

## Level 1: Overview of Learning and Teaching Activities for Reading

At this level there are two learning and teaching sequences, one for a fiction text [The Best Pizza in the World](#) and one for a non fiction text [Wonderful Water](#). The overview provides Teaching Strategies, Student Reading Behaviours and Word Level Knowledge.

At this level students develop and improve their ability to read the simplest written texts, those about familiar topics describing everyday events. The sentences in these texts describe the illustrated events using spoken language patterns and high-frequency words.

### Teaching Strategies

At level 1 students are gradually taught to use various reading strategies or actions, in a systematic way, with the ideas in these types of text. They practise using these strategies and gradually learn to use them more independently, without being reminded.

#### Before Reading Phase strategies

Students are taught to decide the likely topic of a text. They predict ideas and events that might be mentioned by naming the title, illustrations and their existing knowledge of texts and the topic.

#### During Reading Phase strategies

Students are taught to read increasingly complex text aloud and independently, making use of the following types of strategies:

- Reading aloud repetitive phrases and sentences that have high-frequency words and comparatively simple oral language patterns, for example, 'I am eating.'
- Moving away from reading sentences from memory, that is, reading simple narratives by recalling words and sentences they have heard and seen earlier. Students increasingly match what is said with what is written and to say the written words in the correct order. They learn to read aloud phrases and short sentences they have not heard read previously with natural language fluency.
- Using some of the concepts of print. For example, orienting a page correctly; running their finger over a text as it is read to them; showing left to right with return sweep and top to bottom movement; turning the page; differentiating between the picture and text; differentiating between left and right pages.
- Reading sentences that have repeated words and rhyme, and predicting words that rhyme with earlier words.
- Anticipating what might be said next in a narrative they are reading.
- Continuing to direct attention and interest in paired or co-active reading until they have finished reading the text aloud. Students show an interest in predicting words based on the meaning of a sentence they are reading as well as wanting to know what might happen next in a text. They show that they are beginning to use their attention strategically, for example, to look at illustrations and then at words.

#### After Reading Phase strategies

Students are taught to review and consolidate what they have learnt by reading. In this phase they are taught to:

- Answer literal questions about sentences they have read and to complete spoken sentences: 'What did the hen say? The hen said... What would the hen feel when...?'
- Respond emotionally to the text, comment on how they enjoyed it and how interesting they found it.
- Infer how characters in the text felt.
- Identify key vocabulary, work out the meanings of unfamiliar words and link these with words they know.

A guide for organising learning and teaching of reading strategies is provided in [Learning and Teaching Structure](#).

### Student Reading Behaviours

At Level 1 students are taught to display the following outcomes for the increasingly complex types of texts read in this phase:

1. Show literal comprehension by:
  - Learning to retell what they have read, having read one or more pages, by mentioning some of the ideas read in the text, using the text as a prompt if necessary.
  - Matching simple written sentences with illustrations and recognising when a sentence that is read doesn't match the accompanying illustration.
  - Reading a sentence from the text from which a word has been deleted, suggesting or selecting the deleted word, and completing spoken sentences about the text they have read.
2. Show an increased awareness of some of the concepts of print:
  - For a text that they hear being read while following the written form they show word by word matching; identify when words have been omitted from or added to what is said; identify when lines have been omitted or reread and when an incorrect page is read.
  - Distinguish between capitals and lower case letters in prose.
  - Locate spoken high-frequency words.
3. Show increasing accuracy in reading sentences aloud that have repeated words and that rhyme, and predict words that rhyme with earlier words.
4. Identify high-frequency words in the text, for example, they can select 'you', 'mum', 'was' and 'for'.
5. Express emotion as they read the narrative, for example, curiosity, surprise or concern.
6. Show inferential comprehension, at any time during reading, by linking what they have read with what they know. Students are gradually taught to:
  - Say what they expect to be said on later pages, how the text might end, link characters and events later in the narrative with characters and events mentioned earlier: 'Who or what is this?'
  - Suggest who and what questions that the text might answer, infer how characters may feel, describe how they would feel in the context.
  - Suggest possible meanings for unfamiliar words in the text by linking the context of the narrative and the sentence context; predict the word by combining this with one or more of the letters in it; suggest synonyms for words in the text and possible meanings for unfamiliar words in texts by using its context, the sentence and one or more of the letters in it.

## Word Level Knowledge

At Level 1 students gradually improve their knowledge of letter cluster patterns. This trend is scaffolded in part by changes in their phonological knowledge, their concepts about print and their letter name knowledge.

The sequence in which phonological knowledge is taught is shown in the following table.

Related areas of knowledge	Word level knowledge
<p><b>Stage 1</b></p> <p><b>Phonological knowledge</b> Students learn to:</p> <ul style="list-style-type: none"> <li>▪ imitate spoken sounds, two- or three-sound patterns and briefly retain a string of two or three sounds</li> <li>▪ suggest rhyming words</li> <li>▪ blend two sounds.</li> </ul> <p><b>Concepts about text</b> Students learn to recognise the most common letters and categorise them based on their shape. They identify the letters they saw earlier in visual memory activities.</p> <p><b>Letter name knowledge</b> Students learn to name the most common letters and represent some sounds (phonemes) by letters (graphemes).</p>	<p>Students select their own written name; read aloud the written names of some children in the class by using the first letter of the name or other distinctive visual features of the word; and may confuse words that have the same letters.</p> <p>Students begin to match written words with some familiar objects and people. For example, match written names with items in the classroom and show they are aware that a written word can name an object: 'table', 'door', 'window', 'book'.</p> <p>Students begin to learn a sight vocabulary by using distinctive visual features in some words to say, for example 'them', 'you', 'me', 'come', 'the', 'to', 'look'.</p>
<p><b>Stage 2</b> Students learn to:</p> <ul style="list-style-type: none"> <li>▪ Copy spoken three- or four-sound patterns.</li> <li>▪ Suggest words for a given context that begin with a particular sound.</li> <li>▪ Blend two sounds automatically.</li> <li>▪ Blend an onset and a rime into a word, for example 'sl' and 'ip' into 'slip'.</li> <li>▪ Segment spoken one-syllable words of up to four sounds in length into onset and rime, for example, 'went' into 'w-' and '-ent'.</li> <li>▪ Identify the first sound in spoken words and select words that begin with a particular sound, for example, 'Which word begins with "s"?'</li> </ul> <p>Students learn to;</p> <ul style="list-style-type: none"> <li>▪ Categorise both upper and lower case letters based on their shape.</li> <li>▪ Discriminate between similar letters (for example, 'b' and 'd') by sorting them into categories.</li> <li>▪ Identify the letters they saw earlier in visual memory activities.</li> </ul> <p>Students learn to name the most common letters and recall the characteristic sound for most of the letters. They recognise how sounds are represented alphabetically and identify some letter-sound relationships.</p>	<p><b>Word level knowledge</b> Read simple regular one-syllable, two- to four-letter words with short vowels such as 'pin', 'egg' and 'hop' either by recoding each letter to its matching sound and then blending the sounds or by using one or two letters.</p> <p>Match written words with familiar objects and people for a greater range of familiar contexts. For example, they match written names with items in the classroom and show awareness that a written word can name an object.</p> <p>Continue to build a sight vocabulary of words such as 'I', 'here', 'me', 'am', 'with', 'car', 'children', 'not', 'and', 'to', 'will', 'look', 'he', 'up', 'in', 'big', 'go', 'come', 'for', 'you', 'at', 'went', 'get', 'they', 'boys'.</p> <p>Students recognise and say words and phrases that are repeated in the text. They use both context and initial letters to predict and name words, for example, predict 'house' in 'Sam ran into the house.'</p>