

The Alphakids early reading books

Text levels

Alphakids provides instructional support through carefully levelled texts that slowly increase in complexity. The texts work to create steady reading progress by drawing the reader's attention to increasingly complex print features.

In the emergent reading levels (1–5), children read for meaning while attending to directionality, word-to-word matching, reading known words and locating new words. They begin to pay close attention to print, noticing many features of words and letters.

In the early reading levels (6–11), children build on and extend the emergent levels by slowly increasing the complexity of concepts, syntax and vocabulary. In the early levels, the length of the sentences and the text increases and the placement of text on the page varies.

Alphakids difficulty levels are based on:

- complexity of concepts
- complexity of syntax and vocabulary
- length of text
- size and placement of text on a page
- amount of contextual support in the illustrations

The books are organised into levels so that children get sufficient practice from several texts at their instructional level. Teachers can use the following features to select appropriate texts and to choose a possible teaching focus for guided reading.

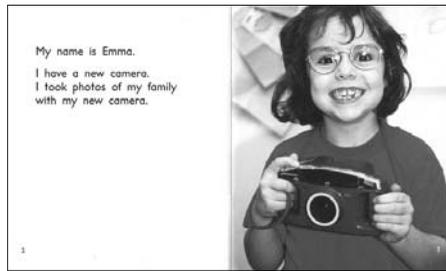
Key features of each level

EARLY LEVELS 6–8

Many of the text features from the emergent levels 1–5 are repeated, and the texts become more complex.

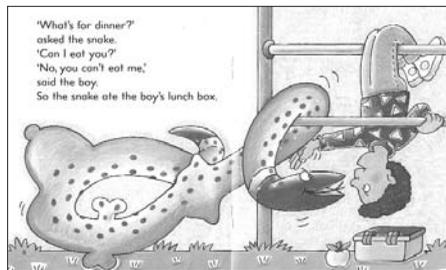
Complexity of concepts

- the concepts are usually familiar
- topics begin to extend children's knowledge
- increase in the range of text genres to include different fiction and factual genres
- introduces a series of folk tale books
- the familiar Alphakids family continues to feature



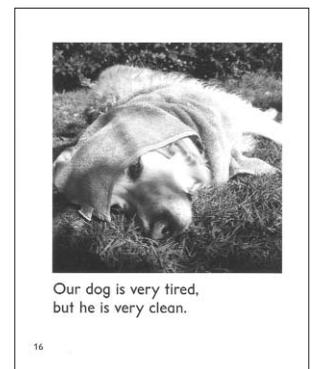
Complexity of syntax and vocabulary

- there is increased variety in vocabulary and syntax
- the amount of book language increases
- punctuation includes commas, full stops, exclamation marks, question marks and direct speech
- high-frequency words are extended and used often
- direct speech continues to provide oral language patterns



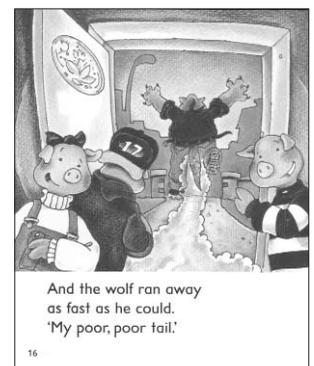
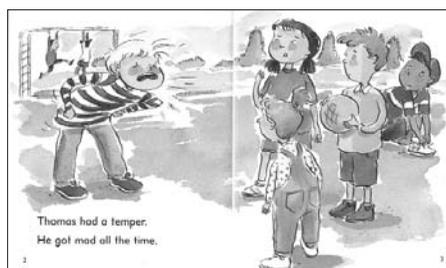
Length of text

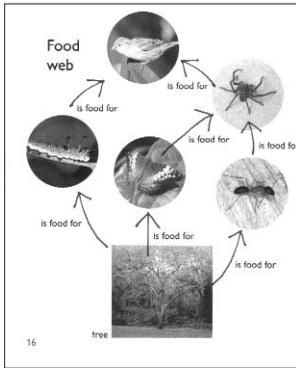
- the amount of text on a page increases
- the amount of text on a page varies from one line to eleven lines
- the text extent is longer when there is repetition of sentence patterns
- the text is shorter when the conceptual load is more complex



Size and placement of text on a page

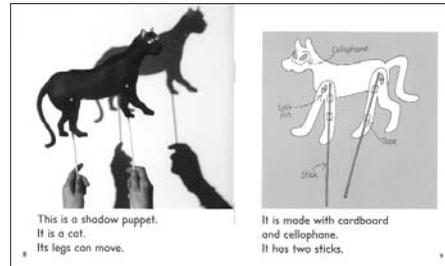
- print size remains constant
- different placement of text on a page is introduced in several books
- there is clear spacing between words and sentences
- line breaks are designed to support fluent reading
- print appears on both the left- and right-hand pages
- different fonts and font sizes are used within the illustrations





Amount of contextual support in the illustrations

- most of the story is carried in the illustrations
- the illustrations correspond to the text
- there is increasing variety in the types of illustration
- combinations of illustration may be used, for example photographs, drawings and labelled diagrams
- diagrams are used to organise information

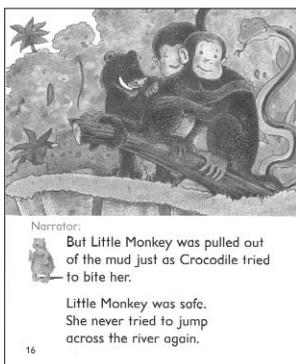
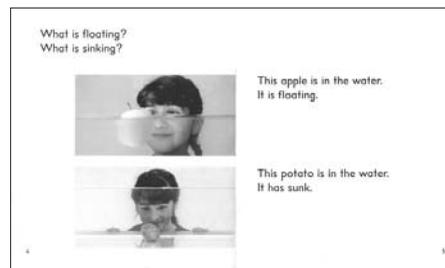


EARLY LEVELS 9–11

Many of the text features from levels 6–8 are repeated and the texts become a little longer and more complex.

Complexity of concepts

- the topics are slightly more complex, but still easy to understand
- there is an increase in the range of fiction genres to include folk tales, realistic fiction, raps and rhymes, and cumulative stories
- there is an increase in the range of factual texts to include information reports, instructions and explanations
- the series of folk tale books continues with the same characters
- the familiar Alphakids family continues to feature



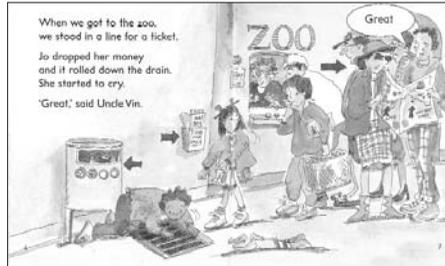
Complexity of syntax and vocabulary

- sentences may contain more than one idea
- there is more variety in vocabulary and syntax
- the amount of figurative language increases
- a full range of punctuation is included
- high-frequency words are extended
- direct speech continues to provide oral language patterns
- there is an increase in the use of inflectional ending *-ed*, *-ing*, *-s*



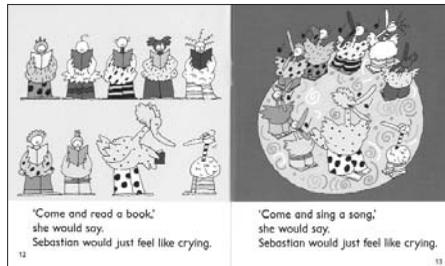
Length of text

- sentences are generally a little longer
- there is variety in sentence length with some short and some long sentences
- the amount of text on a page increases
- the amount of text on a page varies
- the text is longer when there is sentence and phrase repetition
- the text is shorter when the conceptual load is more complex



Size and placement of text on a page

- print size remains constant
- there is more variety in text placement
- some pages have one line of text and some have several lines of text
- there is clear spacing between words and sentences
- line breaks are designed to support fluent reading
- print appears on both the left- and right-hand pages
- different fonts and font sizes are used within the illustrations



Amount of contextual support in the illustrations

- the illustrations remain supportive but more attention to the print is required
- there is increasing variety in the types of illustration
- there may be several illustrations on each page
- combinations of photography and drawing may be used
- diagrams and maps continue to be used to label and organise information

