

## Development of Reading

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## Stages of Reading Development

| Stage                      | Approximate Age          | Characteristics   |
|----------------------------|--------------------------|---|
| Early Emergent Literacy    | Birth through Nursery II | <ul style="list-style-type: none"><li>• Listens to stories</li><li>• Shows interests in book and print</li><li>• Recites phrases in texts or stories</li></ul>  |
| Emergent Literacy          | Pre-Primary/Nursery III  | <ul style="list-style-type: none"><li>• "Read" common words in environment</li><li>• "Read" familiar texts with predictable patterns</li><li>• Identify some letters and sounds</li><li>• Identify 5-10 high frequency words</li></ul>  |
| Developing Literacy        | Primary 1                | <ul style="list-style-type: none"><li>• Identify all letters and sounds</li><li>• Decode words by applying letter-sound relationships to beginning, middle, and end sounds</li><li>• Begin to learn 20-100 high frequency words</li><li>• Read slowly, word-by-word</li></ul> |
| Early Independent Literacy | Primary 2-3              | <ul style="list-style-type: none"><li>• Identify many words automatically</li><li>• Read independently for long periods of time, though still needs help with some words and comprehension</li></ul>  |
| Independent Reading        | Primary 4 and above      | <ul style="list-style-type: none"><li>• Little support needed for reading</li><li>• Strong comprehension</li></ul>  |

## Reading Development in Infancy and Toddlerhood

- Reading skills toddlers can develop:
  - Interest in reading
  - Correct handling of books
  - Rules of print
  - Oral language skills
- **18 months:** Show an interest in books and pictures of familiar objects
- **24 months:** Turn book right side up, Point at pictures in book, Follow simple stories
- **36 months:** Turn pages in the book, Read same book over and over, Complete sentences in familiar stories

## Reading Skills

- **Oral language:** Ability to listen and speak
- **Interest in Reading:** Value and enjoy reading
- **Phonemic awareness:** Ability to identify sounds (phonemes) in spoken words
- **Print awareness:** Understand the nature of print
- **Phonics:** Identify the sounds that correspond to letters
- **Reading Fluency:** Read a text quickly and accurately
- **Vocabulary knowledge:** Understand the meaning of words
- **Comprehension:** Understand the meaning of a text

## Interest in Reading

- **Interest in Reading:** Value and enjoy reading
- Developed from birth
- Children develop interest in reading by:
  - Observing loved ones reading
  - Reading fun texts
  - Reading meaningful texts
  - Reading together with loved ones

## Phonemic Awareness

- **Phonemic awareness:** Identify sounds in spoken words
- Developed from birth to 6-7 years of age
- Phonemic Awareness Skills
  - Identify first, middle, last sounds in words
  - Combining sounds
  - Segment words into sounds
  - Identify other words that start with the same first sound
  - Manipulate phonemes
  - Identify syllables
  - Compare sounds in words
  - Alliteration (Repeated first sounds)

## Print Awareness Skills

- Print awareness consists of the following skills:
  - Text is read
  - Hold a book properly
  - Read from left to right, top to bottom
  - Read a book from the front to the back
  - Recognize important parts of the book, such as the title and author
  - Knowledge of letters
- Children learn print awareness indirectly as they interact with meaningful texts

## Phonics

- **Phonics:** Link between the sounds in speech and the letters in written language
- Phonics instruction should begin in the Pre-Primary or in Primary 1 and continue until children are fluent readers (Primary 3)
- Only 15 minutes of phonics instruction each day is sufficient
- Best taught through a combination of instruction and application activities
- Systematic phonics instruction teaches skills in a logical sequence
- For every 10 minutes of phonics instruction, there should be 30 minutes of instruction in other reading skills (e.g., reading fluency, vocabulary, and comprehension)

## Sequence of Phonics Skills

1. Consonants
  - Most have a single sound
  - Example: *f* makes /f/ sound
2. Short vowel sounds
  - Example: /a/ in the word *bag*
  - Then children can decode consonant-vowel-consonant words
3. Consonant blends
  - Example: /gr/ sound in the word *great*
4. Digraphs
  - Sound is represented by two consonants: /th/ sound in the word *throw*
5. Long vowels
  - /ā/ in the word *ate*
6. Less common vowel digraphs
  - Example: *claw* and *taught*

## Reading Fluency

- **Reading Fluency:** Ability to read a text accurately, quickly, and with expression
  - Recognize familiar words automatically (without conscious thought)
  - Quickly identify unfamiliar words
- Allows reader to dedicate attention to comprehension instead of decoding words
- **Fluent Reader:** Read at least 100 words per minute

## Reading Fluency

- Developed by practice reading
- Learning activities to improve Reading Fluency:
  - Read texts out loud with feedback by the teacher
    - **Guided oral reading**
  - Practice reading a text multiple times
    - Guided reading with the teacher
    - Partner reading
    - Independent reading
  - Direct Instruction in high-frequency (sight) words
    - From Primary 1, teach 3 to 5 words each week
      - Plan a variety of learning activities to practice reading and writing the high-frequency words.

## High Frequency Words (Abridged)

|         |          |       |         |        |          |
|---------|----------|-------|---------|--------|----------|
| a       | children | great | looking | ran    | through  |
| about   | city     | green | made    | read   | time     |
| after   | come     | grow  | make    | red    | to       |
| again   | could    | had   | man     | ride   | toad     |
| all     | couldn't | hand  | many    | right  | together |
| along   | cried    | happy | may     | road   | told     |
| always  | dad      | has   | maybe   | room   | too      |
| am      | dark     | hat   | me      | run    | took     |
| an      | day      | have  | mom     | said   | top      |
| and     | did      | he    | more    | sat    | tree     |
| animals | didn't   | head  | morning | saw    | truck    |
| another | do       | hear  | mother  | say    | try      |
| any     | does     | heard | mouse   | school | two      |

## Comprehension

- **Comprehension:** Extract meaning from a written text
  - Comprehension is the heart of learning how to read.
- Just because a child can pronounce the words does **not** mean that the child understands what they are reading.
  - Instruction in comprehension strategies is important to help children understand what they are reading
- The foundation of reading comprehension is listening comprehension

## Comprehension

- Examples of Comprehension Strategies (there are many)
  - Summarize what has been read
  - Re-reading something that is not understood
  - Visualize what has been read
  - Make predictions about what might happen next
  - Connect text to the reader's life

| Reading Skill       | Levels for Instruction        | Time Each Day                                       |
|---------------------|-------------------------------|---|
| Print Awareness     | Crèche through Primary 1      | Integrated into storytelling/reading storybooks     |
| Phonemic Awareness  | Crèche through Primary 1      | 10 minutes  |
| Oral Language       | Crèche through Primary 3      | Integrated into all activities                      |
| Interest in Reading | Crèche through Primary 6      | Integrated into storytelling/reading storybooks     |
| Vocabulary          | Crèche through Primary 6      | 10 minutes and integrated into all other activities |
| Comprehension       | Crèche through Primary 6      | Integrated into storytelling/reading storybooks     |
| Phonics             | Nursery III through Primary 3 | 15 minutes  |
| Reading Fluency     | Primary 1 through Primary 6   | 20 minutes  |