

Table 1 Hypotheses about possible progressions in acts of processing occurring in early reading and writing for tentative and flexible discussion

These possible changes from simple to complex processing should *not* be seen as stages.

1 Early reading and writing: starting school and very early progress*Any of the following in any order or combination*

- Attends to forms and patterns in print.
- Attempts some visual analysis of pictures, and print.
- Is impressed by arrangements of print signs.
- Knows some letters.
- Picks out one or two words with lapses.
- Has some concepts about print under control.
- Tells the story that could be in the print.
- Writes odd letter forms and primitive texts.
- Faces the first challenges of continuous texts in print.
- Matches a text to a page of a book.

Children attend to separate aspects of reading or writing tasks.

*Combining some of these may lift processing out of this group.***2 Connecting up some aspects of written language: proficient readers after several months***Any of the following in any order or combination*

- Attends to shape, size, position and pattern in print.
- Searches in oral language for ways to express the pictures.
- Has an insecure knowledge of direction and order on a page.
- Has some understanding of moving left to right and down the page.
- Usually tries a left before a right page.
- Tries to use the language of the book, but also own spoken dialect.
- Produces many letters, some words and one or two short sentences in writing.
- Points, trying to match word by word in reading or while writing.

*Combining some of these may lift processing out of this group.***3 Proficient beginners negotiating more transitions***Any of the following in any order or combination*

- Orients to print, knows where to start and where to move.
- Good control of most related motor behaviours.
- Approaches print word by word in reading and/or writing.
- Knows print gives the message.
- Attends in a focused way to the detail of print.
- Shows awareness that oral language relates closely to print.
- Knows pictures can prompt but not determine the text.
- Copes with two lines of text in a simple book.
- Can focus on and use first or last letters.
- Tries to read simple story texts.

*Combining some of these may lift processing out of this group.***4 Proficient readers/writers use subsystems to support each other***Any of the following in any order or combination*

- The reader works across print, parsing word by word, using oral language, or syntax or meaning as a guide. Temporarily it may sound laboured.

- Prompted by visual information, scanning print left to right, most attention to single letters, beginning to use clusters of letters or chunks of words. Temporarily it may sound laboured.
- Prompted and then unprompted re-runs, with cross-checking not always successful.
- Increase in self-correction; notices gross discrepancies.
- Shifts processing from one approach to another on words.
- Selection of 'next words' often led by oral language knowledge, or an expected order in the real world.
- Works with short phrases but more often at the word or sub-word level.
- Surface features (spaces and punctuation) in writing getting attention.
- Using some phonemic segmentation in reading and writing (sounding out but using chunks and clusters as well as single letters).
- Gathering more concepts about print, more letter knowledge with many capital/lower case distinctions.

Combining some of these may lift processing out of this group.

5 Fast processing with accuracy on more advanced texts

Any of the following in any order or combination

- Takes ownership for solving new words.
- Problem-solving new and difficult words, and correcting many errors.
- Integrates information from different knowledge sources: visual, phonological, meaning and structure information.
- Uses any information sources effectively on well-chosen texts but easily thrown by a challenging text.
- What is read is processed quickly and is mostly correct.
- Effective processing deals with chunks of information.
- Has reached high scores on knowledge sources (or *An Observation Survey*).
- Controls links between visual/aural, left/right, first/last, semantic/syntactic, picture/story information.

Combining some of these may lift processing out of this group.

6 Successful readers at about eight years

Any of the following in any order or combination

- Partially silent processing.
- Accurate reading of larger chunks of information on harder texts.
- Knows how to add words to own repertoire.
- Marked shifts in rate of acquiring new words in reading and writing.
- Problem-solves new words, miscued familiar words, and strings of words with self-corrections which occur close to the point of challenge.
- Errors are close to the text words on syntactic, visual, phonological and semantic information.
- Has reduced or refined most subsystems to eliminate unnecessary work.
- Can alter the weighting of attention to different knowledge sources, that is, can give more attention to sub-word information with hardly noticeable effects on pace.
- Has constructed complex structures of processing skills.
- Increased speed coming in part from efficiency in the processing system which does not have to work slowly through earlier processing links.

Combining some of these may lift processing out of this group.