



To: Principals, Teachers and Parents of EFAL Grade 7-9 learners

Topic: **Reading and Viewing -Reading Processes**

Message Objective(s):

- Learners to be exposed to the reading processes so that they read for meaning.
- Teachers to model the reading processes, namely Pre-Read, During Read and Post Read

Message: In order for learners to read with meaning they must learn and apply strategies for decoding and understanding a text. It is also of paramount importance that learning and applying knowledge of text features be aspects that should be embedded in all Reading and Viewing lessons. All Reading and Viewing lessons to be a process that begins with pre read activities, followed by during read tasks and then finally concluding with post read work that consolidates what has been read.

Reading Process and Strategies

Pre-Reading

- Alert learners to surface features of the text e.g., *title, illustrations, author may help identify the era, style, and subject*
- Predicting the content helps learners to make associations with their own experiences e.g., *scanning and skimming through the text and helping with activating the background knowledge*

During Reading

- Teachers to give learners tasks that will help them analyse structure, content, and language features of a text e.g., *learners to highlight main idea in each paragraph, inferring meaning of words and expressions*
- Make connections
- Visualise
- Think aloud and predict what will happen next
- Think critically e.g., *analyse, and make own judgements, give own opinions*

Post Reading

- Involves a variety of activities and might include learners trying to reproduce the genre in a written text of their own
- Summarising the main idea
- Reflecting on what has been read

Answering different types of questions by applying Barret's Taxonomy.

- Level 1 – Literal 20%
- Level 2- Reorganisation 20%
- Level 3- Inference 40%
- Level 4/5 -Evaluation and Appreciation -20%

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Reference: <https://nect.org.za/materials/recovery-atps-trackers>