

AN OVERVIEW OF THE READING PROCESS

In the pre-school years the child is dependent on the home for his experiential background. No matter how limited these experiences are, he does not come to school as an empty can. The teacher must utilize the child's uniqueness in order for him to learn to read his speaking-meaning vocabulary in growth stages!

Before the child learns to read, his experiences are discernible: visually, auditorially, and kinesthetically. Sounds are produced by the child and from his environment. Eventually, they are associated with particular experiences. These impressions are labelled and integrated as a stock of utterable meanings into his language reservoir.

The child challenges the teacher to reduce the lag which exists between the experiential, the language reservoir, and the written symbol. The teacher must provide an environment which helps the child:

1. to understand that there are a limited number of sounds which fall into discrete groupings with a variety of shapes in our language.
2. to arrange the sounds in his mind in the order the printed shapes are seen.
3. to combine his language reservoir with the proper printed symbols.
4. to identify the word as a union of sounds.
5. to group words into thought patterns.

The child understands the reading process at the point that his speech apparatus is conditioned to the printed symbol so that the appropriate response is triggered off from his language reservoir.

As the child learns to read, he, the learner, must send the correct sounds from his brain in order, simultaneously with constructing the meanings and/or mental images of what he perceives.

We believe that a reading program should follow the natural language pattern of the developing child: the babbling stage, the word-meaning stage, the sentence-pattern stage, and the paragraph stage.