

Case Study 6.1: Reading development in Anne's class

Anne teaches a Grade 2 class in Nanyuki, Kenya. She has recently attended a course on early reading and has returned to school with the chart showing stages of reading development. Anne decides to practise using the chart by choosing three children who she knows are reading at different levels. She chooses [*I Like to Read*](#), an eight-page storybook from Level 1 on the ASb website that has short sentences, phonically regular words and common words. She downloads the book onto her phone.

At lunchtime, Anne sits down with each child in turn and asks them to share a few pages of the book with her. She has a tick chart ready so that she can record what she learns about each child. If the child is struggling, Anne helps them.

Hellen can read the first page well. She stumbles over 'who', but can work out 'can I read to'. She uses her knowledge of letters and sounds to read 'asleep'. She reads 'who' correctly the second time. She struggles with the word 'busy', but reads it correctly the second time. She breaks 'grandmother' and 'grandfather' into syllables.

Florence talks about the boy sitting on a nice chair, reading a book. Anne reads 'Who can I read to?' with her. Florence says the baby is asleep and mama is cooking. She is looking at the pictures and not trying to read the words.

Moses uses his finger to point to words. He takes his time and tries to read each word one after the other. He knows that the storybook's title is *I Like to Read* and can use that information to work out what it says on page 1. He struggles with 'who' but slowly works out 'can I read to'. He needs help with page 3 as he wants to read 'baby' but doesn't see a 'b', but he can read 'my' and 'is'.

After each child leaves, Anne uses the stages of reading development chart to decide the reading stage of each child. Anne feels more confident using the chart and decides to repeat the process with more children.