ACT EDUCATION

Helping children with reading

The School Volunteer Program ACT

HELPING CHILDREN **WITH READING**

School Volunteer Program ACT

ACT Government

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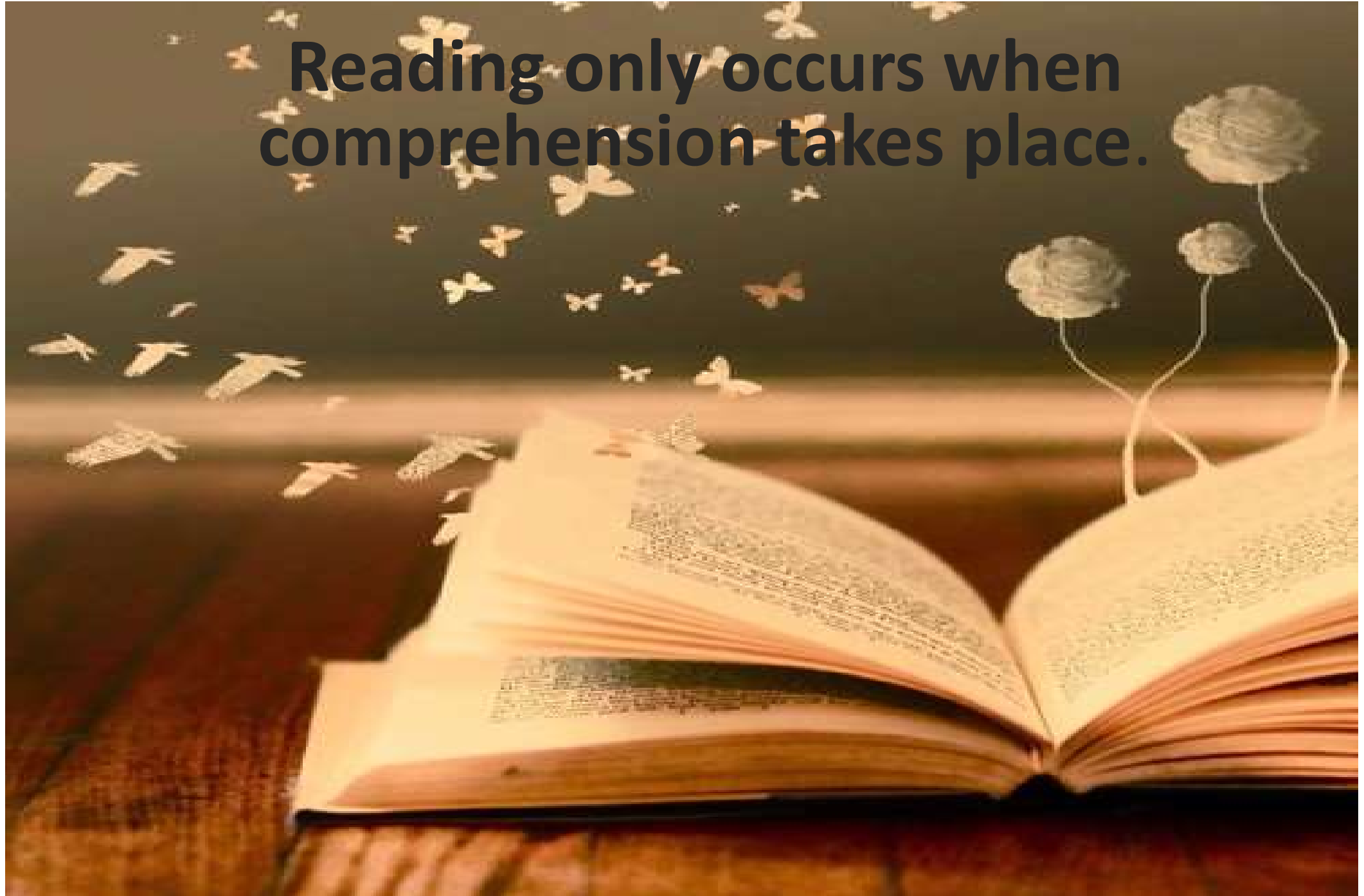
Education
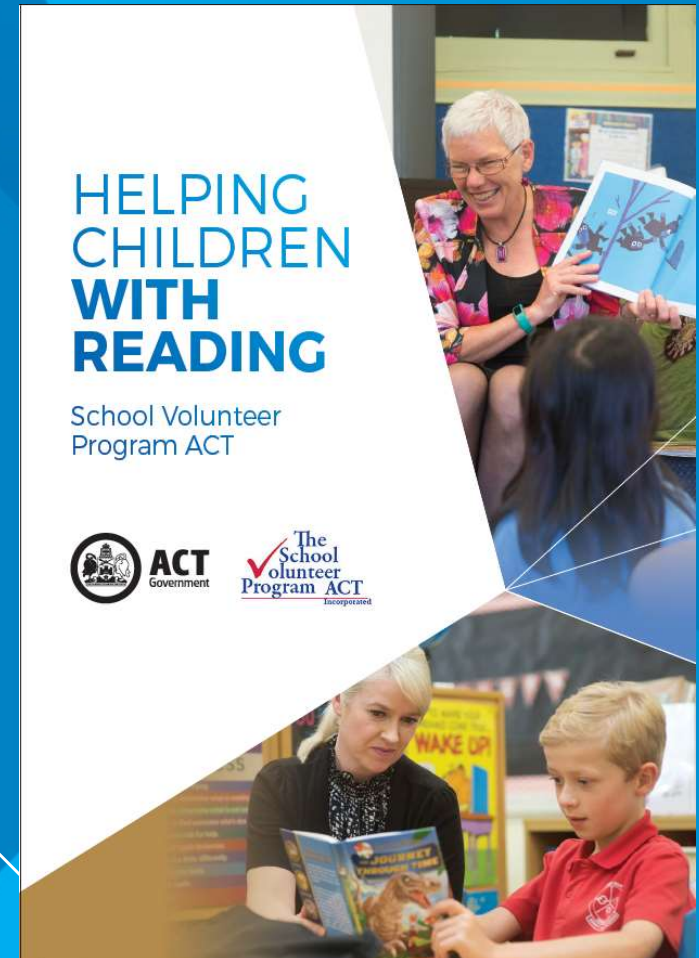
Acknowledgment of Country

Agenda

- How is reading assessed?

- How are students assigned a reading level?

- Sight words

- Phonemic and phonological awareness: phonemes, graphemes & cvcs
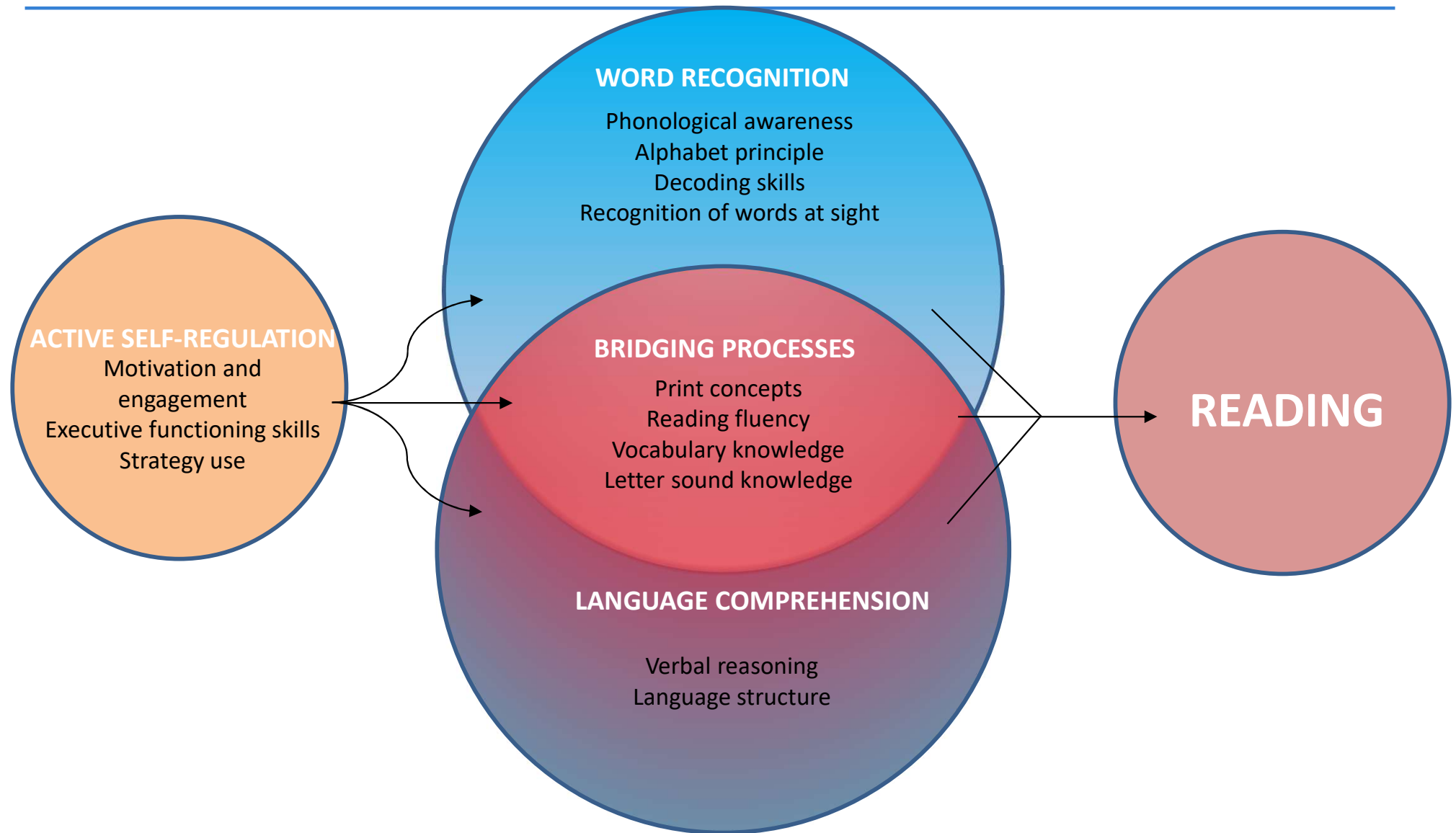
- Time to explore!

The importance of your role

- One-on-one support

- Social wellbeing benefits

- Motivation and confidence

Reading only occurs when comprehension takes place.

The Active View of Reading Model

ACTIVE SELF-REGULATION
Motivation and engagement
Executive functioning skills
Strategy use

WORD RECOGNITION
Phonological awareness
Alphabet principle
Decoding skills
Recognition of words at sight

BRIDGING PROCESSES
Print concepts
Reading fluency
Vocabulary knowledge
Letter sound knowledge

LANGUAGE COMPREHENSION
Verbal reasoning
Language structure

READING

Overview of the First Steps Reading Map of Development

	Role Play Phase	Experimental Phase	Early Phase
Global Statement	Readers in this phase display reading-like behaviours when interacting with texts such as picture books, traditional tales and simple informational texts. They rely heavily on topic knowledge, pictures and memorisation when 'reading' texts previously heard. Although Role Play readers may begin to identify their own name or parts of it, they are yet to match spoken and written words.	In this phase, readers use memory of familiar, predictable texts and their developing sound–symbol knowledge to match some spoken words with written words. Experimental readers are focused on understanding and conveying the meaning of these texts rather than reading all words accurately. They read and comprehend texts with repetitive, limited and known vocabulary and supportive illustrations.	Early readers recognise a bank of frequently used words and use a small range of strategies to comprehend texts. These include short literary texts and structured informational texts that have familiar vocabulary and are supported by illustrations. Reading of unfamiliar texts is often slow and deliberate as they focus on exactly what is on the page, using sounding out as a primary word-identification strategy.

Key Indicators

Role Play Phase

USE OF TEXTS
- Listens to and demonstrates comprehension by talking about significant ideas from the text.
- Displays reading-like behaviour, e.g. holds book right way up, clicks mouse to see new window.
- Knows that print carries a message, but may 'read' their own writing and unfamiliar texts differently each time.
- Selects texts primarily for enjoyment, e.g. uses cover and illustrations.

CONTEXTUAL UNDERSTANDING
- Makes links to own experience when listening to or 'reading' texts, e.g. points to illustration, saying 'I had a party'.
- Identifies and talks about familiar characters or people from texts.

CONVENTIONS
- Recognises own name, or part of it, in print.
- Knows repetitive patterns in very familiar stories, e.g. Run, run as fast as you can ....

PROCESSES AND STRATEGIES
- Relies upon knowledge of topic and text organisation, such as pictures, when 'reading'.
- Relies on the strategy of connecting to comprehend, e.g. connects text to self.

Experimental Phase

USE OF TEXTS
- Reads and demonstrates comprehension of texts by:
  - recalling some ideas explicit in a text
  - identifying the topic of a text
  - selecting a limited number of explicit events to retell a text
  - linking two ideas explicit in a text, e.g. an action and its result.
- Demonstrates that print remains constant, e.g. transfers knowledge of familiar words from one context to another.
- Maintains the storyline when 'reading' familiar texts, although a limited number of words are read accurately.
- With assistance, locates and selects texts appropriate to purpose or interest.

CONTEXTUAL UNDERSTANDING
- Expresses an opinion about a text, but may not always be able to justify it.
- Identifies the role of the author and illustrator of a text.
- Talks about the ways different people or characters are represented in texts, e.g. The girl in this story plays football.

CONVENTIONS
- Recognises a small bank of known words in different contexts, e.g. personally significant words.
- Identifies the letters of the alphabet by name or sound.
- Demonstrates understanding of the concepts and conventions of print, e.g. left to right, top to bottom, capital letters.

PROCESSES AND STRATEGIES
- Draws upon a limited knowledge base to comprehend, e.g. topic knowledge, sentence patterns and sound-symbol relationships.
- Uses a limited range of strategies to comprehend, e.g. predicting, comparing.
- Determines unknown words by using word-identification strategies, e.g. predicting using beginning letters and/or pictures.

Early Phase

USE OF TEXTS
- Reads and demonstrates comprehension of texts by:
  - recalling key information explicit in a text
  - identifying the main idea explicit in a text
  - selecting events to retell a text, sometimes including unnecessary events or information
  - linking explicit ideas in a text, e.g. comparing a character at different points in the text.
- Locates and selects texts appropriate to purpose, interest and readability, e.g. uses library systems, skims contents page.

CONTEXTUAL UNDERSTANDING
- Expresses and justifies personal responses to texts, e.g. 'I didn't like ... because ...'.
- Understands that authors and illustrators select information to suit a purpose and an audience.
- Recognises how characters, people and events are represented, and offers suggestions for alternatives.

CONVENTIONS
- Recognises a bank of frequently used words in different contexts, e.g. high-frequency words, personally significant words.
- Recognises all letters by name, and their regular sound.
- Explains how known text forms vary, by stating:
  - purpose, e.g. procedures instruct
  - some elements of organisation, e.g. procedures have headings
  - some elements of structure, e.g. procedures list materials and steps.

PROCESSES AND STRATEGIES
- Draws upon a small knowledge base to comprehend, e.g. sight vocabulary, concept and text-structure knowledge.
- Uses a small range of strategies to comprehend, e.g. self-questioning, adjusting reading rate.
- Determines unknown words by using word-identification strategies, e.g. decoding using phonemes, onset and rime.
- Focuses on decoding words accurately when reading an unfamiliar text, which may result in limited fluency, expression and loss of meaning.

Major Teaching Emphases

Role Play Phase

ENVIRONMENT AND ATTITUDE
- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

USE OF TEXTS
- Read and re-read a range of texts to students.
- Provide opportunities for students to 'read' and 're-read' a variety of texts, both literary and informational.
- Encourage students to respond to texts in a variety of ways, focusing on the meaning of print and pictures.
- Model reading behaviours such as book handling, distinguishing words from pictures, selecting texts.

CONTEXTUAL UNDERSTANDING
- Provide opportunities for students to talk about texts, relating them to their own experiences.
- Draw students' attention to the ways people or characters are represented in text.

CONVENTIONS
- Begin to build students' sight vocabulary, e.g. high-frequency words, personally significant words.
- Build phonological awareness and graphophonic knowledge, such as:
  - recognising, matching and generating rhymes
  - listening for sounds in words
  - linking letter names with their sounds, focusing on the regular sound.
- Teach students the concepts of print.
- Model the use of conventions of print, e.g. capital letters.
- Teach students the terminology associated with books, such as cover, title, author, illustrator.

PROCESSES AND STRATEGIES
- Build students' knowledge within the cues, e.g. topic knowledge, sound-symbol relationships.
- Teach comprehension strategies, e.g. connecting, comparing.
- Teach word-identification strategies, e.g. predicting.
- Teach students how to locate, select and evaluate texts, e.g. using the layout of a library.
- Model self-reflection of strategies used in reading and encourage students to do the same.

Experimental Phase

ENVIRONMENT AND ATTITUDE
- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

USE OF TEXTS
- Read and re-read a variety of texts both literary and informational, providing opportunities for students to do the same.
- Teach students to draw upon explicit information in the text to comprehend, e.g. by sequencing events.

CONTEXTUAL UNDERSTANDING
- Provide opportunities for students to share and justify opinions and feelings about texts, e.g. about characters, events, information.
- Discuss some of the decisions authors and illustrators make when creating texts, e.g. what characters will look like.
- Draw attention to the ways people or characters are represented in texts, and discuss alternatives, e.g. 'This giant is mean. How do we know this?'.

CONVENTIONS
- Continue to build students' sight vocabulary, e.g. high-frequency words, personally significant words.
- Continue to build phonological awareness, graphophonic and word knowledge, such as:
  - segmenting words into sounds
  - linking letters with their regular sounds
  - recognising that a letter can represent different sounds
  - recognising how word parts and words work.
- Model the use of conventions of print, e.g. question marks, exclamation marks.
- Build students' knowledge of different text forms, e.g. purpose, structure and organisation.

PROCESSES AND STRATEGIES
- Continue to build students' knowledge within the cues, e.g. text organisation, vocabulary knowledge.
- Consolidate known comprehension strategies and teach additional strategies, e.g. self-questioning, predicting.
- Teach word-identification strategies, e.g. decoding using phonemes, onset and rime.
- Continue to teach students how to locate, select and evaluate texts, e.g. using alphabetical order, introducing browsing techniques.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Early Phase

ENVIRONMENT AND ATTITUDE
- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

USE OF TEXTS
- Read and re-read a variety of texts, both literary and informational, providing opportunities for students to do the same.
- Teach students to identify explicit and implicit information.
- Teach students to make connections within texts using both explicit and implicit information, e.g. main idea and supporting detail, sequence of key events.

CONTEXTUAL UNDERSTANDING
- Encourage students to listen to the opinions and justifications of others, recognising different points of view and interpretations.
- Familiarise students with the devices that authors and illustrators use to influence construction of meaning, e.g. choice of language.
- Discuss how and why facts, characters, people or events are presented in a particular way by the author and illustrator.
- Discuss how texts are written for different purposes and audiences.

CONVENTIONS
- Continue to build students' sight vocabulary, e.g. topic words, signal words.
- Continue to build phonological awareness, graphophonic and word knowledge, such as:
  - recognising that a sound can be represented by different letters or letter combinations
  - recognising letter combinations and the different sounds they represent
  - recognising how word parts and words work.
- Teach the use of conventions of print, e.g. commas, quotation marks.
- Continue to build students' knowledge of different text forms, e.g. purpose, structure, organisation and language features.

PROCESSES AND STRATEGIES
- Continue to build students' knowledge within the cues, e.g. grammatical and cultural knowledge.
- Consolidate known comprehension strategies and teach additional strategies, e.g. skimming, scanning.
- Teach word-identification strategies, e.g. reading on, re-reading.
- Continue to teach students how to locate, select and evaluate texts, e.g. identifying different sources of information, checking publication dates.
- Model self-reflection of strategies used in reading, and would encourage students to do the same.

Overview of the First Steps Reading Map of Development

	Transitional Phase	**Proficient Phase**	**Accomplished Phase**
Global Statement	In this phase, readers are beginning to integrate strategies to identify unknown words and to comprehend text. These strategies, combined with an increasing bank of sight words, enable readers to read texts such as novels, newspapers and websites with familiar content fluently and with expression. Transitional readers reflect on strategies used and are beginning to discuss their effectiveness.	Proficient readers have developed a multistrategy approach to identify unknown words and comprehend demanding texts such as subject-specific textbooks, novels and essays. They are able to select strategies appropriate to the purpose and complexity of the text. Readers have a greater ability to connect topic, grammatical, cultural/world and text-structure knowledge with what is new in the text. Proficient readers identify the target audience of a text. They draw on evidence from their own experience to challenge or question the text.	Accomplished readers use a flexible repertoire of strategies and cues to comprehend texts and to solve problems with unfamiliar structure and vocabulary. They are able to fluently read complex and abstract texts such as journal articles, novels and research reports. Accomplished readers access the layers of information and meaning in a text according to their reading purpose. They interrogate, synthesise and evaluate multiple texts to revise and refine their understandings.

Key Indicators

Transitional Phase

USE OF TEXTS
- Reads and demonstrates comprehension of texts by:
  - identifying the main idea(s), citing supporting detail
  - selecting events from a text to suit a specific purpose
  - linking ideas, both explicit and implicit, in a text, e.g. cause and effect.
- Locates and selects texts appropriate to purpose and audience, e.g. uses search engines, checks currency of information.

CONTEXTUAL UNDERSTANDING
- Recognises own interpretation may differ from that of other readers or the author/s.
- Recognises devices that authors and illustrators use to influence construction of meaning, e.g. visual clues, omissions.
- Recognises that authors and illustrators attempt to position readers.
- Recognises how characters or people, facts and events are represented, and can speculate about the author's choices.

CONVENTIONS
- Recognises an increasing bank of words in different contexts, e.g. subject-specific words, less common words.
- Explains how known text forms vary by using knowledge of:
  - purpose, e.g. to persuade
  - text structure, e.g. problem and solution
  - text organisation, e.g. headings, subheadings, an index, glossary
  - language features, e.g. conjunctions.

PROCESSES AND STRATEGIES
- Draws upon an increasing knowledge base to comprehend, e.g. text structure and organisation, grammar, vocabulary.
- Uses an increasing range of strategies to comprehend, e.g. creating images, determining importance.
- Determines unknown words by using word-identification strategies, e.g. reading on, re-reading.

Proficient Phase

USE OF TEXTS
- Reads and demonstrates comprehension of texts by:
  - explaining how the main idea and supporting information relate to the author's purpose and the intended audience
  - selecting events from a text to suit a specific audience
  - linking ideas, both explicit and implicit, in a text, e.g. thesis and supporting arguments.
- Locates and evaluates appropriateness of texts and information in texts in terms of purpose and audience, e.g. validity, bias.

CONTEXTUAL UNDERSTANDING
- Recognises how one's values, attitudes and beliefs impact on the interpretation of text.
- Discusses the target audience for a specific text, and how the author has tailored the language, ideas and presentation to suit.

CONVENTIONS
- Recognises manipulation of text structure and text organisation, e.g. historical account written as a narrative.
- Recognises the selection of language features such as:
  - words to distinguish fact from opinion and bias, e.g. I think, It has been reported
  - words/phrases that signal relationships, e.g. similarly — to compare, on the other hand — to contrast
  - synonyms to denote connotations, e.g. thief, bandit, pickpocket.

PROCESSES AND STRATEGIES
- Selects from a broad knowledge base to comprehend, e.g. text structure and organisation, cultural/world knowledge, grammar, vocabulary.
- Selects appropriate strategies from a wide range to comprehend.
- Determines unknown words by selecting appropriate word-identification strategies.

Accomplished Phase

USE OF TEXTS
- Reads and demonstrates comprehension of texts using both explicit and implicit information to achieve a given purpose.
- Synthesises information from texts, with varying perspectives, to draw conclusions.
- Locates and evaluates appropriateness of texts and the information in texts in terms of purpose and audience.

CONTEXTUAL UNDERSTANDING
- Discusses reasons why a text may be interpreted differently by different readers, e.g. personal background of reader, author bias, sociocultural background.
- Discusses how the context (time, place, situation) of an author influence the construction of a text.
- Analyses the use of devices such as rhetoric, wit, cynicism and irony designed to position readers to take particular views.

CONVENTIONS
- Uses knowledge of one text form to help interpret another, e.g. literary features in informational texts.
- Recognises the effectiveness of language features selected by authors.

PROCESSES AND STRATEGIES
- Consciously adds to a broad knowledge base, as required, to comprehend.
- Selects appropriate strategies from a wide range to comprehend.
- Determines unknown words by selecting appropriate word-identification strategies.

Major Teaching Emphases

Transitional Phase

ENVIRONMENT AND ATTITUDE
- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

USE OF TEXTS
- Provide opportunities for students to read a wide range of texts.
- Continue to teach students to analyse texts, identifying explicit and implicit information.
- Continue to teach students to make connections within texts, using both explicit and implicit information.
- Model how concept knowledge and understandings can be shaped and reshaped using information from a variety of texts.

CONTEXTUAL UNDERSTANDING
- Discuss how readers may react to and interpret texts differently, depending on their knowledge, experience or perspective.
- Discuss how authors and illustrators have used devices to target specific audiences, e.g. quoting statistics.
- Provide opportunities for students to challenge the author's world view.

CONVENTIONS
- Continue to build students' sight vocabulary, e.g. less common words, subject-specific words.
- Continue to build students' graphophonic and word knowledge, such as:
  - recognising less common sound–symbol relationships
  - recognising letter combinations and the different sounds they represent
  - recognising how word parts and words work.
- Jointly analyse texts where combinations and adaptations of text structure and text organisation have been used.
- Teach students to identify the role of language features in a variety of texts.

PROCESSES AND STRATEGIES
- Continue to build students' knowledge within the cues, e.g. orthographic, world knowledge.
- Consolidate known comprehension strategies and teach additional strategies, e.g. synthesising, paraphrasing.
- Consolidate word-identification strategies.
- Continue to teach students how to locate, select and evaluate texts, e.g. conducting Internet searches, recognising bias.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Proficient Phase

ENVIRONMENT AND ATTITUDE
- Create a supportive classroom environment that nurtures a community of readers.
- Jointly construct, and frequently refer to, meaningful environmental print.
- Foster students' enjoyment of reading.
- Encourage students to take risks with confidence.
- Encourage students to select their own reading material according to interest or purpose.

USE OF TEXTS
- Provide opportunities for students to read a wide range of texts.
- Continue to teach students to analyse texts utilising information to suit different purposes and audiences.

CONTEXTUAL UNDERSTANDING
- Provide opportunities for students to discuss how the ideologies of the reader and the author combine to create an interpretation of the text.
- Provide opportunities for students to identify devices used to influence readers to take a particular view.

CONVENTIONS
- Continue to build students' sight vocabulary, e.g. technical terms, figurative language.
- Teach students to analyse how authors combine language features to achieve a purpose.
- Teach students to analyse how authors manipulate texts to achieve a purpose, e.g. structure, organisation.

PROCESSES AND STRATEGIES
- Continue to build students' knowledge within the cues.
- Consolidate comprehension strategies.
- Consolidate word-identification strategies.
- Consolidate how to locate, select and evaluate texts.
- Model self-reflection of strategies used in reading, and encourage students to do the same.

Accomplished Phase

Major Teaching Emphases and Teaching and Learning Experiences are not provided for this phase, as Accomplished readers are able to take responsibility for their own ongoing reading development.

page		E	S-C	E M S V	S-C M S V
	E = errors S-C = self-correction M = meaning S = structure V = visual				
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck.		1	M S Ⓥ	M Ⓢ V
4	✓ ✓ ✓ ✓ It rolls down the hill. ✓ ✓ ✓ Faster and faster.				
5	✓ ✓ went/goes ✓ ✓ ✓ The wheel rolls through the field. ✓ ✓ p/✓ — ✓ It rolls past the cows. ✓R ✓ ✓ Faster and faster.	1 1		Ⓜ Ⓢ V	
6	✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ ✓ Faster and faster.	1 1		Ⓜ Ⓢ V M S V	
7	✓ ✓ ✓ ✓R₂ ✓ water The wheel rolls toward the river. ✓ ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	1 1		Ⓜ Ⓢ V M S V	
8	✓ ✓ ✓ in/sc ✓ ✓ The wheel rolls into the school. ✓ ✓ ✓ of ✓ ✓ It rolls out^the door. ✓ ✓ ✓ Faster and faster. ✓ ✓ ✓ —R The wheel rolls through the town.	1	1	M Ⓢ V	M S Ⓥ
9	✓ ✓ ✓ ✓ P/ ✓R It rolls past the policeman. ✓ ✓ ✓ Faster and faster.				
10	✓ ✓ ✓ ✓ ✓ T The wheel rolls into the garage. ✓ ✓ ✓ It stops rolling. ✓ ✓ ✓ ✓ ✓ track/sc The wheel is on the truck.	1	1	M S V M S Ⓥ	Ⓜ Ⓢ V
Totals		8	3		

Accuracy Rate: 92% Error Rate: 1:12 Self-correction Rate: 1:4

Comprehension Check

Name: _____

Questions to check for understanding *(check if understanding acceptable)*

1. Who took care of Leo and fed him when his mother died? *(literal)*

   Response: (his aunts) ☐

2. Leo belonged to a *pride of lions*. What does this mean? *(literal)*

   Response: (a large family of lions) ☐

3. Why couldn't Leo keep up with the other lions in his family? *(literal)*

   Response: (his legs were too short) ☐

4. Why do you think the lions had to move on to a new hunting ground? *(inferential)*

   Response: (Response should reflect interpretation and higher-level thinking.) ☐

Sight words

here	at	is
the	look	a
on	in	too

said	come	up
asleep	no	little
to	I	am

are	for	looking
and	can	not
my	you	big

mum	go	me
see	going	down
shouted	hungry	looked

went	where	away
he	home	into
good	dad	oh

like	this	they
after	will	came
back	coming	wake

with	thank	stay
help	I'm	get
today	your	play

eat	all	inside
cried	got	out
again	it	walk

CVC words

CVC = man dog bin pet

How many can you find in the chart?

CVVC = boot loan keen

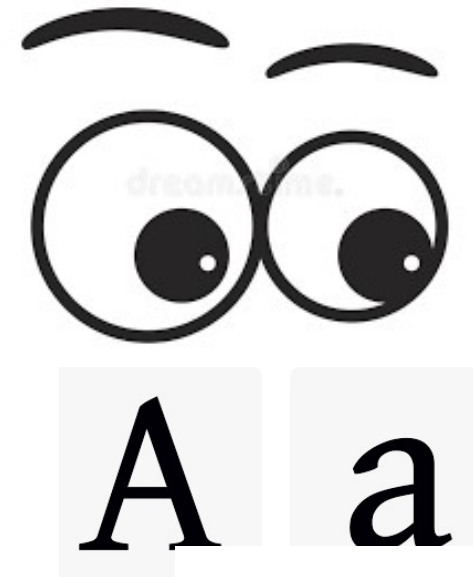**Can you see one in the chart?**

CVCC = fill sang bent

30 seconds to find 4...

Grapheme: comes from the Greek word graphos meaning "-writing, -writer"

A grapheme is a written (visual) symbol that represents a sound (phoneme). This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc that make one sound.

Phoneme: to sound or speak.

Phonemes are the **smallest units of sound** within a language. They are represented in writing by symbols known as graphemes (letters), and they help us to distinguish one word from another.

oo ew ue u_e u

boot   flute

screw   ruler

glue

CONSONANT SOUNDS

b bb	k c q ck x(ks) ch	d dd	f ff ph	g gg
balloon	kite · sock	duck	fish	girl
ribbon	car · fox	paddle	cliff	egg
	queen · school		phone	

h	j g ge dge	l ll	m mm mb	n nn kn
house	jellyfish · barge	lizard	moon	net
	giraffe · bridge	bell	hammer	winner
			thumb	knife

ng n	p pp	r rr wr	s ss se ce x(ks) c	t tt
ring	pig	robot	seal · juice	tiger
wink	slipper	carrot	kiss · fox	button
		wrist	mouse · pencil	

v ve	w wh u	y u(yoo)	z zz s se	s si
vase	web	yoyo	zebra · bears	treasure
sleeve	whale	computer	puzzle · cheese	television
	queen			

ch tch	sh ch ti ci	th	th
chicken	shell · station	thong	feather
match	chef · musician		

VOWEL SOUNDS

a	e ea	i	o a	u o	ai ay a_e a
apple	egg	igloo	orange	umbrella	snail · cake
	head		watch	monkey	hay · lady

ee e ea y ey	i_e y igh i ie	oa o_e ow o
bee · baby	ice-cream · spider	boat · window
me · money	fly · pie	rose · comb
seat	night	

ar a	ir ur or er	or ore a aw au	oo u
star	bird · world	horse · paw	book
glass	nurse · fern	core · sauce	bush
		ball	

oo ew ue u_e u	ou ow	oy oi	eer ear
boot · flute	cloud	boy	deer
screw · ruler	flower	coin	ear
glue			

air are	er ar or a e i o u
chair	ladder · pizza · iron
square	dollar · bucket · cactus
	doctor · dolphin

Why is this important?

<u>Beginning readers</u>
The cat is on the hat.

We still draw on phonemic awareness when tackling more challenging vocabulary
- Electrochemistry
- Giannis Antetokounmpo
- Dracaena trifasciata

<u>Progression</u>
Saturday
7 phonemes = S – a – t – ur – d – a – y
3 syllables = Sat – ur – day

Important for rhythm and rhyme
Predictability is appealing!

ACT
Government
Education

Questions?

Game time!

Using the chart provided decode these words?
- Ssealebbrrittey
- Twraknscpawt
- Aurddiknareea

How many cvc words can you find that rhyme with:
- Got
- Fit
- Fan
- Kit