

LITERACY LINKS

STAGES OF READING

Readers develop five skills to help them read and understand:

phonemic awareness

- repeats familiar rhyming verses, chants and jingles
- identifies rhyming words
- provides a word starting with a given sound
- claps the syllables of spoken words e.g. ba/na/na
- makes new words by changing sounds e.g. swap the /p/ in spin with /k/

phonics

- identifies some letter names e.g. first letter of own name
- says some of the sounds for letters in a word
- writes letters to correspond with single letter sounds
- uses knowledge of sounds to attempt to read and spell unknown words

vocabulary

- knows and uses a range of everyday words and some subject-specific words in areas of interest
- asks questions to find out meanings of unfamiliar words
- is aware that some words have multiple meanings
- uses more precise vocabulary to describe feelings and experiences

The essential components for learning to read

text comprehension

- responds to stories by connecting information and events to personal experiences
- retells events in a story
- predicts a plausible next event in a story
- talks about information in factual texts
- analyses and evaluates a character's actions/ motives in a story

fluency

- reads aloud accurately, quickly and with expression
- automatically recognises words, word parts and letter sounds
- fluent reading allows the child to focus on the meaning of what they are reading

Effective reading requires:

Phonemic awareness

Phonics

Fluency

Vocabulary knowledge

Text comprehension

Stages of Reading

Reading is a skill which is built upon through stages. Children develop understandings and skills when they are presented with many opportunities to practise, refine and enjoy reading experiences.

Prior to school

Prior to school, children take an interest in books and the writing they see in the world around them. They imitate things they see adult readers do, such as holding the book the right way up and turning the pages carefully. They often pretend to read by using the pictures and their memory to retell stories.

Looks like

- Read aloud to your child as often as possible — this helps them learn about the value of books and expand their vocabulary.
- Encourage and praise their attempts when they pretend to read.
- Look at the illustrations and see how they help the story.
- Read favourite stories again and again — familiarity builds confidence.

Beginning readers

Beginning readers are developing an understanding of the alphabet, phonemic awareness and early aphonics while also learning a significant number of sight words. They will often read by using pictures or their memory of the story. They may identify some words but are more focused on the meaning rather than reading every word in the right way.

Looks like

- Encourage children to 'have a go' at reading and praise them.
- Talk about who the people are and what happens in the books you read together.
- Encourage them to express opinions about what happens in the story.
- Talk about the letters, sounds, words and interesting features in the things you read.

Becoming a fluent reader

As readers become fluent, they may read familiar books confidently. When they read new books, they may read slowly and deliberately as they focus on the printed word, trying to read exactly what is on the page. These readers will tell you what they think about things they have read and why they think it.

Looks like

- Continue to read to children as often as possible as they still benefit from being read to.
- Encourage them to talk about what happens in the story.
- Encourage them to express an opinion about the things they read.
- Point out and talk about the vocabulary.

Stage 1 – Before, during and after reading

Reading is a thinking process. Effective readers use strategies to understand what they read before, during and after reading.

Before reading

Selecting the book

- Browse through a small range of books (fiction and non-fiction) together.
- Talk about what the book might be about.
- Encourage your child to select the book they would most like to read.

Looks like 

*Which one would you like to read today?
I wonder what each one is about.
What do you think this one is about?
This book is called _____.*

Introducing the book

Discuss the subject matter and illustrations.

- Talk about the cover.
- Browse through the book, discussing the illustrations and predicting the story-line or information.
- If possible, link the events or information to your child's experiences.

Looks like 

*What do you think this book will be about?
Have you read anything else written by this author?
I wonder what this book will be like?
Let's see if the illustration will help us. Oh yes, it shows ...
I think that could be ... don't you?
Can you see why I think it's...?*

Stage 2 – During Reading

Reading with your child

- Support your child's attempts to read independently.
- Become a listener — wait and observe.
- Use the pause, prompt, praise strategy to help your child with difficult words.
- Ask guiding questions to encourage your child to think about what they are reading.

Looks like

Talking about what might come next:

- *I wonder why he did that? Let's see.*
- *What do you think might happen next?*

Talking about the illustration:

- *I wonder why he looks like that?*
- *How does she look?*

Talking about what has happened:

- *That's a funny thing to do. What do you think?*

Making links across the text:

- *That's just what the wolf wanted.*
- *Oh my goodness. What a thing to do! I wonder what is going to happen now? Let's find out.*

Pause Prompt Praise

The pause, prompt, praise strategy will help your child to monitor their comprehension and develop self-correcting strategies.

Pause

When your child experiences difficulty, pause before expecting an answer.

Looks like

- Give your child at least five seconds before expecting an answer.

Prompt

To help your child continue reading, give a hint. Remember, if the word is not correct after two or three prompts, say: 'The word is ...'

Looks like

- *This is a word you can sound out.*
- *What is the first sound?*
- *Now try stretching this word.*
- *Do you see the 'at' chunk in that word? Now try to read the word.*
- *What smaller parts do you see in that word? Now try to read the word.*
- Once the child has figured out the word, ask them to go back and re-read so comprehension isn't lost.

Praise

There are two main types of praise:

- explicit praise
- general praise

Looks like

Explicit

- *Fantastic, that didn't make sense at first and you corrected it.*
- *Your reading was really enjoyable to listen to today because ...*
- *Well done for trying to re-read the sentence. You are reading with so much more expression. Well done.*

General

- *Well done, you are really trying to solve this.*
- *Great work, you corrected that by yourself.*
- *I liked listening to you read. You did that really well.*

Stage 3 – After Reading

Here are examples of language that you can use to help your child further understand the book once they've finished reading it. These statements and questions can be used if a child is reading to you or you are reading to your child.

Responding to your child's reading

- Engage in an open discussion that summarises or encourages comments about information in the book.

Looks like

That was very interesting where it said that the bear went to sleep for all of the winter months.

What did you think about that?

Was there a character you liked the most?

The character I liked the most was _____.

Why was _____ your favourite?

Was there any part of the book that you liked especially?

Why?

This reminds me of another book we read last week.

Does it remind you of another book?

Yes, they were both about _____.

Do you know anyone like that?

Have you ever felt like that?

Di Luxton

Literacy Coach