Levels 2–3: Overview of Learning and Teaching Activities for Reading

At these levels students progress from reading independently, and responding to short fiction and non-fiction texts about familiar ideas and topics, to longer texts in both print and electronic formats. These include chapters in fiction texts about less familiar ideas and non-fiction texts that introduce them to new ideas and topics. The trend in students’ text level knowledge for each type of text is shown in the learning and teaching sequences outlined in the web pages for Levels 2–3.

At this level there are two learning and teaching sequences, one for a fiction text *Sadako and the Thousand Paper Cranes* and one for a non fiction text. This overview provides Teaching Strategies, Student Reading Behaviours and Word Level Knowledge.

**Fiction texts**
Students read independently and respond to short fiction texts typical of text before progressing to longer fiction texts about familiar ideas such as story narratives and chapters in novels. They then progress to longer fiction texts about familiar ideas with little pictorial support before moving to longer texts with, for example, chapters about less familiar ideas.

**Non-fiction texts**
Students read independently and respond to short non-fiction texts before progressing to texts comprising several paragraphs, for example, a newspaper article or web page describing the planets or how fish breathe. They then progress to non-fiction texts that have predictable structures and a greater number of unfamiliar words and more challenging vocabulary. Students then move to texts of up to six paragraphs or sections that have less familiar structures and vocabulary.

**Teaching Strategies**

Over Levels 2–3 students are guided to gradually improve their use of a range of reading strategies that they integrate into a reading plan. They use this plan to guide their activity during reading. The plan includes the types of thinking in which they will engage and the types of decisions they might make during the activity.

Students record their reading plan as ‘The actions I use’ and ‘The things I do when I read’. They gradually modify their reading plans and add to their record as they learn new strategies and apply the strategies they know to a broader range of text types.

**Before Reading Phase strategies**

Students are taught to:

- Gradually modify how they decide the likely topic of a text by using fewer illustrations and more written text information, for example, the contents page, chapter headings and notes on the back cover. Students gradually learn to identify paragraph information that facilitates reading, for example, the key words.
- Suggest other words, phrases and ideas that the text might say.
- Suggest questions the text might answer.
- Decide the purposes of non-fiction texts, for example, to tell them how to do something or to teach new ideas.
- Say how they will read, the actions (strategies) they will use, for example, say where they might pause while reading; how they might update or review what they know having read the text; what they might do if what they read doesn’t make sense.
- Adjust their predicted topic.

**During Reading Phase strategies**

The following strategies are intended for processing text in a meaning-focused way. Students read the increasingly complex texts independently, either silently or aloud, relatively fluently. They may switch from one mode to the other if necessary for comprehension or other communication purposes. Students are taught to:

- Gradually develop strategies for working out the meanings of unfamiliar words in less redundant contexts. Students initially use text information within a sentence, and then across sentences in a text, as well as linking unfamiliar words and phrases with synonyms.
Paraphrase or retell increasingly complex sentences in the text, sequences of sentences and then paragraphs. Following the paraphrase they predict ideas that may follow.

Visualise or imagine increasingly complex prose they read and describe the sequence of images they form. Students initially visualise sentences and then paragraphs. They integrate the use of paraphrasing and visualising and employ this to facilitate text recall and to assist literal and inferential comprehension.

Discuss why using these strategies are useful actions to take to understand what they read.

**After Reading phase strategies**

The following strategies are intended for reviewing and consolidating what students have learnt by reading the text:

- Review their understanding of the text. Students consolidate what they read in a range of ways. They suggest or select the summary sentence for a set of sentences or a paragraph. Additionally, students select the paragraph in the text that answers a particular question or that provides particular information.
- Link a positive emotion response with their reading activity: Did I like the text? Were the ideas useful and interesting? Did I feel happy or sad?
- Infer the writer’s purposes for writing the text and how well they achieved this: ‘Why was the text written? Did it say what I expected it to say? How well did it achieve its purpose?’
- Review and evaluate the reading strategies they used, particularly the strategies they learnt at the time: ‘What reading actions worked?’
- Store in memory what has been learnt. Students identify new literacy knowledge and link it with what they already knew: ‘What key new ideas have I learnt? How has my knowledge changed? How do the ideas fit with what I know already?’
- Identify new vocabulary, language and literacy knowledge that has been learnt: ‘What new ways of saying things have I learnt? What new words were in the text?’
- Automatise and practise reading aloud and silently similar text to achieve increased fluency.

Over this phase students incorporate their changing knowledge of reading strategies into a reading plan. Students learn to:

- Describe their reading plan, for example, how they decide the likely topic of a text; suggest words, phrases and ideas it might say and questions it might answer.
- Say what actions they might use while reading and how they will keep track of key ideas as they read.
- Decide how they might update or review what they know having read the text.
- Decide what they might do if what they read doesn’t make sense.

A guide for organising learning and teaching of reading strategies is provided in Learning and Teaching Structure.

**Student Reading Behaviours**

Over Levels 2–3 students are taught to display the following outcomes for the increasingly complex types of texts read in this phase:

Show literal comprehension of each type of text. For example:

- Retell what they have read in their own words and include key ideas. Students gradually learn to retell the main ideas and then to identify key information such as the characteristics and features of items, individuals and events mentioned explicitly in a paragraph.
- Answer questions that relate to information stated explicitly and gradually learn to identify the words used in a text to describe particular characters and events.
- Locate directly stated information from the text; interpret labelled diagrams; gradually learn to select accurate rewordings of the texts read; locate and link information mentioned explicitly in successive paragraphs in a text such as cause and effect.
- Do the actions described in sentences such as following a simple recipe or creating a play for a story they read.
- Arrange sentences cards in order to tell a story.
- Complete simple cloze activities.

Show inferential comprehension while reading the text in various ways. For example:

- Use the portion they have read so far to predict whether the text is more likely to be imaginative or reality-based.
- Predict or anticipate events that may occur in the text; infer in time the theme and the consequence of actions in familiar events; predict plausible endings; suggest ‘who’, ‘when’, ‘where’, ‘how’ and ‘what’ questions the text might answer; and infer possible events that may have happened earlier or later.
- Infer cause and effect or consequences not stated directly in the text and link ideas that are specified across a set of sentences within a paragraph.
- Infer and match paraphrases or restatements of descriptions of characters and events in a text of several paragraphs.
- Infer the feelings of characters mentioned in a text and then gradually synthesise the descriptions of characters and events across two paragraphs.

Show inferential comprehension having reading the text in various ways. For example:

- Infer how ideas and events might differ given changes and alternatives such as having read about the life cycle of a butterfly, predict how the life cycle might be affected by a drought.
- Students identify that texts are written for a particular purpose by an author, for instance, to induce readers to feel scared or to learn a set of ideas. They gradually learn to suggest that purpose and evaluate how well it is achieved.

- Work out the meanings of unfamiliar words in a text. For example:
  - Using the word’s context, the sentence one or more of its letters. For example, for ‘The horse galloped with haste’ children suggest ‘with haste’ might mean ‘fast’ or ‘quickly’.
  - Suggest synonyms for unfamiliar words.
  - Identify the words used in a text to describe particular characters and events.

Distinguish between different types of text genres. Initially students distinguish between fiction and non-fiction text and those that represent real versus imaginary experience. They then make finer distinctions between various types of fiction (for example, fairy tale versus an historical story, nursery rhyme versus an adventure story) and how this difference helps you to understand the text.

Talk about how the actions they used while reading helped them to read, and their reading plan. As students learn and practise novel strategies, and integrate the use of two or more strategies, they gradually modify their plan.

Show a positive disposition and attitude to reading and to themselves as readers. They describe how reading helps them and is a useful activity, for example, it helps them to experience particular feelings, to learn new ideas and to discover what other people are thinking.

Evaluate various aspects of the text, for example, whether the characters or events in a text are likely to occur in real life. Additionally, students evaluate descriptions of particular characters and events in terms of the reader’s feelings.

For non-fiction text presented in list or dot point format, students answer literal questions that require them to convert the list format to a sentence form for increasing sets of data. Initially they deal with a small number of separate facts presented in a list of dot point format. At later stages they can deal with two discrete sets of separate facts and then between three and five sets of separate facts. For example, students compare three recipes; they say the actions that would be done in order in a text that describes a sequence of up to five actions; or link a short summary or report with a diagram or set of diagrams.
Word Level Knowledge

Over Levels 2–3 students gradually improve their knowledge of letter cluster patterns. This trend is scaffolded in part by changes in their phonological knowledge. The sequence in which the word knowledge and the related phonological knowledge are taught is shown below.

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

<table>
<thead>
<tr>
<th>Related areas of knowledge</th>
<th>Word level knowledge</th>
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<tbody>
<tr>
<td><strong>Stage 1</strong></td>
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<tr>
<td><strong>Phonological knowledge</strong></td>
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<td>Students learn to:</td>
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<td>▪ Delete, insert and substitute sounds in spoken one-syllable words.</td>
<td>Students learn to read two- to four-letter irregular rimes. They use these to read relevant, unfamiliar one-syllable words either by recoding and blending onsets and rimes or by making rime and onset analogy with known words. Students recognise syllables in familiar two-syllable words and use these to read unfamiliar two-syllable words by analogy.</td>
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<td>▪ Blend two spoken syllables into a known word by destressing the vowel in one of the syllables, for example, hear ‘sec’ and ‘ret’ and blend into ‘secret’.</td>
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<td>▪ Analyse the sound patterns in two-syllable words. For example, hear two two-syllable words (‘abrade’ and ‘afraid’) that differ in one sound and say that sound. Alternatively, hear a two-syllable word (‘refuse’) and substitute one of the sounds (replace the ‘r’ with a ‘d’ or the ‘s’ with a ‘t’) and say the word formed in each case.</td>
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<td><strong>Stage 2</strong></td>
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<td>Students learn to synthesise three spoken syllables into a known word by blending and destressing the vowel in one of the syllables, for example, ‘dis-’, ‘-a-’ and ‘-point’. They identify the sound patterns shared by two- and three-syllable spoken words, for example, they hear ‘protect’ and ‘proceed’ and say ‘pro-’ or hear ‘action’ and ‘station’ and say ‘-tion’.</td>
<td>Students learn to:</td>
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<td>▪ Read one-syllable words that have silent letter patterns and link these with the origin of the word, for example, ‘knife’ or ‘knee’.</td>
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<td>▪ Read accurately two- and three-syllable words by saying each syllable, blending and modifying the stress on the vowel in one of the syllables to match a spoken word.</td>
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<td>▪ Describe the actions they use to read two- and three-syllable words. For example, when they might read a two-syllable word either by analogy or by recoding and blending syllables and then de-stressing one vowel.</td>
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<td><strong>Stage 3</strong></td>
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<td>Students learn to segment spoken words of two and three syllables into sounds and identify the sounds around the unstressed vowel. For example, ‘Which sound comes after the (unstressed vowel) in “remain”?’ They add syllables to one- and two- syllable words: hear ‘stay’ or ‘act’ and add ‘tion’ to each and say the new word.</td>
<td>Students learn to accurately read two- and three-syllable words of high or moderate frequency. They show an awareness of simple morphographic patterns, for example, ‘s’ added to a noun can indicate a plural, ‘ed’ added to a verb indicates an action that has finished.</td>
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<td><strong>Stage 4</strong></td>
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<td>Students learn to manipulate sound patterns. They segment spoken words of two and three syllables into phonemes and, in particular, can identify the sounds around the unstressed vowel in three-syllable words and automatise this for these words. Students add syllables to two- and three-syllable words, for example add ‘dis-’ to ‘appearance’ or ‘-ed’ to ‘expect’.</td>
<td>Students learn to:</td>
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<td>▪ Work out the meanings of unfamiliar words in less redundant contexts where components of the meaning are developed across three or more paragraphs.</td>
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<td>▪ Read accurately two- to four-syllable words with less familiar syllabic patterns.</td>
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<tr>
<td>▪ Use simple morphographic patterns to assist in working out the meaning of unfamiliar words.</td>
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<tr>
<td>▪ Show an awareness of homonyms and homophones.</td>
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