



The Reading Bandscales document 9 levels of reading development, from Initial exposure to Reading through to reading proficiency. They are designed specifically for teachers of Aboriginal and Torres Strait Islander students who speak a language other than Standard Australian English in their home or community environment.

## Junior Primary Reading and Viewing Major Teaching Emphases:

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***Major Teaching Emphases for Every Level:***

- Develop relationship with each child and use this to develop enjoyment of reading– ie. to provide support to relate to texts.
- Acknowledge and value the HL.
- Provide a model of SAE.
- Model reading and reading strategies.
- Immerse children in a purposeful, print rich environment: books, magazines, maps, comics, pamphlets, local newspapers etc. with which they can engage.
- Use photographs and other multimedia texts to provide context for learning.
- Plan daily, non-threatening opportunities for children to enjoy books and multimedia with no pressure to perform while encouraging the sharing of ideas in HL, eg. DEAR Time (Drop Everything and Read). Lively text-based interactions between children are to be expected.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.
- Provide print rich environment and model accessing and reading print.
- Have many songs and stories written out on charts in room and refer to them often.
- Explore texts through acting out stories, singing along to written rhymes, songs and jazz chants.
- Jointly construct class word banks to include topic words and sight words.
- Provide print rich environment and refer to it often, eg. Print walks.

***Pre-level 1:***

- Acknowledge and value the HL and use strategies to differentiate between HL and SAE (see Making the Jump, p.27).
- Provide oral language development activities to focus on the structure of SAE and to provide children with models of language needed to engage in texts at this level.
- Use "no-text" books to tell oral stories.
- Model reading for pleasure.
- Read to individuals in the reading corner. Discuss stories without expecting students to respond to questions about text. Use bilingual assistance where possible to encourage discussion of texts in HL. Be aware that students may not respond to questions due to HL influence.
- Introduce children to the Western culture of question-answer by reading shared texts and using teacher-aide to model answering teacher questions/ discussing the text.
- Develop auditory skills through games and activities.
- Engage children in auditory discrimination activities (eg. Listening activities in "A Sound Way", Love).
- Gradually immerse children in a purposeful, print rich environment: books, magazines, maps, comics, pamphlets, local newspapers etc. with which they can engage.
- Use real-life activities to provide contexts for learning.
- Use photographs of children, local people and events as a basis for reading words and captions.
- Develop relationship with each child and use this to develop enjoyment of reading– ie. to provide support to relate to texts.
- Provide opportunities for working one-to-one with students and texts.
- Allow the child the opportunities to spend time looking at pictures. This needs to be valued as a purposeful literacy activity.
- Allow encounters with print to be group-based.
- Plan daily, non-threatening opportunities for children to enjoy books and multimedia with no pressure to perform while encouraging the sharing of ideas in HL, eg. DEAR Time (Drop Everything and Read) . Lively text-based interactions between children are to be expected.
- Model and teach concepts of print across a variety of media, eg. identify: title, pages, cover, words, letters, front, top, bottom.
- Model and teach reading behaviours such as: where to start, following text with finger and return sweep, next page, word by word matching.
- Orientate children to structure and content of text and print through context and linking to own experiences. Be aware that children may not have encountered reading print before entering school.
- Utilise the services of Advisory Teachers in English as a Second Language, Hearing Impairment and Speech-language Therapy.

### ***Level 1:***

- Provide oral language development activities to focus on an increasing awareness of the differences between HL and SAE and learning to separate the two. (see "Making the Jump")
- Provide children with models of language needed to engage in texts at this level.
- Continue listening skills development (eg. Auditory Skills Program).
- Explore texts through acting out stories, singing along to written rhymes, songs and jazz chants.
- Use video footage or audio-tapes to replay familiar stories.
- Make reading connections with non-print graphics, eg. through sand drawings and paintings.
- Model reading and reading strategies (eg. use of picture cues, exposure to initial sounds for prediction).
- Provide print rich environment and model accessing and reading print.
- Engage children in text innovation activities, eg. Modifying familiar books to include students' names.
- Have many songs, rhymes and stories written out on charts in room and refer to them often.
- Teach the names of letters of the alphabet through songs, rhymes and games.
- Provide opportunities for children to select own texts and read to teacher daily.
- Orientate children to structure and content of text and print through context and linking to own experiences. Allow opportunity for children to interpret pictures in HL, then introduce the appropriate SAE to enable children to make connection between words and print.
- Publish books made in the classroom allowing children to develop the concept of authors, illustrators, audiences, and that the written message remains constant.
- Jointly construct class word banks to include topic words and sight words.
- Continue to utilise the services of Advisory Teachers in ESL, Hearing Impairment and Speech-language Therapy.

## ***Pre-level 2:***

- Provide oral language development activities to focus on the structures of SAE and to provide children with models of language needed to engage in texts at this level.
- Teach phonological awareness in context and make explicit reference to the differences in sounds/pronunciations between HL and SAE (See "Making the Jump", "A Sound Way").
- Model and explicitly teach the structure of SAE and how it differs from the HL through an integrated curriculum (eg. plurals, prepositions).
- Develop a knowledge of linguistic differences between the students' HL and SAE. If the students' HL is Aboriginal English, it is important to recognize and identify the dialectical differences.
- Provide phonemic awareness activities in context to make explicit the differences in sounds between HL and SAE (See "Making the Jump"), an awareness of sounds in SAE ("A Sound Way"), sequence of sounds, tracking and manipulation of sounds ("Metalinguistics: A Self-study Package for Teachers" and "Cued Articulation".) See Speech-language pathologists and ESL Advisors for further advice.
- Acknowledge and accept that sounds and structures from HL will vary to those of SAE.
- Provide print rich environment, and whenever possible, jointly construct with children. Refer to environmental print often, eg. Going on "Print walks" around the classroom.
- Reread books many, many times to enable familiarity and the possibility of joining in and reading from memory.
- Jointly construct class word banks to include topic words and sight words in both HL and SAE to demonstrate differences between the languages/dialects.
- Discuss the option of Home Reading with the community. Be aware that this practice could be perceived as imposing the dominant culture on the Home environment, ie. Some communities/parents may prefer school practices to be kept at school.
- Begin to talk about the different purposes for text.
- Provide constant opportunities for modelled reading, focusing on turning pages correctly, left to right progression, pointing to words as you read, book parts, etc.
- Begin teaching concepts such as words, pages, sentences, etc, using well-read books, rather than starting with letter-sounds and building these into words and sentences, etc. (See "Solid English", p.45) ie. Work from the whole to the part.
- Point out specific letters/words for children to identify or recognize patterns (teach visual cues). Utilise childrens' spatial skills in recognizing words or letters by shape.
- Orientate children to structure and content of text and print through context and linking to own experiences.
- Select texts that can be used to focus on explicit structures in SAE, eg. pronouns. (See "Making the Jump" Ch. 6.2 and 6.3 for more details).
- Relate sounds to letters e.g. letter-sound relationship games. Use names of community members to teach sounds. Make alphabets using photos of community members or places, eg. Albert, Bertha, etc.
- Provide lessons that focus on the use of structural words (and, in, of, what) and provide models of their use, eg. "in the house" rather "deya aus" (there house). Be aware that too much emphasis on structural word differences at this stage could make students self-conscious and reduce risk-taking.

## **Level 2:**

- Provide oral language development activities to focus on the structure of SAE and to provide children with models of language to engage in texts at this level.
- Provide phonological awareness in context and make explicit reference to the differences in sounds/pronunciations between HL and SAE (refer FELIKS), A Sound Way (Elizabeth Love & Sue Reilly – Melbourne).
- Use speech pathologists to assist in incorporating phonemic awareness activities as part of an overall literacy program. (eg. Cued Articulation, Phonemic awareness activities: how to physically make sounds of SAE).
- Jointly construct class word banks to include topic words and sight words.
- Provide constant opportunities for modelled reading, focusing on turning pages correctly, left to right progression, book parts etc.
- Provide print rich environment and refer to it often, eg. Print walks.
- Reread books many times to enable familiarity and the possibility of joining in and reading from memory.
- Discuss the option of Home Reading with the community. Be aware that this practice could be perceived as imposing the dominant culture on the Home environment, ie. Some communities/parents may prefer school practices to be kept at school.
- Develop charts to distinguish differences (not deficits) between HL words/phrases and SAE words/phrases.
- Model and explicitly teach:
  - the structure of SAE and how it differs from the HL through an integrated curriculum (eg.using Maths to teach plurals)
  - the language associated with correct SAE use of nouns, pronouns and verbs eg. Is, are, was, were.  
(See "Making the Jump", Ch. 6.1 , 6.2)
  - the grammatical structures of SAE, eg. Through Cloze activities, transformations, etc.
  - the "reading" of punctuation.
  - the use of all visual cues (ie. Initial, medial and final sounds and picture cues) to make predictions.
- Provide constant opportunities for modelled reading strategies, eg. read on, reread.
- Point out specific letters/words for children to identify or recognize patterns.
- Relate sounds to letters e.g. letter-sound relationship games.
- Acknowledge and accept that sounds from HL will vary to those of SAE.
- Provide lessons that focus on the use of structural words (and, in, of, what) and provide models of their use, eg. "in the house" is SAE, "deya aus" (there house) is Torres Strait Creole.

### **Level 3:**

- Provide oral language development activities to focus on separating HL from SAE and on the structure of SAE and to provide children with models of language to engage in texts at this level.
- Model a particular question form for each story read, eg. "Where is the ...?" So that children become familiar with the SAE language structures.
- Model and explicitly teach the structure of SAE and how it differs from the HL through an integrated curriculum.
- Model and explicitly teach language associated with correct SAE use of nouns, pronouns and verbs eg. Is, are, was, were. (See Making the Jump, Ch.6.1, 6.2)
- Model and explicitly teach unfamiliar SAE vocabulary and contextual knowledge pertaining to the text.
- Reinforce use of structural words in SAE and how they are used differently in HL. Acknowledge, accept and teach these differences.
- Teach phonological awareness in context and make explicit reference to the differences in sounds/pronunciations between HL and SAE.
- Use support of a bilingual aide to assist learners to predict the gist of a story and retell aspects of the story in HL and then in SAE.
- Model "comprehension checks" when reading stories to children, eg. Make obvious mistakes when reading stories and comment on errors if children don't, eg. "Did that make sense?", "That didn't sound right."
- Model word attack skills such as chunking parts of words, identifying word patterns, identifying word beginnings, use of word families. (graphophonic cues) Provide opportunities to develop word attack skills ( see "First Steps Reading Resource Book", p72)
- Continue to model and explicitly teach "reading" of punctuation.
- Acknowledge and value HL by developing charts to distinguish differences (not deficits) between HL words/phrases and SAE words/phrases.
- Jointly construct class word banks to include topic words and sight words.
- Orientate children to structure and content of text and print through context and linking to own experiences.

#### ***Level 4:***

- Provide oral language development activities to focus on code-switching from HL to SAE (See "Making the Jump", p.38), on the structure of SAE and to provide children with models of language to engage in texts at this level.
- Discuss content of text where topic or vocabulary is unfamiliar to the HL or HL culture prior to reading. Relate new concepts to knowledge that the child already has. Share or confirm understanding of underlying cultural information within text, prior to engaging in reading.
- Acknowledge and value HL by developing charts to distinguish differences (not deficits) between HL words/phrases and SAE words/phrases.
- Continue to reinforce the use of structural words in SAE and how they are used differently in HL. Acknowledge, accept and teach these differences.
- Model reading strategies such as reading-on, rereading, predicting, substituting and self-correcting during shared reading.
- Model and provide opportunities to develop word attack skills such as chunking parts of words, identifying word patterns, identifying word beginnings (see "First Steps Reading Resource Book", p.12).
- Jointly construct class word banks to include topic words and sight words.
- Use word banks to identify semantic differences of shared vocabulary in HL and SAE, eg. "Swim" in Torres Strait Creole means "to bathe".
- Continue to provide phonological awareness in context and make explicit reference to the differences in sounds/pronunciations between HL and SAE.

### **Level 5:**

- Provide oral language development activities to focus on practicing code-switching from HL to SAE, on the structure of SAE and to provide children with models of language to engage in texts at this level.
- Continue to jointly construct text – focusing on types of genres, different purposes, text organization, layout and discourse structures.
- Discuss content of texts where topics or vocabulary are unfamiliar to the HL or HL culture prior to reading. Relate new concepts to knowledge that child already has. Share or confirm understanding of underlying cultural information within texts. Develop vocabulary necessary to understand the text prior to engaging in reading.
- Continue to develop charts to distinguish differences (not deficits) between HL words/phrases and SAE words/phrases.
- Break down complex texts, focusing on key words, concepts. Look at cohesive devices, eg. Referencing pronouns, after, because.
- Explicitly teach how to read comprehension questions- what to focus on.
- Teach for inference and evaluative levels of comprehension.
- Explicitly teach text organization and layout, eg. Paragraphs, headings, table of contents, index, layout, etc. through best examples of a variety of texts during shared text and guided reading times.
- The use of Individualized Book Boxes can be incorporated at this level, but needs to be monitored carefully. Be aware that ritual reading (where children read to please the teacher rather than read for a genuine purpose) may develop unless texts which are included in the boxes are either familiar to the child or the cultural content has been explored with the child.

***Level 6:***

- Provide oral language development activities to focus on the structure of SAE and to provide children with models of language to engage in texts at this level.
- Provide vocabulary-building activities to extend students' knowledge.
- Continue to provide opportunities to engage in reading for real purposes.
- Continue to provide reading development activities and reading instruction as that expected at a mainstream level.

***Level 7:***

- Continue to provide oral language development activities to focus on the structure of SAE and to provide children with models of language to engage in texts at this level.
- Continue to provide vocabulary-building activities to extend students' knowledge.
- Continue to provide opportunities to engage in reading for real purposes.
- Continue to provide reading development activities and reading instruction as that expected at a bicultural mainstream level (as appropriate culturally, socially and linguistically).

**Glossary:**

**SAE** - Standard Australian SAE

**HL - Home Language** This represents the languages or dialects that the child speaks at home. This may be a traditional indigenous language, a Creole or a dialect of SAE, eg. Kala Kawaw Ya, Wik Mungkan, Torres Strait Creole, Aboriginal English. Note that many children are exposed to multi-lingual settings in their home environment.

**Mainstream students** - Those students who come to school with SAE as a home language.

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