

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 /ɛ/ is spelled with 'ai' /s/ / ɛ / /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 ___?

