

# The Alphakids transitional reading books

## *Text levels*

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Alphakids provides instructional support through carefully graded texts with levels slowly increasing 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.

The early reading levels (6–11) 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.

In the transitional levels (12–17), children build reading mileage with texts. Building mileage means having increased experience and reading practice with a variety of syntax, meanings and vocabulary at the child's learning level. There is increased practice with a range of text types. The amount of text on a page increases and the sentence length varies, with some short and some long sentences. The placement of text on a page varies and readers experience variety in text layout.

Alphakids difficulty levels are based on:

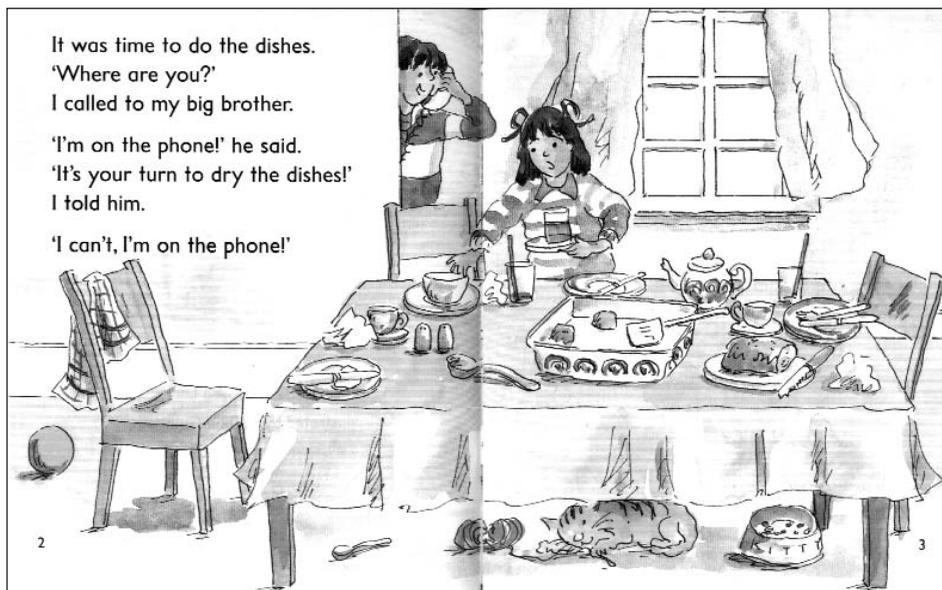
- complexity of concepts
- complexity of syntax and vocabulary
- length of text
- size and placement of text on a page
- amount of contextual support in the illustrations

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 as a possible teaching focus for guided reading.

## Key features of the transitional reading books

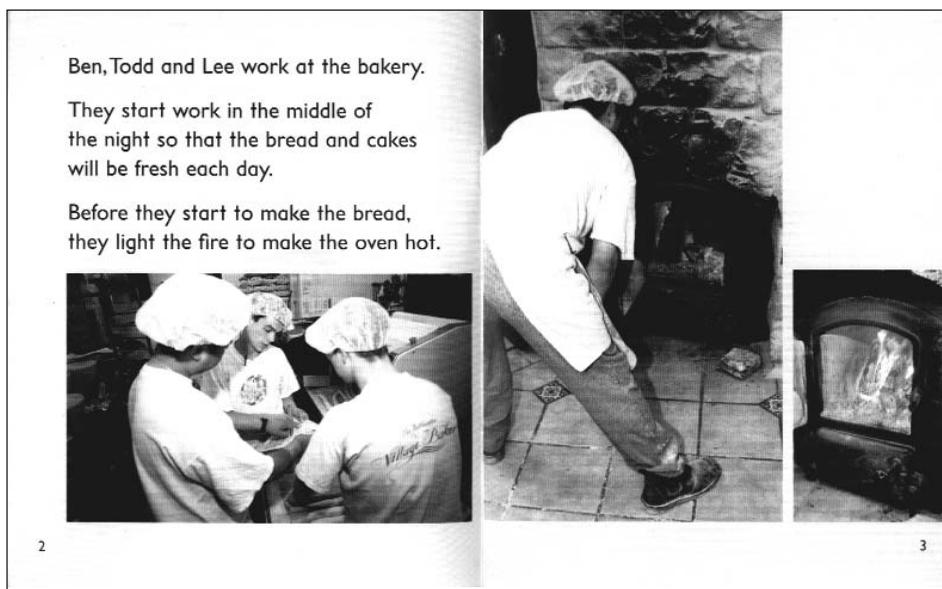
### COMPLEXITY OF CONCEPTS

- the complexity of concepts increases, but the concepts are usually familiar
- topics continue to extend children's knowledge
- increase in the range of text types
- the familiar Alphakids family continues to feature



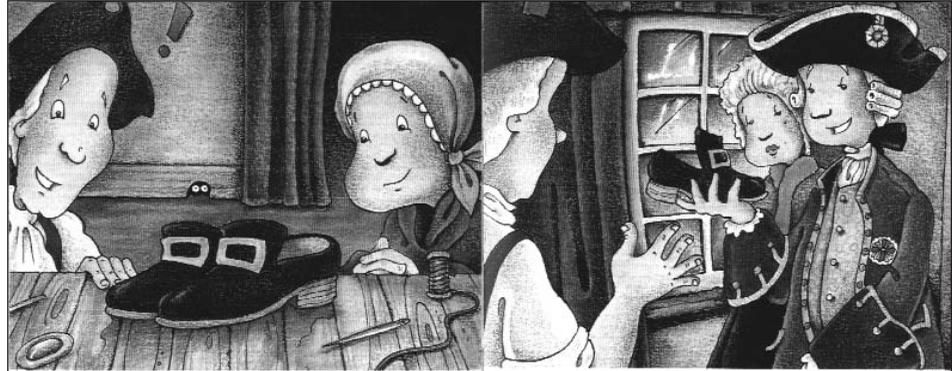
### Complexity of syntax and vocabulary

- there is increased variety in vocabulary and syntax
- the language associated with various topics increases: for example scientific and technological terms are introduced in factual texts
- 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
- the text is shorter when the conceptual load is more complex
- sentence length varies with longer and shorter sentences



In the morning they found a pair of new shoes on the bench. 'This is wonderful,' said the shoemaker. 'Who made these beautiful shoes?' asked the wife.

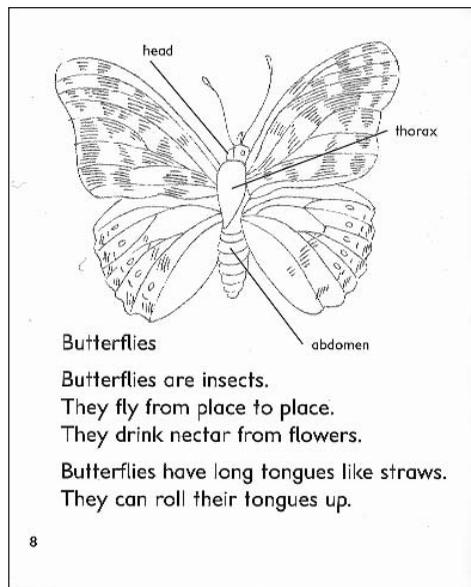
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A man and a woman came into the shop. 'Can I look at those beautiful shoes?' asked the man. He tried the shoes on. 'These are wonderful shoes,' he said. 'I will buy them.'

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### Size and placement of text on a page

- print size remains constant
- there is more variety in text placement
- there is clear spacing between words and sentences
- sentences begin mid-line in continuous text
- print appears on both the left- and right-hand pages
- different fonts and font sizes are used within the illustrations



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## Amount of contextual support in the illustrations

- illustrations support the text 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 photographs and drawings may be used
- diagrams and maps continue to be used to label and organise information

