



# K-2 READING INSTRUCTION AT BEXLEY NORTH PUBLIC SCHOOL

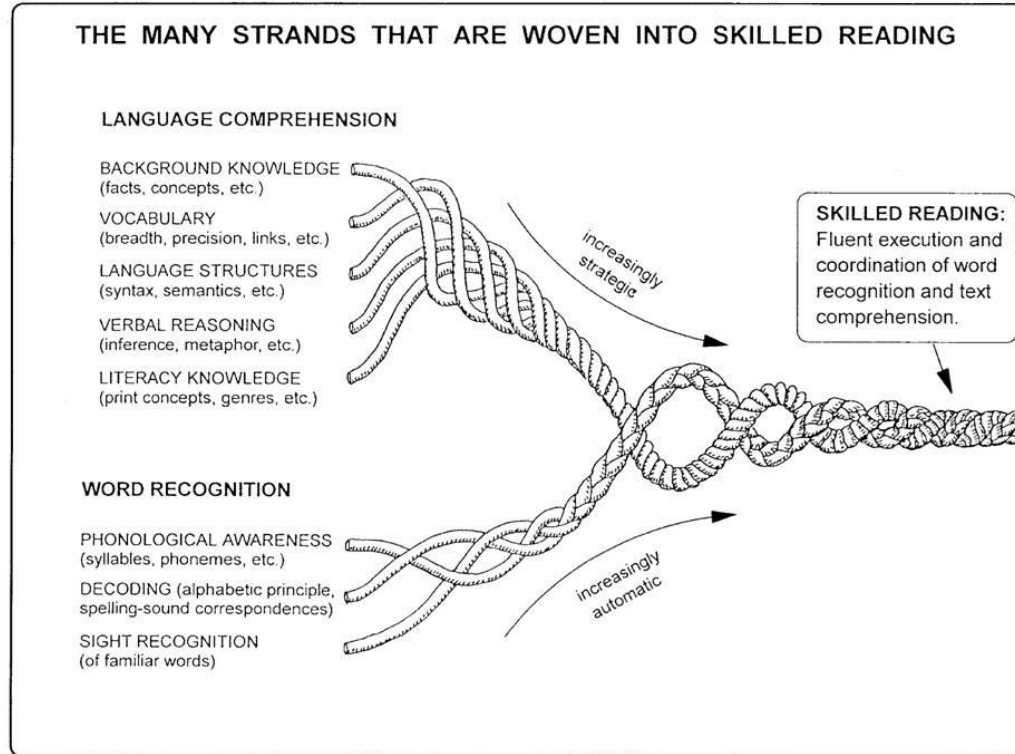
**Parent Information Session  
2023**

# SESSION OUTLINE

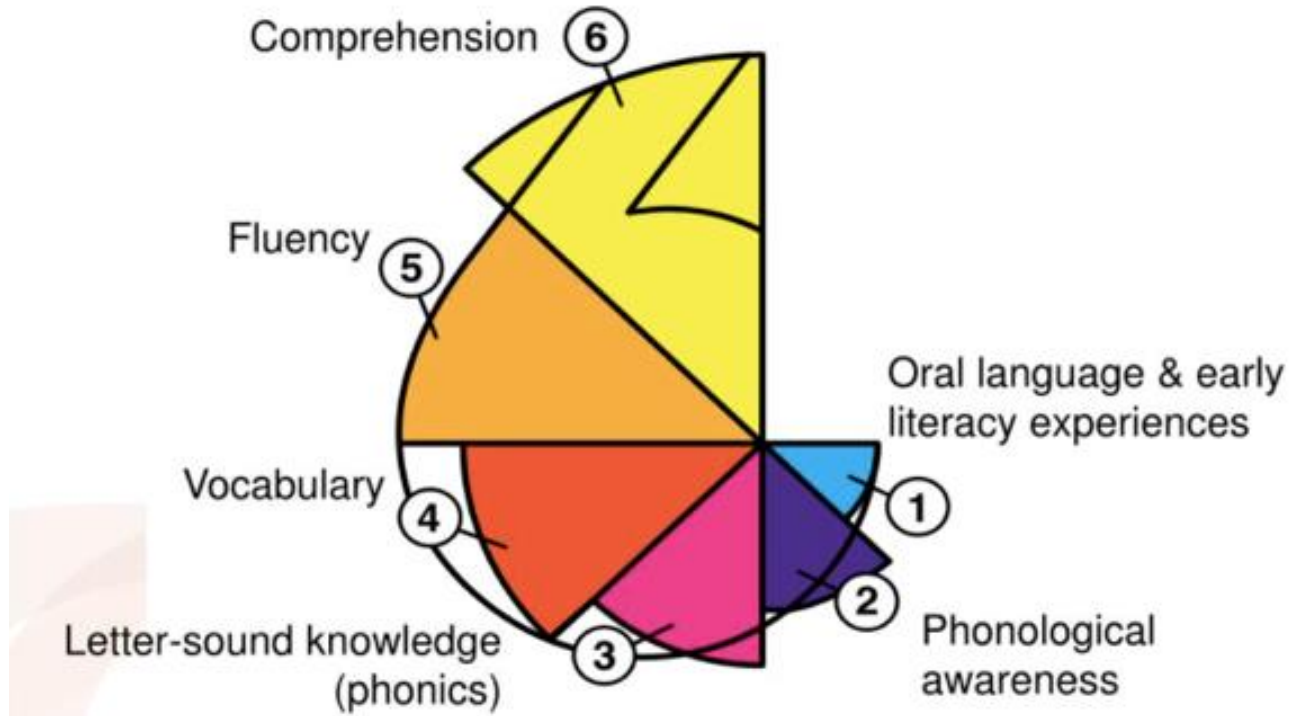
1. Current research into teaching reading
2. What does reading instruction look like in K-2?
3. What about levelled readers?
4. What does this mean for Home Reading?
5. How can I help my child at home?



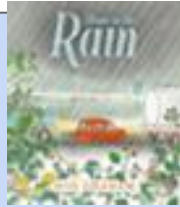
# RESEARCH - READING INSTRUCTION



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# WHAT DOES READING INSTRUCTION LOOK LIKE IN K-2?



## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

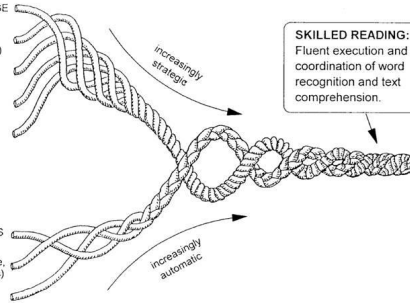
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

Phonological  
Awareness

Phonics

Small group instruction  
and independent  
practice

# PHONOLOGICAL AWARENESS






# PHONICS, PHONEMES, GRAPHEMES, SEGMENTING & BLENDING

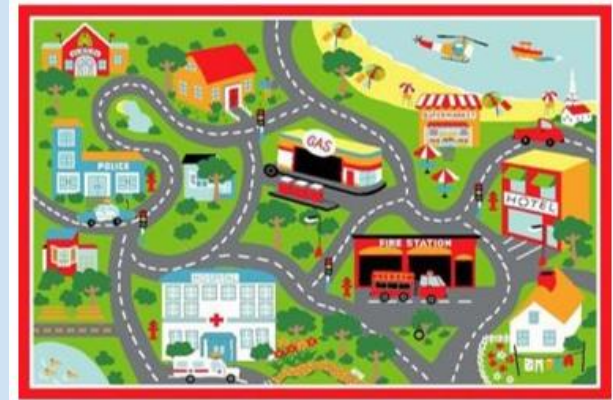
1 NSW Department of Education

## Our Learning Intention

We are learning how phonemes and graphemes help us when we read words.



				
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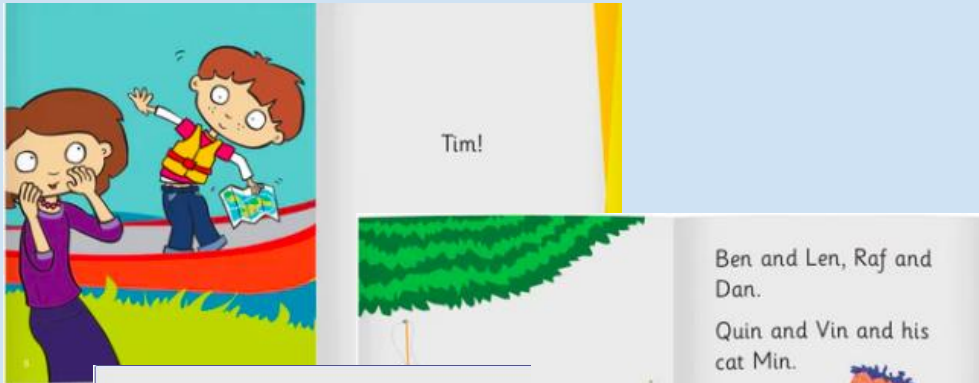


# SMALL GROUP INSTRUCTION





# WHAT IS A DECODABLE TEXT?

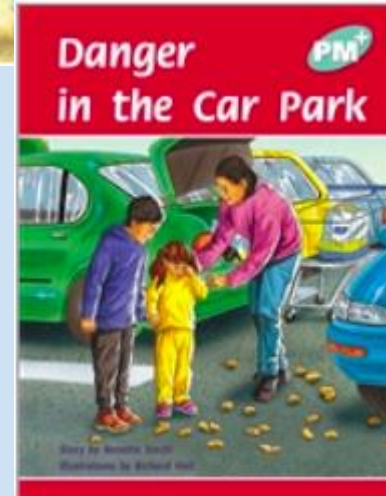
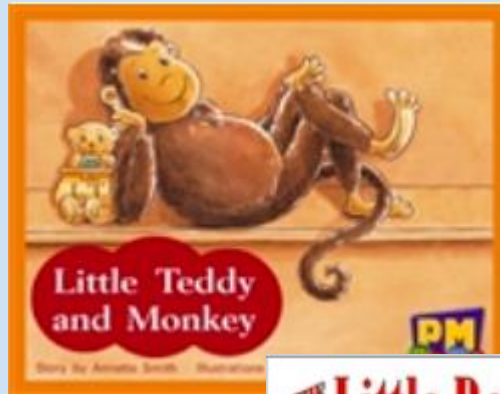
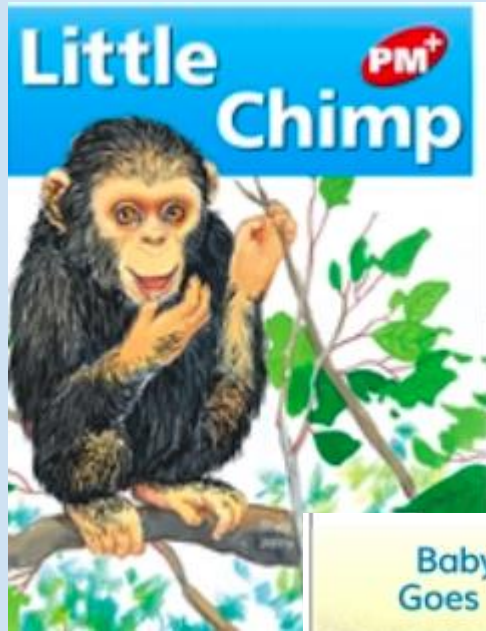


Back at the fair, everyone is having a great time.

They have been flying over Fairyland,



# WHAT ABOUT LEVELLED READERS?



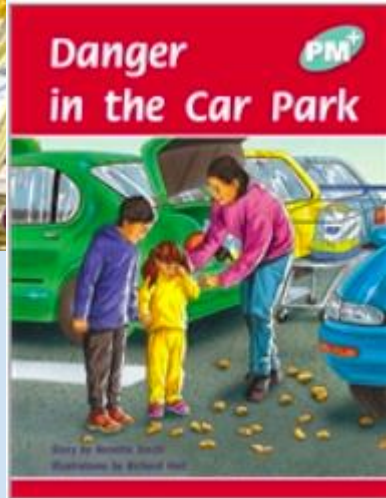
# WHAT DOES THIS MEAN FOR HOME READING?



K-1



YEAR 2





# HOW CAN I HELP MY CHILD AT HOME?



## Reading at Home

<b>1. Speed Sounds</b>	Phoneme/grapheme revision  Turn to the back of the book and put your finger on the first sound. Let's read.
<b>2. Speed Words</b>	Practise reading irregular words  Turn to the back of the book and put your finger on the first word in the heart. Let's read.
<b>3. Read the text</b>	Prompt
If your child does not know the sound a letter makes...	<i>That grapheme makes the phoneme /.../ That letter makes the sound /.../</i>
If your child is unable to blend the sounds together to read a word...	<i>Can you break up that word into phonemes? I can say /_/_/_/</i>  <i>Can you blend those phonemes? I can blend /_/_/_/</i>
If your child misreads a word...	<i>Can you read through the word again? Say the sounds and blend them together. What sound does that letter make? Read again. Look carefully at the beginning/middle/final grapheme. Look carefully at each grapheme.</i>

### Heart words



### Speed sounds



### Vocabulary check

map – a drawing to show where you are

### Questions to talk about

- What is Tim doing?
- Why is his mum upset?
- What happened to the map?

### Talking points

Discuss the use of an exclamation mark (!) – indicating a command, something loud or a strong feeling – angry, sad, happy.

# FURTHER RESOURCES

SPELD AUSTRALIA - <https://www.speldnsw.org.au/>

READING SCIENCE IN SCHOOLS (FACEBOOK GROUP)

LITTLE LEARNERS LOVE LITERACY

<https://www.littlelearnersloveliteracy.com.au/>



LET'S DO SOME  
LEARNING!