

Knowledge shared = Knowledge²



Chit Chat Discussion Sheet

Tanya Serry – The difference between and use of authentic, decodable and predictable texts

Welcome to the Chit Chat between Carla McNeil of Learning MATTERS and Dr Tanya Serry. During this Chit Chat, Carla and Tanya discuss the difference between and use of authentic, decodable and predictable texts.

We encourage you to listen to the Chit Chat (58 minutes) with your colleagues, team and/or staff, and consider the following questions and discussion points along the way. We hope this helps to cause some robust conversations, build shared understandings and offers an opportunity for reflection.

You may wish to use the strategy of **READ** (*this discussion doc*) → **LISTEN** (*listen to the Chit Chat*) → **CHAT** (*with your colleagues*), sharing your thoughts, learnings and reflections.

- What is an authentic text and when are these most relevant?
- Does reading to children automatically make them readers? Why is this?
- Why should schools use decodable readers and why are these so important?
- Who are decodable books best suited to?
- What are the key differences between authentic and decodable texts?
- Discuss the prompts and strategies we should and shouldn't be using to support our readers.
- Discuss the importance of alignment of what is taught in the classroom and what is taught in intervention. What does this look like in your setting?
- What is a predictable text and who are these appropriate for?
- If you make the decision not to use predictable texts for instruction any longer, what might you do with these?
- What do we now know about the term 'levelled'?
- What might we need to think about when transitioning students from decodable texts to authentic texts?



Learning MATTERS Ltd

Consultancy

Resources

The iDeal Approach

LMIT Certification

Knowledge shared = Knowledge²



Learning MATTERS

We hope you found the Chit Chat thought-provoking and a good opportunity to reflect on your practice. Perhaps you have begun your journey into Structured Literacy and the Science of Reading and there was a lot of affirmation, or perhaps this is your starting point. Either way, you are on your way. We wish you all the best as you too work to make a greater evidence-based shift in your setting.

- Do you have more to learn? What will you do now? What do you think are the next steps for your school?
 - Build more knowledge?
 - Improve teaching practice?
 - Consider resourcing?
 - Build consistency across classrooms?

