

# Overview of Reading Developmental Continuum

Beyond the Roleplay phase the children are said to be working in a particular phase when the Global Statement and Key Indicators represent the best fit with the child's behaviours and beliefs. Children need not display all key indicators to be placed in a phase, the placement rests upon the teacher's professional judgement.

## Phases

### Phase 1: Role Play Reading

In this phase readers display reading-like behaviour as they reconstruct stories for themselves. They show a natural interest in books and the language of print.

### Phase 2: Experimental Reading

In this phase readers use memory of familiar texts to match some spoken words and written words. They realise that print contains a constant message and begin pointing to words. They may comment on pictures, but seldom question written text.

### Phase 3: Early Reading

In this phase readers may read unfamiliar texts slowly and deliberately as they focus on reading exactly what is on the page. Readers are beginning to reflect on their own strategies, e.g. for working out unknown words. They sometimes comment on and question texts.

### Phase 4: Transitional Reading

In this phase readers are beginning to integrate a range of reading strategies to make meaning. They are becoming more confident in using a variety of strategies to identify and comprehend words. They are able to adapt their reading to different types of text. Readers in this phase enjoy challenges, e.g. "I'm going to read this hard book. I like lots of hard words." Although books may influence their thinking, they may not be consciously aware of this. With teacher support they will comment on and criticise texts.

### Phase 5: Independent Reading

Reading is purposeful and automatic. Readers are only aware of reading strategies being employed when encountering difficult text or reading for a specific purpose. Readers have greater ability to make connections between what is current knowledge and what is new. They may challenge texts, drawing on evidence from their own experience.

## Key Indicators

- displays reading-like behaviour
  - holding the book the right way up
  - turning the pages appropriately
  - looking at words and pictures
  - using pictures to construct ideas
- realises that print carries a message but may read the writing differently each time, e.g. when 'reading' scribble to parents
- focuses on the meaning of a television program, story, or other text viewed, listened to or 'read'. Responses reflect understanding.
- makes links to own experience when listening to or 'reading' books, e.g. points to illustration, saying 'My dog jumps up too.'
- uses pictorial and visual cues when watching television, listening to or 'reading' stories, i.e. talks about a television program, advertisement or picture in a magazine or book, relating it to own knowledge and experience
- recognises own name, or part of it, in print

- realises that print contains a constant message, i.e. that the words of a written story remain the same, but the words of an oral story may change
- is focused on expressing the meaning of a story rather than on reading words accurately
- uses prior knowledge of context and personal experience to make meaning, e.g. uses memory of a text to match spoken with written words
- recognises some personally significant words in context, e.g. in job roster, weather chart or books
- matches some spoken words with written words when reading a book or environmental print

- is beginning to read familiar texts confidently and can retell major content from visual and printed texts, e.g. language experience recounts, shared books, simple informational texts and children's television programs
- can identify and talk about a range of different text forms such as letters, lists, recipes, stories, newspaper and magazine articles, television dramas and documentaries
- demonstrates understanding that all texts, both narrative and informational, are written by authors who are expressing their own ideas
- may read word-by-word or line-by-line when reading an unfamiliar text, i.e. reading performance may be word centred. Fluency and expression become stilted as the child focuses on decoding
- uses pictures cues and knowledge of context to check understanding of meaning
- has a bank of words which are recognised when encountered in different contexts, e.g. in a book, on the blackboard, in the environment or on a chart
- relies heavily on beginning letters and sounding-out for word identification (graphophonic strategies)

- shows an ability to construct meaning by integrating knowledge of:
  - text structure, e.g. letter, narrative, report, recount, procedure
  - text organisation, e.g. paragraphs, chapters, introduction, conclusion, contents, page, index
  - language features, e.g. descriptive language connectives such as because, therefore, if... then
  - subject specific language, e.g. the language of reporting in science and the language of a journalistic report
- can retell and discuss own interpretation of texts read or viewed with others, providing information relating to plot and characterisation in narrative or to main ideas and supporting detail in informational text
- recognises that characters can be stereotyped in a text, e.g. a mother looking after children at home, while the father goes out to work or a prince rescuing a helpless maiden from an evil stepmother, and discusses how this could be changed
- selects appropriate material and adjusts reading strategies for different texts and different purposes, e.g. skimming to search for a specific fact; scanning for a key word

- is becoming efficient in using most of the following strategies for constructing meaning:
  - makes predictions and is able to substantiate them
  - self-corrects when reading
  - re-reads to clarify meaning
  - reads-on when encountering a difficult text
  - slows down when reading difficult texts
  - substitutes familiar words
  - uses knowledge of print conventions
- makes meaningful substitutions, i.e. replacement miscues are meaningful, e.g. 'cool' drink for 'cold' drink. The integration of the three cuing systems (semantic, syntactic and graphophonic) is developing
- has an increasing bank of sight words, including some difficult and subject-specific words, e.g. science, experiment, February, Christmas
- is becoming efficient in the use of the following word identification strategies for constructing meaning:
  - sounds-out to decode words
  - uses initial letters as a cue to decoding
  - uses knowledge of common letter patterns to decode words, e.g. th, tion, scious, ough
  - uses known parts of words to make sense of the whole word
  - uses blending to decode words, e.g. string
  - uses word segmentation and syllabification to make sense of whole word
- is able to talk about some of the strategies for making meaning.

- can recognise and discuss the elements and purposes of different text structures, e.g. reports, procedures, biographies, narratives, advertisements, dramas, documentaries
- reads and comprehends text that is abstract and removed from personal experience
- makes inferences based on implicit information drawn from a text and can provide justification for these inferences
- returns purposefully to make connections between widely separated sections of a text
- makes critical comparisons between texts
- can discuss an alternative reading of a text and offer possible reasons why a text may be interpreted differently by different readers or viewers
- uses a range of strategies automatically when constructing meaning from text
  - self-corrects
  - re-reads
  - reads-on
  - slows down
  - sub-vocalises
- uses word identification strategies appropriately and automatically when encountering an unknown word
  - knowledge of graphophonics
  - knowledge of word patterns
  - knowledge of word derivations morphographs, prefixes, suffixes and syllabification

## Major Teaching Emphases

- encourage discussion and praise critical and divergent thinking
  - provide picture books with limited text that children can 'read' to themselves and others
  - re-read favourite stories and rhymes
  - share 'Big Books' with children incidentally modelling reading behaviours
  - establish a language-rich environment, presenting print in natural and meaningful contexts
  - read from an enlarged text (big book) so that children can follow the print as it is read
  - read texts featuring rhyme, rhythm and repetition
- As the opportunities arise:
- show that a written word is a unit of print with space either side
  - talk about letters by name, relating initial letters to the sounds they represent
  - show that print is written left to right and top to bottom
  - relate spoken to written words in context
  - draw attention to relationships between words and pictures
  - demonstrate use of context cues to construct meaning

## Major Teaching Emphases

- share with children times when you challenge or disagree with a text
- discuss instances of stereotyping in texts
- value and encourage both critical and empathetic responses from children, especially those that are different from your own
- Before, during and after reading promote discussion that goes beyond the literal level
- provide opportunities for children to retell stories
- use environmental print purposefully each day
- select reading material that is predictable, familiar and has natural repetition
- discuss conventions of print informally when reading
- model reading strategies such as predicting words and reading-on
- involve children in oral cloze activities focusing on words
- talk about letters and words in context, pointing out distinctive features
- encourage children to explore letter-sound relationships

## Major Teaching Emphases

- ask readers about ideas and information they have found in books. Encourage a range of opinions and reactions, discuss stereotypes and generalisations
- provide opportunities for individual conferences where students discuss aspects of their reading
- provide opportunities for students to demonstrate understanding of a text
- encourage students to reflect on personal reading strategies
- model strategies such as substituting, re-reading, and self-correcting during shared reading sessions
- Encourage use of personal experiences, knowledge of oral language patterns and text structure to help readers make meaning
- model strategies for attacking unknown words, e.g. identifying similar word beginnings, common word patterns, chunking parts of a word
- support the development of a basic sight vocabulary by:
  - selecting resources that use many of these words in a natural way
  - encouraging readers to re-read favourite books
  - scribing the students' own language and using this text to focus on basic sight words
  - developing class word banks containing topic words, high frequency words, linking words etc.

## Major Teaching Emphases

- create a climate which fosters critical thinking
- help students to be aware of the view of the world presented by an author and how this affects different people
- discuss with students the effect of texts on their own attitudes and perceptions
- ensure that students read a range of texts for a variety of purposes
- discuss the use of prior knowledge of:
  - the text topic
  - text structures
  - language appropriate for different text types
- Provide opportunities for:
  - making comparisons with other texts
  - identifying the main issues in a text and providing supporting detail
  - identifying cause and effect and predicting outcomes
  - identifying character traits from textual cues
  - analysing plots
  - interpreting symbolic or metaphorical meaning
  - discussing concepts and vocabulary
  - extracting and organising information

- Model and discuss
  - prediction and confirmation strategies
  - use of syntactic and semantic cues
  - use of picture cues
  - use of context cues
  - re-reading
  - reading-on
  - substituting words
- Model and discuss word identification strategies:
  - use of graphophonic knowledge and 'sounding-out'
  - blending
  - letter and word patterns
  - sight words
  - using syllabification and segmentation
  - using knowledge of root words and word components

## Major Teaching Emphases

- teach students to:
  - articulate their reading difficulties
  - discuss the questions they asked of the text and any questions that weren't answered
  - discuss how they solved problems
  - select and use appropriate strategies when reading for different purposes
- praise and encourage students when they show evidence of critical reading, listening and responding sensitively to their comments
- teach students to identify and comment on different points of view in texts
- establish a language-rich environment presenting print in natural and meaningful contexts
- provide opportunities for students to examine, analyse and discuss narrative and expository texts
- teach students to:
  - analyse topics/questions
  - generate self-questions
  - select appropriate texts and compile reference lists
  - summarise and take notes
  - organise responses for reporting
  - compile bibliographies
- develop the students' ability to read from a writer's viewpoint and to write from a reader's viewpoint

## At all phases:

- foster children's enjoyment of reading, encouraging them to explore a variety of texts and take risks with confidence
- read to students every day and share your own enjoyment of reading
- encourage students to respond critically to texts they have read or viewed
- model reading behaviours and strategies for students to emulate

- encourage students to select their own books and read independently every day
- encourage students to share experiences related to reading and viewing
- talk to students about their reading and viewing
- provide opportunities for students to write every day for different purposes and audiences