

Read (View or Watch) and Retell (adapted from Brown and Cambourne, 1987)¹

This literacy strategy is contributed by Robbie Lamont, a member of the Kia Eke Panuku team. Robbie provides an outline of the strategy, suggests how it can support literacy across the curriculum, and makes connections to culturally responsive and relational contexts for learning. Possible applications of this strategy to support the development of oral and visual literacy skills are also suggested.

Read and Retell combines all elements of language – reading, writing, speaking and listening. It is versatile and easy to prepare for.

How this strategy supports literacy across the curriculum

- Multiple opportunities for intensive reading, writing, speaking and listening around ideas and/or concepts across curriculum areas
- Opportunities to evaluate others' use of language and interpretation of meaning across curriculum areas
- Multiple engagement with text (image / video) during which focus shifts overview to detail e.g. from the whole text, to individual words, to phrases
- A high level of focus on meaning occurs collaboratively in spoken language. Understanding of ideas / concepts is built through natural collaborative dialogue
- Builds from existing strengths and provides opportunities for tuakana / teina learning relationships
- Can be adapted for non-text forms of communication e.g. video / visual images

Context matters

- Whanaungatanga - *learners feel safe voicing ideas and opinions and taking risks as learners.*
- Whakapapa - *students' culturally located prior knowledge and experiences are accepted as valid.*
- Ako - *sense-making is dialogic and interactive. Learning relationships are reciprocal and interdependent.*
- Mahi Tahi / Kotahitanga - *learners sense-making and / or questioning is encouraged and validated.*
- Kaupapa – *learners and teachers are potential-focused.*

Possible applications of this strategy

Read and retell can be used in a range of ways, for example:

- Oral to oral retelling – listens to the text read aloud and retells the text orally
- Oral to drawing retelling – listens to a text read aloud and retells in a drawing or graphic
- Oral to written – listens to a text read aloud and retells in writing
- Written to Oral – reads a text and retells orally
- Written to written – reads a text and retells in writing
- Viewing to oral retelling
- Viewing to written retelling

Implementing the strategy

The following example applies to written to written Read and Retelling.

Step 1 – PREDICT – students review the title of a text and write down their prediction in one or two sentences. Alternatively they might record key vocabulary they predict will be part of the text.

Step 2 – PAIRS REVIEW – pairs read and share their predictions

Step 3 – READ – students read the text, either in pairs or individually

Step 4 – RETELL – without revisiting the text students work quickly to retell the text in writing

Step 5 – SHARE AND COMPARE – In pairs students share their retelling and discuss:

- How the retellings were the same and how they were different
- Anything that surprised them in their partner's retelling
- Something they would like to borrow from their partner's retelling
- Parts of the retelling that were unclear or muddled

¹ Brown, H. & Cambourne, B. (1987). *Read and Retell*. NSW Australia: Methuen