Connection-making	Visualising	Emotional and Sensory Involvement	Inner Voice	Metacognition
I make **connections** to **prior knowledge** and experiences as I read. As I read, I find myself thinking: 'this reminds me of…'	**Pictures** and **images** appear in my mind as I read that help me to visualise the content. My mind plays these pictures like a film or TV show. I can see what an author is describing.	I experience **emotions** as I read. The text triggers feelings.	My **inner voice** speaks to me as I read. I can self-talk my way through the reading of a text.	I can monitor my **engagement** and understanding during reading. When meaning breaks down or I get distracted, I can employ **fix-up strategies** to get myself back on track.
As I read, I consider how the world of the text relates to my world and experiences. I wonder if the author is being influenced by their **cultural** and **social background**. I consider the historical period of the time the writer constructed the text. I can see how some texts are a product of **political time and place** and I wonder about their relevance to my world.	I pay attention to **detail**, **information** and **descriptions** when I read. I focus on narrative design and structure and look for patterns in the text. I can see clues that some authors include and the gaps they purposefully create. I notice the language the authors use such as devices, techniques and the different ways sentences are constructed.	Any one of my 5 **senses** are engaged as I read. I regularly find myself imagining and recalling similar sights, sounds, light, tastes, touch and colours described by an author. I feel like I have stepped into a virtual reality when I read which allows me to escape into the world of the text.	As I read, I pose **questions**. These can be directed at the author and the content/subject of what I am reading. When I answer my own questions during reading, I can find evidence from the text to support my view. I like to engage in conversations with others and question how they view a text which helps me to build a better understanding. I challenge the ideas I formulate which helps me to consider the meaning of texts in different ways.	As I read, my **brain powers up**. I feel my mind carrying out **multiple processes** all at once to help me construct meaning. I can explain what my brain is doing as I read.
As I read, I am **reminded** of **other texts** I have read, and I am able to see similarities in ideas. I regularly look for **connections between** the text I am reading with **previous** texts I have read.	As I read, I **visually map** the text like a flow chart or story graph. I **visualise patterns** in genres and I map events according to expectations for conflict and resolution.	I regularly step into the shoes of the characters and **feel empathy** for their experience and situation. I also feel **antagonistic** towards some characters. I **relate** to what characters experience because I think about my own **personal experiences** that maybe like what is unfolding in the text that I read.	I pose **questions** directed at the writer in their choices for presenting ideas. I ask **questions** about the language that is being used and how this can **influence** readers. I **question** the writer's **bias** and **reflect** on my own reactions. I **question** writer **bias** and consider the way writers **influence** the way a text is understood.	As I read, I **think** about the way I am responding to a text. I **think** about the various techniques, like persuasive language, are used to sway me into supporting characters and viewpoints. I develop my own **viewpoints** about the ideas expressed by a writer, and I find myself **evaluating** the quality of the writing.
As I read, I look for the **hidden ideas** and **messages**. I look for the writer's use of metaphors, symbolism, motif, recurring events, character behaviour and actions, relationships, mood and dialogue and **consider the meanings** these techniques create. I regularly go back and reflect on my reading and question my first interpretations. I confidently justify my interpretation through **inference** and **evidence**.	As I read, I can delve deep into the world of the text. I can **see** multiple viewpoints and perspectives and understand differing actions and motivations of characters. I can **see** how characters represent certain moral and ethical viewpoints. I align myself to the characters that share similar moral and ethical values that I believe in. I can switch between immersing myself in the world of the text and stepping back to **view** it critically.	I **feel** myself become the character like an actor playing a role. I lose myself in what I am reading and experience the way characters **feel** as the plotline unfolds.	I question what I am reading and **resist** the views presented in a text. I **question** my assumptions when I read, and I find myself identifying the gaps in texts wondering how things may look if they were represented differently. I recognise inequalities in texts and see that certain voices are silenced.	As I read, I **think** about the approaches used by writers to construct texts and I think about their impact on me and other readers. I have a growing bank of **metalanguage** used to describe and analyse what authors do to create and play with meaning.

Natalie Gleeson and Adam Gordon, adapted from 'Framework of Reading Capabilities' (2019) Lee, Mason and McGraw-Pleban: Reading Community of Practice: VATE.