

# What's involved in ... reading

Use knowledge of punctuation to aid understanding

Identify own purpose for reading

Recognise the type of text or genre and its purpose

Predict what a piece of writing might say, using clues from the context

Decode unknown words, using sound-letter relationship

Get an overview of what the text is about and its purpose, i.e. the gist

Recognise phrases, whole words, and parts of words for example *-tion*, using visual cues and context

Make sense of text, i.e. understand and critique it, using own background knowledge and life experiences to aid the process, and discuss with others, as appropriate

Decode, signs, abbreviations, symbols and other technical or mathematical representations

Make sense of information presented in a combination of text and visual images, tables, charts and graphs

Use organisational features, e.g. menu, search, contents, index, to locate information (*for more information, [go to 'Finding information from a range of sources'](#)*)

Respond to content, taking relevant action, as appropriate (*for more information [go to 'Reading and following instructions'](#)*)

Recognise opinions, ambiguity and how writers use words and phrases to produce specific effects, e.g. newspaper headlines

Scan for specific information

Read for detailed understanding

## What's involved in ... reading

This diagram indicates what is typically involved in many types of reading tasks at all levels.

The purpose of the diagram is to show:

- how different aspects of reading are integrated within reading tasks
- how aspects of reading at text, sentence and word level are integrated within reading tasks
- how talk is involved in reading
- that some numeracy-related skills may also be needed for reading tasks.

The diagram is not task specific; what's involved in an actual reading task will be specific to that task and will also be shaped by the purpose for reading and how the person approaches the task.

Teachers may find this diagram useful:

- when carrying out ongoing assessment in relation to specific reading tasks, i.e. to identify learners' strengths and areas for improvement
- to identify what is involved in reading tasks in all contexts and use this information to inform programme planning.

Further useful information can be found in the ESOL or Literacy Progression Overviews, which show how reading progresses across the levels in the ESOL and literacy curricula, and in the vocational contexts, which shows some examples of typical contexts for reading.