

Figure 9.11 Early reading behaviours

Knows where to start	Predicts what makes sense
Knows that the print records a message	Makes links between prior knowledge and texts
Moves through the text from front to back, left-to-right across the page	Searches illustrations, print, structure or memory for meaning
Makes a return sweep	Understands several text genres
Can point to the title and author	Uses 'book language'
Identifies top and bottom of a page	Pays close attention to print, noticing some features of letters and words
Understands the concept of a word	Can map sounds to letters/letter clusters in writing
Knows the concept of first, next and last letter	Can map letters/letter clusters to sounds in reading
Understands the concept of upper- and lower- case letters	Uses one-to-one matching of spoken and written word
Identifies sounds in spoken language: first, last, next sound	Self-corrects when reading
Understands punctuation: comma, question mark, exclamation mark, quotation mark, full stop	Can make analogies between known words and unfamiliar words
Can match story and illustration	Notices similarities and differences in words and letters
Notices and interprets detail in illustrations	Locates familiar and new words
Matches word-by-word, indicated by precise pointing	Persists in problem-solving
Can identify more complex phonic letter-sound relationships and one-to-one sound and letter matches	Selects appropriate books
Can identify many high-frequency words	Remembers familiar sentence structures
	Uses knowledge of syntax as a source of information
	Self-monitors by using word-by-word matching
	Notices known words in a text, or notices mismatches in meaning or language
	Explores and critiques the author's message in a text