



BEFORE → DURING → AFTER

A simple structure to help students read subject texts more effectively.



THE IDEA

Good reading involves more than reading the words.

Students need to prepare, focus while reading, and then check and use what they have learned.



IN THE CLASSROOM

Use the same structure for all subject texts.

Model the process with a short text.

Provide prompts or checklists.

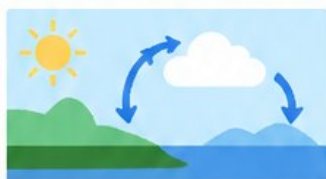
Give students opportunities to practise each stage independently.

1

BEFORE READING

Activate and predict

ARTICLE: The Water Cycle



- Look at the title, headings, diagrams and key words.
- Think about what you already know.
- Predict what the text might be about.
- Set a purpose for reading (e.g. find information, understand a process, compare ideas).

2

DURING READING

Focus and make meaning



- Read actively (e.g. skim, scan, read in detail).
- Use subject knowledge, diagrams and context to help.
- Look for key information, evidence or explanations.
- Pause to check understanding and note any new vocabulary.

3

AFTER READING

Check and use

What did I learn?

- ✓ I can explain the process in my own words.
- ✓ I found the key information I needed.
- ✓ I can use this information in a task or discussion.

- Check if you achieved your purpose.
- Summarise the main ideas in your own words.
- Use the information in a task (e.g. answer questions, create a diagram, write an explanation).
- Think about what you might need to read again.



EAL UPGRADE

Teach and model reading strategies explicitly, using subject texts.



TRY IT TOMORROW

Choose a short subject text. Use the before → during → after structure and provide students with a checklist.



TEACHER LANGUAGE

"What do you think this text will be about?"
 "What is the main idea here?"
 "How could you use this information?"