The 'multiple levels of text processing' (MLOTP) model

These areas of text processing can be integrated into a model of reading. It is referred to as the 'multiple levels of text processing' (MLOTP) model. We read by processing text at a number of levels.

Levels of text	Knowledge of structural text features, the 'what', conventions of writing	Reading strategies, 'how to'	Value of each level; reader's beliefs
word level	word bank containing 3 forms of word: how it is written, said, means, • letter clusters, rime families • types of written words, • word structures	• match text word directly with stored letter cluster knowledge • convert letter clusters to sounds, blend • segment words into functional units and recode	• why reading/ working out words is useful
sentence level	• grammar to link words • sentence propositions (how meanings are linked) • punctuation, written sentence structure	• visualise, paraphrase sentence • re-read • ask questions about the ideas, • listen to ourselves as we read, • pause and consolidate	• how visualising a sentence helps reading • you can talk about the strategies you use as you read
conceptual level	'idea bank'; set of ideas linked in • networks similar to text links • episodes - contextual links • linking prose in paragraphs • paragraph propositions	• backtrack / read ahead /within / across sentences to link concepts • predict, anticipate, infer ideas, feeling • What other words might be in text? • recode imagery to words	• why it is useful / interesting to predict
topic level	• structures used to link ideas to a topic	• use title, scan or skim text, select key words to guess its general theme	• why it is useful to note the topic of text
dispositional level	• values, attitudes intended by a text	• how to detect the attitudes in a text	• why you need to know attitude of writer

Self-management and control strategies

- frame up reasons or purposes for reading a text, plan how they will read
- monitor our reading, initiate corrective action, decide when to re-read, self-correct, how they use what they know at each level, monitor how their reading is progressing, take remedial actions if necessary and, having read,
- review and self-question to see whether reading goals achieved, review or consolidate what they have read
- organise the information gained from reading to fit our purposes for reading

Existing knowledge

Oral language knowledge

- *at word level,* what words mean, how they are said, awareness of sounds in words
- *at sentence level,* how ideas are linked into sentences, grammar.
- *at conceptual level,* how ideas are linked into themes
- *at topic or theme level,* how a theme is communicated in a narrative, description
- *at the pragmatic or dispositional level*, how the social context affects how ideas are communicated, the attitudes and values of the writer towards the ideas in the text.

Experiential knowledge;

- experiences, visual imagery knowledge
- action, motor knowledge
- knowledge of symbols

Sensory input to the knowledge base			Motor aspects of expressive language
Auditory input	Visual input	Touch, feeling input	Motion input

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