Read for a Reason

Give the text a question worth answering before learners begin reading it.

5 min preparation | Science, Maths and Humanities

Before the lesson

Choose one question that the text can answer and locate relevant evidence.

Teach it in four steps

1. Give the text a question worth answering before learners begin reading it.
2. Preview structure and predict where relevant information may appear.
3. Read to locate the evidence needed for that purpose.
4. Answer the question and point to the sentence that supports the answer.

Worked example: Read for a Reason

For a flood-risk text, ask “Why does building on a floodplain increase risk?” A sentence about rainfall alone may not answer the question about land use.

Teacher prompt: “Show the relationship and explain the choice you made.”

Check understanding

Ask learners to identify a relevant sentence and explain its relevance.

Fade the support

Let learners formulate the reading question from the task and headings.

Adapt it across subjects

Science: read for a mechanism. Maths: read for the information needed to select an operation.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner’s response to this task; proficiency can differ across skills.