

## SOME IMPORTANT METHODS FOR LEARNING READING SKILL

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**Annotation:** Reading is the process of looking at written symbols and letters and understanding the meaning of them. It's one of the four main language skills alongside listening, speaking and writing. Reading is usually the third language skill that you learn in your language - it comes after listening and speaking. When we read, we look at written symbols (letters, punctuation, spaces) and use our brains to convert them into words and sentences that have meaning to us. We can read silently (in our heads) or read aloud - speaking every word that we read. To be able to read, we need to be able to: identify the words we see (word recognition); understand what they mean (comprehension); connect words and their meaning so that reading is automatic and accurate (fluency).

**Keywords:** Symbols, recognition, identify, categories, ability, education, encouraging skills.

Reading skills contribute to a child's reading ability - in other words, how well they can read and understand what they're reading. There's a wide variety of reading skills that children develop and work on throughout their primary education and beyond. These skills can be placed into four main categories: decoding, fluency, vocabulary, and understanding sentences.

These main reading skills make up the bulk of a child's reading ability. Overall, they aim to arm children with the skills to be able to understand the meaning of what they read. This is not only essential for their English lessons and their other school subjects, but also for all areas of life beyond their education. Reading strategies are teaching methods and activities that teachers and parents can use with their children to help develop language and reading skills. Strategies that improve decoding and reading comprehension skills benefit every student, but are essential for beginning readers, struggling readers, and English Language Learners.

There are many different reading strategies that you can apply to your reading sessions in the classroom. To improve reading comprehension, teachers can introduce the 7 cognitive reading strategies for effective readers. These focus on encouraging skills such as activating, inferring, monitoring-clarifying, questioning, summarizing, and visualizing. Read more about strategies of reading with Twinkle below.

**Keep a sharp eye on visual clues:** Does the book or text include any images that represent the text? Readers use the clues from the text to create a picture in their head. They use all their senses and imagination to create their mental image. Encourage your students to take a look at any visual clues in the text to see if they give you any clues that will help them to decode the text.

**Sound it out:** If your children are struggling with a particular word, break it down phonetically and say each sound separately out loud. This should help them piece together tricky words and understand how sounds interact. (Remember to look for diagraphs as you read.)

**Summarizing:** Summarizing allows the reader to digest small snippets of information in a simple structure. This means that they're able to understand the basics of the text without needing to read it all. Using summaries as a reading strategy can help children identify key information and phrases in a text.

**Ask questions:** Readers should learn to ask and answer questions to clarify meaning and ensure they understand what they have read. To help this reading strategy, encourage children to ask questions before, during and after reading.

**Make predictions:** Readers use written and visual clues from the text as well as their own person experiences to make predictions about what might happen before, during and after reading. Using this strategy in reading helps children become more confident in understanding key features of a story and piece together clues in writing.

**Story Mapping:** Story mapping is a great reading strategy that teachers and parents can use when working with fictional texts. This strategy uses templates such as this Story Mapping Boxes Worksheet to create a visual 'map' of the story plot, characters, setting and themes.

**Comprehension monitoring:** Comprehension monitoring is a form of metacognition. This strategy involves the ability of readers to know when they understand what they read, when they do not understand, and to use appropriate strategies to improve their understanding when it is blocked.

Here are some simple and effective tips and ways to help students build reading skills to better understand classroom curriculum.

**Personalize reading materials:** Students can increase their understanding by seeing how the material connects with their life. Have your students make personal connections with the text by writing it down on the page. You can also help students comprehend the text by helping them see an association with current events.

**Problem-solving perfection:** Blend real-world problem-solving skills into your curriculum. Have your students write out solutions to the problem and discuss their ideas as a class or in small groups.

**Engage all five senses for different types of learner:** Add in activities that reinforce learning and comprehension by using more senses as they read. Remind students to read with a pen or pencil to annotate the text. Have your students take turns reading out loud. Use projectors to guide your lesson and write down questions for those who are visual learners.

**Set reading goals to motivate students:** Have each student set their own reading goals. This can help them take action in building reading skills and students will be more mindful of how they are improving.

**Try student led reading activities:** Your students process reading material and curriculum in very different ways. As you implement reading activities to help your class learn complex materials, you will learn what works best for each student individually.

**Revisit and reread confusing sentences and texts:** Revisiting the parts that were confusing for your child (or that might simply need a quick refresher) can help your child gain a more complete picture of what he or she is learning. This also helps ensure your child is able to understand upcoming material in the text. You can also keep a record or list of words that your students are unfamiliar or struggling with. You can then encourage your child to look these words up in a dictionary to learn what they mean. Then, find ways to use them in a sentence that your child can write themselves.

**Talk it out:** When your child has finished reading, talk about what he or she just read together. Ask your child what he or she learned and his or her thoughts. For longer reading materials, like novels for book reports, make discussion questions you and your child can talk about together after each reading session.

**Breakdown reading:** Long, complex reading can be more digestible by breaking it up into pieces. Shorter segments will help students retain the information as the class discusses the materials. It can also help students build confidence in understanding a complex subject. When teaching how to

improve reading in short bursts, why not check out our 60-second read packs that offer short and manageable reading materials to build reading skills. Our 60-Second reads to help your primary students practice their fluency and comprehension on a daily basis. With only 90-120 words and four short comprehension questions, this is the perfect way to dramatically improve English fluency.

Do make sure that your child is evaluated in his or her strongest language. It is important that your child is tested in the language he or she knows best. The purpose of such testing is to find out whether a child's reading problem is due to second language learning, language delay, or a learning disability.

If the school will not evaluate your child, or they evaluate your child and you think you need a second opinion, consider going to a specialist outside of the school. They can do an "independent education evaluation." There will likely be a fee, however. As suggestions, the researcher suggests that the English teacher is required to read, reading skills because of the students' ability to express their ideas. Then, the researcher found that some students were bored when they read the long text. Therefore, in choosing the topics in the pretest and the posttest, the further researchers should find the themes which are close to the environment in order to make the discussion run well.

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