Tactical Teaching: Reading™ is a series of three intensive and highly practical two-hour workshops intended to help teachers in middle and high school settings (Key Stage 3 - Key Stage 5) support the literacy demands of their curriculum areas.

Many learning area teachers baulk at the idea of having to ‘teach reading’ to their students, especially when there is so much content to get through. This resource provides practical, hands-on approaches and activities that can be easily implemented in all learning areas.

The Reading workshops listed below are only available through Tactical Steps Education:

Not the Reading Teacher but a Teacher of Reading

Workshop 1: How to Help Students Use Reading Processes
Workshop 2: How to Make Reading Strategies Visible
Workshop 3: How to Build Text Form Knowledge

The Tactical Teaching course books form a critical part of this professional development resource that promotes long-term commitment to education change. Together, the professional development and the course book support a strategic whole-school approach to improving student performance and learning outcomes.

Resources and workshops available worldwide through Tactical Steps Education. Tactical Teaching resources and workshops in Writing and Speaking & Listening are also available. Tactical Teaching workshops and resources in Writing will be available in 2014. For further information about Tactical Teaching courses, please contact Tactical Steps Education, or refer to our website: www.tacticalstepseducation.com.
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Reading processes and strategies: Activities overview

Most Tactical Teaching activities can be adapted to emphasise particular reading strategies. Few activities serve only one purpose; however, effective instruction means limiting the number of strategies being focussed on in any one lesson. One-off use of Tactical Teaching Activities is unlikely to result in improved reading and learning without explicit instruction and demonstration of the particular focus and follow-up opportunities for practice.

The overview on the next page highlights the link between activities and reading strategies. It also supports aspects of reading processes. For example, an activity chosen to focus on the strategy of connecting might also support the process of activating prior knowledge.
### How to Make Reading Strategies Visible

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<tr>
<td>• activate prior knowledge</td>
<td>• monitor understanding</td>
<td>• identify information</td>
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<td>• review and clarify new vocabulary</td>
<td>• adjust misunderstanding</td>
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<td>• preview texts</td>
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<td>• set a purpose</td>
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**Tactical Teaching activities**

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5. Sneak Preview

**Strategy focus**

Skimming.

**What is it?**

Sneak Preview leads students to skim and glance at particular features that act as signposts, such as the cover, contents page, blurb, end pages, author information, illustrations and chapter headings.

**Why use it?**

Many texts, including magazines, newspapers and electronic texts, require readers to skim effectively to predict their content and to process large amounts of information efficiently. Sneak Preview encourages students to skim before reading. Skimming will motivate students to build an interest in the text and assist with comprehension.

**How do you use it?**

1. Invite students to explore the organisation and contents of their text before reading.
2. Provide time for students to complete their Sneak Preview sheet.
3. Encourage all students to share what they discover with a partner or in small groups.
4. Provide time for students to read the text, encouraging them to use the information gathered from skimming.
5. Provide time for students to reflect on which information was most useful to assist comprehension.
Reflection task

How could I use this activity in my learning area?

Any modifications?

What texts or topics might be suitable?