



Supporting Early Literacy at AISL



Moving from emergent literacy to early literacy practices

What happens in those initial stages and how do we support them at AISL as our students begin to read and write?

What is reading?

Reading is an interaction with a text during which the reader uses a variety of resources within the text (i.e. words, pictures, graphic elements, etc.) and within themselves (scheme, skills, strategies) to make meaning. -Kathy Collins and Matt Glover



Awareness & Exploration
(typically early ELC)

Emergent
(typically late ELC to early KG)

Early reading
(typically late KG to early G1)

Transitional
(typically late G1 to G2)

Reading awareness

Children in this stage are not decoding, but they *are* reading! They are developing a sense of 'story.' Their confidence and their identity as a reader is emerging.

What you are likely to see:

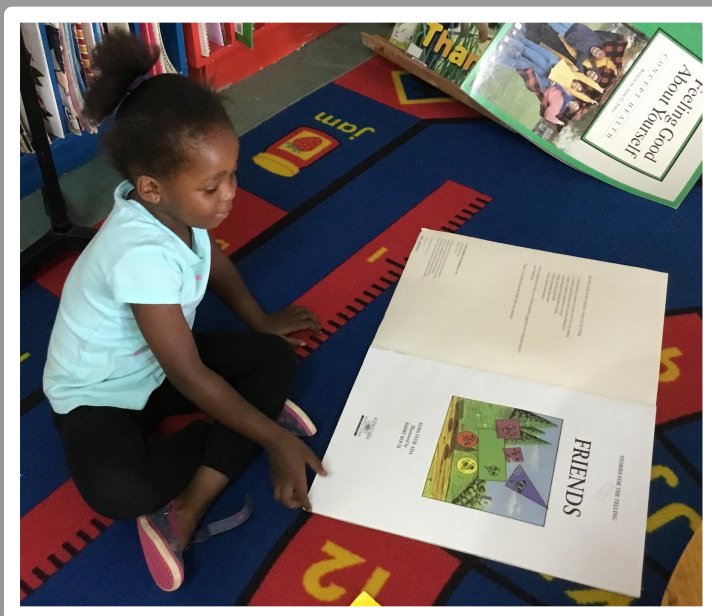
Pretend reading

- Pacing their **retelling**/ reading to match pictures
- Using pictures as 'stepping stones' and cues to guide their reading
- Matching voice tone to drama in story; being a storyteller
- Using oral language stories to retrieve words and phrases
- Language (closely) aligned with actual words in text

How we support it at this stage:

- Repeated read alouds
- Familiar books readily available to students - 'Books We Know' basket
- Read aloud stories that have some patterns/ predictability
- Read aloud big books - children can see the print
- Choral reading of repeated phrases in a read aloud story; students joining in
- Sing songs and rhymes to build phonemic awareness
- Dramatizations and role play





Let's have a look at what this looks like in action: [ELC read aloud with beginning EAL students](#)

Emergent readers

‘Children at this stage actively choose to read unknown text and feel empowered to do so. Their image of themselves as readers and their vision of reading are expanded.’ -Collins & Glover

What you are likely to see:

- Reading of unfamiliar texts
- Integrating pictures on page with own experiences to infer
- Using imagination to invent what is happening on each page
- Reading is cohesive; connects one page to another
- Reading with expression and intonation
- Language from reading transfers to their real lives
- Building phonemic awareness

How we support it at this stage:

- Provide engaging picture books on a range of topics of interest
- Interactive read alouds
- Encourage children to take risks and see themselves as readers
- Support comprehension development by opportunities to make predictions, hypotheses, inferences
- Confer with a student to listen and learn about their reading level - *nudge* them to next steps

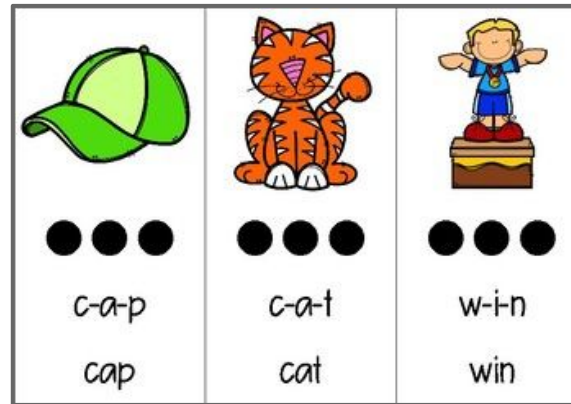


[Video](#) - emergent reader



Early readers

Children at this stage are beginning to decode words. Their phonemic awareness is moving to application of phonics to help them decode.



What you are likely to see:

- Reading books with repetitive patterns
- Using picture clues to help decode words
- Approximations of words that make sense in story context
- Tracking words with a finger as they read
- Rereading a part to self correct
- Using context clues and syntax to help predict unknown words

How we support reading at this stage:

- Provide targeted instruction to develop reading decoding skills
- Teach phonics - word families and patterns
- Teach segmenting and blending of words
- Confer with students and give feedback that *nudges* them to next steps
- Learning Dolch Words

Flash words: I, and, for	Flash words: at, am, an, it, in, if, on, off, up, us
Heart words: the, a, of, you, was, to, do, into, go, me, my, we, be, he, or	Heart words: so, is, his, as, has, have

Building phonics skills





Early readers in action: [Video of AISL KG student](#)

The building blocks of Phonemic Awareness

Laying a strong foundation for reading



1

Develop a kinesthetic awareness of sounds

(Say /p/. What is your mouth doing? What do your lips do? Can you feel air coming out?
Say /b/. What is the same? What is different? Place your hand on your throat. What do you feel?)

2

Blend two words into a compound with an auditory prompt

(blend the words *rain* + *bow* into *rainbow*)

3

Blend one-syllable words from an auditory prompt

(blend the sounds /b - ū - g/ into *bug*)

4

Recognize and distinguish between similar sounds

(Notice the similarities and differences between /th/ in *thin* and /TH/ in *then*)

5

Segment one-syllable words

(segment *cat* into /k - ä - t/)

6

Isolate the initial sound

(identify /b/ as the first sound in *build*)

7

Change the initial sound to create new words

(change *cat* into *that, hat, pat*)

8

Isolate the final sound

(identify /k/ as the final sound in *block*)

9

Change the final sound to make new words

(change *met* into *mess, men*)

10

Isolate the medial vowel sound

(identify /ë/ as the medial sound in *nest*)

11

Blend two-syllable words

(blend the sounds /b - ä - s - k - ë - t/ into *basket*)

12

Rhyme one-syllable words

(*cart, part, smart, and art*)

Transitional readers

Children at this stage are decoding words. They have confidence and willingness to take risks in reading more challenging, unfamiliar text.

What you are likely to see:

- Decodes unknown words
- Recognizes increased number of Dolch words - high frequency
- Reads more complex texts and for longer periods of time
- Fluency / pace developing
- Self-correcting more regularly
- More aware of story structure - setting, characters, problem
- Using prior experiences to help comprehend story

How we support it at this stage:

- Teach word solving/ decoding strategies: part by part, reread, check pictures
- Teach reading fluency strategies such as, 'scooping up words'
- Work on inferencing skills and making predictions
- Word study to learn spelling patterns to help encode more accurately
- Conferring to identify next steps





Dolch Words for reading and writing

Flash words: just, must, fast, best, went, ask, its, jump, help, stop, black, sing, bring, long, thank, think, drink

Flash words: came, take, made, make, gave, ate, like, ride, five, white

Heart words: try, who, from, her, first

Heart words: old, cold, hold, both, find, kind, mind, blue, glue, clue, true, too, buy, away, funny, yellow, no, open



Supporting children's literacy at home

