

Learning to read with AlphaKids



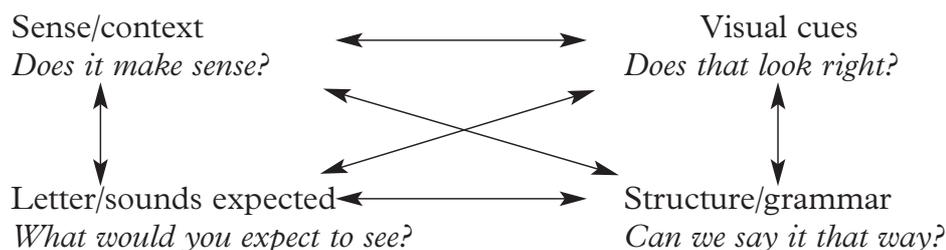
Extending reading

Extending reading builds on emergent, early and transitional reading and continues on into the first four years of school. Extending 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.

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

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

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

Extending reading behaviours

Extending reading behaviours include developing a repertoire of strategic thinking about making meaning from texts. Strategic thinking involves integrating several cue sources, searching for meaning and self-correcting, and changing the type of reading to fit different fiction and factual text types.

The listing below shows some of the extending reading behaviours that the teacher may monitor.

CONCEPTS OF HOW PRINT WORKS	STRATEGIC THINKING
<ul style="list-style-type: none">• 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• is aware of punctuation: comma, question mark, exclamation mark, quotation marks, full stop• notices and interprets detail in illustrations• understands the purpose of captions and labels• can use a glossary, index and list of contents• can read graphs and tables• understands how to read texts in different formats, for example, regular text and hypertext• knows how to research information and create new texts• understands that texts can be critically analysed	<ul style="list-style-type: none">• has a repertoire of strategies to bring to different texts• makes 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’ appropriate to different text types• pays close attention to print noticing many features of letters and words• self-corrects when reading• locates familiar and new words• can make analogies between known words and unfamiliar words• is active and persistent in problem solving• selects appropriate books• 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