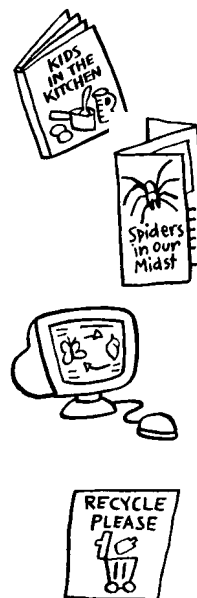


# Supporting learning

## Learning about reading

Learning about reading helps students to build understandings needed for learning to read. Students need to learn that reading involves more than just reading words. Reading involves:

- using general knowledge about the world
- remembering what has been seen/heard before in the text/other places
- thinking about where and how ideas are presented (e.g. on signs, in shops or magazines; ideas are presented using words, pictures, symbols, diagrams or maps)
- using information about how different texts are organized (e.g. recipes, fiction books, letters/emails and factual books are organised differently)
- using information about the purpose of the text (e.g. is it written to entertain, give directions/information or sell/advertise) and who it is written for (e.g. children, boys/girls, teenagers, women/men, adults)
- deciding if the ideas are pretend/imaginary/not 'true' or factual/real/'true' and whether the ideas are accurate and fair.



### How to help students learn about reading

- 1 Read the words and talk about the picture on the cover of/introduction to the book/text.
- 2 Ask questions to help students predict (make sensible guesses about) what the book/text will be about.
- 3 Read the book/text together.  
Encourage students to join in with favourite/repeated/rhyming parts/easily predicted ideas.
- 4 Stop reading from time to time and ask students to look at/talk/ask questions about the ideas presented in the words/pictures/diagrams/maps.
- 5 As you read, point to the print on some pages (e.g. run your finger under the print to show how you read words from left to right across the page and from the top of the page to the bottom of the page).

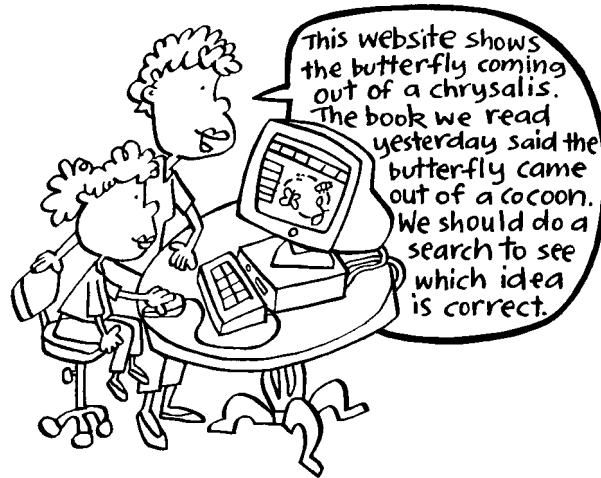


- 6 Point to each word separately, as you read one or two sentences. This shows students that each word you say is written as a separate word on the page.
- 7 Use exact words to talk about print (e.g. 'letter', 'sound', 'number', 'word', 'sentence', 'page', 'capital letter', 'full stop').
- 8 Point to words that match pictures (e.g. point to the word 'dog' and show that it matches the picture of the dog).
- 9 Play with words, rhyme, letters/sounds. (e.g. 'Bee' and 'me' rhyme. They end with the same sound. Can you think of a word that rhymes with 'bee' and 'me'?)



**Note:** Many preparatory students need clues/help to think of rhyming words or words that start with the same letter/sound. You can give hints (e.g. *How old is your sister? She is 1, 2, 3. 'Three' rhymes with 'bee' and 'me'.*) or point to an everyday object that starts with the letter/sound/rhymes.

- 10 Take time to listen and respond to students' comments, what they notice about the print, pictures and meanings or ideas that interest them.
- 11 Sometimes compare ideas in books with what children know/have experienced/read/seen and think about the accuracy and fairness of the ideas.
- 12 Make reading an enjoyable experience for everyone. Talking too much about the letters/words/ideas can make children dislike reading.



**Note:** See also the supporting learning card *Getting started with reading*.