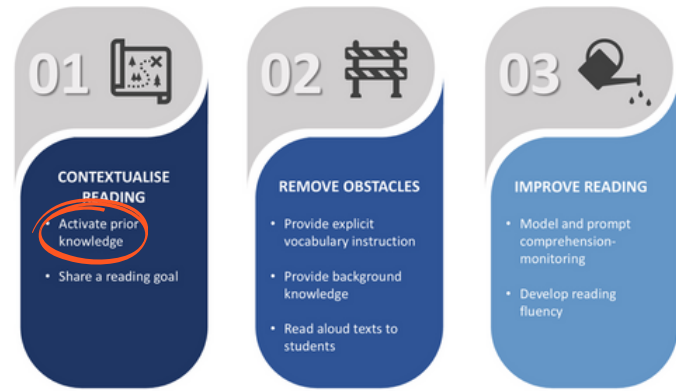


SETTING A READING GOAL



supported by the Education Endowment Foundation



PURPOSE

Setting a reading goal provides a clear purpose for reading. It can also help students distinguish between essential and non-essential information. During and after reading, returning to a reading goal can be a useful way to monitor comprehension (“Let’s see if we can answer our reading goal.”).

1. Read the text and identify what you’d like students to know after they’ve read it.
2. Phrase this as a question (not too narrow - avoid making it a hunt for the single right answer)
3. Share the reading goal with students.
4. Return to the reading goal as a way of monitoring understanding and progress.

STEPS



EXAMPLE

- “Let’s set a reading goal so we know why we’re reading this.”
- “We’re reading this to find out..”
- “Our reading goal is..”
- “Let’s check our reading goal again. Do we know enough to answer that, or is there anything we need to reread?”

Maths: What key mathematical concepts can we identify in this word problem?

Art: According to the text, what are some of the ways culture influences art?

History: According to the source, what was the main way the Nazi party were able to keep control of Germany?

Science: What are some of the advantages and disadvantages of nuclear energy?

Geography: What are the reasons for population distribution?

English: How does the writer feel about this event and how do we know?

The *Reading comprehension strategies strand* of the EEF’s Teaching and Learning toolkit includes ‘setting a purpose for reading’ amongst its examples of reading comprehension strategies. It also highlights the importance of metacognitive talk in modelling strategies and encouraging pupils to apply them.

The Toolkit rates the evidence strength for reading comprehension strategies (collectively, not just for reading goals) as ‘moderate’ and rates ‘impact’ as +7 months.

EVIDENCE & FURTHER READING

