

## Summary of key messages about reading

- It's important that teachers recognise what makes reading a text easy or difficult for a particular learner so they can choose the right text for that learner.
- There is a range of different systems for levelling a text, but aspects that make a text difficult for an English language learner include idioms and colloquial language.
- The features that make a text more complex for English language learners include; the length of the text, vocabulary, sentence structure and how familiar the learner is with the content.
- Teachers are able to make the most of a text by careful choice, building on learners' experiences and engaging in meaningful and purposeful conversations around the text.
- English language learners should be encouraged to read in their home language(s).
- Supporting learners to talk about text in either home languages or English enables learners to think critically.
- Plan the steps in reading instruction carefully to include pre-reading, during reading and after reading support. Pre-reading is particularly important for activating students' prior knowledge and identifying what needs to be explicitly taught in advance of the reading.
- Reading a text for different purposes across the curriculum requires a different approach from reading for personal interest or recreation.
- Teachers need to support learners to draw on all reading cues simultaneously. This means using prior knowledge, letter and sound knowledge, meaning cues, structural knowledge about the way the English language is organised. Learners need to be able to integrate these sources of information very rapidly to be competent readers.
- It is important that primary teachers do NOT assume that if a text shown in *The Progressions: ELLP* is a 'best-fit' for the stage of their learner, then all other texts at a similar 'colour wheel' level will also be suitable. Similarly, it is important for secondary teachers not to assume direct relationships between texts in *The Progressions: ELLP* and ESOL unit standards. However the rough correlation between them could be a starting point for exploring further.