

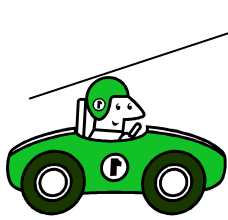
## Learn to read

0-5 years

7 years

## Read to Learn

100+



1. Learner

2. Restricted

3. Full

### 1. Learner Skill building

(Usual age range 5-7)

Learning how English text works

Recognising words

Recognising and knowing sounds

Understanding that the text has a message

Learning how pictures support the text

### 2. Restricted

#### Increasing fluency and independence

(Usual age range 6-8)

Putting the above skills together

Noticing and fixing errors

Reading "like talking"

Increasing understanding of text

Reading for meaning and pleasure

### 3. Full

#### Independent readers

(Usual age range 7-100+)

Reading to gather information and knowledge

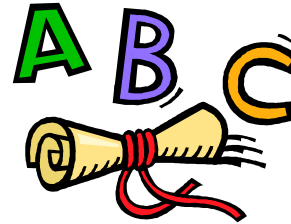
Appreciating a wide range of literature and language

Using reading to learn about the world

## So what happens at Stage 1?

This stage is also known as DECODING... because it is like learning to crack a secret code. As children progress through a range of texts at different levels of complexity, teachers choose texts for a variety of purposes. For example, they may choose a text for special learning needs e.g. a group that doesn't understand how punctuation helps reading, or an easy text to build confidence and give fluency practice, early research skill development and so on. Progression takes time.

## How do teachers know how my child is progressing?



At this stage teachers take Running records from time to time to assess what skills and knowledge children have gained, and to monitor their progress from level 1 to level 25.

## What is a Reading Age?

A Reading Age is a measure of the child's ability to decode. It does not tell us whether the child understands what they are reading.



## How can I help at home?

Children will usually be given easier texts for home reading to build confidence and fluency. The best three things you can do to help progress are

- support regular home reading as a pleasurable activity
- praise your child's efforts and let us know of any difficulties
- read to your child

## And if my child is not making good progress?

Talk to your child's teacher if you have concerns. Children who fail to make satisfactory progress are assessed for special focused programmes to accelerate their progress.

## What is transition?

Most children will have reached this stage around Year 3 and will not usually read levelled books any more. The task now is to co-ordinate the skills they have learned and be able to read without having to think consciously about each detail.

If you consider the car analogy, once you get beyond the beginner stage, you no longer think always about how far out you are taking the clutch before pressing on the accelerator as you did at the start. Your actions are becoming more automatic.

Regular reading at home still matters but children may choose to do this without reading out loud. Reading to your children is still a fantastic way to enjoy literature and assist progress.

## So, stage 3 Independent?

At this stage children can read but their skill at using reading to learn is limited.



Teaching, thus, is more focused on the development of learning using reading as a tool. This is when comprehending what is read, being able to summarise, skim for main points or key messages or information, being able to infer from the text, developing an appreciation of plot, characters, good literature, authors implied messages, being able to find information, make connections and so on, start to be developed. In a sense this is when reading really starts.

Children are assessed using AsTTle and other tests. AsTTle is a measure of reading comprehension.

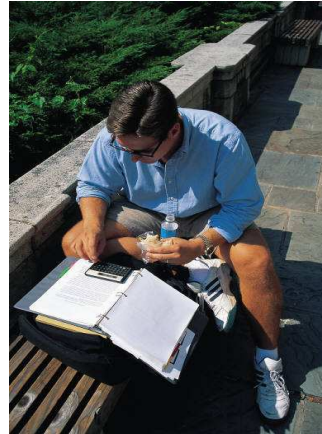
In the driver analogy this is when you have got your full licence and think of driving in terms of its usefulness to support your lifestyle and only hark back to skill issues when you have an accident or you are driving a different car.



Please note that this aspect of reading is not levelled and children will be encouraged to read a wide variety of literature, authors, type of text, different levels of difficulty, fiction- non fiction etc. The choice is managed by interest, particular

teaching points for students and text content appropriateness for students. At this stage, a Reading Age is meaningless.

Children will also be encouraged to discover the joy of the English language and the rich heritage of literature available.



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# Parent Information on Reading



LEARN to READ

READ to LEARN

We can perhaps think of becoming readers as a little like the process of becoming a driver. We start off learning to change gears, use the accelerator, the indicator, the mirrors, the road rules and so on. As we get these skills co-ordinated we can focus more on enjoying the trip and driving for a purpose.

Like reading, learning to drive takes time and practice and some learn faster than others.

**The main purposes of reading are to understand written messages and become a life long lover of reading.**