



BOOK PROFILE – FIRST READERS

General guidelines and focus of this profile

The First Readers Profile is aimed at providing guidance on the type of First Reader books to select for Libraries ACT junior members. Specifically, books with structured text and graded reading designed to assist in development of literacy skills. The collection is targeted at emerging readers aged approximately four to eight years old.

This profile is complemented by the standing order list of series – First Reader.

The collection will be split into four coloured levels based on the difficulty of the material. These are:

- **Red: First words** - one word per page, exploring the alphabet, sounds, pictures only
- **Orange: First sentences** - limited vocabulary utilising the 'Magic 100 words' or simple to decode consonant vowel consonant words, word repetition, often one sentence per page
- **Yellow: First Paragraphs** – increasing complex vocabulary, 2- 3 sentences per page spread
- **Green: Complex words, sentences, and paragraphs** - more complex and topic specific vocabulary, multisyllabic words, longer sentences, paragraphs and or chapters. Green matches with picture books colours which indicates this level is ready to read any material outside a pedagogically levelled system.

Focus of this collection

1. To support and encourage literacy, learning and reading of children ages 4 to 8 years. This collection is guided by the learning outcomes outlined in the Early Years Learning Framework (EYLF) for Australia (2009). (Please refer to Appendix 1.)
2. Appealing, high interest, high quality reading materials that are pedagogically designed as levelled readers.
3. Currency: acquisitions should reflect modern values and subject matter should be relevant for the intended audience.
4. Relevance:
 - where the Canberra region or Australia is the focus or subject matter
 - by Canberra region or Australian authors and/or illustrators
 - Indigenous authors/illustrators
 - material representing the diversity of the Canberra community
 - materials that reflect inclusiveness, e.g. diversity in gender identity, abilities, socioeconomic and cultural backgrounds, sexual orientation and family compositions
 - materials that are balanced in their representation of gender and race

Exclusions

- Materials with outdated stereotypes and ideas
- Materials with racist or sexist undertones
- Unlevelled series, not designed as a levelled reader (ie series such as Elephant and Piggie) – these will fall into the Junior Fiction Profile

Priorities and quantity

Selections for this collection will prioritise the following:

- a. High quality, engaging material with simple repetitive sounds and structures.
- b. Series with multiple levels.
- c. Series showcasing a diverse array of inclusive characters and themes, along with representation of characters in a non-stereotypical manner.

Quantity: 8 copies

Appendix 1

EYLF Learning Outcomes	Collection development principles
1. CHILDREN HAVE A STRONG SENSE OF IDENTITY	Stories, texts, and topics that: <ul style="list-style-type: none">• Promote children’s sense of belonging, connectedness to others – a shared identity as Australians• Reflect children’s social worlds, i.e. playgroup, family, community, etc.• Support maintenance of home language and culture• Explore different identities and points of view• Explore a wide range of emotions, thoughts and views constructively
2. CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD	Stories, texts, and topics that: <ul style="list-style-type: none">• Model language to express ideas, negotiate roles, collaboration, interactions, respectful and equal relations• Broaden children’s understanding of the world in which they live in: natural and constructed environment, sustainability and human impact, science and technology, relationships with other living and non-living things• Promote investigation of ideas, complex concepts and ethical issues that are relevant to this target group and their communities• Broaden children’s perspectives and encourage appreciation of diversity• Expose children to different languages and dialects• Explore culture, heritage, backgrounds and traditions within the context of community

<p>3. CHILDREN HAVE A STRONG SENSE OF WELLBEING</p>	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> • Promote healthy lifestyles, including nutrition, personal care, health and hygiene, physical fitness, emotions and social relationships • Discuss emotions, emotional response to events, • Promote participation in energetic physical activity, including sports, dance, drama, movement, games • Broaden children’s understanding of daily routines, tools, experiences, physical play • Promote development of fine and gross motor skills
<p>4. CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS</p>	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> • Inspire imagination, creativity, curiosity, reasoning, reflexivity and embrace of complex concepts and ideas • Encourage the development of skills such as problem-solving, inquiry, experimentation, investigation
<p>5. CHILDREN ARE EFFECTIVE COMMUNICATORS</p>	<p>Stories, texts, and topics that:</p> <ul style="list-style-type: none"> • Encourage the use of and acquisition of home languages and Standard Australian English • Promote understanding of key literacy and numeracy concepts and processes, such as the sounds of language, letter-sound relationships, concepts of print (authorship, illustration, book layout, orientation and directionality) and the ways texts are structured • Engages singing, rhymes, jingles, songs and mathematical language • Engages images, shapes, symbols, letters and sounds in its narrative