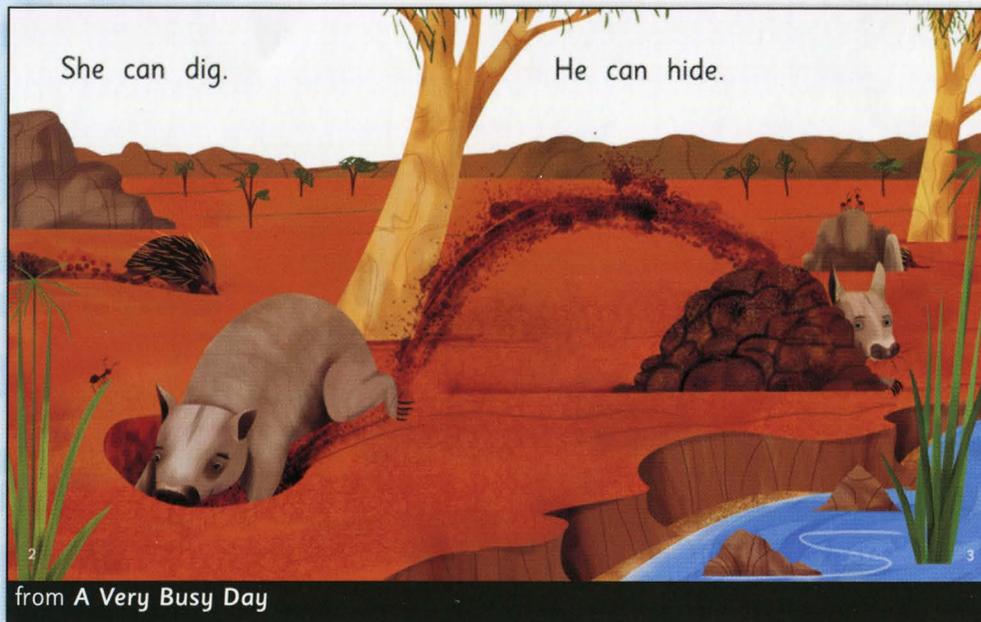


RESEARCH

Words from the **Oxford Wordlist** introduced in the guided reading texts for the Beginner stage of the reader:

a	him	sad
am	home	said
and	house	see
are	I	she
at	icecream	shopping
ate	in	sister
ball	is	so
bed	like	some
big	lived	the
boat	look	there
boy	lots	they
brother	love	things
cake	made	this
can	me	three
car	mum	to
dad	my	too
dog	of	toy
door	on	tree
eat	one	two
garden	out	walked
got	played	was
had	princess	water
happy	put	we
he	ran	went
her	ride	were
help	room	



from *A Very Busy Day*

consistent placement of text on each page

one sentence per line on each page

simple story line

direct match between the text and illustrations

Meaning

ASK Where do wombats live?

ASK What other things do you think the wombats might be able to do?

Structure

ASK Which word is the same in each of these sentences?

ASK What is at the end of each sentence?

Visual

ASK Which letter does the word 'dig' begin with?

SAY List other words beginning with 'd'.

ASK How many letters are in the word 'can'?

High frequency word	Order in Oxford Wordlist*
he	13
she	21
can	76

READING THE VISUALS

ASK What does a wombat look like?

ASK What other animals can you see? What are they doing?

from *A Very Busy Day, Teaching Version*

STRATEGIES REQUIRED BY THE READER

- › Use the front cover and title of 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')

STRATEGY SUPPORT

The Teaching Version scaffolds and guides the teacher through the guided reading session. It provides key questions and teaching focus points designed to develop strategies for the students' use of Meaning, Structural and Visual information, including strategies for reading and comprehending the visual literacy.

Stage of reader:	Beginner
Text level:	1
Word count:	18
Text type:	Narrative
Theme:	Australian Animals
Key visual communicator:	illustrations
Purpose of the visuals:	to enrich and support the narrative structure