



# Key Links Reading

What makes Key Links different?

Key Links books explicitly involve readers in thinking and talking about what and how they read, and making links to what and how they write.

—Jill Eggleton



*Like other quality reading programs, Key Links includes:*

- engaging, relevant [fiction and non-fiction texts](#)
- [benchmarking materials](#) for each level
- [formative assessment](#) for comprehension, word knowledge and fluency for each level
- comprehensive, balanced [teaching support](#) (covering oral language, reading and writing skills; phonic knowledge and phonemic awareness; visual language and conventions of print)

*However, Key Links also uniquely provides:*

- [FOCUS PANELS](#) with teaching prompts on every page for teachers to use before, during and after the first reading of the book.
- [VISUAL SUMMARIES](#) at the end of each book to assist students to retell and summarise what they have read.
- [SCAFFOLDING AND REINFORCEMENT](#) to support literacy skills and strategies as they move through the levels.
- [STEP-BY-STEP GUIDANCE](#) inside the front cover on how to use the teaching prompts. In lower levels the independent activity for students to complete is also located here.
- [SCAFFOLDED READING LEVELS](#) that cater for all students from beginner readers to upper fluency.
- [CLASS-TO-HOME LINK](#) training through the Focus Panels that demonstrate types of questioning parents/carers can use for home-reading.



# Key Links Focus Panels

**FOCUS PANEL:** Unique to Key Links, Focus Panels provide easy-to-use samples of **prompts** that optimise **teaching-learning opportunities**. These questions merge oral language, reading and writing skills and strategies into engaging discussions for all readers.

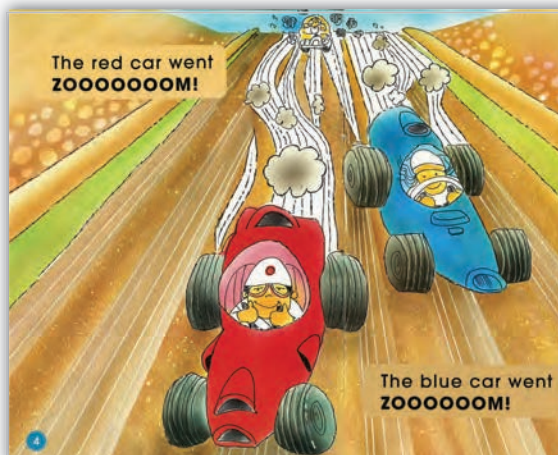
The **FOCUS PANELS** for the Emergent/Early Levels of Key Links provide prompts to use for each page:

- **PREVIEW**—before reading
- **VIEW**—during reading
- **REVIEW**—after reading.

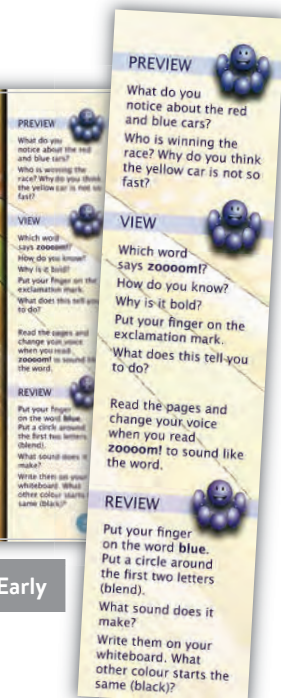
The prompts focus on:

- comprehension strategies
- processing skills
- vocabulary and phonics in context
- phonemic awareness
- oral language
- reading fluency and more...

The **FOCUS PANELS** carefully and sequentially scaffold and reinforce skills and strategies used in previous books. They provide a link from classroom to home reading.



Emergent/Early



Prompts in the **Fluency Levels** of Key Links develop students' understanding and use of:

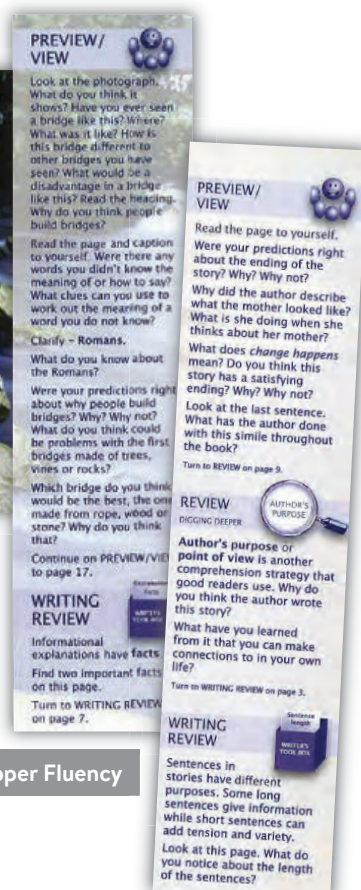
- author's purpose
- prediction
- clarifying vocabulary
- comprehensive connections
- reading on the lines, beyond the lines, between the lines
- question generation
- fact and opinion
- action and consequence
- plot development, character development, setting
- explicit links between reading and writing specific texts.

In **Upper Fluency** the **FOCUS PANEL** further develops students' skills to:

- identify and discuss practices of good readers and writers
- examine the author's craft and literary devices
- explore the use of vocabulary, grammar and sentence structure.



Lower Fluency



Upper Fluency





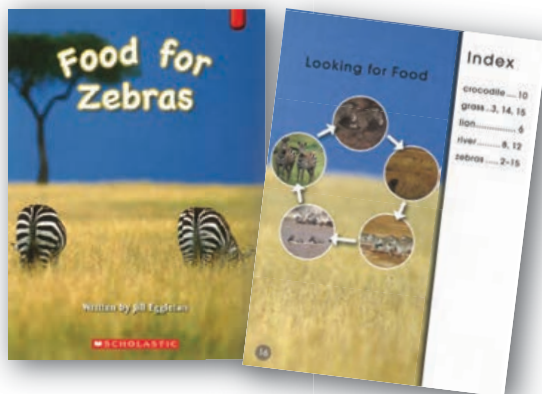
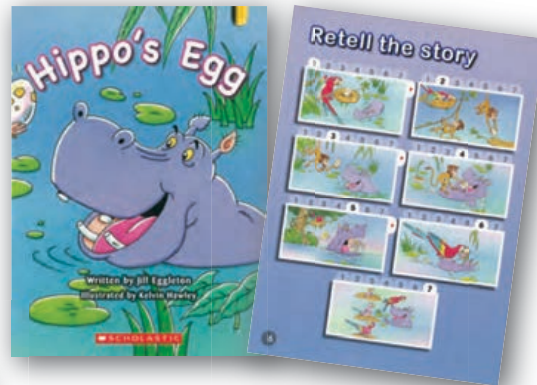
# Key Links Visual Summaries

**VISUAL SUMMARIES:** found at the end of each book assist students to retell and summarise what they have read. The summary style varies between fiction and nonfiction. They also vary once students move into the Fluency and Upper Fluency levels.

## Emergent and Early FICTION titles

Emergent/Early Fiction books feature storyboard illustrations near the back of the book to assist **retelling**. As the levels increase, the complexity of the storyboards also increase.

Key Links **YELLOW**, *Hippo's Egg*



## Emergent and Early NONFICTION titles

Emergent/Early Nonfiction books feature an index and a graphic organiser to assist in **summarising**. As the levels increase, the complexity of the organisers also increase.

Key Links **RED**, *Food for Zebras*

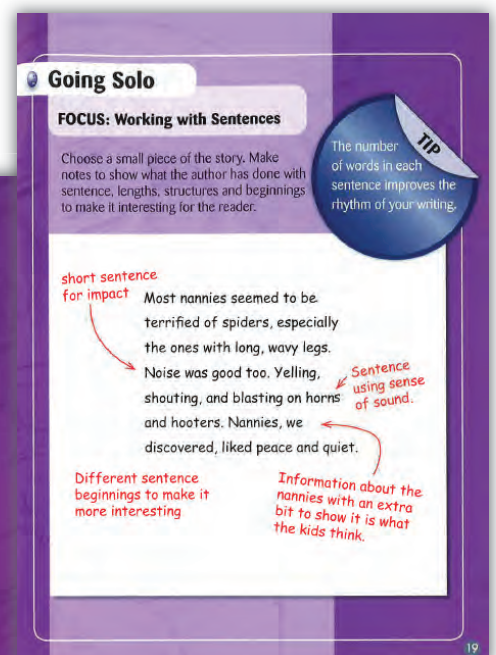
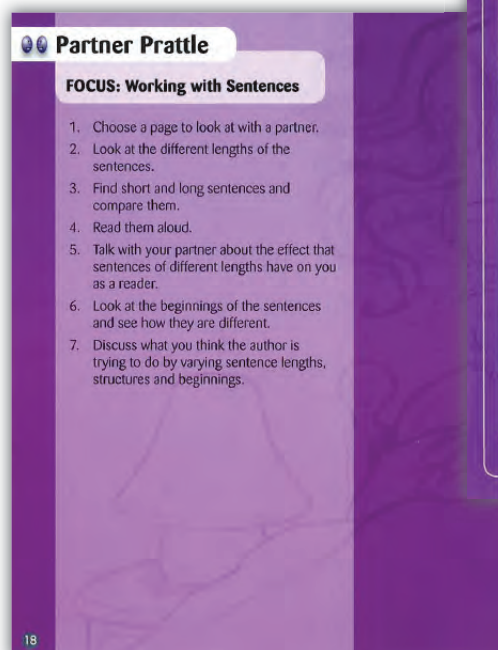
## Fluency and Upper Fluency titles

Fluency and Upper Fluency books feature 'Partner Prattle' prompts that encourage: peer discussion on relevant details, articulation and justification of their opinion, and thinking beyond the text.

'Going Solo' activities are designed to be tackled individually. Activities explore the link between reading and writing explicitly.



Key Links **EMERALD**,  
(Personal Narrative 1)  
*Change Happens*





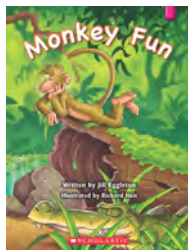
# Key Links Scaffolding and Reinforcement

**SCAFFOLDING AND REINFORCEMENT:** All Key Links books have been sequenced to scaffold and reinforce literacy skills over time. Full scope and sequence maps are downloadable from the website for each level.

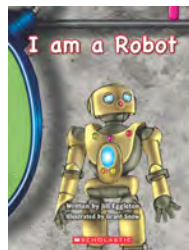
The **reading order** of titles in each level are indicated inside the back cover.

For example: **KL-M2** would indicate a book should be the second book read in Magenta level.

An example of **scaffolding for high frequency words** is shown below:



Monkey Fun  
KL-M1  
Key Words: I am



I am a Robot  
KL-M2  
Key Words: I am a



What's Next?  
KL-M3  
Key Words: Here is the



Sleeping Animals  
KL-M4  
Key Words: The ... is



Racing  
KL-M5  
Key Words: The ... are

A detailed **scope and sequence** for each level is available on the website for programming.

SCOPE and SEQUENCE Early (Blue)					
ORAL LANGUAGE	READING	WRITING	WORD and LETTER	VISUAL LANGUAGE	ASSESSMENT
Listen in a group	Focus on:	Focus on:	Focus on:	Focus on:	Ongoing Observation Sheets
Speak to a group	reinforcement and introduction of some high-frequency words: <i>about again around back be day did didn't don't eat every fast find from eat every fast find from helping him home how if let like lot making many next new now one other outside please so someone still take that their them then there these today us way were what when</i>	recording three or more ideas using: <i>beginning and end sounds, middle sounds, spelling patterns, correct spelling of many high-frequency words</i>	recognition of blends and digraphs/vowel and consonant blends – <i>ea ai ee y ck ay ow</i>	illustrations	Checklists
Listen to a partner and ask questions			reinforcement of word families	photographs	Running Records
Speak to a partner and answer questions			hearing and saying phonemes in words	diagrams	Post-check: <i>Check at a point when teacher considers the student ready to move onto EARLY (Green)</i>
Retell a story with detail	processing strategies: <i>checking using: meaning, syntax and visual clues rerunning</i>	beginning to write ideas with more variety of style: <i>simple report, opinion, explanation, recount, character description</i>	recognition of rhyming words/compound words/ plurals/contractions/ suffix and base word – <i>s ing ed er y/silent letters/ homonyms</i>	labels	Post-check: <i>p35-42 TRB. Use 'Cow to the Rescue' and 'Lion Cub'</i>
Talk about characters			clapping syllables in some words	captions	
Talk about setting	some comprehension strategies: <i>predict, retell, recall, answering questions: on the lines/between the lines/beyond the lines, asking simple questions about information or ideas in the text, make text-to-self connections, give simple opinions, visualise</i>	sharing writing with others	writing the initial and end sound of a word	index	
Talk about a problem and solution in stories			writing an increased number of high-frequency words correctly	changes in font size	
Recall information with detail				bold font	
Ask questions using starters – <i>how, when, why, what, where, who</i>				illustrative font	
Answer questions about the text – <i>on the lines, between the lines, beyond the lines</i>	practise fluency by oral reading attending to <i>fullstops, speech marks and exclamation marks, question marks, commas, bold font, illustrative font</i>			print conventions – <i>fullstop, capital letter, speech marks, exclamation marks, comma, apostrophe</i>	
Express opinions and give reasons				graphic organisers – <i>simple webs, simple charts, flow diagram, sequence chart, problem/solution chart, comparison chart</i>	
Give a description				speech bubbles	
				thought bubbles	
				symbols	
				cross section diagrams	
				map with simple key	



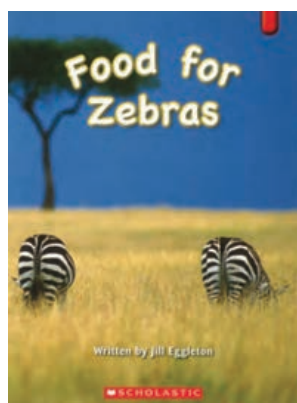


# Key Links Step-by-Step Guidance

**STEP-BY-STEP GUIDANCE:** on how to preview, view and review each book is provided inside the front cover of each book. In early and emergent levels, this section also provides an independent activity for students to complete.

**Early and Emergent** books feature **guides** that **prompt** teachers' use of the book.

An independent activity, along with a small example of the completed activity for students to follow, is also displayed here.



<p><b>STEP 1</b> Introduce the book. Look at the photograph on the front cover. Read the title to the students. Ask the students to talk about what they see.</p> <p><b>STEP 2</b> Look at the photographs on each page following the <b>PREVIEW</b> suggestions.</p> <p><b>STEP 3</b> Get the students to focus on the text following the <b>VIEW</b> suggestions. Get the students to point to each word as they read. During this stage, if they hesitate in reading or make an error, focus on teaching or reinforcing processing strategies (skills to decode text).</p> <p><b>Processing strategies to teach:</b></p> <ul style="list-style-type: none"> <li>• If you come to a word you don't know, you can look at the letters and think what the word could be.</li> <li>• If you read a word that doesn't look right, go back and try again.</li> <li>• When you have read the sentence, check. Does what you have read make sense? If it doesn't, try again.</li> </ul>	<p><b>STEP 4</b> Revisit the book following the <b>REVIEW</b> suggestions.</p> <p><b>STEP 5</b> Look at page 16 and get students to talk about the graphic organiser. Ask questions such as: <i>What does this chart tell us?</i></p> <p><b>STEP 6</b> <b>Suggested Independent Activity:</b> Students can draw where they might go to get their food. Alternatively they could draw a zebra and one thing that might be a danger to it. Write a sentence under the student's drawings. Collate into a book for independent reading.</p> <p><b>Danger!</b></p> <p>A crocodile is looking at the zebra.</p> <p>Eddy</p>
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**Fluency and Upper Fluency** books:

- feature teaching focuses for reading, writing, oral language and word exploration.
- emphasise the **reading-writing link**, and more complex independent activities.



<p><b>Guide Notes</b></p> <p><b>IMPORTANT NOTE</b> The <b>enjoyment</b> of the text is of paramount importance. The steps below and the ideas in the focus panel for <b>PREVIEW/VIEW</b> and <b>READING</b> and <b>WRITING REVIEW</b> are suggestions only. They are not intended to be prescriptive or all to be necessarily covered. Individual students and groups will bring different needs and different reactions. Decisions on teaching points should be as a result of knowing the student's needs and interests. Discussion should start with what the student already knows so as to engage their curiosity and interest. It should link to and build on their prior learning.</p> <p><b>FOCUS FOR THIS TITLE:</b> <b>Reading:</b> clarify vocabulary/phrases, comprehension strategies: <i>making predictions and justifying predictions, making inferences, asking questions, making connections, activating prior knowledge, visualising, evaluating ideas and information, author's purpose and point of view, rhetorical questions</i> <b>Writing:</b> personal narrative: titles, show don't tell, using dialogue, resolutions, describing emotion <b>Oral Language:</b> describing a character using show don't tell <b>Word Exploration:</b> similes</p>	<p><b>Key</b></p> <p><b>GROUP TALK</b></p> <p><b>PARTNER TALK</b></p>
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**NOTE:** It is not intended that all the steps below be taken in the one lesson.

<p><b>STEP 1</b> Students focus on the title and cover illustration and make predictions about purpose, content and text form of the book.</p> <p><b>STEP 2</b> Follow the <b>PREVIEW/VIEW</b> suggestions as indicated in the panel.</p> <p><b>STEP 3</b> Revisit the book following the <b>REVIEW</b> suggestions in the panel.</p>	<p><b>STEP 4</b> Revisit the book following the <b>WRITING REVIEW</b> suggestions in the panel.</p> <p><b>STEP 5</b> Follow the <b>PARTNER PRATTLE</b> and <b>GOING SOLO</b> suggestions on page 18-19.</p> <p><b>STEP 6</b> <b>Suggested Independent Activity:</b> <b>GOING SOLO</b> on page 20.</p>
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# Scaffolded Reading Levels

SCAFFOLDED READING LEVELS: allow Key Links to be integrated easily with other reading programs used within schools.

**Emergent:** 20 titles

**L1–L2 Magenta** (20 titles)

**Early:** 96 titles

**L3–L5 Red** (24 titles)

**L6–L8 Yellow** (24 titles)

**L9–L11 Blue** (24 titles)

**L12–L14 Green** (24 titles)

**Fluency:** 48 titles

**L15–L16 Orange** (12 titles)

**L17–L18 Turquoise** (12 titles)

**L19–L20 Purple** (12 titles)

**L21–L22 Gold** (12 titles)

**Upper Fluency:** 48 titles

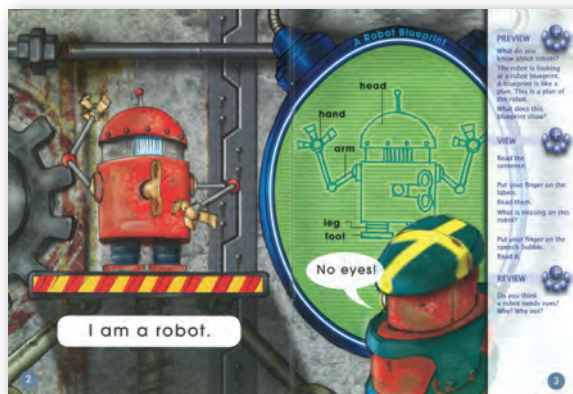
**L23–L24 Silver** (12 titles)

**L25–L26 Emerald** (12 titles)

**L27–L28 Ruby** (12 titles)

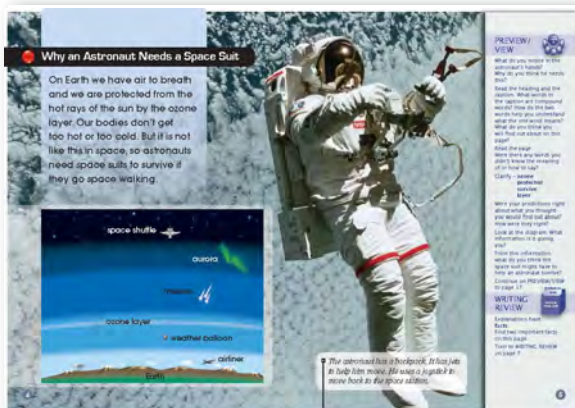
**L29–L30 Sapphire** (12 titles)

Cutting-edge design enables lower reading levels to be used comfortably with older struggling students.



*I am a Robot*  
KL-M2

As levels increase: more visual literacy elements are introduced, questions become broader and deeper and individual activities are more rigorous.



*A Suit for Space Walking*  
KL-O7



## Key Links Class-to-Home Links

By Jill Eggleton

CLASS-TO-HOME LINKS: ensure parents and teachers are 'on the same page' if books are taken home. Often parents are unsure how to use take-home reading books. The prompts in the Focus Panels can be used by parents to discuss Key Links books and give them ideas for how to approach other books they read with their children.