?*
- *can I use punctuation to help me with expression and pace?*

.

I spy

As I reader I...

- *play 'I-spy' with letters, word and/or pictures*
- *ask "How do the words and pictures match?"*
- *ask "How does this help me understand the story?"*

Picture this

As a reader I...

- *use words, pictures, feelings and ideas to understand what I am reading.*
- *imagine that...*
- *think these words have me thinking about a... (smell, taste, feeling, sound, etc.)*
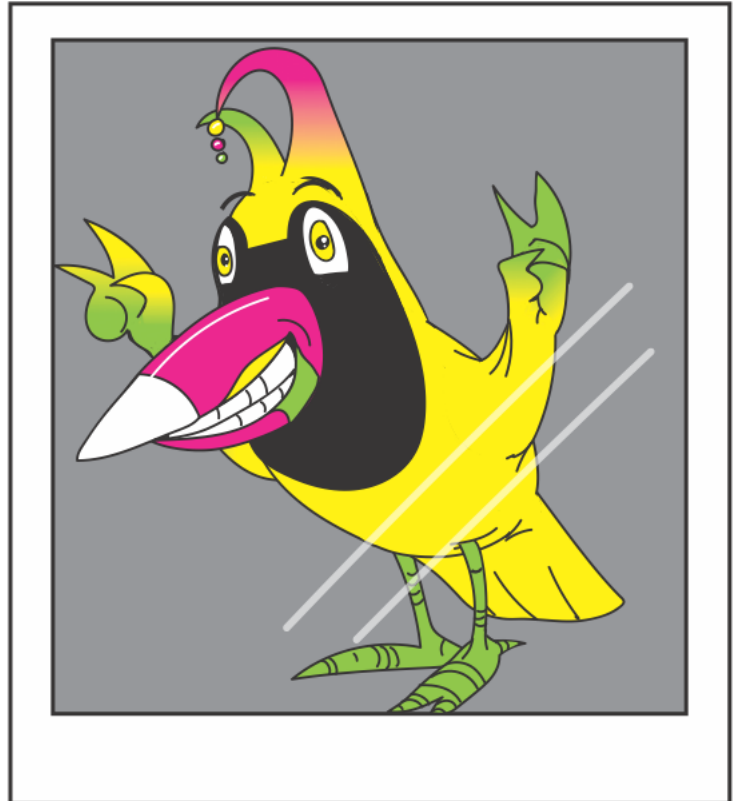
Read-on
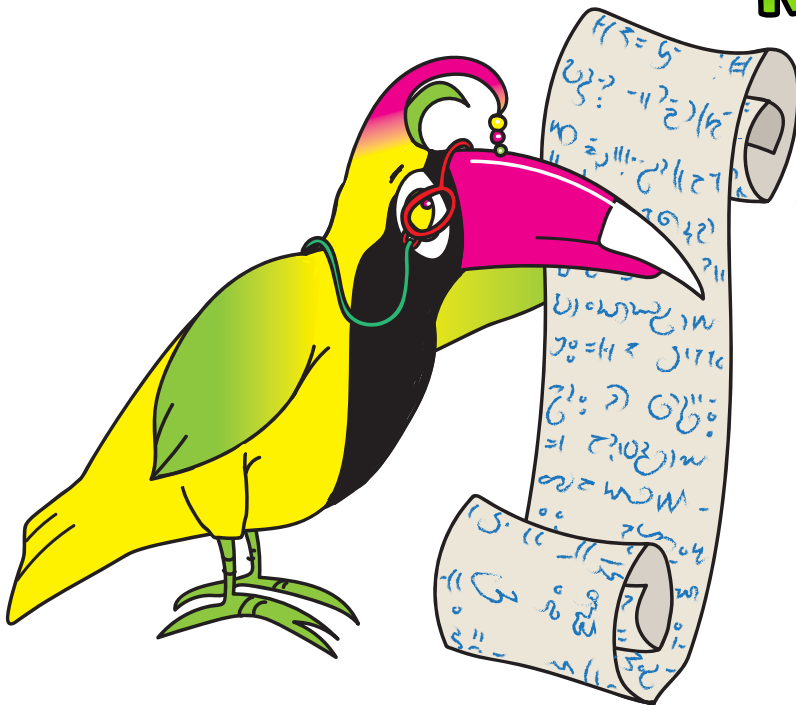
As a reader I...

- *can skip over unknown words and keep reading.*
- *try reading-on to see if I can work out the main idea.*
- *try reading-on to see if I use all the information in a sentence to help me read a word.*
- *Tty reading-on to see if I can use clues to read an unknown word.*

Re-read

As I read I...

- *read something again to check an idea or make sure I understand what I am reading.*
- *will read sentences again to check for understanding*
- *use re-reading to help me keep track of the ideas and information.*
- *can use re-reading to improve my expression and fluency.*

Scanning

As a reader I ...

- *look for important words or information that help me decide if this book can help me*
- *think about what information I am looking for*
- *think "this looks like it has the information I need because..."*
- *Think "these words are connected to details I am looking for"*

Skimming

As a reader I...

- *look quickly for WHO, WHAT, WHERE, WHY, HOW clues*
- *think this word/image connects to what I am trying to find out...*
- *Think about what information is in the pictures*
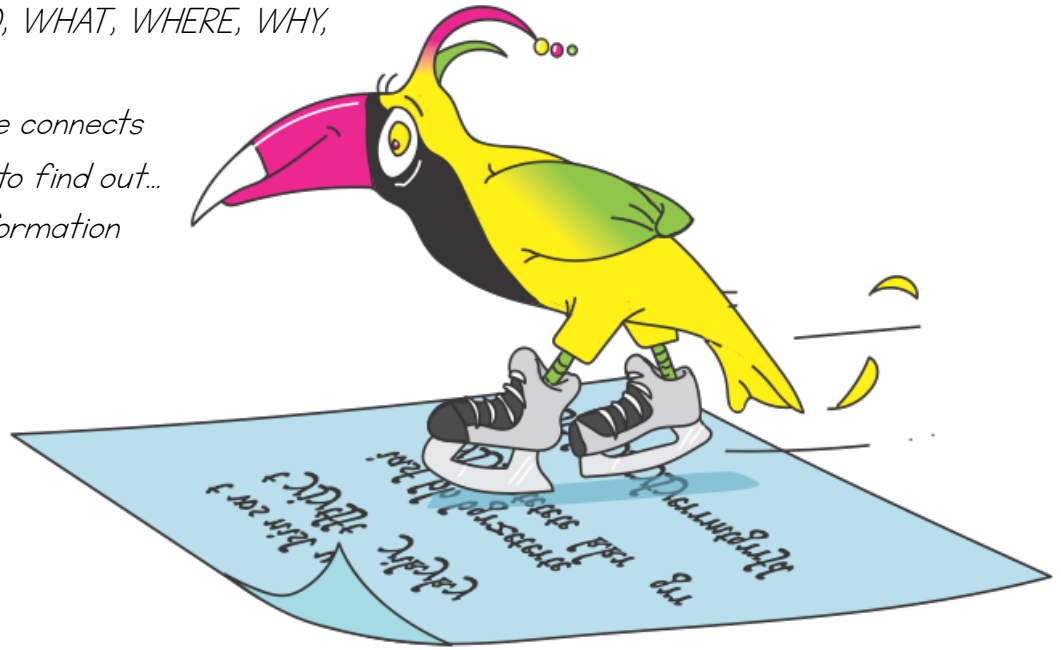
Sound it out

As a reader I...

- *can use what I know about letters, sounds and sound patterns to read new words*
- *can sound out different parts*
- *can think about the letters I can hear*
- *can think about the silent letters*
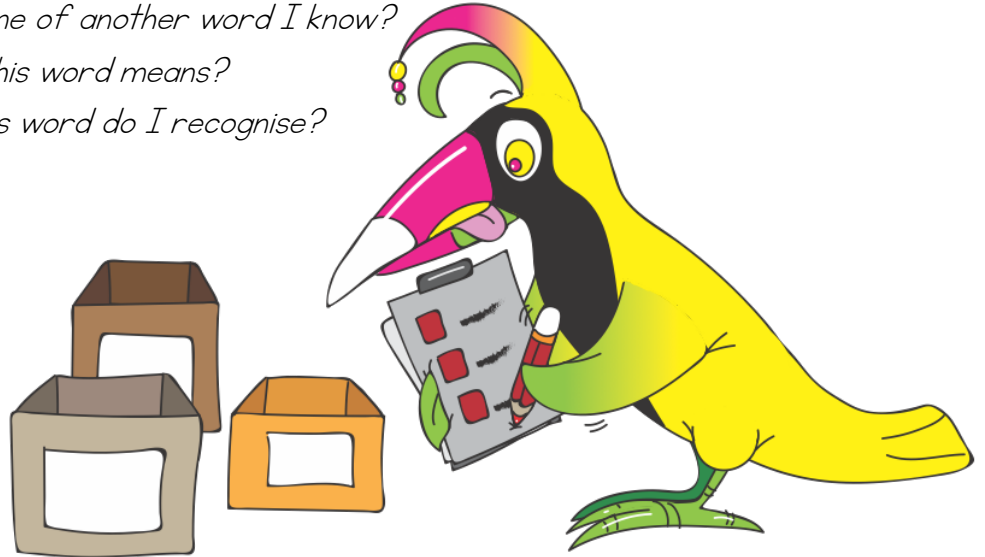- *can use sounds and blends to make sense of a whole word.*

Word connections

As a reader I...

- *can use what I know about other words to help me read new words*
- *can make word connections*
- *think toes this remind me of another word I know?*
- *think do I know what this word means?*
- *think what parts of this word do I recognise?*

Best fit

Break it up

Express yourself

I spy

Picture this
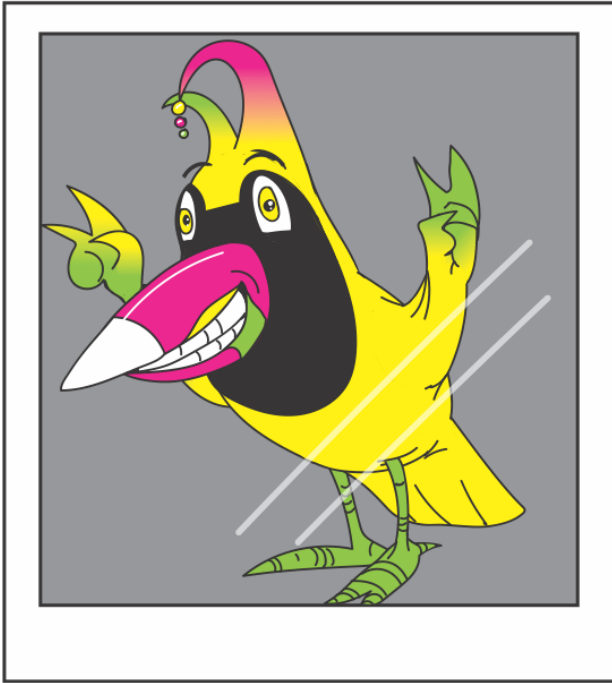
Read-on
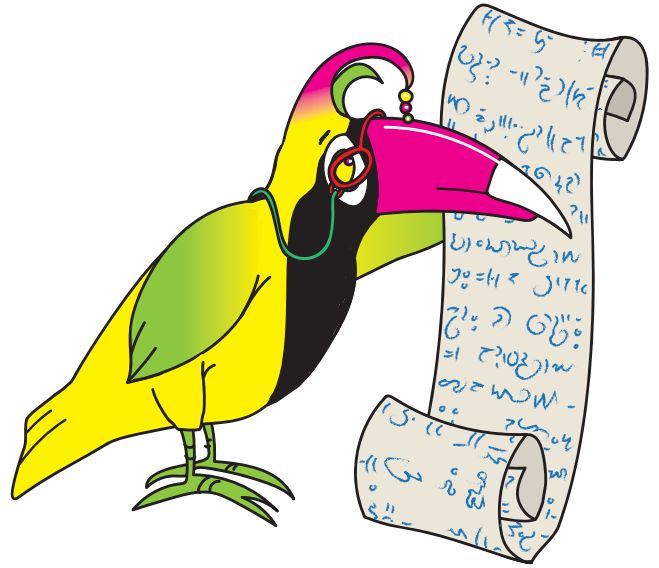
Re-read

Scanning

Skimming

Sound it out

Word connections

Break it up

Skimming

Best fit

Re-read

"Right-There" Reading Strategies

Word connections
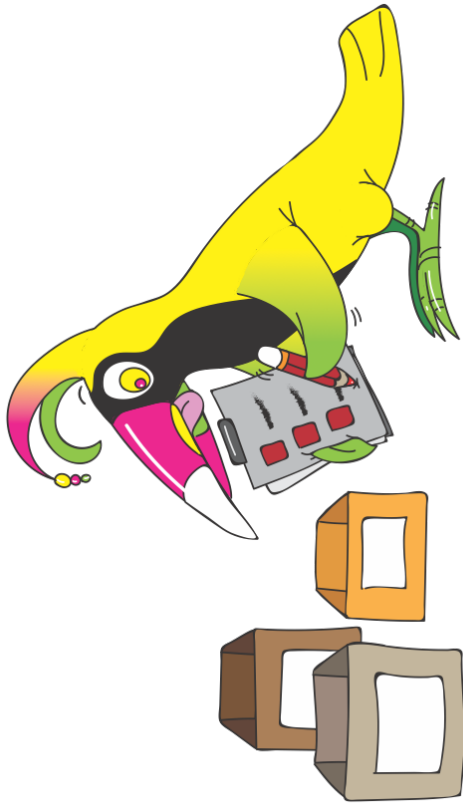
BeConWiz's commitment to equitable and ethical practices

BeConWiz, will be referred to as BCW in this document.
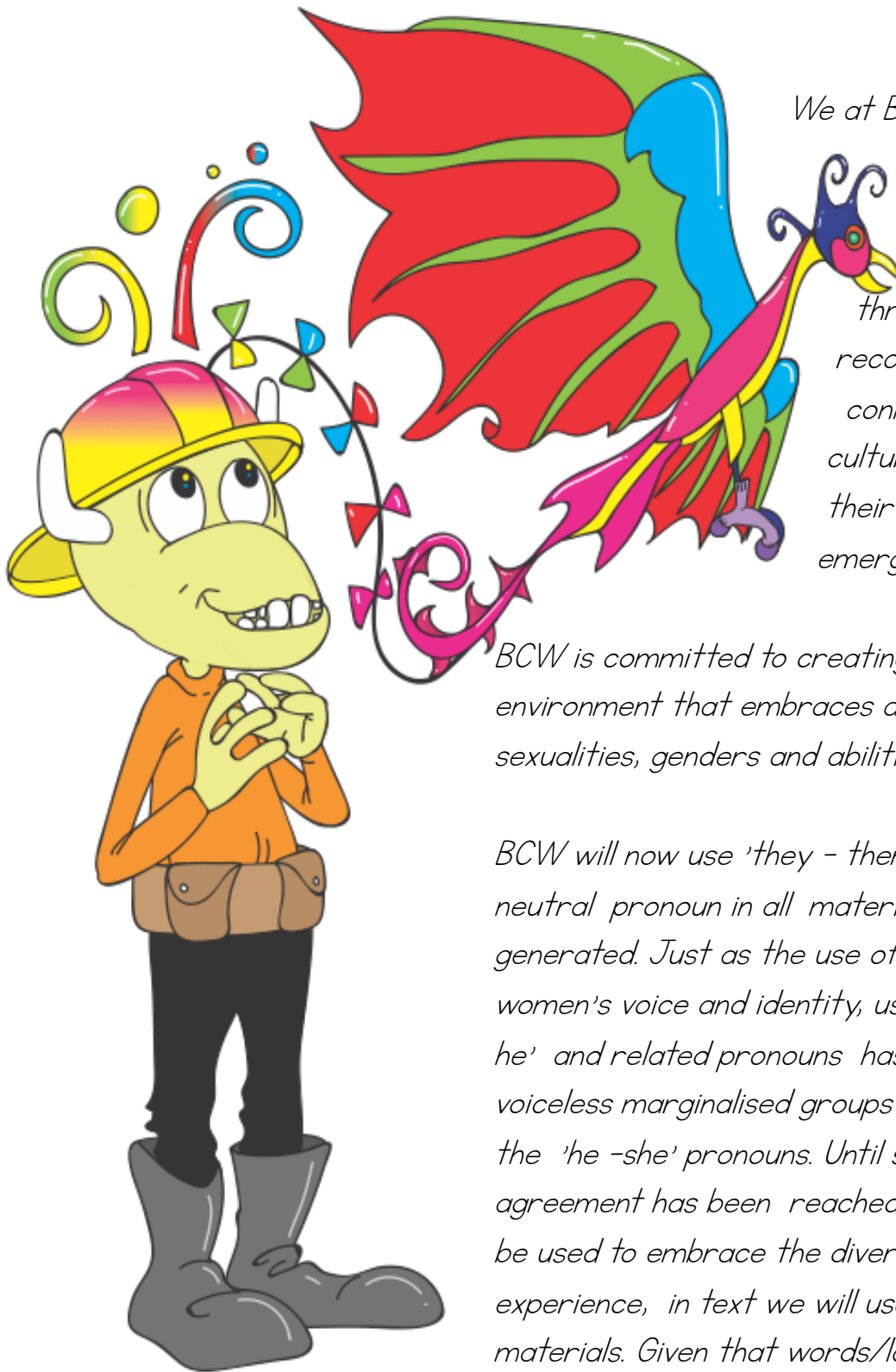
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BCW is committed to creating a safe and welcoming environment that embraces all backgrounds, cultures, sexualities, genders and abilities.'

BCW will now use 'they – themself' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he – man' disappeared women's voice and identity, use of the binary 'she – he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he –she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they – themself' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "

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