

Activity 8.2

Understanding the stages of reading acquisition:

Here are some examples of activities that readers do at different stages of the reading acquisition process. Match each example to a reading level in Figure 1.2. Then check your answers at the end of the chapter.

1. Learners ‘write’ something similar to letters next to their drawings.
2. Learners can say whether two words rhyme.
3. Learners notice their name on the teacher’s register and ‘read’ it.
4. Learners see the logo of their favourite drink and ‘read’ it.
5. Learners can read all frequent words, not just the most frequently used.
6. Learners encounter the unknown word ‘stencil’ and use a variety of strategies to guess its pronunciation (e.g. ‘stencil’ looks like ‘pencil’, so initial *ste* may sound like /ste/ in ‘step’, etc.).
7. Learners look at the pictures to formulate hypotheses about the text.
8. Learners think about the title of the text and ask themselves questions before reading.
9. Learners have learned to recognise *igh* in the word ‘night’ and use this knowledge to learn an unknown word (e.g. ‘mighty’).
10. Learners learn that /tʃ/ at the beginning of words corresponds to *ch*, as in ‘chip’ and ‘chill’.
11. Learners learn that when you blend the letters m–a–t, you form the word ‘mat’.
12. Learners memorise some of the most frequent words, such as ‘the’, ‘and’, and ‘be’.

READING LEVEL

LEARNER'S PROFILE

READING STAGE

