BEGINNER
LEVELS 1—2

FEATURES OF BEGINNER TEXTS

- Consistent placement of text on each page
- One sentence per line on each page
- Simple story line
- Direct match between the text and illustrations

STRATEGIES REQUIRED BY THE BEGINNER READER

- Use the front cover and title of the text to predict what they are about to read
- Use pictures to predict the story and words – check illustrations to support ‘guess’ of new words and to make meaning
- Be able to locate and recognise the repeated phrase on each page
- Use finger pointing for written-word-to-spoken-word match
- Be able to recall main idea or character
- Use alphabetic knowledge of initial sounds/letters to predict words
- Be able to recall a small number of high frequency words (2–5 words per book)
- Use their innate knowledge of oral language grammar structures to predict words and phrases, e.g. know that we say ‘I am’ and not ‘I are’

TEACHING VERSION

- Key focus on meaning, structure and visual (MSV) information
- Supports visual literacy
- Includes links to the Oxford Wordlist
EMERGENT
LEVELS 3—5

FEATURES OF EMERGENT TEXTS

• Increased range of visual literacy
• Use of subject-specific words, either supported visually or phonetically regular

STRATEGIES REQUIRED BY THE EMERGENT READER

• Attend to endings of words that carry morphemic knowledge, such as ‘ed’ for past tense and ‘s’ for plural
• Use knowledge of some initial digraphs and blends to predict words
• Begin to look through the word and use decoding strategies
• Use the front cover and title of text to predict what they are about to read
• Use illustrations, written text, structure, sentence patterns, context and memory to assist with prediction
• Locate and recognise familiar and new words
• Use finger pointing for written-word-to-spoken-word match and track return sweep with finger
• Self-correct when meaning is lost
• Persist with the text and build on knowledge from previous pages
• Use phrasing as an aid to fluency

TEACHING VERSION

• Key focus on meaning, structure and visual (MSV) information
• Supports visual literacy

Includes links to the Oxford Wordlist

• Greater meaning is carried in the text but illustrations still provide strong support
**LITERACY | LEVELLING INFORMATION**

**EARLY**
**LEVELS 6—11**

**FEATURES OF EARLY TEXTS**

- Text placement varies
- Direct speech follows oral language structures
- New vocabulary introduced with increased frequency and reinforcement of vocabulary from lower levels

**TEACHING VERSION**

**Meaning**
- Ask: What does Jack think is causing the smoke?

**Structure**
- Ask: What other words rhyme with ‘book’? (e.g., hook, look, book)

**Visual**
- Ask: Find a contraction in the text. What are the two words that have been shortened to make this word?
- Ask: How far the author drew that a letter has been left out in the contraction?

**STRATEGIES REQUIRED BY THE EARLY READER**

- Check against at least two of the cueing systems: Does it make sense? Does it look right?
- Re-read to fix mistakes; break words into chunks or syllables and use analogies to problem-solve unknown words
- Use ‘skip and return’ strategy
- Make links to prior knowledge to assist in understanding
- Adapt reading strategies to different text types
- Select books according to purpose for reading
- Use more complex grammatical knowledge to help predict unknown words and assist with meaning
- Adjust reading rate and phrasing according to text type and complexity of text

- Includes links to the Oxford Wordlist

- Key focus on meaning, structure and visual (MSV) information
- Supports visual literacy
TRANSITIONAL
LEVELS 12—17

FEATURES OF TRANSITIONAL TEXTS

- Higher-level concepts and more challenging ideas
- Short paragraphs with illustrations or other forms of visual literacy
- Multiple clauses in one sentence
- Less repetition of high frequency words
- Infer meaning from pictures, photographs and a range of visual communicators
- Read complex sentences and understand that a conjunction has been used to bind two phrases, with one being dependent on the other for meaning
- Use organisational features in non-fiction texts to add information and gain greater meaning
- Use punctuation to assist with fluency and phrasing, and comprehension of a range of texts
- Reflect on story or information to help with meaning
- Integrate all three cueing systems through questioning, e.g. How did I work that word out?
- Cross-check meaning and other cues to confirm vocabulary
- Demonstrate persistence and re-read if necessary
- Use glossary and non-fiction text features, such as indexes and headings, to retrieve information

TEACHING VERSION

- Key focus on meaning, structure and visual (MSV) information
- Supports visual literacy
- Includes links to the Oxford Wordlist
FEATURES OF EXTENDING TEXTS

- Range of visual communicators add further information
- Greater use of descriptive and subject-specific vocabulary
- Prepositions and prepositional phrases may begin sentences

TEACHING VERSION

- Key focus on meaning, structure and visual (MSV) information
- Supports development of comprehension strategies
- Supports visual literacy
- Key focus on meaning, structure and visual (MSV) information
- Supports development of comprehension strategies
- Includes links to the Oxford Wordlist

STRATEGIES REQUIRED BY THE EXTENDING READER

- Select appropriate texts and text types to match purpose, e.g. I need to find some facts about Australian spiders
- Read fluently, integrating information from multiple sources, including knowing when to seek and clarify meaning from visual communicators
- Read silently but if text becomes difficult will read aloud
- Use dictionaries and glossaries to check meaning and assist with challenging words
- Predict what the text might contain and what may happen
- Make connections to background knowledge to assist with comprehension of new information and vocabulary
- Generate and answer questions as reading to clarify meaning, both literal and inferred
- Find the main idea to determine what is important and assist to summarise reading
- Attend to elaborated episodes and events
- Recognise and comprehend some literary language, e.g. idioms, similes
- Attend to punctuation and sentence structure to determine tone of text
FLUENT
LEVELS 24—30

FEATURES OF FLUENT TEXTS

Jack followed the animal trails into the bush. He was worried that a fire had caused the animals to flee. Jack walked carefully through the bush, stopping every few minutes to sniff the breeze. If he smelled smoke, he would have to act fast. There was nothing more dangerous than a bushfire.

But the sky stayed clear and blue. I wonder what frightened the animals? Jack thought as he moved further into the bush.

Finaly, he reached a gold mine at the edge of the bush. There were gold miners hauling up gold dust and gold nuggets from the river bed, along with massive piles of rock and soil. Although the mine didn’t extend into the bush, it had damaged some of the animals’ habitat around it.

“We need to find a way to restore the animals’ habitat,” said Jack.

- Focus moves away from high frequency words to language focus and vocabulary expansion
- Greater use of literary language and devices
- Include two guided reading text (one fiction and one non-fiction) that are linked thematically
- Key focus in reading for meaning
- Supports development of comprehension strategies
- Supports visual literacy
- Language foci correspond to Oxford Wordlist Plus research recommendations

BUILDING COMPREHENSION CARD

STRATEGIES REQUIRED BY THE FLUENT READER

- Regard reading as purposeful and automatic
- Competently integrate all cueing sources to make meaning
- Make connections between what they know and understand, and what is new
- Relate the message of the text to their own experiences and knowledge to confirm or challenge the content
- Use inference to understand characters and why they change
- Reflect continually and automatically as they read, e.g. What does this mean?
- Differentiate between fact and opinion, citing examples to clarify
- Identify literary language and understand its value and purpose
- Switch between features of fiction and non-fiction, and recognise those features
- Use dictionaries and/or glossaries to derive meaning of specific words or concepts