

Reading Purpose and Choice of Texts for Beginner 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

Systematic Synthetic Phonics
– cumulative instruction in
alphabetic code, decoding
words, sentences and texts.

Primary Focus:
Letter/s-sound links
Blending
Decoding
Fluency

Complementary Focus:
Meaning
Vocabulary
Language

Cumulative texts matched to
the *current* letter/s-sound
links studied in class.

Matched texts and
decodable books.



Build Fluency

Children read aloud
independently with adult
support as required.
Texts are read and reread.

Primary Focus:
Recognise letter/s-sounds.
Practise blending.
Work towards automatic
word recognition.

Complementary Focus:
Discuss content:
meaning
new words
about the story / book.

Texts matched to the current
letter/s-sounds
and/or text lags behind the
letter/s-sounds
studied in class.

Matched texts and decodable
books supplied by school.



The World of Books

Adult reads many books aloud
to the child or children.

Primary Focus:
Sharing our humanity in a
world of diverse cultures.

Complementary Focus:
Promoting an appreciation
of literature.

Content is age appropriate,
and the language used is
slightly above the children's
level of spoken language and
understanding.

A wide range of books –
stories, poems and
non-fiction.



Read to Learn

Adult leads and models the
reading - children participate
as appropriate:
individual / group / class.

Primary Focus:
Access to the wider
curriculum.
Knowledge and
understanding of the world.

Complementary Focus:
No child left behind
intellectually.
Supportive of self-esteem.

Content is age appropriate,
and the language used is
slightly above the children's
level of spoken language and
understanding.

Any books and texts - may or
may not be decodable.

