

# AREAS OF LITERACY AND READ & RESPOND

This document provides an overview of the different areas of literacy, especially those related to reading, and explains how *Read & Respond* can support these areas.

## INTRODUCTION

*Read & Respond* is a comprehensive literacy programme covering all major aspects of the English programme of study. It is a quality resource that teachers can pick up and use, safe in the knowledge that it will help them deliver the National Curriculum objectives through the use of a high-quality children's fiction text.

It provides background knowledge, key questions, and teaching and learning ideas to ensure that all children in the class acquire the essential literacy skills through a combination of whole class, group work and individual learning.

Each *Read & Respond* title comes with ideas for shared reading, guided reading, vocabulary, oral language learning, written composition and phonics (for ages 5–7 titles only). Each learning idea links to the text and is designed to engage children in rich learning experiences that build their broader knowledge and understanding as well as their literacy skills. With teachers under more pressure than ever before to show the depth of their children's learning, each *Read & Respond* title also includes easy to administer assessment tasks.

In recent years, there has been an increased focus on vocabulary and fluency due to the changes in the National Curriculum. *Read & Respond* has reacted to these changes by ensuring that all new titles cover these aspects and by providing additional online activities for existing titles to ensure that teachers can provide the most comprehensive English lessons through the use of our quality book-based resources.

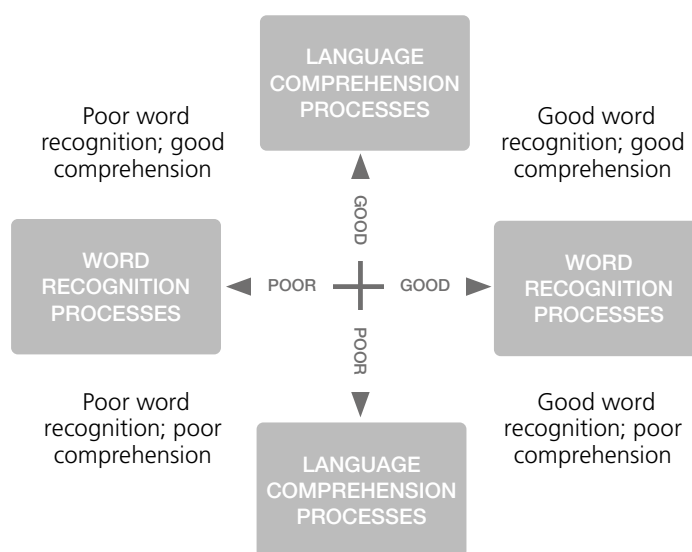
At the turn of the century, the National Reading Panel (2000) identified 'the big five' pillars of reading as phonemic awareness, phonics, fluency, vocabulary and comprehension. More recently you'll find references to a sixth pillar of reading, 'oracy' and at Scholastic we also refer to a seventh pillar, 'reading for pleasure'.

The National Curriculum may be divided along the lines of word reading and comprehension, but within those broad categories, the Pillars of Reading are clearly evident.

## HOW READ & RESPOND COVERS THE BREADTH OF THE ENGLISH PROGRAMME OF STUDY

### What is reading?

The National Curriculum for reading is divided into two broad categories: word reading and comprehension. This division reflects a model for reading known as The Simple View of Reading (Gough and Tunmer, 1986), which aims to present the complexity of reading in a relatively simple way. That is, as consisting of two dimensions: word recognition and language comprehension.



The Simple View of Reading, Gough and Tunmer, 1986

The broad headings of word recognition and language comprehension indicate the two dimensions required to be a reader but do not, alone, illustrate the many skills used by accomplished readers. In recent years, Hollis Scarborough's Reading Rope (2002) has become a popular illustration used by educators to show how the dimensions of word recognition and language comprehension are constructed of several strands that, when combined, constitute what it is to be a reader.