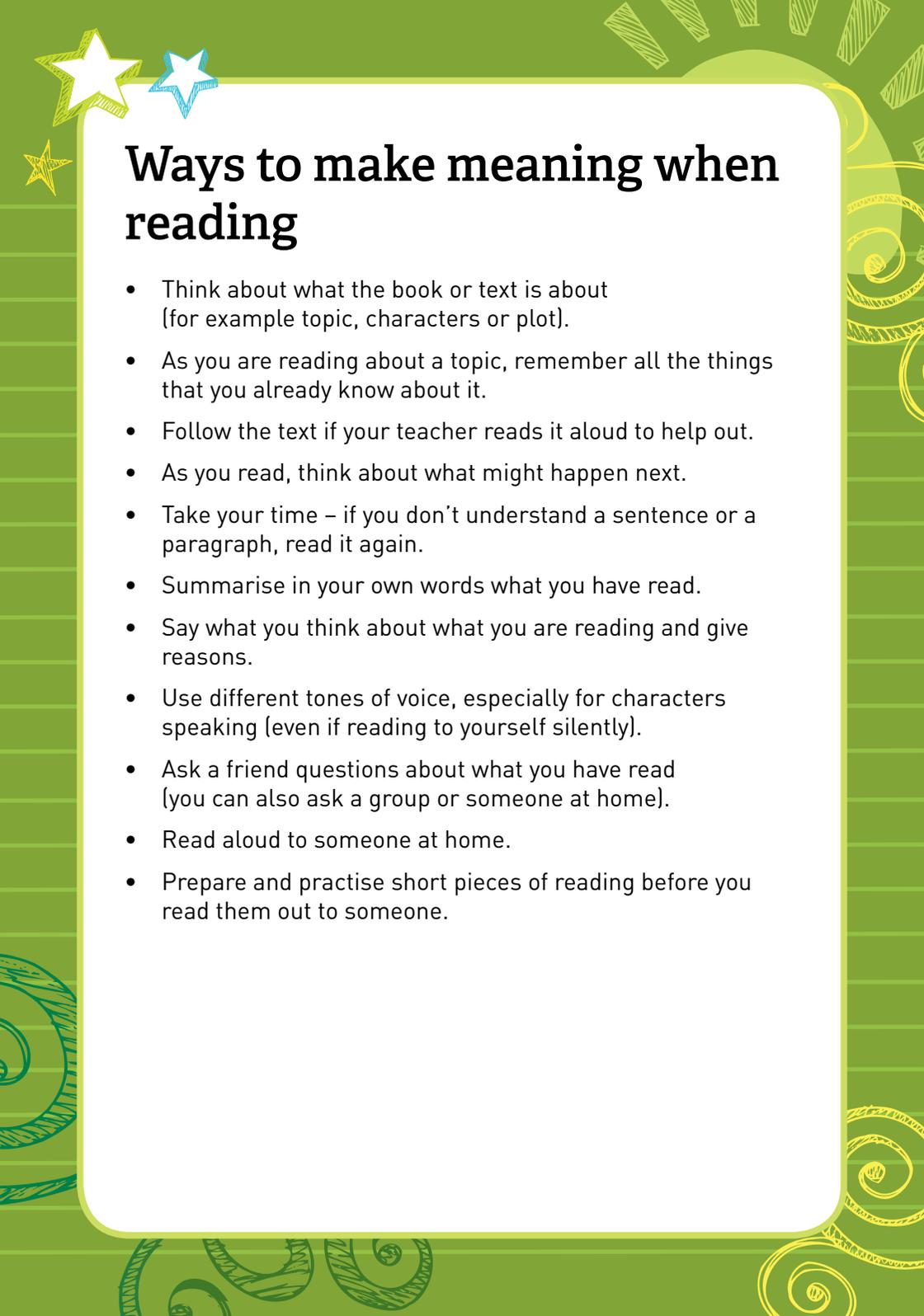


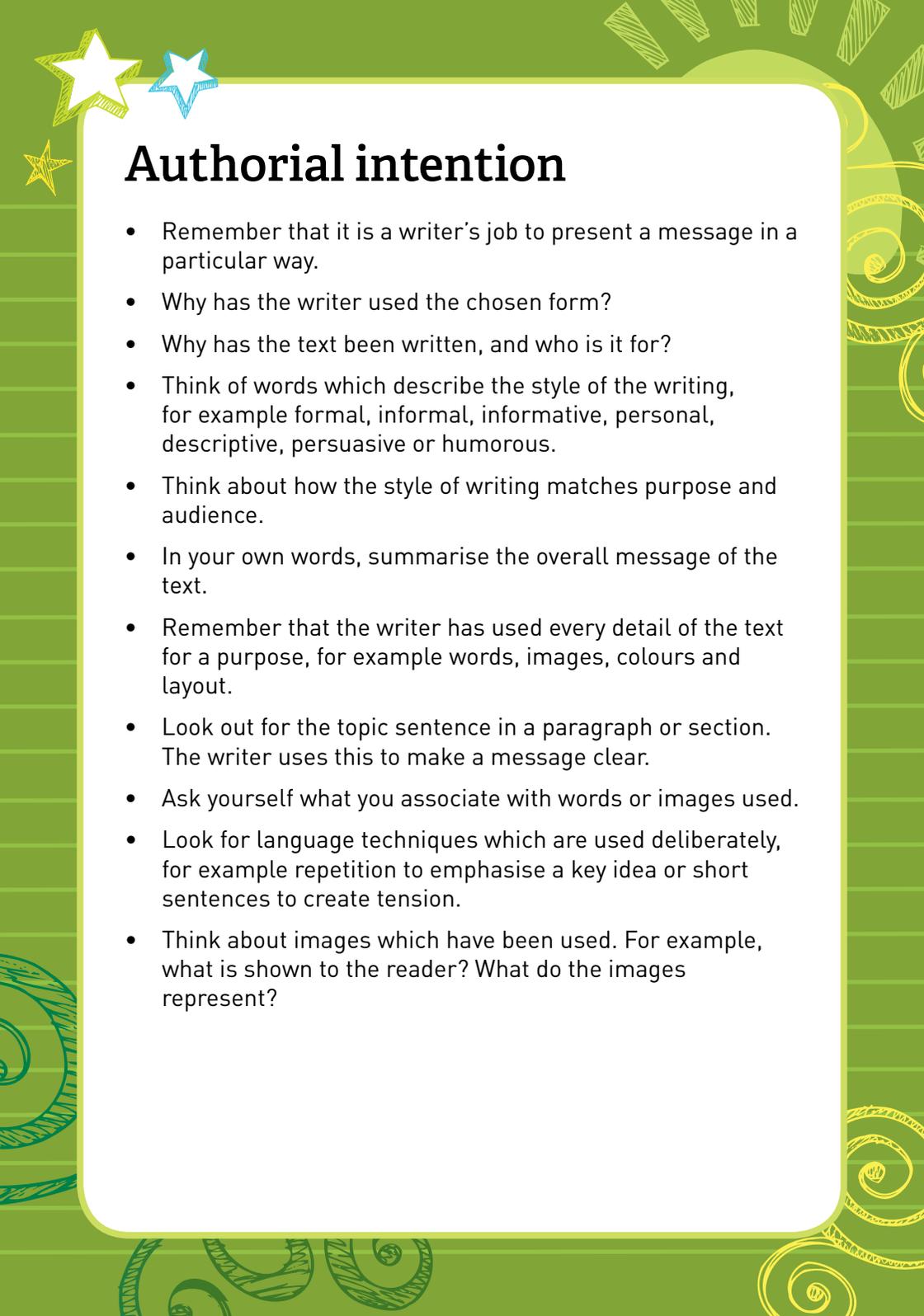
# Reading Checklist





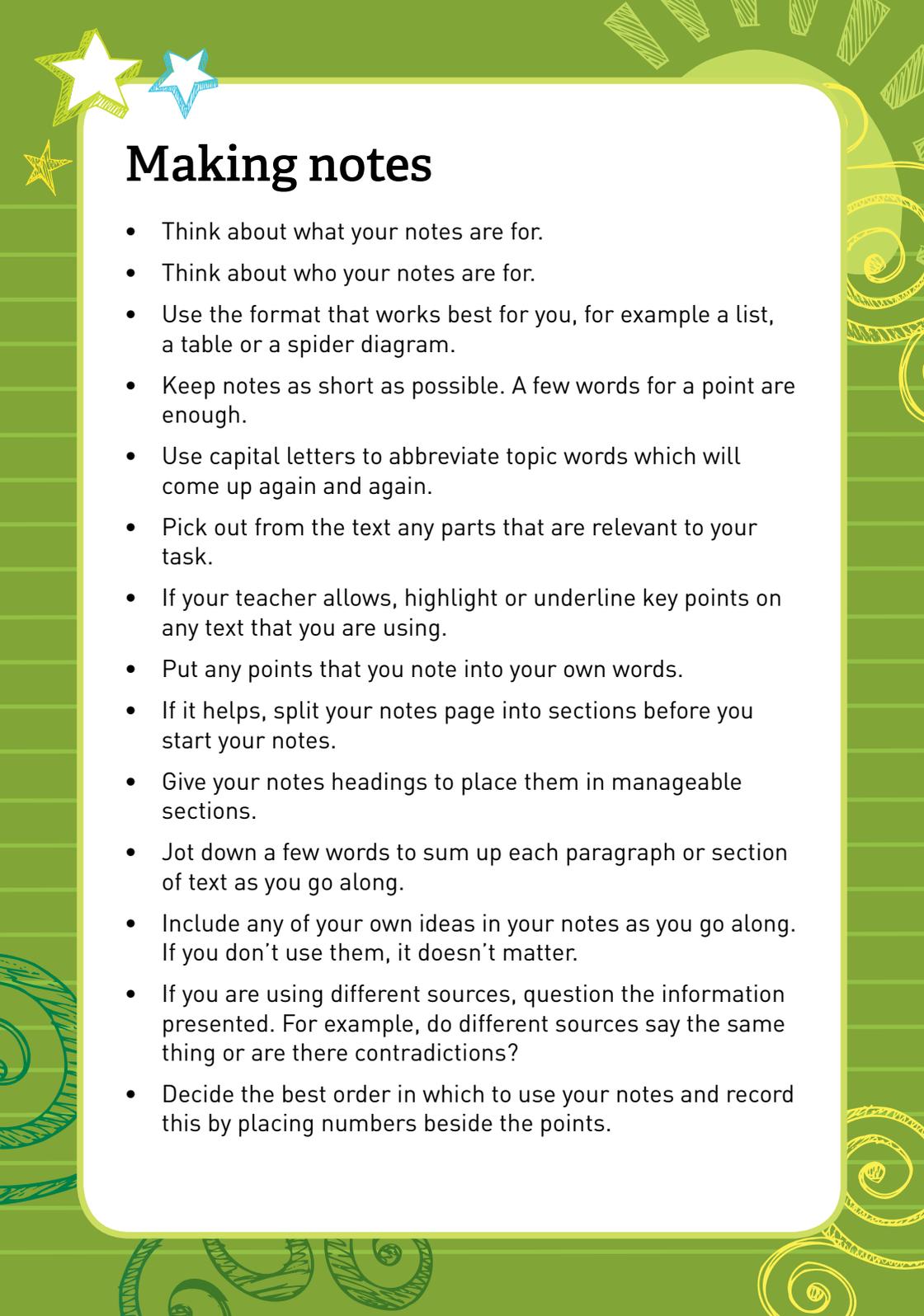
# Ways to make meaning when reading

- Think about what the book or text is about (for example topic, characters or plot).
- As you are reading about a topic, remember all the things that you already know about it.
- Follow the text if your teacher reads it aloud to help out.
- As you read, think about what might happen next.
- Take your time – if you don't understand a sentence or a paragraph, read it again.
- Summarise in your own words what you have read.
- Say what you think about what you are reading and give reasons.
- Use different tones of voice, especially for characters speaking (even if reading to yourself silently).
- Ask a friend questions about what you have read (you can also ask a group or someone at home).
- Read aloud to someone at home.
- Prepare and practise short pieces of reading before you read them out to someone.



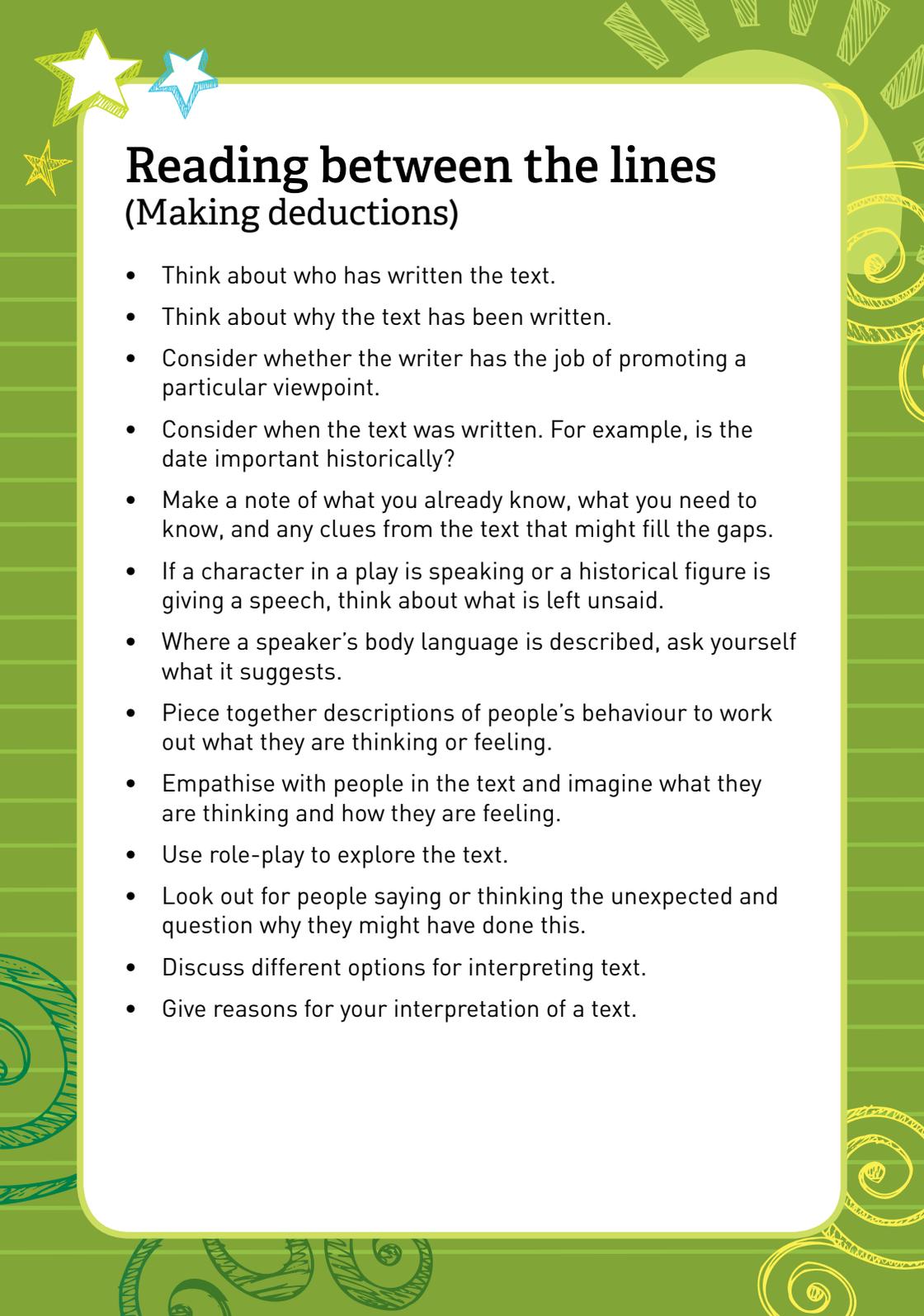
# Authorial intention

- Remember that it is a writer's job to present a message in a particular way.
- Why has the writer used the chosen form?
- Why has the text been written, and who is it for?
- Think of words which describe the style of the writing, for example formal, informal, informative, personal, descriptive, persuasive or humorous.
- Think about how the style of writing matches purpose and audience.
- In your own words, summarise the overall message of the text.
- Remember that the writer has used every detail of the text for a purpose, for example words, images, colours and layout.
- Look out for the topic sentence in a paragraph or section. The writer uses this to make a message clear.
- Ask yourself what you associate with words or images used.
- Look for language techniques which are used deliberately, for example repetition to emphasise a key idea or short sentences to create tension.
- Think about images which have been used. For example, what is shown to the reader? What do the images represent?



# Making notes

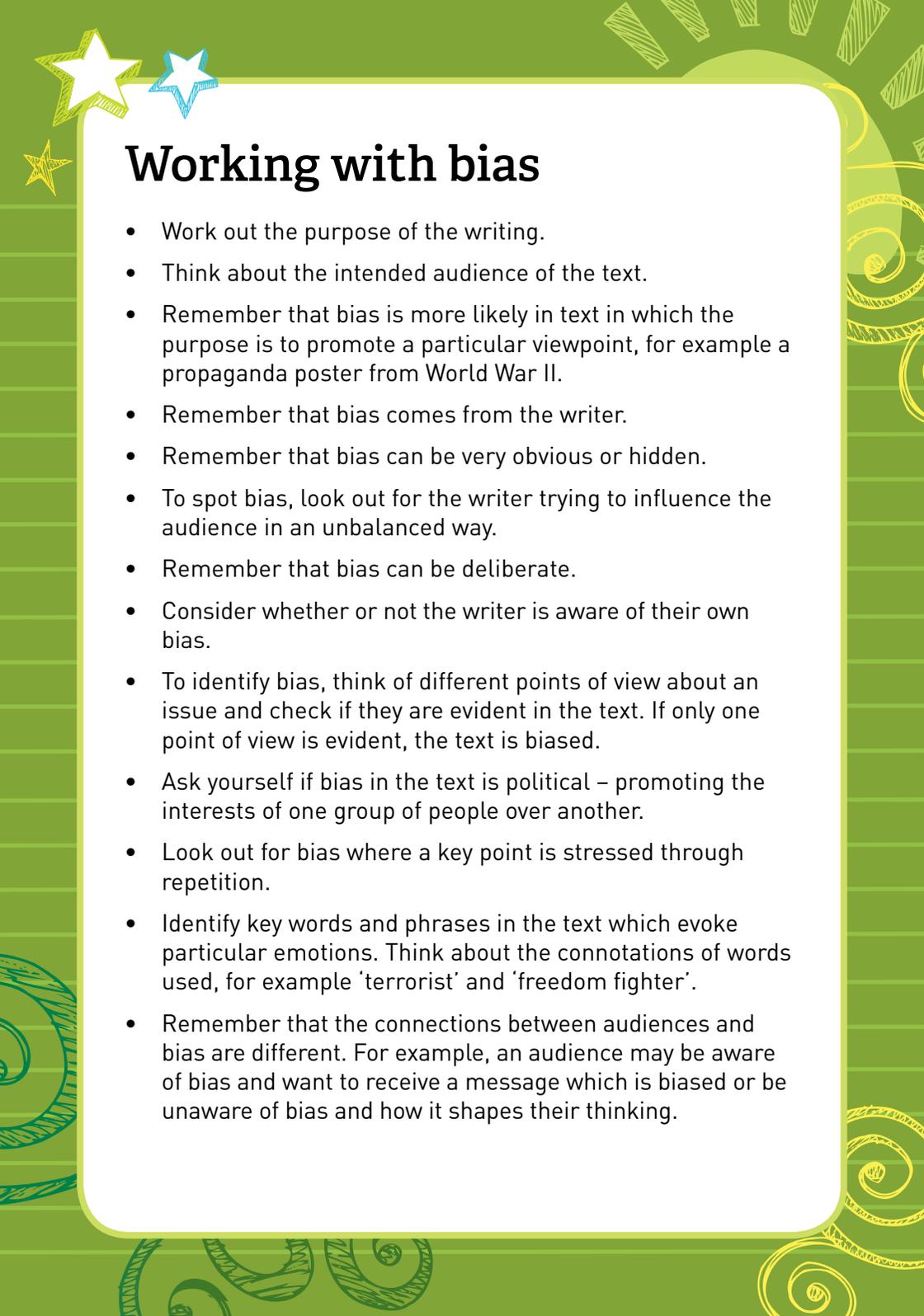
- Think about what your notes are for.
- Think about who your notes are for.
- Use the format that works best for you, for example a list, a table or a spider diagram.
- Keep notes as short as possible. A few words for a point are enough.
- Use capital letters to abbreviate topic words which will come up again and again.
- Pick out from the text any parts that are relevant to your task.
- If your teacher allows, highlight or underline key points on any text that you are using.
- Put any points that you note into your own words.
- If it helps, split your notes page into sections before you start your notes.
- Give your notes headings to place them in manageable sections.
- Jot down a few words to sum up each paragraph or section of text as you go along.
- Include any of your own ideas in your notes as you go along. If you don't use them, it doesn't matter.
- If you are using different sources, question the information presented. For example, do different sources say the same thing or are there contradictions?
- Decide the best order in which to use your notes and record this by placing numbers beside the points.



# Reading between the lines

## (Making deductions)

- Think about who has written the text.
- Think about why the text has been written.
- Consider whether the writer has the job of promoting a particular viewpoint.
- Consider when the text was written. For example, is the date important historically?
- Make a note of what you already know, what you need to know, and any clues from the text that might fill the gaps.
- If a character in a play is speaking or a historical figure is giving a speech, think about what is left unsaid.
- Where a speaker's body language is described, ask yourself what it suggests.
- Piece together descriptions of people's behaviour to work out what they are thinking or feeling.
- Empathise with people in the text and imagine what they are thinking and how they are feeling.
- Use role-play to explore the text.
- Look out for people saying or thinking the unexpected and question why they might have done this.
- Discuss different options for interpreting text.
- Give reasons for your interpretation of a text.



# Working with bias

- Work out the purpose of the writing.
- Think about the intended audience of the text.
- Remember that bias is more likely in text in which the purpose is to promote a particular viewpoint, for example a propaganda poster from World War II.
- Remember that bias comes from the writer.
- Remember that bias can be very obvious or hidden.
- To spot bias, look out for the writer trying to influence the audience in an unbalanced way.
- Remember that bias can be deliberate.
- Consider whether or not the writer is aware of their own bias.
- To identify bias, think of different points of view about an issue and check if they are evident in the text. If only one point of view is evident, the text is biased.
- Ask yourself if bias in the text is political – promoting the interests of one group of people over another.
- Look out for bias where a key point is stressed through repetition.
- Identify key words and phrases in the text which evoke particular emotions. Think about the connotations of words used, for example ‘terrorist’ and ‘freedom fighter’.
- Remember that the connections between audiences and bias are different. For example, an audience may be aware of bias and want to receive a message which is biased or be unaware of bias and how it shapes their thinking.



# What to do when you meet a difficult word

- Sound out the different sounds that make up the word.
  - Ask yourself if it has the same beginning or end as any word you know.
  - Think about what word might make sense at this point in the sentence.
  - Think about the type of word that would fit at this point in the sentence, for example a noun, an adjective or a verb.
  - Read on past the word to see if the rest of the sentence contains any clues to the meaning of the unknown word.
  - Read again from the start of the sentence to see if you can get any clues that you missed the first time.
  - Look at any images or pictures in the text that might give you some clues.
  - Stop or pause at full stops and commas to help you make sense.
  - Look out for topic words.
  - Every day, read aloud any topic words displayed in your classroom.
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# Reading images

- Think about who created the image.
  - Think about why the image has been created.
  - Think of a word to describe the image. For example, is it sad, funny or shocking?
  - Ask yourself what the overall message of the image is.
  - Ask yourself if the image is intended to make the audience react in a certain way or feel a particular emotion.
  - Ask questions about the image using the question words who, what, when, where and why.
  - Look at the colours used and consider how these colours make people feel.
  - Ask yourself if the colours used link to particular emotions or represent particular ideas.
  - Ask yourself if the image tells the truth.
  - Consider how people with opposing viewpoints might react to the image.
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