

Figure 9.5 Early-emergent and emergent reading behaviours

Concepts of how print works

Strategic thinking

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