

READING TEACHING TECHNOLOGIES.

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Annotation: Teachers and schools have a lot of obligations when it comes to literacy teaching and learning. Teaching reading and writing, on the other hand, is a difficult and highly specialized vocation. Many young students enter school with little understanding of how to read and write. Teachers are responsible with assisting students in bridging the gap between their written and spoken language. Reading instruction is a dynamic and non-linear process that differs for each young pupil. Word reading and comprehension are included in the reading programs of study at key stages 1 and 2. In this article discusses about reading teaching techniques and technologies for from 5 to 9 classes school pupils.

Keywords: Reading skill, teaching techniques, technologies, process, knowledge, pronunciation, vocabulary.

Early primary teachers are tasked with developing competence in both dimensions. Teaching reading will involve teaching letters, sounds and vocabulary, but beyond this, it will also involve strategies such as guided reading and building background knowledge. Learning to read should include exposure to a wide variety of interesting books and different kinds of texts, such as online and interactive app and web content.

Read aloud to students. This reading aloud will occur in the classroom, supplemented by consistent at-home reading, even once a child learns to read at a

basic level. Encourage children to play with sound and listen out for all the different sounds around them, to help them tune in to their new word sounds.

Provide opportunities for students to read, write and talk about texts. Regularly giving students time to read, write and talk about texts can enhance their skill development across multiple areas. For instance, reading more can further support writing and vice versa. By talking about texts, and hearing the perspectives of classmates, young children also have the opportunity to deepen their comprehension. Encourage parents to further engage young readers, by helping children when they get stuck and talking with them about what they have read. Students need to hear the same texts multiple times to support their reading fluency. Often, they are naturally drawn to familiar texts, which they learn to grasp with growing complexity and understanding over time. Introducing young children to the wonder and enjoyment of books requires a systematic teaching of phonics. As a primary teacher, you can support the families of your young students by sharing phonics resources (because things have changed since they were at school!) Help parents to support student learning accurately, which can lead to better student learning and engagement outcomes. A comprehensive approach to teaching reading also includes providing time to develop complementary skills, such as:

- Spoken language, including through conversation or oral presentations;
- Vocabulary, such as building class lists while reading texts;
- Spelling;
- Grammar, such as through bite-sized video content like the Grammar Miniclips series.

Each student brings unique prior knowledge to their reading education. This knowledge is the sum of all experiences and knowledge they bring to the reading or

viewing of a text. This could include personal experiences, cultural or religious experiences and concept knowledge. Prior knowledge helps young readers infer meaning from text, a skill that is recognised as a predictor of reading comprehension at various developmental stages and one of the drivers of sophisticated reading ability. An early reader can activate prior knowledge and make connections at each stage. Prediction is about anticipation and working out the actions and ideas that are coming next.

An early reader can use prediction at each stage of reading. Visualising uses the senses combined with prior knowledge to create a mental picture of what's being read. Young readers, especially with teacher or parent prompting, can draw on their senses to imagine smells, sounds, tastes and images that go with the story they are reading, like a show or movie in their mind. Teaching students to recall the main points or ideas of a story is not easy. First, they need to be able to put the story in order, then put it in their own words before they can articulate a 'summing up' of the author's main ideas. To start to learn to summarise, young students can practise:

1. Selecting the key words from a paragraph;
2. Locating the topic sentence (often found at the start or end of a paragraph);
3. Responding to general questions about a story;
4. Talking through the story in their own words.

Opportunities for teaching reading comprehension occur at all levels throughout the curriculum. The reading strategies discussed earlier in the article should therefore be practised, consolidated and expanded on as a student progresses through school. Good comprehension draws from both linguistic knowledge and knowledge of the world we live in. Students develop skills in comprehension though

high-quality discussion with teachers, as well as from regularly reading and discussing a range of texts across genres.

In conclusion, in order to improve reading skills, teachers are required to take into account the level of foreign language proficiency of students in grades 5 to 9. Most importantly, students need to organize their lessons using interesting methods and technologies. Beyond the early years, reading deepens in complexity to involve literal, interpretive and inferential comprehension, reading on the lines, between the lines and beyond the lines. It involves concepts such as transferring knowledge to new contexts, understanding an author's viewpoint, purpose and intended audience and critically analysing messages and information in a range of literacy modes for a variety of purposes.

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