Reading
through the Australian Curriculum

Supporting your **beginning reader**

Reading words

Look at the letters left to right	*train*
Say each sound	*train*
Blend the sounds	*train* →
Read the word	*train*

For words with uncommon spelling support your beginning reader by telling them the uncommon letter-sound correspondence and modelling how to read the word.

said

In the word 'said' the /ĕ/ is spelled with 'ai' /s/ / ĕ / /d/ → said

Shared reading, viewing and listening to texts beyond independent reading ability is important to build your child's language comprehension skills.

You can support your child when sharing texts by:

Discussing the text and forming predictions	Discuss the title, words and images. Ask open ended questions: • Why do you think there is an image of a ____? • What do you think will happen in this story? • What do you think will happen next?
Modelling your thinking and asking questions that encourage your child to make inferences and connections	• Make your thinking visible by modelling how you make an inference. • What do you think? • Why do you think that?
Asking questions that promote back and forth discussion	• Throughout the text take time to stop and discuss. • Ask questions that encourage a response, rather than yes or no. • Why do you think the character did that? • How do you think the character would be feeling?
Talking about new words	• Discuss the meaning of words and how they help us to understand texts.
Modelling how to summarise and make personal connections	• After reading parts or the whole text, discuss what the text was about, the main idea, what you liked and didn't like or any new learnings. • Discussion might include what the story reminds you or your child of. Have you ever ____?

Queensland Government