

PIALBA STATE SCHOOL - WHOLE SCHOOL READING PROGRAM







OUR READING VISION & BELIEFS:

At Pialba State School we believe that learning begins with building teaching capability and maintaining structured, formalised programs across the school. This ensures sustainable whole-school approaches which will provide consistency and continuity to effectively teach reading, resulting in improved outcomes for students.

We believe that reading is beyond being able to decode words, it is multi-faceted. Our approach will therefore also incorporate oral language, vocabulary expansion and comprehension. Reading is a vital skill, as it is applied across a multitude of other learning areas.

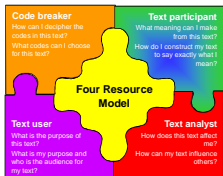
We believe that the teaching of reading should always aim for the child to feel confident by empowering them to use the tools needed for successful reading. This will foster a love for reading that is hoped to be also nurtured in a student's home environment.

QAR - What Kind of Question is it?

<p>Right there The answer can be found right there in the text.</p> 	<p>Think and search The answer is in the text but it may not use the same language that is used in the question and you may have to look in different places to find it.</p> 
<p>Author and me The answer is not in the text. You need to use your own background knowledge and what the author has told you to come up with the answer.</p> 	<p>On my own The answer is not in the text. You need to use your own background knowledge. You could even answer the question without reading the text. The question must 'stand alone'.</p> 

More QAR information can be found in Sheena Cameron's reading comprehension books in your C2C boxes.

Other resources available at sheenacameron.co.nz/resources.html



THE FOUR RESOURCE MODEL

Learning Role Cards based on the Four Resource Model can be downloaded at: <http://www.myread.org/organisation.htm> as well as a variety of graphic organisers and lesson ideas for working in groups, cooperative learning strategies and other lesson ideas.

A BALANCED READING PROGRAM

As well as **META-LANGUAGE EXPERIENCE** (weekly/fortnightly - between 20 & 30 minute sessions) and **TEXT DISCUSSION SESSIONS** (regularly planned in English lessons) and **READING TO STUDENTS**, the following reading experiences are delivered in classrooms:

MODELLED READING I DO	SHARED READING WE DO	GUIDED READING WE DO	INDEPENDENT READING YOU DO
(daily, 5-10mins) Reading to children for enjoyment : 5-15mins	(daily, 10-15mins)	(min 3 times / week) (Minimum 30 minute rotations - teacher works with different level or group each day. Every student is involved with reading each session)	(daily, 15-30 mins) PEER READING (as part of the regular reading program)
Hyperlink for more details about these Classroom Reading Strategies			

MINIMUM TIME ALLOCATIONS FOR EXPLICIT TESACHING OF READING PER WEEK

PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7
3 hrs	3 hrs	3hrs	3 hrs	2 hrs	2hrs	1.5 hrs	1 hr

READING SKILLS

- Questioning (using the QAR Framework and RECIPROCAL READING Strategies)
 - Self Monitoring: Using the reading cueing system:
 - Refer to posters in classrooms
 - VISUAL: Does it look right (Get my mouth ready, Look for patterns or chunks)
 - STRUCTURE: Does it sound right? (How do we say it?)
 - MEANING: Does it make sense? (Think about the story. What could the word be?)
 - Predicting
 - Activating Prior Knowledge (Previewing & setting a purpose)
 - Connecting
- Summarising & Paraphrasing (Skimming, Scanning, Finding the Main Idea / Determining Importance, Retelling & Recalling Detail, Sequencing)
 - Inferring
 - Synthesising
 - Visualising

Student Achievement measured by:

- RAPT
- Concepts of Print
- SPAT
- PM Benchmarks
- NAPLAN
- Informal Prose
- PAT - Reading
- C2C English Assessment

ALL TO INFORM TEACHING

SEE [SCHOOL ASSESSMENT OVERVIEW FOR TIMING](#)

More professional readings, resources and websites can be found at: <http://education.qld.gov.au/learningplace/> Log into 'Staff Space' and search for 'reading' in the search box. The [North Coast Teaching of Reading Framework Document](#)

EFFECTIVE READING PEDAGOGY

- ⇒ high academic engagement
- ⇒ a great deal of skills instruction
- ⇒ explicit teaching of word-recognition skills
- ⇒ explicit teaching of comprehension strategies
- ⇒ Explicit teaching of vocabulary
- ⇒ rich oral language interaction
- ⇒ a balance of skills and holistic reading and writing
- ⇒ differentiated instruction in groups
- ⇒ assessment to identify students for intervention
- ⇒ a positive, motivating, enthusiastic environment

EXPLICIT TEACHING

- is critically about clarity in:
- knowing the learner
 - responding to the learner
 - implementing focused lessons
 - reflection and review

TEACHER SELF-REFLECTION QUESTIONS

Ask Yourself: *What counts in my lessons? Do I accomplish what I set out to teach?
How do I know? Is it evidenced in the talk of the classroom?*

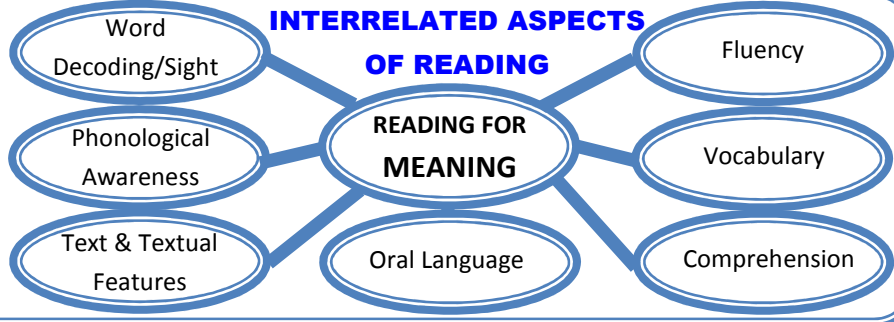
1. Do I use assessment information to guide my practice? Do I plan for learning opportunities where the purposes for the learning are clear and well-defined?
2. How do I introduce the main learning goals of the lesson? Is the new learning made explicit? Do I share with students the specific nature of the task, the rationale for learning and its value to their learning?
3. Are students aware of what is expected when demonstrating their achievement of the task?
4. Is the literacy learning focus maintained throughout the lesson?
5. Does my talk respond to students learning needs in a way that supports and extends their learning?
6. Do I scaffold the learner through explicitly demonstrating and modelling new skills and knowledge?
7. Do I provide explicit feedback to students that specifically links lesson goals to student responses and performance?
8. Do I allow time or opportunity for students to connect their learning by reflecting, reformulating or articulating what they learnt? How do I provide this opportunity?
9. What are the 'take-home messages' students are left with as a result of this lesson?

READING LEVEL TARGETS

	PREP	YEAR 1	YEAR 2	YEAR 3
End Term 1	0-2	9-10	16-17	22-23
End Term 2	2-4	11-12	18-19	23-24
End Term 3	4-6	13-14	20-21	25-26
End Term 4	6-8	15-16	20-22	25 +
U2B Targets	15% = or + lvl 8	15% = or + lvl 16	15% = or + lvl 22	15% = or + lvl 26

ALWAYS place emphasis on maintaining comprehension focus, not just reading at the PM level to achieve the target.

INTERRELATED ASPECTS OF READING



Please display and refer to the **COMPREHENSION STRATEGIES** and **DECODING SKILLS** posters in classrooms. This will ensure a consistent language is used throughout the school.
See the CC if you don't have one, or
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RECIPROCAL READING QUESTIONS / SKILLS

Predict	Question	
<p>Title Based on the title, I predict this is going to be about...</p> <p>Headings I think the next chapter/section will be about...</p> <p>The author poses a question in the text From what... asked, I predict... Predict the author's intent (purpose / meaning).</p> <p>The text suggests what will be discussed next Based on (a clue), I predict... I already know these things about the topic/story...</p> <p>Illustration Based on.... (Image) in the illustration, I predict....</p> <p>What happens next? What do you think might happen after the ending of the book? What might happen next?</p>	<p>Right There The answer is in one sentence of the text. Answers are usually one word or a short phrase. Who is...? What is...? When is...? Where is...? How many...? How did? When did...? Why was...? What caused...?</p> <p>HOW? Re-read the text. Scan the text. Look for key words in the text.</p>	<p>Think and Search The answer may be found in several parts of the text - Gather your answers from several parts of the text and put it together to make meaning. Answers are usually short answers What does...? Why does... happen? What are the parts of ...? How are... and ... Different? How does... happen? What do you think of...?</p> <p>HOW? Re-read or skim the text. Look for important information. Summarise a part of the text.</p>
Clarify		
<p>You don't understand I don't really understand...</p> <p>You can't follow the text A question I have is...</p> <p>You don't know what a word means One word/phrase I do not understand is... What does... mean?</p> <p>HOW?</p> <ul style="list-style-type: none"> • Fact or Opinion? • Interpret figurative language • Ask a friend • Use a dictionary • Ask an adult 		
Summarise		
<p>Topic sentence The topic sentence is... This story/paragraph is mostly about...</p> <p>Author The author is trying to tell me... The author want the reader(audience) to believe...</p> <p>Omit unnecessary information is... important to....?</p> <p>HOW? Re-read the text. Skim and scan Find main idea - look back in the text Retell the story in your own words - understand sequence.</p>	<p>Author and Me The answer is not directly in the text. The answer comes from fitting together clues from the text and from prior knowledge of the reader. Answers can be longer answers. Would you...? Which Character...? Do you agree with...? What did you think of...?</p> <p>HOW? Re-read the text. Think about what you already know and what the author says.</p> <ul style="list-style-type: none"> • Compare and Contrast 	<p>On my Own Making Inferences The answer is not in the text. The answers come from reader's prior knowledge (things you already knew). Answers require readers to make some type of judgement. Answers can be longer answers. Do you know...? Have you ever...? Would you ever...?</p> <p>HOW? Think about what you already know: Make connections with what you have read before and what you already know. • Compare and Contrast • Recognising Cause and Effect.</p>

V2, Jan 2014

CORE COMPONENTS OF EVERY READING PROGRAM

INTRODUCTION → **ELABORATION** → **PRACTICE** → **REVIEW**

- INTRODUCTION**
 - Brief lesson orientation
 - Discuss learning goal
 - Overview of new learning
 - Purposes of assessment tasks are made clear
 - Review of relevant prior knowledge
- ELABORATION**
 - Link background knge;
 - Re-teaching if necessary
 - Clarifying
 - Demonstration/ modelling
 - Guided Instruction using guided reading / writing,
 - Reciprocal teaching or cooperative peer reading
 - Guided student practice
- PRACTICE**
 - Independent practice
 - Skills, knowledge & use of aspects of literacy
 - Application of new learning
- REVIEW**
 - Summary, review & reflection of specific literacy learning (oral and /or written)
 - Student reformulation and articulation of learning
 - Assessment (formative or summative if necessary)

