

# Making It Easy To Learn With The Familiar

Sharon Callen

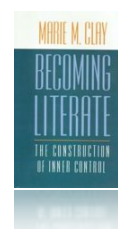
[www.cuelearning.com.au](http://www.cuelearning.com.au)



# Marie Clay

**'Regular contact with familiar material in familiar contexts (achieved easily by being allowed to re-read familiar texts) will suit the slow reader better than trying to force on him a flexibility of which he is not yet capable with texts whose characteristics vary widely.**

**Very careful attention should be paid to any difficulty order in these series of reading books...children should not be given a book that calls for too great a step forward'...**

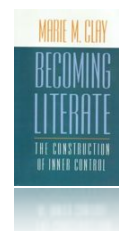


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# Marie Clay

**'While creative, varied or flexible approaches to writing and reading seem appropriate for high progress readers, slow progress readers have greater difficulty discovering the regularities in such a rich reading environment.**

**For them there is reason to make the regularities so obvious that they trip over them in the same place on several occasions.'**



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# Familiar Reading is ..

- rereading
- revisiting text
- text that is somewhat familiar
- reading one's own writing
- establishing favorites
- 



# Understandings

## What we understand by Familiar Reading

- What is Familiar Reading?
- What does it enable the reader to do?



# Familiar Reading

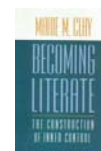
## Choice of Texts

**'In reading, ways of working with new and unseen texts are important but are only one part of the learning to be done. As there is much to be learned by allowing children to return to and re-read familiar stories there can be free access to choosing by children among these. They look at them again in the light of new knowledge they have gained...**

**Children orchestrate and refine complex ways of working with texts (literacy strategies) as they work with what they know.'**

Chapter 9, Becoming Literate:

Choosing Texts: Contrived Texts, Story Book Texts and Transitional Texts



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# Frank Smith

**'Reading to children usually goes through three clear stages...**

**First you are reading for the child, and the child is interested in the book, and in watching your mouth as the words come out.**

**Then the child is beside you, looking at the book, not at you. You're no longer reading to or for the child but reading WITH the child.**

**And then comes the point when the child no longer relies on the nearby adult for reading, they have learned to trust themselves to the author.**

**How do authors teach children to read? You learn from the company you keep.**

**Every time a child reads a book – especially one of those favourites that children enjoy hearing and reading long after they know every word by heart – the author shows the child how to read it.'**



© Smith, F., 1998  
The Book of Learning and  
Forgetting  
Teachers College Press, NY

# Familiar reading supports the learner

What does familiar reading support the reader to do?

Each time the child rereads a story, the child processes the text at a different level.

With each reading, the child notices new features about text.



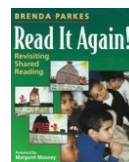
# Familiar reading enables the reader to:

- use his own prior reading for support
- move towards independence as a reader
- engage in the learning, developing inner control
- practice effective strategies on easy material
- develop the smooth orchestration of all those behaviours necessary for effective reading (which can't be achieved on a new/hard book, for then the learner is practicing different aspects of the reading process)



# Brenda Parkes

**'As they grow and develop as readers and writers, learners need to experience the satisfaction and success of working with the familiar to practice and consolidate what they know and experience the challenge of working with the new. This lays a solid foundation for literacy learning.'**

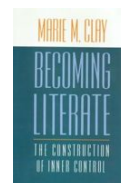


© Parkes, B., 2000  
Read It Again  
Stenhouse Publishers, USA

# Familiar Reading

When children are allowed to re-read familiar material they are being allowed to learn to be readers, to read in ways which draw on all their language resources and knowledge of the world, to put this very complex recall and sequencing behavior into a fluent rendering of the text.

Chapter 9, Becoming Literate:  
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Transitional Texts



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# Organizing for Familiar Reading

What have your children reread today?

- How do we organize familiar reading opportunities within our literacy program?
- Independent Reading
- Shared Reading
- Guided Reading
- Read Aloud
- Home Reading
- Buddy Reading



# Familiar reading enables the reader to:

- put together all those behaviours they have already learned
- become more knowledgeable about story structure and vocabulary
- engage in fluent and expressive reading
- experience the joy of revisiting favourite stories
- promote independent reading and problem-solving activity
- transfer understanding to writing – this transfer creates familiar writing

