

RESEARCH

Additional words from the **Oxford Wordlist** introduced in the guided reading texts for the Emergent stage of the reader:

- | | | |
|----------|---------|---------|
| after | inside | teacher |
| again | into | team |
| all | it | that |
| animals | liked | their |
| around | little | them |
| away | looked | then |
| back | man | turned |
| bad | names | up |
| beach | need | walk |
| came | new | walking |
| down | next | want |
| dragon | no | weekend |
| family | not | when |
| first | old | white |
| football | other | with |
| for | outside | won |
| found | over | yes |
| four | place | you |
| friends | play | your |
| from | present | |
| fun | race | |
| game | read | |
| get | red | |
| good | saw | |
| has | scared | |
| have | shop | |



from *The BMX Race*

increased range of visual literacy

use of subject-specific words, either supported visually or phonetically regular

greater meaning is carried in the text but illustrations still provide strong support

Meaning

ASK Where did Josh ride his bike first in this part of the text?

ASK Where did he go next?

Structure

ASK Which words in each sentence tell you where Josh rode his bike?

ASK Which word in the second sentence tells you the order of the things that happened in the text?

Visual

ASK How many words are in both sentences?

SAY Look at the word 'down'. Take away the letter 'd' and put in some other letters to make new words.

He went up the ramp. Then he went down the hill.

High frequency word	Order in Oxford Wordlist*
the	2
went	8
then	12
he	13
up	47
down	109

READING THE VISUALS

SAY Tell me a sentence that could go with the photograph on page 4.

SAY Look at Josh's position on the map.

ASK Is he winning?

from *The BMX Race, Teaching Version*

STRATEGIES REQUIRED BY THE 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 and what makes sense
- › 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

STRATEGY SUPPORT

The Teaching Version scaffolds and guides the teacher through the guided reading session.

Stage of reader:	Emergent
Text level:	3-5
Word count:	64
Text type:	Recount
Theme:	Keeping Fit
Key visual communicator:	map
Purpose of the visuals:	to match the illustrations to location recounted in the text