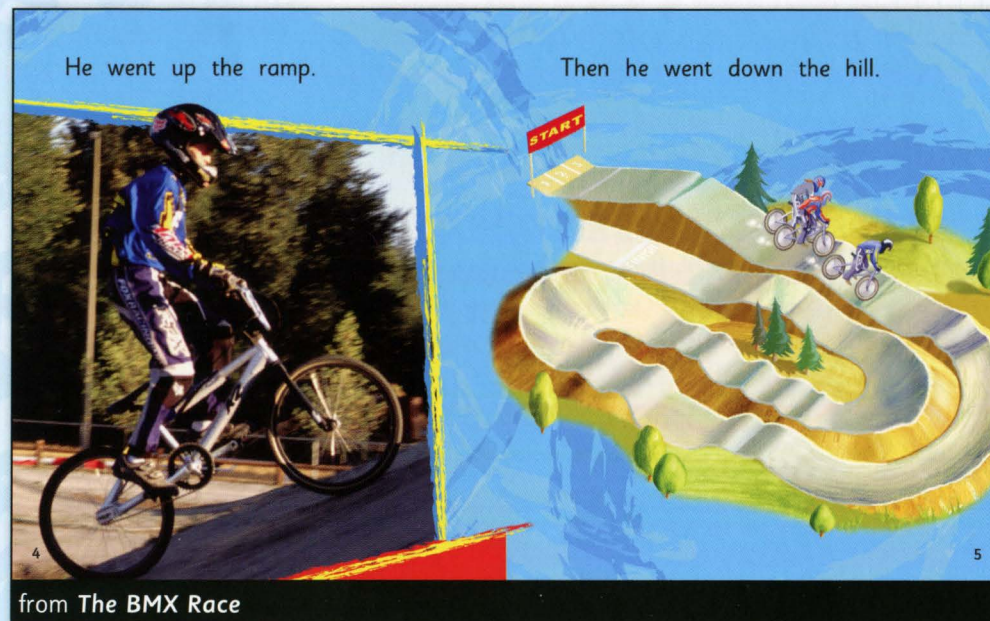


### RESEARCH

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