

# Reading aloud

## Teaching strategies for reading comprehension



### Best for:

- Year level: 3–7
- Phase of learning: surface

### Overview

<b>Description</b>	<p>Teachers model fluent and accurate reading by reading aloud. Students experience the rhythm and flow of the language, and the language patterns, structures and vocabulary of various text types.</p> <p>Reading to students helps build prior knowledge of the concepts, words and language patterns of the text type they will be reading. It also provides opportunities to teach comprehension skills while students are mastering code-breaking skills.</p>
<b>Learning focus</b> (based on National Literacy Learning Progression)	<p><b>Comprehension</b></p> <ul style="list-style-type: none"><li>• engage in group discussion about a text (UnT3)</li><li>• retell a familiar story or shared learning experience (UnT4)</li><li>• recount sequenced ideas or information (UnT5)</li><li>• express an opinion or preference for a topic or text with a supporting reason (UnT5)</li><li>• draw obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key vocabulary to infer a character's job) (UnT5)</li><li>• draw inferences and explain using background knowledge or text features (e.g. infer character's feelings from actions) (UnT6)</li><li>• predicts the content and purpose of a text based on a range of text features (UnT6)</li></ul> <p><b>Processes</b></p> <ul style="list-style-type: none"><li>• make predictions (UnT4)</li><li>• use strategies to predict and confirm meaning (UnT7)</li><li>• use processes such as predicting, confirming predictions and connecting relevant elements of the text to build meaning (UnT9)</li></ul>
<b>Teacher preparation</b>	<p>Choose texts from various genres. Students need to hear both literary texts, such as stories, rhymes and poems, and factual genres read aloud. Reading factual texts aloud enables students to experience language structures used in communicating information, explaining things, giving directions and negotiating.</p> <p>Consider how the text can be chunked logically (if no sub-headings are provided), so that reading can be stopped on occasion to monitor and develop understanding. Prepare questions — see examples below.</p> <p>Practise reading the text fluently with appropriate use of intonation and other features of voice.</p>

## Suggested implementation

1. Read the chosen text. Stop the reading at key points and pose questions. For example, ask students to:
  - predict what will happen next
  - consider how the characters might be feeling
  - identify the problems in stories and new information in factual texts.
2. Prepare for and conduct one or more think-alouds to model relevant reading processes, such as:
  - summarising events or information
  - linking actions to characters' thoughts, personalities and traits
  - recalling other texts about the same subject matter
  - connecting to life experiences and background knowledge
  - confirming predictions.

## Variations

Audiobooks and online videos can be used to complement teacher read-alouds.

## Further reading

- For benefits of reading aloud to children of all ages, see
  - National Center for Youth Issues (US) webpage, 'The importance of reading aloud with children of all ages': <https://ncyi.org/2019/09/23/the-importance-of-reading-aloud-with-children-of-all-ages/>
  - Literacy in Focus webpage, '10 significant benefits of reading aloud to your students': [www.litinfocus.com/10-significant-benefits-of-reading-aloud-to-your-students/](http://www.litinfocus.com/10-significant-benefits-of-reading-aloud-to-your-students/).
- For more information about conducting a think-aloud, see:
  - Reading Rockets webpage, 'Think-alouds': [www.readingrockets.org/strategies/think\\_alouds](http://www.readingrockets.org/strategies/think_alouds)
  - Victorian Department of Education and Training webpage, 'Modelling through think alouds': [www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/teachingpracmodelling.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/teachingpracmodelling.aspx).



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