

Learning to read with AlphaKids



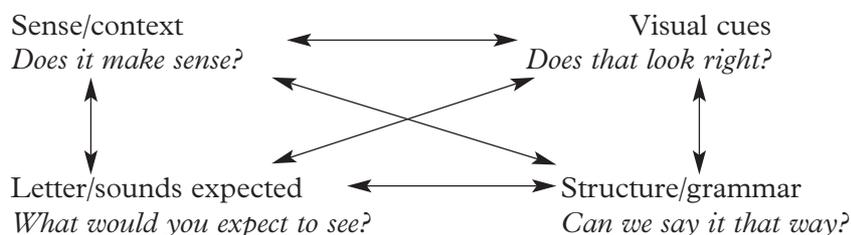
Emergent reading

Emergent reading is a continuing process that begins before children come to school and continues into their first years of school. Emergent readers are acquiring conceptual knowledge about the uses of print, and moving to the point where they can read and write independently.

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

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

Emergent 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.

Emergent reading behaviours

Children use a range of behaviours when they are reading, and the nature of the text will prompt them to integrate information in different ways. Sometimes the illustrations will be of prime importance; at other times decoding a word will be central.

It is the teacher's role to look for and listen to children's use of reading strategies and knowledge of print concepts in order to plan for appropriate teaching. The listing below shows some of the emergent reading behaviours that may be monitored.

CONCEPTS ABOUT PRINT	STRATEGIC THINKING
<ul style="list-style-type: none"> • knows where to start • understands that print records a message • moves through the text from front to back • moves left-to-right across the page with a return sweep • can point to the title • can point to the author • can identify the top and bottom of a page • understands the concept of initial, medial and final • understands the concept of a word • can identify initial, final, next letter • understands the concept of upper and lower case letters • can identify phonemes in spoken language • can identify initial, final, next phoneme in spoken language • is aware of punctuation: comma, question mark, exclamation mark, speech marks, full stop • understands the concept of a sentence • can match story and picture • notices and interprets detail in pictures • can match word-by-word, indicated by precise pointing • matches initial sound and letter • makes one-to-one sound and letter match in written language; • can identify letters of the alphabet • can identify some high-frequency words 	<ul style="list-style-type: none"> • predicts what makes sense • makes links between prior knowledge and texts • integrates several sources of information • searches illustrations, print, structure or memory for meaning • understands some text forms and genres • uses 'book language' • pays close attention to print, noticing some features of letters and words • can segment phonemes or letter clusters in writing • can blend phonemes or letter clusters in reading • makes a one-to-one match of spoken and written word • self-corrects when reading • can make analogies between known words and unfamiliar words • notices similarities and differences in words • locates familiar and new words • persists 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 the author's message in a text