

# Learning to read with Alphakids



## *Transitional reading*

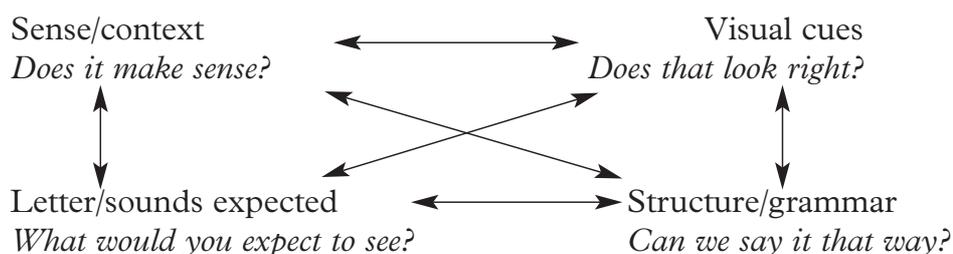
---

Transitional reading builds on emergent and early reading and continues on into the first three years of school. Transitional readers are continuing to acquire conceptual knowledge about the uses of print and are moving to the point where they can independently read and write for purposes that are relevant to them.

Transitional readers use, and check against each other, four sources of information to make meaning from text:

- **semantics** – the sense or context
- **visual** – the graphemes, orthography, illustrations, format and layout
- **phonology** – the sounds or oral language
- **syntax** – the sentence structure or grammar

Transitional readers problem solve when learning to read. They look for meaning cues and ask – *Does that make sense?*; visual cues and ask – *Does that look right?*; phonological cues and ask – *What would you expect to see?*; and structural cues and ask – *Can we say it that way?*



The endpoint in reading instruction is when readers can test out a range of problem-solving strategies in order to make sense of the meaning of a text. They use deliberate effort to solve problems with familiar information and procedures. Readers work with their own theories of the world and about written language and they test and change their theories as they engage in reading and writing activities.

Fluent reading of transitional texts develops when children integrate cues from the meaning, syntax, sounds and letters. When teachers observe the behaviour of transitional readers they look and listen for evidence of children's understandings of the concepts of how print works and their use of reading strategies. They then plan for appropriate teaching.

## *Transitional reading behaviours*

---

Transitional reading behaviours include developing concepts of how print works, and thinking strategically about making meaning from texts. Concepts of how print works include understanding what a word is, what a letter is, directionality of print, and the terms *first*, *last*, *top* and *bottom* which are used to explain print layout and placement. Strategic thinking involves integrating several cue sources, searching for meaning and self-correcting, and changing the type of reading to fit different text types.

The listing below shows some of the transitional reading behaviours that may be monitored.

### **CONCEPTS OF HOW PRINT WORKS**

- knows that fiction and factual texts are read differently
- knows that the print and illustrations communicate a message
- moves through the text from front to back in narrative, or dips into the book searching for information in factual texts
- moves left-to-right across the page with a return sweep
- can point to the title and author
- knows the concept of initial, next and final word / letter
- understands the concept of upper and lower case letters
- can identify initial, medial, final sound in spoken language
- is aware of punctuation: comma, question mark, exclamation mark, speech mark, full stop
- can identify dialogue in speech marks or speech bubbles
- can match story and illustration
- notices and interprets detail in illustration
- can match word-by-word, indicated by precise pointing
- matches initial sound and letter and one-to-one sound and letter
- makes one-to-one sound and letter matching in written language
- can identify all the letters of the alphabet
- can identify many high-frequency words

### **STRATEGIC THINKING**

- predicts what makes sense
- make links between prior knowledge and texts
- integrates several cueing sources
- searches illustrations, print, structure or memory for meaning
- understands several text types
- uses 'book language'
- pays close attention to print noticing many features of letters and words
- can segment phonemes or letter clusters in writing
- can blend phonemes or letter clusters in reading
- can make one-to-one matching of spoken and written word
- self-corrects when reading
- can make analogies between known words and unfamiliar words
- notices similarities and differences in words and letters
- locates familiar and new words
- is active and persistent in problem solving
- selects appropriate books
- remembers familiar sentence structures
- uses knowledge of syntax as a source of information
- self-monitors by using word-by-word matching
- notices known words in a text, or notices mismatches in meaning or language
- explores and critiques the author's message in a text