

RESEARCH

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

- baby
- breakfast
- fell
- finished
- killed
- stayed
- why

**PLAYING A MATCH**

When our team is ready to play, each player takes his place on the soccer pitch. A soccer pitch is a rectangle and it is usually made of grass.

A match has two halves. At half-time, we take a break, then the teams change ends. Each team must now try to get the ball into the goal at the other end of the pitch.

from *My Soccer Team*

range of visual communicators add further information

prepositions and prepositional phrases may begin sentences

greater use of descriptive and subject-specific vocabulary

To assist students with the early demands of reading, high frequency words from the **Oxford Wordlist** form the basis of texts in the Beginner to Early stages of the reader.

Although the **Oxford Wordlist** words appear in texts at each stage of the reader, only those used in earlier stages have been listed. The majority of the **Oxford Wordlist** words are introduced in the texts in the Beginner, Emergent and Early stages of the reader.

Whilst the 307 words from the **Oxford Wordlist** continue to appear frequently in all texts, there is increased emphasis on the introduction of subject-specific and contextual vocabulary in the texts in the Transitional, Extending and Fluent stages of the reader. For more information on the approach to the choice of words in texts in the Fluent stage, please see the Fluent section of this brochure.

**Making Connections**

ASK What kind of pitch or area does your sports team play on? Where does each player stand at the beginning of a game?

ASK Are their breaks during games of your favourite sport?

**Asking Questions**

ASK What does the word 'usually' tell you in this text?

ASK Are there any sentences that you don't understand? How can you work out their meaning?

ASK How does the illustration help you to better understand the game of soccer? Why are right back and right midfield player on the left of page 11, and the left back and left midfield player are on the right?

**Imagining It**

ASK Imagine you are one of the players in position on the soccer pitch at the start of the match. Describe some of the things you can see and hear.

**Reading Between the Lines**

ASK Why would the teams need a break at half-time? What might they do in this break?

ASK Why do you think the teams change ends at half-time? Would this make any difference to the game?

**Deciding What's Important**

SAY Explain in your own words how a soccer match is played.

ASK Who do you think is the most important player in a soccer team? Why?

High-frequency words and their Oxford Wordlist® order			
the	2	two	66
and	3	get	70
to	4	made	83
a	5	into	92
we	9	our	97
on	10	other	115
it	11	has	154
then	12	ball	173
of	18	soccer	189
is	25	now	213
when	29	team	248
at	32	take	264
his	48	place	275
play	60		

from *My Soccer Team, Teaching Version*

STRATEGIES REQUIRED BY THE 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

STRATEGY SUPPORT

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

Stage of reader:	Extending
Text level:	18–20
Word count:	477
Text type:	Description
Theme:	People
Key visual communicator:	labelled photographs and diagrams
Purpose of the visuals:	to highlight features described in the text