Comprehension Strategies – Prediction

> **Prediction helps readers to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot. It doesn't have to be right.**

Prediction activities can be organized into before, during, and after reading.

Before Reading
- Activate the child's background knowledge important to the content of the text by discussing what they will read and what they already know about its topic and about the text organization.

During Reading
- Encourage child to return to any predictions they have made before reading to see if they are confirmed by the text.

After Reading
- Discussion of the reading.

PROMPTS & CUES TO USE …..

The following are suggestions of how *prediction* can be explicitly and clearly explained:

- When I pick up this book my brain starts to work straight away. It looks at the title and says *"I wonder what is going to happen in this story?"* I read the title and think about what it means. It gives me ideas about what could happen. (Verbalise some of these ideas). Then I look at the illustration and search for clues about *what might happen in this story.* I am making predictions.
- Now that I've made my predictions I'm going to read on. I want to see if they will happen in this story.
- (As story develops)…. That's exactly like my prediction *OR* that's not what I thought was going to happen. It's different to my prediction but that's okay. A prediction is a good guess using all the evidence I have at the time. *I don't always have to be right.*
- I want to change my prediction slightly. At first I thought that…….. would happen, but after reading (refer to evidence that triggered revised prediction) I now feel that ……. As I read I can change my predictions because I now have more information.
- *DEBRIEFING:* When I look back I notice where I made predictions – at the beginning before I read and at special points during the story. What did I use to help me make predictions? I notice that the more I read the more predictions I was able to make. I notice that my predictions became more detailed as I gathered information. I also notice that my predictions changed and evolved as I read on. Because I made predictions I found the story to be more enjoyable and I felt like I was more involved in it too.

Some Activities for Predicting

Check the Text: Hide text and show only illustrations, diagrams, and pictures. Children predict and create their own text to match the illustrations.

True/False - Statements about events in the story are recorded by children before reading the text. Children then compare the statements after reading.

Personal Prediction: Children predict using title, author, cover page etc. Children are then given key words from the text and asked to refine their earlier predictions.