Welcome!
Learning to Read

Reading: What do we remember?
• What memories do we have of our experiences about learning to read?
• What did we read? Who were our favourite authors? Favourite series?
• Have we positive or negative memories?
Queensland Copy Book

NAME: Lizzie Brandt

CLASS:

SCHOOL: State
BARCLAY & WINTERBOTTOM,

Established 1887.

39 OLIVIA STREET,

BRISBANE, November 8th, 1913.

Messrs. Atkins & Duncombe
18 Tancred St. Rockhampton

Dear Sirs

On receipt of your favour of 1st instant we placed your order in hand for immediate execution; we have now to advise the completion of same from our most approved goods. We have despatched same per Steamship in two cases and one parcel, each marked A.D. Rockhampton. We beg to enclose here with Bill of Lading & invoice of goods, amounting to £109, 18, 0., and remain,

Dear Sirs

Yours faithfully
Barclay & Winterbottom

Sincerely,
Winterbottom
kid she made a bed for it in a box.
Now it runs in the field.

---

**New Words.**

<table>
<thead>
<tr>
<th>old</th>
<th>goat</th>
<th>lamb</th>
<th>field</th>
</tr>
</thead>
<tbody>
<tr>
<td>kid</td>
<td>race</td>
<td>done</td>
<td>beard</td>
</tr>
<tr>
<td>long</td>
<td>horns</td>
<td>they</td>
<td>young</td>
</tr>
</tbody>
</table>

---

**The pet goat.**

---

**THE BIRD'S SONG.**

1. Look at that bird. It sits on the branch of a tree not far from its nest.
2. Do you hear its song? How sweet it is! The branch swings in the air, but the bird sings on.

---

3. It does not fear that it will fall, for it has wings.

---

4. Sing, bird, sing; we like to hear the sweet song you sing.

---

**New Words.**

<table>
<thead>
<tr>
<th>how</th>
<th>far</th>
<th>sings</th>
<th>branch</th>
</tr>
</thead>
<tbody>
<tr>
<td>but</td>
<td>fear</td>
<td>wings</td>
<td>swings</td>
</tr>
<tr>
<td>bird</td>
<td>hear</td>
<td>song</td>
<td>sweet</td>
</tr>
</tbody>
</table>

**Sing, bird, sing.**
“We will play,” said Dick and Dora.
One toy can jump.
It is a jumping jack.
It can go, jump, jump,
jumping on the seat.
Dick has this toy.
He said to Jack,
“Can you see
my jumping jack?
He can jump well.”

Dick and Dora are
in the shop.
Dick said, “I am big.
I will get a big bat.”
Dora said, “I am big.
I will get a big doll.”
“We will go with the toys
to Mother,” said Dick.
“No, no, no,” said Nip.
“Do get me a small ball.”
What’s Important in Learning to Read?

• Jhlimorjonjumkwzoephlqnuctsnaksex

• Jump all skip horses and

• John and Betty will jump over the ladder.
How do kids learn to read?

Phonics is just one piece.

Semantics: what makes sense

Syntax: what sounds right

Phonics: what looks right

Use all 3 together to make meaning.

themeasuredmom.com
• It __________________ across the grass.
Syntactic cues

Knowledge **about** the system of language.

How words fit together to convey meaning

**Verbs and verb tense**

**Word endings** *(ing, -ed, -s)*

**Pronouns** *(I, she, you, he, it, my, her, their)*

**Connectives** *(although, on the other hand)*

**Subject, verb object**

**Nouns** *(A big black fierce dog)*

**Conjunctions** *(and, because)*

**Prepositions** *(by, with, on, under, between)*
• The kangaroo heard the noise.
• It _____________ across the grass.
Semantic knowledge

Knowledge of **topic**/field, cultural understandings & life experiences to make out what makes sense

- The kangaroo.....
- Genre
- Vocabulary
- Persuasive
- Report
- In summer it is hot, in winter it is ....
The kangaroo heard the noise.

It h________ across the grass.
Graphophonic cues

Knowledge of the conventions of print - way words look - relationship between sounds and letters

Scrap, scrub, scream
Ho – hot, house, hook, hoist, honey
Cat/car
Bar/bare, there, their, they’re
Minute/minute
The Big 6 of Reading

Oral Language

Phonological Awareness

Letter-Sound Knowledge (Phonics)

Vocabulary

Fluency

Comprehension
The Big 6 of Reading

Oral Language
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Phonological Awareness
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Vocabulary
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Fluency
The Big 6 of Reading

Comprehension
# Physical Map of Mobility

<table>
<thead>
<tr>
<th>Random Movement</th>
<th>Rolling Over</th>
<th>Sitting</th>
<th>Moving Independently</th>
<th>Standing</th>
<th>Walking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Moves limbs randomly</td>
<td>• “Swims” lying on tummy</td>
<td>• Sits unaided</td>
<td>• May crawl on all fours</td>
<td>• Walks when both hands are held from above</td>
<td>• Walks alone</td>
</tr>
<tr>
<td>• Head needs support</td>
<td>• Begins to roll over</td>
<td>• Rolls over and over</td>
<td>• Propels forward while sitting</td>
<td>• Pulls up on furniture</td>
<td>• Lifts arms to assist balance</td>
</tr>
<tr>
<td>• Turns head to light and sound</td>
<td>• Reaches out to objects on floor</td>
<td>• Bangs, pushes, chews random objects</td>
<td>• Locates and follows sounds independently</td>
<td>• Walks around cot</td>
<td>• Often overbalances and sits down hard</td>
</tr>
<tr>
<td>• Reaches out to mobiles</td>
<td>• Sits propped up on cushions</td>
<td>• Attempts to crawl by dragging body forward</td>
<td>• Moves towards adults and other children</td>
<td>• Frequently sits down with “bump”</td>
<td>• Needs help over rough surfaces</td>
</tr>
<tr>
<td>• Reaches out and hits mobiles</td>
<td>• Loses balance when sitting unaided</td>
<td>• Stands with help from adult</td>
<td>• Stands holding furniture</td>
<td>• Crawls up steps</td>
<td>• Adapts movement to different circumstances, e.g. may crawl up steps</td>
</tr>
<tr>
<td>• Holds chin up when on tummy</td>
<td>• Sits on lap and grasps drink container</td>
<td>• Begins to push/pull furniture</td>
<td>• Stands alone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sits up with support from adults</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Tips for Parents

- Talk to baby constantly
- Sing to baby
- Put in many different positions with support
- Stimulate with bright, colourful objects
- Hold underarm to enable “walking”
- Encourage child to push into standing position on lap
- Provide a great deal of stimulus
- Hold under arms to enable “walking”
- Move dangerous things
- Close cupboard doors
- Provide constant praise and encouragement
- Stimulate activity
- Link words with meaning
- Never let child out of sight
- Put everything out of reach
- Offer help when needed
- Give a lift when tired
- Praise and encourage at all times
- Continue to warn of danger
How to help your child.

When the reader makes an error and meaning is not lost

How will I respond?

Do not interrupt the reading.

When the child reads on and meaning is lost - respond at the end of the sentence.

Least Support

How will I respond?

How much support will I give?

Do not interrupt the reading.

Most Support

When the child stops and cannot continue.

Least Support

How will I respond?

How much support will I give?

Point to the initial sound and run your finger along the rest of the sentence.

WAIT

Model for the child by reading on (or re-reading), sounding the beginning of the unknown word.

WAIT

Model self-correction by re-reading the sentence, sounding the initial letter of the unknown word.

WAIT

Tell the child the unknown word. Then read the sentence and talk about the meaning of the unknown word in relation to the rest of the sentence.

WAIT

Give a clue by talking about the context.

WAIT

Say "I didn't understand that" or "That didn't sound right."

WAIT

Give a clue by talking about the context.

WAIT

Tell the child the unknown word. Then read the sentence and talk about the meaning of the unknown word in relation to the rest of the sentence.
COMPONENTS OF A READING PROGRAM

Reading to Students

- Reading a text aloud to students
- To share enjoyment of reading
  - Reading is uninterrupted
    - 10-15 min daily
Modelled Reading

• Demonstrating reading behaviours and verbalising thinking processes
• Clear “think aloud” statements
Language Experience

• To use a shared experience as a basis for jointly creating a text that is then used for further reading.

• Based on a shared experience.
Shared Reading

• A teacher-managed blend of modelling, choral reading and focused discussion.
• Text visible and accessible to all
  • Differentiated activities
• Multiple readings of the text
Guided Reading

- Teacher scaffolds and supports a group of students as they read a common text.
- Group of students with identified common need
  - Most reading done silently
  - Pattern of asking guiding questions, reading, discussing
Book Discussion Groups

• Group of students meet to read and discuss a text they have selected.
  • Groups are temporary
  • Students facilitate discussion
  • Students select texts
Independent Reading

- Students select texts to read by themselves
- Uninterrupted time span
Reading to Learn: Reading to Write

- Phoneme
- Sounds/syllables
- Word
- Sentence
- Paragraph
- Whole text
Progress

- James Nottingham: Labels (TED talk)
- Progress discussion
Reading at Home
Garfield thinking: We can get a lot from books.

Garfield talking: For instance...

Garfield thinking: I'm now taller!
“Go back and give that part a little more oomph. Really make me believe!”
Good morning, all.
Morning.
G'morning.

Are you reading the ingredient list of that milk carton?
Yep. I forgot to bring a book down and I'm too lazy to get it and I have to have SOMETHING to read, after all.

Ah, ok.
( ) Don't tell me you agree with what she's doing.
Of course not.
( ) Good.

The back of the cereal box makes much more interesting reading material.
Ooo. Can I borrow that when you're done with it?
Instead of reading a book, can we read tweets?
The Rights of the Reader
by Daniel Pennac
illustrated by Quentin Blake

1 The right not to read.
2 The right to skip.
3 The right not to finish a book.
4 The right to read it again.
5 The right to read anything.
6 The right to mistake a book for real life.
7 The right to read anywhere.
8 The right to dip in.
9 The right to read out loud.
10 The right to be quiet.

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TEN THOUSAND SAW I
AT A GLANCE....!
A HOST OF GOLDEN
DAFFODILS!

margarine ??
ONCE UPON A TIME THERE WAS A BEAUTIFUL PRINCESS.

SHE HAD EYES LIKE STARS — RAVEN-BLACK HAIR, AND A NECK LIKE A SWAN.
THREE-CUEING SYSTEM

CONTEXT OF THE READING EVENT

- Purpose
- Situation
- Connecting
- Comparing
- Creating images
- Paraphrasing/Summarising
- Reading-on
- Scanning
- Skimming
- Out
- Using visual/pictoral cues
- Self-questioning
- Inferring
- Predicting
- Synthesising
- Using analogy
- Evaluating/judgements
- Re-reading
- Chunking
- Sounding
- Searches for specific information
- Modifying/rejecting/confirming predictions

PRIOR KNOWLEDGE

- Semantic
- Syntactic
- Graphophonic
And Theodore kick the house... hose... horse. He fell al...
al-most... im.immed... immed... telly... He was so weak.
If the R.S.P.C.A. heard of this,

I would never do that to a horse.

The poor horse! Theodore is cruel!

And Theodore kicked the horse.
He fell almost immediately, he was so weak.