

AFTER ONE YEAR AT SCHOOL

ILLUSTRATING THE READING STANDARD

Mum's New Job by Bronwyn Tainui; illustrated by Jennifer Cooper

This text is levelled at Green 2.

This narrative is about a boy (Jack) whose mum is busy with a new job and unable to spend as much time with him as he would like. With some prompting from Auntie Jane, Jack realises that he can help to solve this problem. The context of busy working parents is likely to be within the experience of many students.

The text has a theme of working together to solve a problem. Content implied in the text and shown in the illustrations provides opportunities for students to make inferences about Jack's feelings and to form a hypothesis about how he might help solve the problem.

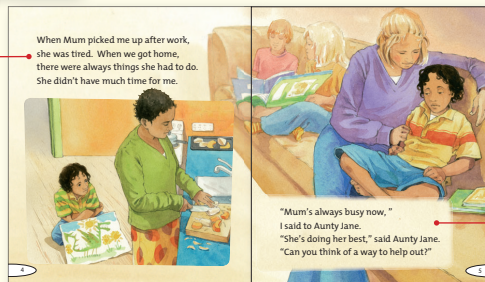
The text includes dialogue, sentences running over two lines, and a range of punctuation, including speech marks and commas, to support phrasing and meaning.

The following example highlights the sorts of reading behaviours teachers could expect to observe in students who are meeting the standard. Sometimes these behaviours will be in response to teacher prompts and questions, and sometimes they will be spontaneous as the students notice and respond to the ideas in the text. These behaviours may occur during the first or subsequent readings and discussions.



The student makes a connection between pages 2 and 3 to infer: that Jack has to go to Auntie Jane's house after school every day because Mum is so busy at work doing her new job; and that before starting the job, his Mum used to collect him from school on at least some days of the week (but now Auntie Jane does).

The student uses the punctuation and their language knowledge to read the sentences that run over two lines with fluency and appropriate phrasing.



The student makes connections to what they have read so far and to their own experience to help them form a hypothesis about what Jack could do in response to Auntie Jane's question.

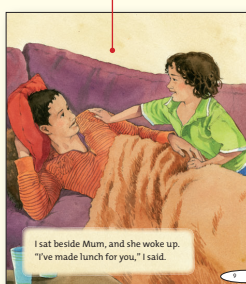
The student uses their grapho-phonetic knowledge (of the digraph "ph" and of other words containing the "ew" rime) to work out the word "Phew" and uses context to confirm its meaning.



The student uses multiple sources of information (grapho-phonetic information, context, syntax, and the illustration) to work out the word "sofa" and its meaning.

The student notices that this page reveals Jack's idea, and they compare it with their earlier hypothesis about what Jack could do.

The student makes a connection between the first sentence and the next two sentences to infer that Mum has fallen asleep because she is worn out.



The student draws on grapho-phonetic information and their language knowledge to work out some irregular past-tense verbs, for example, "thought", "fell (asleep)", "woke (up)", "gave", "ate", "told".



The student can express an opinion about the impact of Jack's idea and what they think will happen next with Jack and his mother.