Name

_____

Class _____ **Date** _____

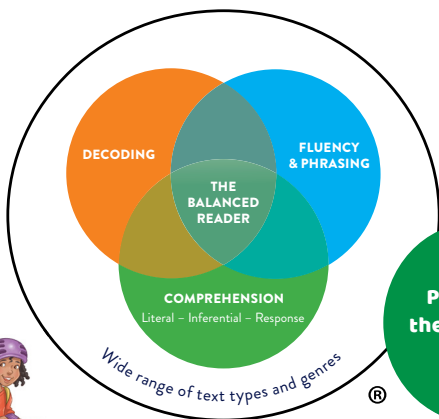**My 'take home' PM reading level is:** ① ②

WOW!

I've been working hard to become a BALANCED READER!

Could you please help me

practise and consolidate:

- Looking at the book cover and reading the title
- Reading the words on the page from left to right
- Using finger pointing so that I say each word out loud
- Saying the first sound in the word to help me read the whole word
- Finding smaller parts (or sounds) in the word, to help me say the whole word
- Noticing any repeated words or sentences in the book to help me read each page
- Pausing at the full stops
- Reading smoothly (like we talk) until the end of the line
- Reading high-frequency words (I, me, we, play)
- Using the picture clues to help me make sense of the story
- Talking about the characters and what happened in the story

DECODING

FLUENCY & PHRASING

THE BALANCED READER

COMPREHENSION
Literal – Inferential – Response

Wide range of text types and genres ®

PM Builds the Balanced Reader

Glossary

- **Comprehension:** the ability of a reader to make meaning from text using a set of skills and strategies.
- **Decoding:** when a reader uses their knowledge of letters and sounds, and letter patterns, to say and read words correctly.
- **Fluency and Phrasing:** when a reader uses punctuation to break text into meaningful segments and reads with appropriate pace.
- **High-frequency words:** the most common words used in English text. Sometimes called 'sight words' because of their uncommon letter patterns, they must be learned by 'sight' or with automaticity. (come, was, because, were, one, etc).
- **Picture clues:** the things a reader sees in illustrations or photographs to help them read words and make sense of the text.
- **Sounding out:** when a reader breaks down a word using groups of letters or parts of words that form sounds.

Teacher's note