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?

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

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:

<table>
<thead>
<tr>
<th>MODELLED READING</th>
<th>SHARED READING</th>
<th>GUIDED READING</th>
<th>INDEPENDENT READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I DO (daily, 5-10mins)</td>
<td>WE DO (daily, 10-15mins)</td>
<td>WE DO (min 3 times / week)</td>
<td>YOU DO (daily, 15-30mins)</td>
</tr>
<tr>
<td>Reading to children for enjoyment: 5-15mins</td>
<td></td>
<td>(Minimum 30 minute rotations - teacher works with different level or group each day. Every student is involved with reading each session)</td>
<td>PEER READING (as part of the regular reading program)</td>
</tr>
</tbody>
</table>

MINIMUM TIME ALLOCATIONS FOR EXPLICIT TESACHING OF READING PER WEEK:

<table>
<thead>
<tr>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
<td>2 hrs</td>
<td>2 hrs</td>
<td>1.5 hrs</td>
<td>1 hr</td>
</tr>
</tbody>
</table>

READING SKILLS:
- Questioning (using the QAR Framework and RECIPROCAL READING Strategies)
- Self Monitoring: Using the reading cueing system:
  - 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

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.

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

SEE SCHOOL ASSESSMENT OVERVIEW FOR TIMING
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?
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

<table>
<thead>
<tr>
<th>END TERM 1</th>
<th>END TERM 2</th>
<th>END TERM 3</th>
<th>END TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREP 0-2</td>
<td>YEAR 1 9-10</td>
<td>YEAR 2 16-17</td>
<td>YEAR 3 22-23</td>
</tr>
<tr>
<td>END TERM 2</td>
<td>2-4 11-12</td>
<td>18-19 23-24</td>
<td></td>
</tr>
<tr>
<td>END TERM 3</td>
<td>4-6 13-14</td>
<td>20-21 25-26</td>
<td></td>
</tr>
<tr>
<td>END TERM 4</td>
<td>6-8 15-16</td>
<td>20-22 25+</td>
<td></td>
</tr>
<tr>
<td>U2B Targets</td>
<td>15% = or + lvl 8</td>
<td>15% = or + lvl 16</td>
<td>15% = or + lvl 22</td>
</tr>
</tbody>
</table>

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

INTERRELATED ASPECTS OF READING
- Word Decoding/Sight
- Phonological Awareness
- Text & Textual Features
- Oral Language
- Comprehension

READING FOR MEANING
- Fluency
- Vocabulary

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 Gr/Coredata/Curriculum/1.Whole School Planning/3.Reading Program/Whole School Reading Approach

CORE COMPONENTS OF EVERY READING PROGRAM

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 knowledge
- Re-teaching if necessary
- Clarifying
- Demonstration/modelling
- Guided Instruction using guided reading/write, reciprocal teaching or cooperative peer reading

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)