

Proficient 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 Proficient Reading. As with Transitional Reading, children can stay in this stage for quite a while, but as with all stages of development, children can show behaviours that place them in more than one phase at the same time.

In this phase reading is purposeful and automatic. Proficient readers have developed a multi-strategy approach to identify unknown words and comprehend demanding texts. Readers are only aware of reading strategies being used when encountering difficult text and are able to select strategies appropriate to the purpose and complexity of the text. They draw on evidence from their own experience to challenge or question the text.

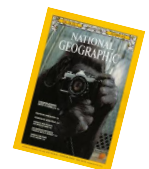
Behaviours you may see, include when your child...

- Can recognise and discuss the elements and purposes of different text structures, e.g. reports, procedures, biographies, advertisements, dramas, documentaries, etc.
- Reads and understands text that is abstract and removed from personal experience.
- Makes inference based on implicit information drawn from a text and can provide justification for their inferences.
- Returns purposefully to make connections between widely separated sections of text.
- Makes critical comparisons between texts.
- Discusses the target audience for a specific text, and how the author has tailored the language, ideas and presentation to suit.
- Recognises how one's values, attitudes and beliefs impact on the interpretation of text.
- Discusses the motives and feelings of characters or people in texts.
- Automatically uses a range of strategies when constructing meaning from text
 - self-corrects
 - re-reads
 - reads-on
 - slows down.
- Uses word identification strategies appropriately and automatically when encountering an unknown word
 - knowledge of sound/symbol (graphophonics)
 - knowledge of word patterns
 - knowledge of word derivations (prefixes e.g. pro- re-, suffixes e.g. -tion, -ment, syllabification e.g. en/thu/si/as/tic).



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.**
- Remember to encourage and allow your child to select their own text, *if your child has lost interest in a book, let them put it aside and choose another.*
- 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.
- Ensure your child is exposed to everyday texts such as magazines, advertising brochures, newspapers, dictionaries and reference books.
- 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.
- Read different versions of the same story or event, *e.g. reports in magazines, the newspaper and on television.*
- Take an interest in books written by a favourite author. Give them as presents.
- Encourage your child to talk about books they have enjoyed or disliked. Foster thoughtful criticism and comment.
- Talking to your child about what they have been reading independently or what you have been reading together is a wonderful opportunity to make connections with your lives, develop concepts and understandings and talk about opinions and reactions. Different types of questions and involvement in discussions will allow your child to respond to texts, build concepts, clarify meaning, explore issues, share perspectives and refine thinking.
- **Recognise and be proud of your child's successes in reading.**



Next week we'll outline the different types of questions to support comprehension.