



Unlocking Understanding

Getting the most from my
assessments.



Delegate Pack



Unlocking Understanding

Practical strategies for non-language teachers to improve reading comprehension

Programme

15:15

WEBINAR OPENS

Grab a cuppa and come have a dance :).

15:30

INTRODUCTION

Just a few house keeping matters

15:35

READING COMPREHENSION

What is it and why does it matter?

15:45

THE EMC READING INSTRUCTION FRAMEWORK

We will dive deeply into the EMC reading instruction framework, looking at the various stages with examples and generating our own examples.

17:00

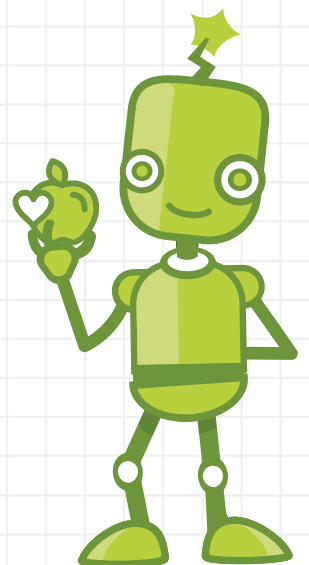
GENERAL CLASSROOM TECHNIQUES

What else can we do in the classroom to encourage reading?

17:20

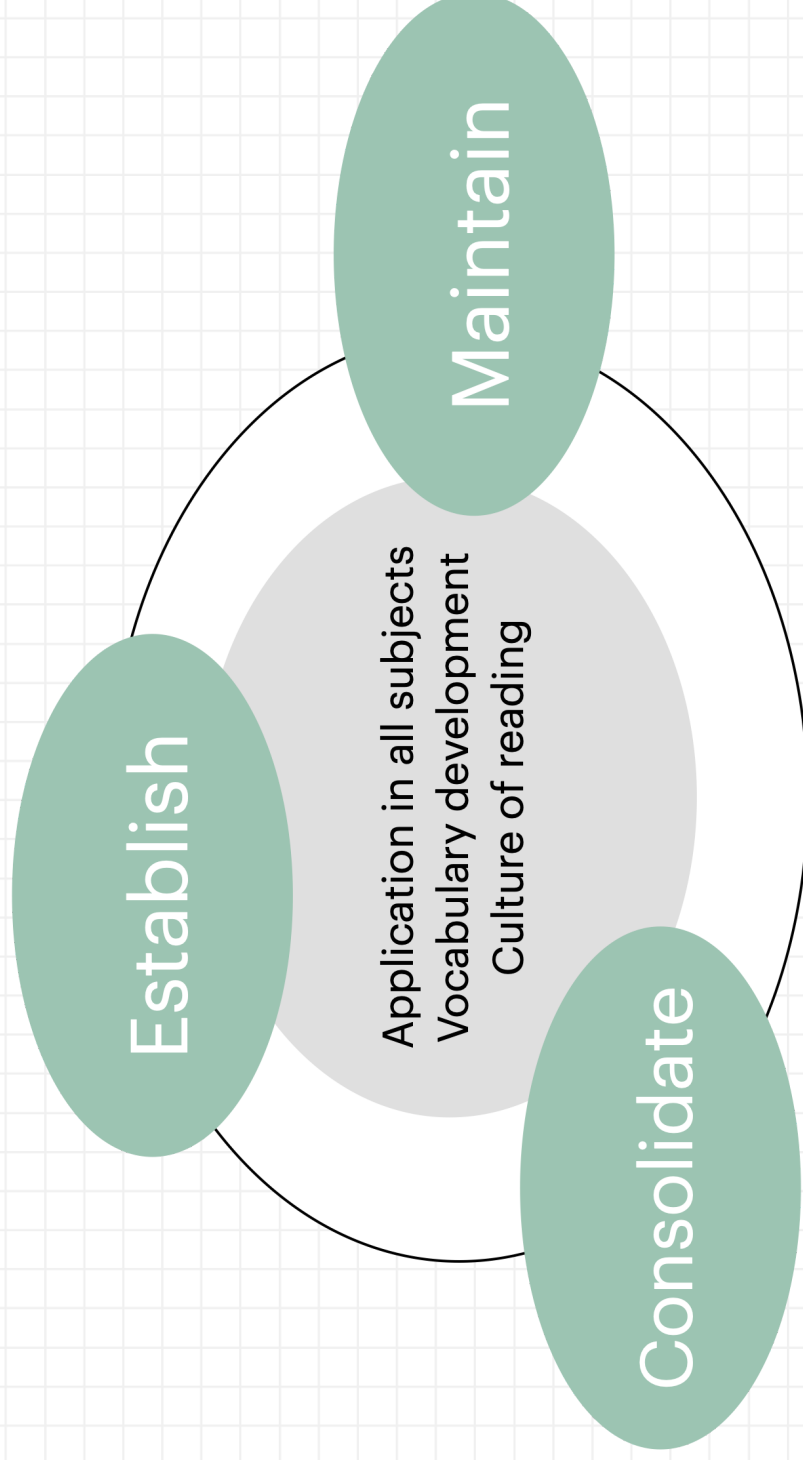
QUESTIONS

Anything on your mind?



EMC Strategy Framework

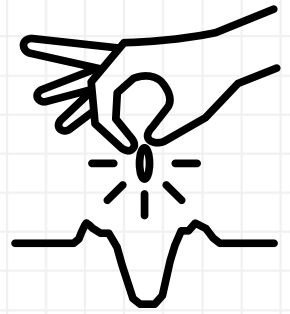
Dr Nanda Klapwijk



Establish

Lay the foundation for meaning making

Think about your text.



What are the features of the text?

These will be what learners identify.

What is the genre?

What is the purpose for reading?

Activate text knowledge

What key features should learners identify?

Activate prior knowledge

What questions could you ask to activate the learners' prior knowledge on the topic?

Make predictions

What questions could you ask to prompt predictions from the learners?

Learner questions

What "I wonder" questions could you model for learners? The focus is them asking questions.

Maintain

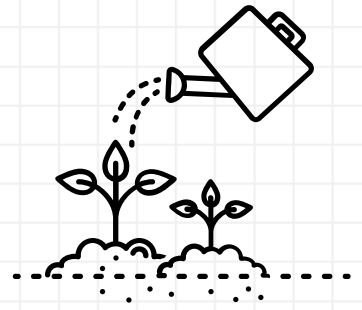
Monitor meaning making

Think about your text.

Note to self:

During this time I will be:

- Actively looking for signs that learners have lost concentration as an indicator that they may need assistance with comprehension.
- Encouraging learners to monitor their own understanding.
- Modelling "fix-it" strategies for learners who do not understand.



Key vocabulary

These are key vocabulary words I would like to highlight whilst we read.

Reading strategies

Is there an opportunity to teach a reading strategy such as speed reading or skimming and scanning. If so, how would I go about it?

Consolidate

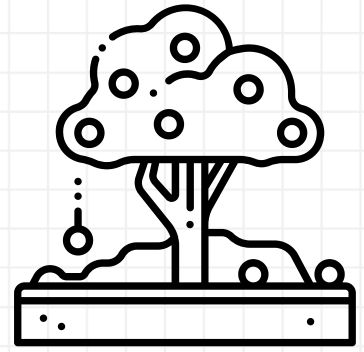
Check that meaning making has occurred

Think about your text.

Note to self:

During this time I will be:

- Ask learners to check back to their predictions and evaluate whether they were correct.
- Ask learners whether they now have answers to some of the "I wonder" questions they were asking before we started reading.
- Ask learners whether they have questions about what they have read.



Question-Answer Relationship technique

What "**right there**" questions could you ask learners about the text?

What "**think and search**" questions could you ask learners about the text?

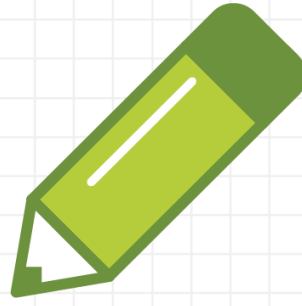
What "**author and you**" questions could you ask learners about the text?

What "**on my own**" questions could you ask learners about the text?

Written summarisation

Is there a writing or sentence frame that I could give learners to assist with summary?

Reflections



What has challenged my thinking today?