

Transitional Reading

It is important to understand that children do not move from one point to the next, and spend different amounts of time in the various developmental stages. Our role is to provide support and guidance to children at their own stage of development.

This week we'll look at the stage of development known as Transitional Reading. Children can stay in this stage for quite a while, but as with all stages of development, children can show behaviours that places them in more than one phase at the same time.

In this phase readers are beginning to integrate a range of reading strategies to identify unknown words and make meaning. They are becoming more confident in using a variety of strategies to identify and comprehend words and are about to talk about their own reading strategies. They are able to adapt their reading to different types of text. With teacher support, they will comment on and criticise text.

Behaviours you may see include when your child...

- shows they can make meaning by integrating their knowledge of:
 - text structure, e.g. letter, narrative, recount, procedure, information report
 - text organisation, e.g. paragraphs, chapters, introduction, contents page, glossary
 - language features, e.g. descriptive language
 - subject specific language, e.g. the language of a science report and the language of a newspaper report
- can retell and discuss their own interpretation of texts read or viewed with others.
- recognises that characters can be stereotyped in a text
- chooses appropriate reading material and adjusts their reading strategies for different texts for different purposes, e.g. skimming to search for a specific fact; scanning for a key word
- integrates reading purpose and level of difficulty when selecting texts
- makes comparisons with other texts read
- uses the following strategies to help make meaning:
 - makes predictions and can support them
 - self-corrects when reading
 - re-reads to clarify meaning
 - reads-on when they get to difficult or unfamiliar text
 - slows down when reading difficult text
 - substitutes familiar words
 - uses their knowledge of print conventions, e.g. capitalisation, full stops, commas, exclamation marks, speech marks
- makes meaningful substitutions
- is able to talk about some of their reading strategies to make meaning
- has an increasing bank of sight words, including some difficult and subject-specific words, e.g. experiment
- is becoming effective in the use of the following word identification strategies to help make meaning:
 - uses knowledge of common letter patterns to decode words, e.g. th, tion
 - uses known parts of words to make sense of the whole word
 - uses blends to decode words, e.g. str-ing
 - uses word segmentation/syllabification to make sense of the whole word



What parents can do at home to support their child:

- Continue to have children's books as a high priority in your home. Ask for books to be given to your child as presents, give them to others as gifts. Have a library membership. **Keep promoting the love of reading.**
- Continue to *read to* your child, *read with* your child and listen to *reading by* your child. Remember to encourage and allow your child to select the text.
- Ensure your child sees other members of the family reading, and talking about their reading.
- Read some of the books your child enjoys so that you can share reactions together.
- Encourage your child to discuss how characters or people are presented in texts, and make comparisons with people in real life.
- Encourage your child to express and justify their reactions to texts, and listen to the opinions of others.
- If your child makes a mistake when reading aloud, don't interrupt the reading, allow time for self-correction. If the mistake doesn't change the meaning, let it go until the end of the sentence/paragraph and say, "You said this word was ____; it made sense but it begins (or ends) with the letter __ so what do you think it could be?"
- When your child gets 'stuck' on a word, ask your child what word would make sense. Encourage them to have-a-go and read-on to the end of the sentence to get the overall meaning then go back to the unknown word and use the letters and meaning to work out the word.
- If your child makes a mistake which does not make sense, wait to see if they work it out for themselves and offer praise if they do. If they don't correct the word themselves ask, "Does that make sense?" Ask a question which will give a clue to what the word is, e.g. "Where will he go to catch the train?"