

# Reading Purpose and Choice of Texts for Beginning and Developing Readers

A parallel approach based on the Simple View of Reading – Children experience all four strands at the same time

Teach to Read	Build Fluency	The World of Books	Read to Learn
Systematic Synthetic Phonics – cumulative instruction in alphabetic code, decoding words, sentences and texts	Children read aloud independently with adult support as required	Adult reads many books aloud to the child or children	Adult leads and models the reading - children participate as appropriate: individual / group / class
Primary Focus: Letter/s-sound links Blending Decoding Fluency	Primary Focus: Recognise letter/s-sounds Practise blending Work towards automatic word recognition	Primary Focus: Sharing our humanity in a world of diverse cultures	Primary Focus: Access to the wider curriculum Knowledge and understanding of the world
Complementary Focus: Meaning Vocabulary Language	Complementary Focus: Discuss content: meaning new words about the story / book	Complementary Focus: Promoting an appreciation of literature	Complementary Focus: No child left behind intellectually Supportive of self-esteem
Cumulative texts matched to the <i>current</i> letter/s-sound links studied in class	Texts matched to the current letter/s-sounds and/or text that lags behind the letter/s-sounds studied in class	Content is age appropriate and the language used is slightly above the children’s level of spoken language and understanding	Content is age appropriate and the language used is slightly above the children’s level of spoken language and understanding
Matched texts and decodable books	Matched texts and decodable books supplied by school	A wide range of books – stories, poems and non-fiction	Any books and texts - may or may not be decodable
		 	