

# Exemplar 5

## Using large-format books as a basis for structured reading

Large-format books provide excellent materials for early structured reading in small-group situations and facilitate the transition to similar books in smaller format. The teacher can read the narrative with the children and, as familiarity with the content is established, they can move on to read words, phrases, sentences and whole pages with the teacher and then on their own.

At a later stage the children may start by attempting to read the material themselves. In either case the teacher will guide them towards independent reading by prompting them to use various word identification strategies.

It is important to remember that at the early stages of reading and before the child has attained independence as a reader, he/she relies heavily on semantic and syntactic cueing strategies. In guiding the child through the text the teacher should help him/her to use these to interpret the text. This will involve using

- questions to establish prior knowledge
- pictures to predict
- context to predict.

These activities can be complemented with work to develop their knowledge of sound-symbol relationships. It is important that this is done in the context of dealing with the text and is used interactively with what they can interpret using the other cues. Using the text as a stimulus, word families can be created from initial consonants, for example:

man, mouse, made.

Similarly, letter substitution will help to develop phonological and phonemic awareness, for example:

may, pay, stay, play.

In the reading process attention and interest should also concentrate on the function and effect of such features as commas and direct speech. By adverting to the different features of books such as title, page numbers, table of contents, author and so on, children will gradually become familiar with their functions and names. When the child can read the text independently he/she can share it with others by reading it aloud, and the teacher can monitor the accuracy of the reading.

After reading there should be further plentiful discussion of the text. This should stimulate the children to

- recall details and significant events in the text
- establish the sequence of events
- establish cause and effect
- predict
- make comparisons.

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Shared reading using a large-format book