

# SUMMARISING

## COMPREHENSION STRATEGY

Research suggests instruction and practice in summarising not only improves students' ability to summarise text, but also their overall comprehension of text content ... (Duke and Pearson, 2002, in Cameron, 2009, p.66)



### Why use summarising?

It helps students learn to determine essential ideas and consolidate important details that support them.

It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.

It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

### How to support at home

To correspond with a typical reading lesson, comprehension strategy instruction can be organised into a three-part framework, with specific activities used **before**, **during**, and **after** reading.

#### **Before:**


Activate your 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.

#### **During:**

Ask questions that keep your child on track and focus their attention on main ideas and important points in the text.

#### **After:**

Ask your child to summarise key sections or events by using their own words.

**SUMmarise It**  
**S**horter than the text  
**U**se your own words  
**M**ain ideas only 

# Retelling

A natural way to encourage summarising is to engage in a retelling of the text after reading. Retelling involves having your child orally reconstruct a story that they have read.

Retelling requires them to activate their knowledge of how stories work and apply it to the new reading. As part of retelling, children engage in ordering and summarising information.

As the following chart shows, students' retellings should become more detailed as they become better readers.

## Types of Retelling

### *Simple retelling*

The student can:

- identify and retell the beginning, middle, and end of a story in order.
- describe the setting.
- identify the problem and the resolution of a problem.

### *More complete retelling*

The student can:

- identify and retell events and facts in a sequence.
- make inferences to fill in missing information.
- identify and retell causes of actions or events and their effects.

### *Most complete retelling*

The student can:

- identify and retell a sequence of actions or events.
- make inferences to account for events or actions.
- offer an evaluation of the story.

