



**WOOROOLIN**  
**STATE SCHOOL**

# Reading Framework



Reading is our thing!



## What is reading?

Reading is a social and critical practice. It is something we do to achieve personal and social purposes. We read written, visual and multimodal texts for enjoyment, to find information and to learn. Through reading, we build relationships and communicate with others across time and space.

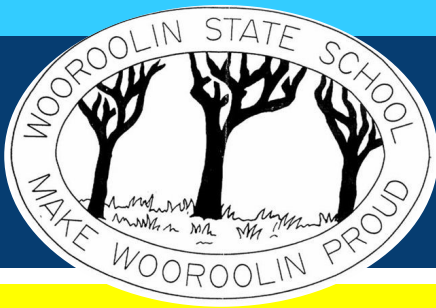
Reading comprehension is a cognitive activity that involves the process of simultaneously extracting and constructing meaning. It is an active process in which knowledge about the context (subject matter, reader/writer relationships, mode and medium) and the text being read is integrated with, and filtered through, the reader's prior knowledge.

Because readers bring diverse cultural experiences and language knowledge to a reading task, many meanings are possible from a single text. Successful readers are able to question the authenticity and accuracy of meaning gained from text by evaluating their interpretation against prior knowledge of the world, prior texts and prior experiences. In the process knowledge is transformed and new knowledge is created and integrated into existing knowledge. Strategic readers are able to talk about reading and about themselves as readers. (*Introduction to Teaching Reading and Viewing*, unpublished paper, Queensland Studies Authority).




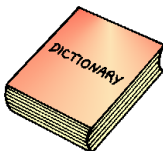
Success in learning to read depends on teacher use of explicit instruction to integrate the six areas ('The Big Six') of learning to read.

1. **Oral language development:** the ability to speak and listen;
2. **Phonological and phonemic awareness:** the ability to hear and manipulate the sounds in oral language;
3. **Phonics:** the relationship between letters and sounds and decoding;
4. **Fluency:** the ability to read quickly and naturally, recognise words automatically, and group words quickly;
5. **Vocabulary knowledge:** new word and what they mean; and
6. **Text Comprehension:** understanding what is being read and developing higher-order thinking skills.

These six aspects of reading are connected. Effective readers bring together their skills and knowledge of each aspect to make sense of what they are reading. Each aspect is of equal importance, although effective teachers may make choices about emphasis, depending on the year level and language resources of their students. Because these are essential skills for the development of competence in reading, writing and spelling, they must be taught early, systematically, explicitly and well.



## Examples of Best Literacy Practice

1	 <p><b>Purposeful</b> reading activities. These include opportunities to participate in</p> <ul style="list-style-type: none"> <li>• Modelled Reading</li> <li>• Shared Reading</li> <li>• Guided Reading</li> <li>• Independent Reading</li> <li>• Peer Reading</li> <li>• Critical Reading</li> </ul>
2	<p><b>Purposeful</b> writing activities. These include opportunities to participate in</p> <ul style="list-style-type: none"> <li>• Modelled Writing</li> <li>• Shared Writing</li> <li>• Guided Writing</li> <li>• Independent Writing</li> </ul> 
3	 <p><b>Purposeful</b> oral language activities. Including</p> <ul style="list-style-type: none"> <li>• Modelling of speaking activities</li> <li>• Vocabulary building</li> <li>• Think, Pair, Share strategy</li> <li>• Formal Speaking opportunities</li> <li>• Focus on performance</li> </ul>
4	School Spelling program—Focus on teaching of Spelling
5	Editing/Proof Reading Guide including punctuation
6	<p>Purpose for Learning</p> <ul style="list-style-type: none"> <li>• <b>Learning Intent:</b> What am I learning today? (WILT)</li> <li>• <b>Success Criteria:</b> What am I looking for? (WILF)</li> </ul>
7	<b>Reflection</b> on task and learning (Ploughback/Review)
8	<b>Differentiation</b> —all students catered for at their level of need
9	<p><b>Vocabulary Rich Environment.</b> Classroom has multiple places for students to access KLA specific vocabulary. Including</p> <p>Word walls</p> <p>Class Dictionaries/Personal Dictionaries/Thesauruses</p> <p>Vocabulary lists</p> 
10	<p><b>Literature Rich Environment</b></p> <ul style="list-style-type: none"> <li>• Students engage with a variety of text types</li> <li>• Classroom has a rich environment of text types</li> </ul>



## Building blocks of a reading plan

**Literacy Experiences:** At all year levels within a balanced approach to the teaching of reading all students must be provided with a range of language and literacy experiences in—Concepts about print; Oral language; Phonological awareness; Phonics; Vocabulary development; Fluency; Comprehension; and Higher-order thinking.

**Concepts about Print:** The following concepts should be explicitly taught— Print has meaning; Directionality of print; 1 to 1 correspondence; Concept of letter, word, sentence; Punctuation; Navigating the text; Understanding and using text features at word, sentence and whole text level.

**1. Oral Language** (linguistic knowledge). Consider the social, cultural and prior-to-school factors which have had an impact on language/reading. Consider planning for Clear and correct use of oral language (think aloud); Monitor student understanding; Teach active listening; Provide opportunities for social interaction.

**4. Vocabulary Development**—Does your reading plan include targeted intervention in Tier II words that is fun, frequent, rich and revisited regularly? Does your reading plan include the explicit teaching of the phonological, visual, morphemic and etymological systems of words?

### 2. Phonological Awareness

**Phonemic Awareness**—Are there effective strategies to build phonological awareness and knowledge in your reading plan? These should include word awareness, syllable awareness (rhythm), awareness of onset/rime division (rhyme), alliteration, isolation, segmentation.

### 3. Phonics—Letter/Sound

**Knowledge**—Is this explicitly taught?

**Decoding**—Does your reading plan include explicit teaching strategies such as look at the picture (Eagle Eye), stretch it out (Stretchy Snake), looking for chunks (Chunky Monkey) for example.

### 5. Fluency

Are there effective, fluency-building practices, with a focus on rate, accuracy and prosody, in your reading program? These practices include:

Repeated reading

Readers' theatre

Timed reading

Phrased reading

Choral reading

Listening to good models of fluent reading

### 6. Comprehension

Does your reading plan provide a range of strategies and processes that can be targeted to meet students' instructional needs? These should include:

**Understanding the purpose of reading and texts** (skim/scan or read to obtain details; awareness of the author's purpose)

**Adjust reading strategies** (re-reading, chunking, decoding, slow reading rate)

**Monitor comprehension** (making predictions, previewing vocabulary, activating prior knowledge; making connections, visualising, determining importance, questioning; making inferences, summarising, synthesising)

**Higher Order Reading**—Does your reading plan provide a range of opportunities for all students to engage in higher order reading opportunities? Does your reading plan include a deliberate strategy that builds and extends your students thinking within and across multiple text types? Does your reading plan use 'accountable talk' for students to be held accountable for their thinking?





## Reading Behaviours (at all year levels)

### Learning to Read

Language Experiences  
Phonemic Awareness  
Phonological Awareness  
Concepts About Print  
Fluency  
Vocabulary  
Comprehension

### Decoding Strategies

Use visual clues  
Use knowledge of sounds in words  
Chunk for word parts and meaning  
Analogy-use a word you know  
Re-read  
Read on and go back  
Cross-check. Does it look right? Does it sound right? Does it make sense?

### Higher Order Thinking

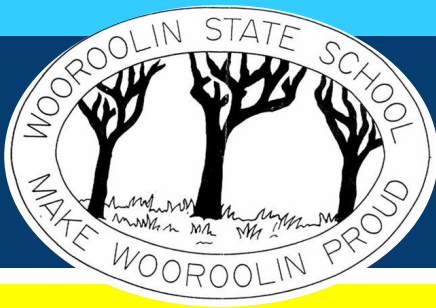
Choosing texts  
Reading stamina  
Getting started right away  
Reading mileage  
Communicating ideas  
Justifying  
Reflecting

### Reading to Learn

Comprehension  
Fluency & Phrasing  
Use Text Structures  
Use Language Features  
Broad, deep vocabulary  
Using print features

### Comprehension Strategies

Activate prior knowledge  
Self-monitoring  
Predicting  
Questioning  
Identify details/fact & opinion  
Making connections (main idea)  
Visualising  
Inferring  
Summarising (sequencing)  
Synthesising (compare & contrast)  
Skimming & scanning  
Build vocabulary knowledge



## Expectations for Reading

1. Belief that every child can learn to read well at any stage—***we don't give up on any student.***
2. Each Reading program will include—Modelled reading, Shared reading, Guided reading and Independent reading.
3. ***Whole School Reading Scheme***—refer to the Wooroolin State School document *Reading Strategies for Explicit Instruction*
4. ***Systematically taught phonics program***—using the Soundwaves resource as a whole-school structure for learning
5. ***High minimum benchmarks in reading*** for each year level are determined each year and made explicit to teachers, students and parents. Set out in Whole School Assessment and Reporting Schedule and aligned to regional benchmarks.
6. Reading assessment and ***development of individual reading goals*** is a priority
7. Lessons must have a ***clearly stated purpose*** that is articulated to students. Students should be able to state what they are learning and have learnt.
8. During the week there must be come ***focus lessons to teach specific concepts*** and some lessons that give students time to practise these skills to build reading stamina.
9. Oral language awareness, phonological awareness, phonemic awareness and phonics, vocabulary development, fluency and comprehension must be explicitly taught in reading programs.
10. Lessons will include whole class and groups that include stretch/challenge texts.
11. ***Explicit instruction of reading strategies and concepts*** must be evident in the teaching sequence—Consolidation, Lesson Purpose, I do, We do, You do and Plough Back.
12. The ***reciprocal relationship between reading, writing and speaking*** is made explicit to students.
13. ***Regular data conversations*** will help to monitor student progress.

## How do we teach reading?

At Wooroolin State School we:

- Create an atmosphere of trust where success is encouraged and support is provided without judgement
- Teach reading across all learning areas, using a variety of texts and quality resources, strategies and pedagogies to suit curriculum and differentiated needs
- Build the teaching of reading into our weekly timetable with reference to our whole school Reading Plan
- Explicitly teach the Big Six reading behaviours at all year levels
- Use ICTs to read, view and study texts and to respond to text
- Use a case management approach for students needing intensive support
- Select texts determined by the teacher's selected focus, students' needs and matched to the child's reading ability
- Provide regular oral, written and visual feedback on reading behaviours, benchmarks and targets
- Set targets and goals based on the analysis and recommendations from data collected across a range of reading behaviours
- Provide and encourage professional development on reading to staff, parents and volunteers
- Regularly inform our community that ...

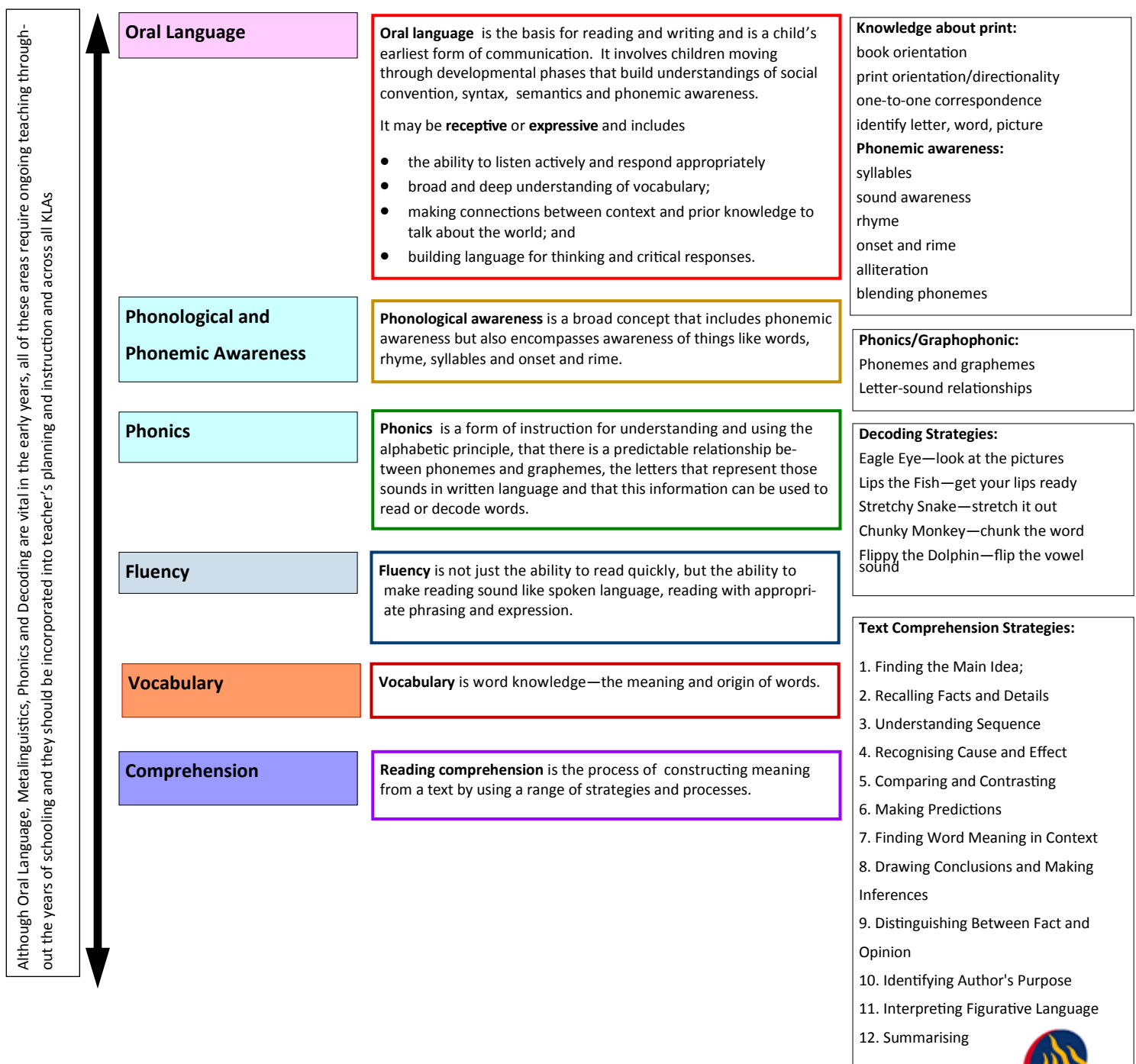
## Reading is our thing!





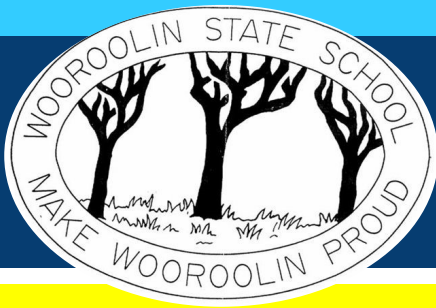
## The Big Six

Early skill development in oral language and metalinguistics is crucial to successful literacy development in children. The following diagram explains the developmental nature of the teaching of reading and The Big Six. Teachers recognise that readers require **explicit instruction** and practice in each of these areas across the years of schooling in order to develop confidence and competence in reading.



Reading is our thing!





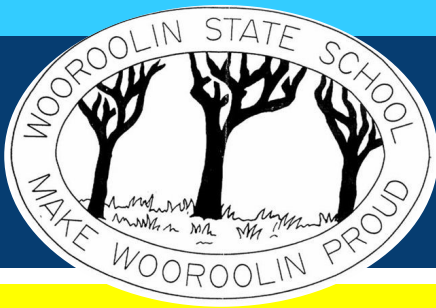
## How do teachers assist students moving through reading procedures?

Quality programs allow students to be supported with the necessary scaffolds for them to achieve success. The Gradual Release of Responsibility Model (see First Steps in Reading Course Book Pg. 17) addresses this belief and explicitly guides our teaching and learning practices in all learning areas. Regardless of the strategy being taught, the process of explicit instructions, based on the Gradual release of Responsibility remains the same.

### GRADUAL RELEASE OF RESPONSIBILITY MODEL (Pearson & Gallagher 1983)

Role of the Teacher	Degree of Control	FAMILIARISING	ANALYSING	Modelling	Sharing	Guiding	Applying
				Teacher demonstrates and explains the reading strategies. This is achieved by thinking aloud the mental processes and strategies used when reading.	Teacher continues to demonstrate the use of reading strategies inviting students to contribute ideas and information	Teacher provides scaffolds for students Teacher provides feedback	Teacher offers support and encouragement as ...
Role of the Student				The students participate by actively attending to the demonstrations.	The students contribute ideas and begin to practise reading strategies in whole class situations	The students work with help from the teacher and peers to practise reading strategies using a range of texts.	The students work independently to apply reading processes in contexts across the curriculum.





## What are the Reading Procedures?

### Reading Aloud to Students

<b>Definition</b>	<p>The focus is on sharing a text for pleasure and not on explicit teaching eg. Reading strategies, language structures or vocabulary. It familiarises them with effective reading behaviours and a positive attitude can be demonstrated. It helps students to discover that books are worthwhile and can assist in developing a lifelong love of literature. Teachers control the unfolding of the storyline or sequence, so more sophisticated texts can be chosen than the students are able to read themselves. Students can be encouraged to provide texts they have enjoyed. Critical thinking skills can also be developed as the students explore the meanings in the text.</p>
<b>Key features</b>	<ul style="list-style-type: none"><li>• Primary purpose is to show enjoyment of reading</li><li>• Reading is uninterrupted</li><li>• Sessions span 10 to 15 minutes daily</li></ul>
<b>Our School Approach</b>	<p>Daily reading of picture books, novels or other quality texts, print or multimodal (10mins)</p> <p>Weekly exposure to quality texts through library program, including new fiction and relevant non-fiction materials, print or multimodal.</p> <p>Texts must be available to students afterwards to re-read at other times.</p> <p>Reading is uninterrupted.</p>



## What are the Reading Procedures?

### Modelled Reading

#### Definition

The teacher demonstrates reading behaviours and verbalises the cognitive processes involved. The focus is on explicit planning and demonstrations of selected reading behaviours. Students participate by actively listening and watching rather than by contributing, suggesting and pursuing discussion. The same behaviour is modelled many times.

#### Key features

- Clear 'think aloud' statements
- Singular or limited focus
- Multiple demonstrations
- Brief sessions from 5 to 10 minutes

#### Our School Approach

The teacher chooses a text for its suitability or in accordance with C2C, to reach a particular reading behaviour. Sessions are brief (5-10 mins) but **occur regularly** in the weekly timetable.

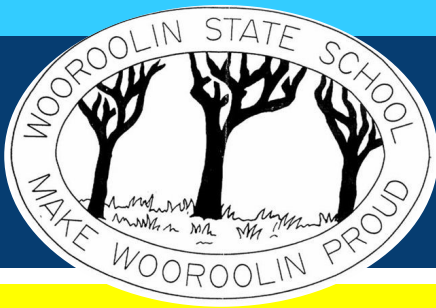
Use a variety of types of texts.

Clear 'think aloud' statements are used.

#### Reading Lesson Checklist

Hearing the teacher's thinking processes as they interact with text helps students to understand what they themselves might actively do in order to read and comprehend. When students observe good models and articulate their observations, they internalise these strategies and practices for later use. Hence modelled reading is a key strategy which teachers must use regularly and expertly.

- ◇ Explains the focus the modelled reading lesson and makes the purpose clear to the students
- ◇ Clearly explains the role of the student—to watch and observe and identify the processes and strategies used
- ◇ Uses an approach text so that the particular strategy is fore-grounded although a range of strategies is demonstrated
- ◇ Ensures all students observe an enlarged text during modelling
- ◇ Overtly demonstrates the reading process or strategy that students need to understand
- ◇ Models what effective readers do
- ◇ Thinks aloud about understandings and the strategies used to bring about those understandings
- ◇ Conducts regular short modelled lessons
- ◇ Modelled lessons are well planned and well thought out
- ◇ Precise accurate language is used to describe the strategies demonstrated
- ◇ After the modelling has occurred, students are asked to verbalise the processes and strategies they observed, and the language that was used during the modelled lesson



## Explicit Modelled Reading Brief sessions (5—10 minutes)

<b>Before the Modelled Reading</b>	<p>Select an appropriate text</p> <p>Build student's topic or text knowledge</p> <p>Decide on a purpose for modelling sessions</p> <p>Prepare for the reading—choose a text for its suitability to teach the focus strategy</p> <p>Use the Strategy Demonstration Plan</p>
<b>Orientation of the Text</b>	<p>Introduce the text and talk about its content features</p> <p>Discuss the cover, title and author</p> <p>Revise topic text knowledge and ask what this text might be about</p> <p>Make predictions about the text</p> <p><b><i>Explain or name the focus strategy, why it is useful and when to use it</i></b></p>
<b>Reading the Text</b>	<p>Ensure the focus strategy poster is visible for all to see</p> <p>Read the text</p> <p>Pause to discuss the strategy in detail—using sentence frames</p> <p>Constantly make reference to the strategy poster</p> <p>Where appropriate (and not too often) verbalise the strategies you use as a reader</p> <p>Demonstrate phrased and fluent reading</p>
<b>After the Modelled Reading</b>	<p>Reflect on and respond to the text</p> <p>Return to sections of the text where appropriate</p> <p>Make available copies so children can explore them independently</p>
<b>Materials</b>	<p>Introduce children to a wide range of texts including:</p> <p><b>Literary texts:</b> narrative picture books, novels, poems, plays, song lyrics, biographies, interactive narratives, e-books, short stories, essays feature films</p> <p><b>Mass-media texts:</b> children's television programs, newspaper stories, magazine features, radio talkback, television news, feature films, webpages</p> <p><b>Everyday texts:</b> face-to-face and online discussions, speeches, DVDs (feature films), web-</p>



## What are the Reading Procedures?

### Shared Reading

#### Definition

Teachers and students work together and share the ideas. This procedure offers a teacher-managed blend of modelling, choral reading and focussed discussion. Strategies for making sense, problem-solving and reading fluently are modelled and made explicit. Whole class shared reading provides a springboard for working with smaller groups to extend or consolidate reading behaviours or knowledge at different levels.

Shared reading provides options for main teaching points:

- reading strategies—mental processes that occur during reading
- decoding—sounding out, chunking, adjusting reading rate, reading on and re-reading
- comprehending = paraphrasing/summarising, synthesising, connecting, predicting, self-questioning, creating images, determining importance, comparing, using analogy, skimming, scanning, inferring
- phonemic awareness, phonics and spelling
- high frequency words
- fluency
- types of texts—language and structural features

#### Key features

- Short sessions from 10 to 20 minutes
- Singular or limited focus
- Text visible and assessable to all
- Differentiated activities
- Multiple readings of the text
- All children must be able to see the text
- Teacher models (I Do) and then the class read aloud together (We Do)

#### Our School

Whole class activity

Text is visible and accessible to all

#### Approach

Explicit teaching of focus language features

Linked to English or other KLAs—literacy

Linked to assessment tasks in English or other KLA

Provides the springboard for further guided reading and writing, including differentiated activity groupings

Linked to spelling and vocabulary studies

There must be multiple readings of the text

Texts suitable for shared reading include big books, songs, poems, posters, newspapers, magazines—print or multimodal

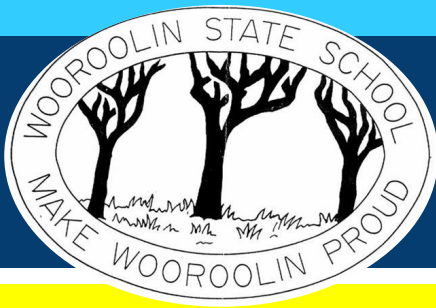
#### Reading

During shared reading the teacher continues to explicitly demonstrate a range of strategies, but now the students participate by contributing ideas and sharing in the reading of some of the text.

#### Lesson

#### Checklist

- ◇ Explains the focus of the shared reading lesson and makes the purpose clear to the students
- ◇ Clearly explains the role of the student—to watch and observe, and to participate by contributing when required
- ◇ Uses an appropriate text so that the particular strategy is fore-grounded although a range of strategies is demonstrated
- ◇ Ensures all students observe an enlarged text during shared reading\
- ◇ Uses the framework of demonstrations and participation, moving rapidly from demonstration to participation
- ◇ Uses a cooperative and supportive model rather than a competitive and corrective one
- ◇ Ensures all students participate in the shared reading
- ◇ Engages students in explicit instructional talk rather than conversational talk throughout the lesson



## Explicit Shared Reading Short sessions (10—20 minutes)

<b>Before the Shared Reading</b>	<p>Select an appropriate text</p> <p>Build student's topic knowledge</p> <p>Prepare for the reading</p> <p>Decide on a purpose for shared session</p> <p>Prepare appropriate reading activities</p> <p>Use a Strategy Demonstration Plan</p>
<b>Orientation of the Text</b>	<p>Introduce the text and talk about its content</p> <p>Discuss the cover, title and author</p> <p>Revise topic/text knowledge and ask what this text might be about</p> <p>Discuss the purpose of the text and what type of text it might be</p> <p>Make predictions about the text</p>
<b>Reading the Text</b>	<p>Lead students through the text., discuss illustrations and make predictions</p> <p>Read the text, may include choral reading</p> <p>Pause frequently to discuss events, characters, information and to make and confirm predictions</p> <p>Model problem solving (fix-up strategies) as you read</p> <p>Encourage children to observe</p> <p>Demonstrate phrased and fluent reading</p>
<b>Working with the Text</b>	<p>Select from the following</p> <ul style="list-style-type: none"><li>• Demonstrate a specific reading comprehension strategy</li><li>• Focus on text form knowledge eg. Past tense</li><li>• Focus on word meaning/vocabulary</li><li>• Focus on sight words</li><li>• Focus on sound/letter knowledge</li><li>• Focus on punctuation</li><li>• Focus on fluency strategies</li></ul>
<b>Re-reading the Text</b>	<p>Re-read the text with students participating</p> <p>Demonstrate phrased and fluent reading and have students practise</p>
<b>After the Shared Reading</b>	<p>Reflect on a respond to the text</p> <p>May make, or use a ready-made version of the story on tape for use in listening posts</p> <p>Make available copies so children can explore them independently</p>





## What are the Reading Procedures?

### Guided Reading

#### Definition

Guided reading is the bridge between shared reading and independent reading. Reading strategies are taught during **shared reading**, so that students can practise them individually. In guided reading they use these strategies with teacher support.

In guided reading the teacher works with a small group of students to support each reader's development of effective strategies for processing new texts at increasingly challenging levels of difficulty. **The teacher focuses on the strategy already introduced in shared reading and the students use it with teacher guidance.** The support given by the teacher varied according to the confidence and competence each student displays when reading a particular text.

The purpose of guided reading is to enable students to use and develop strategies "on the run". They focus primarily on constructing meaning while using problem solving strategies to figure out words they don't know, deal with tricky sentence structure, and understand concepts or ideas they have not previously met in print. The ultimate goal in guided reading is to help students use reading strategies automatically. Texts need to provide a challenge without being so difficult that readers become discouraged (**instructional level**). Guided reading with more fluent readers, whilst continuing to develop reading strategies, takes a heavier focus in making meaning at increasingly complex levels. Bloom's Taxonomy or The Four Resources Model can be useful tools for working with texts at this level. Fluent readers can spend more time exploring the language and structural features of the text.

#### Key features

- Clearly defined purpose
- A group of students with identified common needs
- Most reading done silently
- A pattern of asking guiding questions, reading, discussing

#### Our School

Small group activities

Most of the reading is silent; reading aloud is reserved for substantiation.

#### Approach

Protocols for guided reading should be followed

A detailed guided reading plan should be evidenced

Students respond to text in their Reading Log

#### Reading

#### Lesson

In guided reading students with similar learning needs are grouped together for specific lessons to enable them to acquire the skills to be effective readers. The text selected is within the instructional range of the students in the group but is at a more challenging level that texts students would be able to read independently. Guided reading provides the bridge between shared reading and independent reading.

#### Checklist

- ◇ Explains the focus of the guided reading lesson and makes the purpose clear to the students
- ◇ Chooses an appropriate text that will facilitate teaching and learning, and address the particular learning needs of the group
- ◇ Pre-plans the stopping points throughout the text and the questions and prompts to be used at these points.
- ◇ Engages the students in pre-reading strategies eg. prediction, making connections, considering visuals, through the use of focussed questions and prompts
- ◇ Highlights and discusses potential difficulties with eg. Proper nouns and vocabulary before students read the text
- ◇ Provides each student with a copy of the text
- ◇ Gives clear instructions regarding the section of text to be read and the focus strategy to be used
- ◇ Responds to students requests for assistance during silent independent reading
- ◇ After reading a section of text, encourages students to reflect on predictions, explore meanings and justify and refocus on the purpose for reading on this occasion
- ◇ Continues to guide and scaffold the learning as students try out new strategies



## Explicit Guided Reading sessions (30 minutes)

<b>Before the Guided Reading</b>	<p>Match each student to an instructional reading level</p> <p>Group students according to similar learning needs</p> <p>Ensure multiple copies of text are available</p> <p>Ensure that the rest of the class is working purposefully</p> <p>Communicate expectations/activities to support personnel</p>
<b>Orientation of the Text</b>	<p>Discuss topic and related experiences to activate background knowledge (may use a prop)</p> <p>Introduce the new text</p> <p>Discuss cover, title and author</p> <p>Focus on any potentially difficult words in the text</p> <p>Focus on the tense of the text and use same or similar phrases in discussion as they appear in the text</p> <p>Discuss the purpose of the text and what type of text it may be</p> <p>Ask students to make predictions about the text</p>
<b>Reading the Text</b>	<p>Read the title page together</p> <p>Define section of text to be read silently by students</p> <p>Ensure students have a purpose/guiding question to think about as they read</p> <p>Students read independently, prompt if necessary</p> <p>Monitor and support each child's reading</p> <p>Make notes on each student as they read where necessary and if time allows</p> <p>Pause to discuss events, characters, information and illustrations</p> <p>Highlight particular reading strategies and show students how to use them</p> <p>Discuss text when finished—respond and reflect</p>
<b>Working with the Text</b>	<p><b>With each group, focus on specific teaching points, eg:</b></p> <ul style="list-style-type: none"> <li>*Reading strategies</li> <li>*Concept of print</li> <li>*Grammatical knowledge</li> <li>*Sight words</li> <li>*Understanding of literal and inferential meaning in texts</li> <li>*Graphological/phonological knowledge</li> <li>*Vocabulary development</li> </ul> <p><b>Work with each group to help them take on a particular role as a reader, eg:</b></p> <p><b>CODE BREAKER ROLE</b>—Show students how to use their knowledge of meanings, grammar and sound/letter relationships to work out unknown words</p> <p><b>TEXT-PARTICIPANT ROLE</b>—talk with students about the meanings in the text</p> <p><b>TEXT-USER ROLE</b>—talk with students about the type of text they are reading and how it might be used in situations outside the classroom</p> <p><b>TEXT-ANALYST ROLE</b>—talk with students about the author's purpose in writing the text</p>
<b>After the Guided Reading</b>	<p>Engage students in completing graphic organisers used in the body of the lesson</p> <p>Encourage the students to re-read the text in pairs or independently</p> <p>Take a running record on a previous session's text with 1-2 children</p>



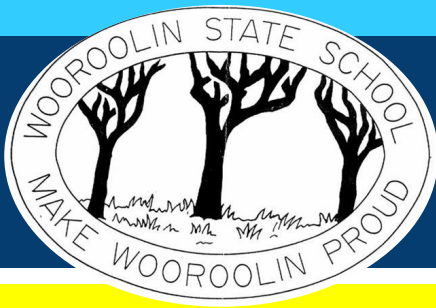
## What are the Reading Procedures?

Independent Reading	
<b>Definition</b>	The purpose of independent reading is to build fluency and motivation for reading. Students are encouraged to read texts at their independent level so that the skill of reading is practised. They may re-read familiar books that were used in a guided reading session or shared reading session. The goal in this instance is for the students to read independently for a sustained period of time.
<b>Key features</b>	<ul style="list-style-type: none"><li>• Students select texts</li><li>• Uninterrupted time span</li></ul>
<b>Our School Approach</b>	<p>Students select their own text</p> <p>Everyone is involved in reading</p> <p>The session is uninterrupted</p> <p>Used strategically and in timely periods throughout the broader reading program</p>
<b>Reading Lesson Checklist</b>	<p>During independent reading students are provided with the opportunity to practice and integrate the skills and strategies they have learned during modelled, shared and guided reading.</p> <ul style="list-style-type: none"><li>◇ Provides texts at an appropriate independent level to enable students to practice independently the strategies that have been taught</li><li>◇ Employs monitoring systems which ensure the appropriateness and completion of independent reading</li><li>◇ Provides opportunities for students to share the independent reading activities through reading a part of the book to the group, sharing 'powerful words and phrases' from the book, retelling or presenting simple book reviews</li><li>◇ Takes running records while students are engaged in independent reading</li></ul>



## Explicit Independent Reading (Daily)

<b>Before the Independent Reading</b>	Select a range of suitable reading materials and display them in the classroom Ensure each student is matched to an independent reading level and knows how to select books Provide an independent reading record sheet to be completed by you or student
<b>Selecting Books/Texts</b>	Explain the procedure for selecting books/texts Allow time for students to select their books/texts Assist students who need help Distribute a record sheet and explain how to complete it
<b>Independent Reading</b>	Allow time for students to read Remind students to complete their independent reading records
<b>Response to Reading</b>	Respond in a variety of ways, eg: <ul style="list-style-type: none"><li>• Self-assessment sheets</li><li>• Tick and flick book reviews</li><li>• Peer discussions</li><li>• Reading log/record sheet</li><li>• Informal book presentations</li><li>• Random questions</li><li>• Small group sharing of books to read</li></ul>
<b>After the Independent Reading</b>	Talk to students about their reading Remember to add new books to the independent reading selection



# Monitoring Reading Improvement

## MONITORING

- Establish high expectation standards that will inform targets eg. Age appropriate NAPLAN bands for all students as the minimum standard or Stanine Five on the age appropriate PAT R test
- Identify and set reading goals in phonemic awareness, phonics, vocabulary development and comprehensions, eg. Literacy Continuum indicators
- Develop assessment tasks to monitor improvement across each area
- Negotiate individual learning targets for all students. Include learning adjustments to maximise student learning opportunities
- Continue support based on differentiated needs
- Include provision for point in time assessments: PAT R, PM Benchmarks, NAPLAN results, sight word and letter-sound testing
- Input student data onto OneSchool

## BEGINNING of YEAR

- Identify students requiring intensive support and follow through with a case-management approach (Lyn Sharratt)
- Create Individual Learning and Support Plans focussing on targets based on individual needs

## MID TERM

- Analyse data to inform future teaching
- Provide learning adjustments and opportunities for at risk and high performing students
- Analyse data to develop hypothesis about student's performance, good or otherwise
- Identify learning adjustments to maximise student learning outcomes

## END of TERM

- As above
- Renegotiate individual learning targets for all students. Include learning adjustments to maximise student learning opportunities

## ONGOING RESPONSIBILITIES

### Principal/Coaches will -

- Review Individual Reading Goal setup for all classes, and schedule twice term Reading Goal Interviews with Class Teachers
- Regularly monitor the input of data for all teachers
- Organise term moderation meetings
- Principal will provide positive feedback to teachers on the implementation of the whole school reading program principles
- Involve teachers in data conversations—discuss comparability, teaching adjustments, standards, learning support effectiveness, teacher professional development and support.

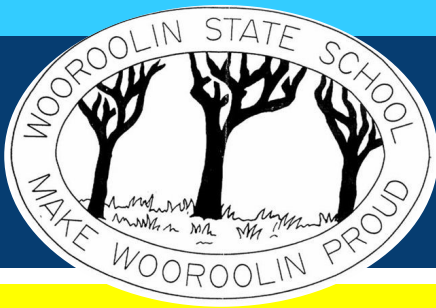
### Teachers will -

- Input data at midterm and end of term junctures
- Provide assessment tasks and results to contribute to year level moderation process
- Implement NAPLAN Readiness strategies
- Participate in at least two lesson observations per term
- Develop Individual Reading Goals for Students and discuss these goals with the Principal twice per term

Reading is our thing!







## CAROL ADD YR 2Sight Word Benchmarks P-

Year Level	Term 1		Term 2		Term 3		Term 4	
	Sight Word Levels	Minimum Expectation	Sight Word Levels	Minimum Expectation	Sight Word Levels	Minimum Expectation	Sight Word Levels	Minimum Expectation
Prep	M100W	12 words	M100W	42 words	M100W	84 words	M100W	100 words
	Gold		Red		Green		Indigo	
			Blue		Orange		Violet	
Year 1	M200W	120 words	M200W	160 words	M200W	180 words	M200W	200 words
	Pink		Purple		Lime		Lemon	
			Aqua					

By the end of Year 2 = 250 words

By the end of Year 3 = 300 words

## Prep Phonics Benchmarks

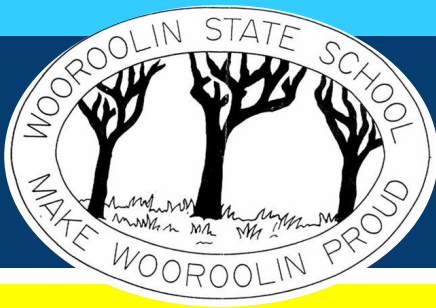
The following letter-sound relationships are to be known and understood by Prep students at the end of each term and are in line with the Sound Waves teaching overview.

Term 1	Term 2	Term 3	Term 4
b, a, k, e, d, i, f, o, g	u, h, j, ai, l, ee, m, i_e, n, ng, oa, p, r	ar, s, ir, t, or, v, w, oo, y, z, s	ou, ch, sh, oy, eer, th, air, er

## Yr 1 Phonics Benchmarks

The following letter-sound relationships are to be known and understood by Prep students at the end of each term and are in line with the teaching from Sound Waves.

Term 1	Term 2	Term 3	Term 4
b, bb, a, k, c, q, ck, x, e, d, dd, i, f, ff, o, a, g, gg	u, o, h, ai, ay, a_e, l, ll, ee, e, ea, m, mm, i_e, y, n, nn,	ar, a, s, ss, se, x, c, ir, ur, t, tt, or, a, v, ve, oo, u, y, oo,	ou, ow, ch, oy, oi, th, air, er,



## PM Benchmarks

### For purposes of Regional data collection

- Level recorded to be Independent (95% and above)
- A teacher to complete PM Benchmarks once per Term
- Data to be entered on OneSchool
- Data logged on the student's individual reading data profile

### PM Benchmarks in schools

- Goal setting and progress

Please note: in order for the PM Benchmark tool to be used effectively for teaching and learning, teachers need to analyse the student's reading at the Instructional level.
- Should be used as guide to monitor progress and inform teaching—as a diagnostic tool.
- Completed once to inform learning needs and set goals for students at start of the year, then at end of each term to check on current level. May need to be completed more frequently for students who are at risk of not progressing satisfactorily.
- Benchmarking to be completed by a teacher.
- Teachers should set goals for students that ensure they are teaching the knowledge and skills required to successfully improve student's reading ability while regularly assessing and teaching them for improvement.
- Teachers should differentiate goals to meet students at the point of need.
- Levels should be increased regularly in accordance with goals for students—using explicit teaching and ongoing formative assessment of decoding/comprehension strategies and opportunities to read an average of 10-15 books at each level before advancing. This is flexible depending on rate of learning.
- Teachers need to be aware of regional expectations.
- Comprehension
  - ⇒ Old kit: literal all correct, inferential all correct, successful retell identifying who is in the story/main content, what main events/facts, where the story took place/other significant facts
  - ⇒ New kit: satisfactory on all sections
- All students need to be monitored using PM Benchmarks until they are reading independently above Level 30, regardless of year level.
- It is a school decision as to how this process is facilitated.

### The use of Running Records

Running records of class/guided readers can be used as formative assessment. Work samples for comprehension strategies can be kept as formative assessment as they are explicitly linked to teaching/learning focus goals and strategies.

### Professional Development

PD to be provided to staff within schools on implementation using the guidelines, including moderation opportunities to compare interpretations.



## Reading Standards Prep—Year 3

ASSESSABLE ELEMENTS	DESCRIPTORS														
	Very High			High			Sound			Developing			Needing Support		
Accuracy* (PM Benchmark levels)	95% accuracy rate at designated benchmark level			95% accuracy rate at designated benchmark level			95% accuracy rate at designated benchmark level			95% accuracy rate at designated benchmark level			95% accuracy rate at designated benchmark level		
	<b>Year Level</b>	<b>Sem 1</b>	<b>Sem 2</b>	<b>Year Level</b>	<b>Sem 1</b>	<b>Sem 2</b>	<b>Year Level</b>	<b>Sem 1</b>	<b>Sem 2</b>	<b>Year Level</b>	<b>Sem 1</b>	<b>Sem 2</b>	<b>Year Level</b>	<b>Sem 1</b>	<b>Sem 2</b>
	Prep	>6	>12	Prep	5-6	11-12	Prep	3-4	9-10	Prep	2	6-8	Prep	1	1-5
	Year 1	>19	>22	Year 1	17-19	21-22	Year 1	14-16	19-20	Year 1	10-13	14-18	Year 1	1-10	1-13
	Year 2	>24	>26	Year 2	23-24	25-26	Year 2	21-22	23-24	Year 2	16-20	19-22	Year 2	1-15	1-18
	Year 3	>28	30+	Year 3	27-28	30	Year 3	25-26	27-29	Year 3	21-24	23-26	Year 3	1-20	1-22
Reading Strategies	Discerning and controlled use of decoding strategies, prediction, self-correction, re-reading and reading on.			Purposeful and effective use of decoding strategies, prediction, self-correction, re-reading and reading on.			Appropriate and competent use of decoding strategies, prediction, self-correction, re-reading and reading on.			Variable use of decoding strategies, prediction, self-correction, re-reading and reading on.			Rudimentary use of decoding strategies, prediction, self-correction, re-reading and reading on.		
Fluency	Effortless reading at an appropriate rate with meaningful expression and appropriate phrasing.			Fluent reading at an appropriate rate with meaningful expression and appropriate phrasing.			Well-paced reading focussed on meaning with some expression and generally appropriate phrasing.			Slow reading focussed on decoding with attempted expression. Some awareness of the functions of punctuation.			Stilted, expressionless reading focussed on decoding with limited awareness of the functions of punctuation.		
Comprehension*	Highly proficient use of language elements and contextual clues to interpret and infer from texts.			Effective use of language elements and contextual clues to interpret and infer from texts.			Satisfactory use of language elements and contextual clues to interpret and infer from texts.			Variable use of language elements and contextual clues to interpret texts mainly at the literal level.			Rudimentary use of language elements and contextual clues to interpret some texts at the literal level.		
	<u>PM BENCHMARK SUMMARY</u>			<u>PM BENCHMARK SUMMARY</u>			<u>PM BENCHMARK SUMMARY</u>			<u>PM BENCHMARK SUMMARY</u>			<u>PM BENCHMARK SUMMARY</u>		
	Retelling— Excellent			Retelling— Satisfactory			Retelling— Satisfactory			Retelling— Unsatisfactory			Retelling— Unsatisfactory		
	Comprehension - Excellent			Comprehension - Satisfactory			Comprehension - Satisfactory			Comprehension - Unsatisfactory			Comprehension - Unsatisfactory		

\*Both Accuracy and Comprehension must be *at the same standard to achieve that overall standard.*

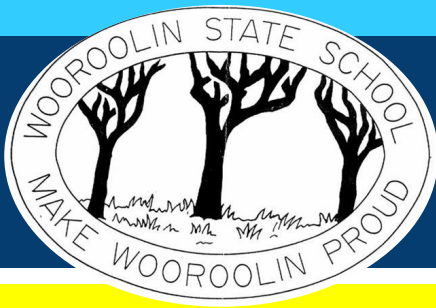
## Reading is our thing!





## PM Reading Levels Matched to Reading Ages (to be used as a guide for levelling)

PM Colour Band	PM Level	Fitzroy	Reading Age	
Magenta 1	Level 1	1—10	Reading Ages for PM Levels 1-14 are in the range of R.A. 5 years-6.5 years	
Magenta 2	Level 2			
Red 1	Level 3			
Red 2	Level 4			
Red 3	Level 5			
Yellow 1	Level 6	11-20	The fine grading of the PM levelling makes it inappropriate to give a specific Reading Age to the individual levels between PM Levels 1-14	
Yellow 2	Level 7			
Yellow 3	Level 8			
Blue 1	Level 9			
Blue 2	Level 10			
Blue 3	Level 11			
Green 1	Level 12			
Green 2	Level 13			
Green 3	Level 14			
Orange 1	Level 15			
Orange 2	Level 16			
Turquoise 1	Level 17	21-30	Reading Age	PROBE Set
Turquoise 2	Level 18		R.A. 6.5-7.0 years	Set 4
Purple 1	Level 19		R.A. 6.5-7.0 years	Set 5
Purple 2	Level 20		R.A. 7.0-7.5 years	
Gold 1	Level 21		R.A. 7.0-7.5 years	Set 6
Gold 2	Level 22		R.A. 7.5-8.0 years	
Silver 1 (white)	Level 23	31-40	R.A. 7.5-8.0 years	Set 7
Silver 2 (white)	Level 24		R.A. 8.0-8.5 years	
Emerald 1	Level 25		R.A. 8.0-8.5 years	Set 8
Emerald 2	Level 26		R.A. 8.5-9.0 years	
Ruby 1	Level 27		R.A. 8.5-9.0 years	Set 9
Ruby 2	Level 28		R.A. 9.0-9.5 years	Set 10
Sapphire 1	Level 29		R.A. 9.5-10.0 years	Set 11
Sapphire 2	Level 30		R.A. 10.0-10.5 years	Set 12
Beyond PMs	Level 30+		R.A. 10.5-11.0 years	Set 13
			R.A. 11.0-11.5 years	Set 14
			R.A. 11.5-12.0 years	Set 13-20
			R.A. 12.0 years+	

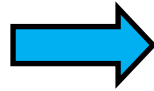


## How to Calculate Running Records

### Step 1

Count the Running Words (R.W.)

150



### Step 2

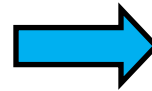
Ratio of Errors To Running Words

$$\frac{\text{Errors}}{\text{Running Words}}$$

$$\frac{15}{150}$$

$$1:10$$

One in ten



### Step 3

Accuracy Rate

$$100 - \frac{E}{RW} \times \frac{100}{1}$$

$$100 - \frac{15}{150} \times \frac{100}{1}$$

$$= 90\%$$

### Step 4

Self-Correction Rate (Count number of SC)

$$\frac{SC}{E + SC}$$

$$\frac{5}{15 + 5}$$

$$1:4$$

One in four



### SELF CORRECTION RATE LEVELS

GOOD	1:1
	1:2
	1:3
GOOD	1:4
	1:5
GOOD	1:6 +

### Three Levels of Text Difficulty



AN EASY TEXT

95—100% correct

Provides valuable insights into

- How the reader orchestrates effective reading



AN INSTRUCTIONAL TEXT

90—94% correct

Provides valuable insights into

- How processing and problem solving can be done

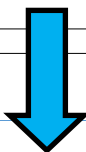


A HARD TEXT

80—89% correct

Provides valuable insights into

- How and when effective processing breaks down



### CONVERSION TABLE

	ERROR RATE	% ACCURACY
EASY	1:200	99.5
	1:100	99
	1:50	98
	1:35	97
	1:25	96
INSTRUCTIONAL	1:17	94
	1:14	93
	1:12.5	92
	1:11.75	91
HARD	1:9	89
	1:8	87.5
	1:7	85.5
	1:6	83
	1:5	80
	1:4	75
	1:3	66





## Analysis of Errors using the 3 Cue Sources

Look at each instance or error behaviour

*Ask yourself -*

“What made the child say that particular word instead of the one in the text?”

### Did the child use Meaning Cues? (M)

*Ask yourself -*

“Does the substitution make sense?”

### Did the child use Structural Cues? (S)

*Ask yourself -*

“Can you say it that way in English?”

Tomato/tomato (can be pronounced two different ways)

### Did the child use Visual Cues? (V)

*Ask yourself -*

“What did the child see that led him/her to say that word?”

### Analysis of Self-Corrections

For “errors” that were corrected there is a further step

After asking the 3 error analysis questions, *ask yourself -*

“What led the child to correct the original error?”

OR

“What else did the child use to notice there was an error and to fix it up?”

We cannot know what  
the child actually did

*but*

We can make our  
“best guess”



## Prompts to Support the Use of Strategies following conducting a Running Record

### To support the readers' use of self-monitoring or checking behaviour

- ⇒ Were you right? (after both correct and incorrect words)
- ⇒ Where's the tricky word? (after an error)
- ⇒ Was that okay? Why did you stop? What did you notice? (after hesitation or stop)
- ⇒ What letter would you expect to see at the beginning?
- ⇒ Would ... fit there?
- ⇒ Would ... make sense?
- ⇒ Do you think it looks like ...?
- ⇒ It could be ... but look at ...
- ⇒ Check it. Does it look right and make sense (or sound right) to you?
- ⇒ That sounds right, but does it look right?
- ⇒ I like the way you noticed that didn't look right.
- ⇒ I like the way you did that. Where was the hard bit?
- ⇒ You almost got that. See if you can find what is wrong.
- ⇒ You made a mistake on this page/line, can you find it?
- ⇒ Try that again.

### To support the reader searching for information (cues) to assist self-correction

- ⇒ You said ... Does that make sense?
- ⇒ You said ... Can we say it that way?
- ⇒ Does it look right?
- ⇒ It could be ... but look at ...
- ⇒ Try that again and think what will make sense and look right?
- ⇒ Try that again and think would that make sense and sound right?
- ⇒ Try that again and think what would make sense, sound right and look right?
- ⇒ Try that again.
- ⇒ I like the way you found out what was wrong all by yourself.
- ⇒ You made a mistake on that page/line. Can you fix it?

### To support the reader searching for information (cues) to assist self-correction

- ⇒ What do you know that might help?
- ⇒ What could you try?
- ⇒ What would you think it could be?
- ⇒ Do you know a word that looks like that?
- ⇒ Look for a part you know.
- ⇒ Do you see a part that can help?
- ⇒ Do you know a word that starts with that letter?

### To support phrased, fluent reading

- ⇒ Can you read this quickly?
- ⇒ Run the words altogether so that it sounds like talking?
- ⇒ Mask text with a card or your thumb exposing a phrase and ask the reader—Read it all/run the words together.
- ⇒ Demonstrate how to use punctuation.
- ⇒ Encourage the reader to listen to and monitor how his/her reading sounds.
- ⇒ Provide opportunities for the reader to hear 'good' reading.



# Strategies and Skills to be taught at PM Levels and their connection to the Literacy Continuum

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### ***PM Levels 1 & 2***

### ***Mid-Year PREP***

Students are working towards -

- Opening front cover
- Turning pages appropriately
- Understanding that left page comes before right
- Understanding that we read print from left to right
- Matching spoken word to printed word (one-to-one correspondence)
- Locating familiar words and use them to check own reading
- Using the meaning of the text
- Using language patterns (syntax)
- Predicting the storyline and some vocabulary

### ***PM Levels 3-5***

### ***Mid-Year PREP***

- Can recognise own name
- Can hold book correctly
- Can recognise front and back cover
- Can understand that reading is made from writing
- Can understand that print conveys meaning
- Can differentiate between text and illustrations
- Can name some letters (capitals and lower case)
- Can talk about stories and use pictures to support and locate title

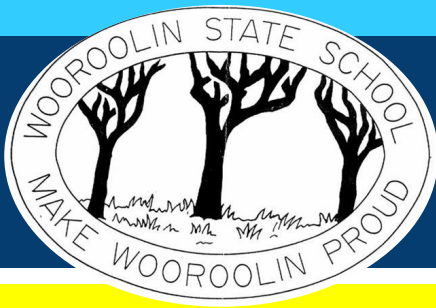


## Strategies and Skills to be taught at PM Levels and their connection to the Literacy Continuum

### *PM Levels 6—8*

### *End of Year PREP*

- Can locate and recall title
- Has secure control of one-to-one meaning
- Can use known words to check and confirm reading
- Is beginning to read more rhythmically or use phrasing while maintaining track of print
- Can repeat words, phrases or sentences to check, confirm or modify own reading
- Predicts from meaning, syntax and print to solve new words
- Can recognise familiar words in simple text
- Can recognise print structure of a word, individual letters and the space between words
- Can say how they feel about stories and poems



## Strategies and Skills to be taught at PM Levels

### ***PM Levels 9—11***

### ***PM 10-12 Mid Year ONE***

- Follows print with eyes only, finger-pointing only at points of difficulty
- Takes more note of punctuation to support the use of grammar and oral language rhythms
- Cross-checks all sources of information more quickly while reading
- Notes familiar words and letter clusters and uses these to get to unknown words, eg look-took
- Searches for information in print to predict, confirm or attempt new words while reading
- Notices relationship between one text and another
- Predicts in more detail

### ***PM Levels 12—14***

- Can move through text attending to meaning, print and sentence structure flexibly
- Can self-correct more rapidly on the run
- Can re-read to enhance phrasing and clarify precise meaning
- Can solve new words using print information along with attention to meaning
- Uses analogy with known vocabulary to solve new words
- Manages a greater variety of text genre
- Discusses content of the text in a manner which indicates precise understanding

### ***PM Levels 15 & 16***

### ***End of Year ONE/Mid Year TWO***

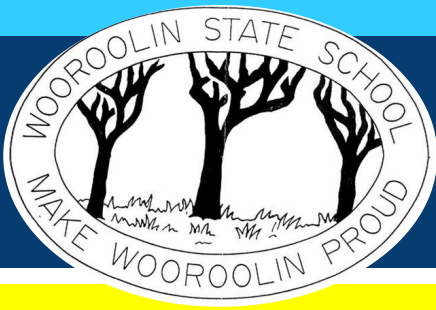
- Can read aloud with developing confidence
- Can make simple deductions with help and prompts from the teacher
- Reads fluently with attention to punctuation
- Solves new words using print detail while attending to meaning and syntax
- Tracks visually additional lines of print without difficulty
- Manages effectively a growing variety of texts
- Discusses and interprets character and plot more fully

### ***PM Levels 17 & 18***

### ***Mid Year TWO***

- May begin reading without relying on illustrations
- Reads longer phrases and more complex sentences
- Attends to a range of punctuation
- Cross-checks information from meaning, syntax and print on the run
- Searches for and uses familiar syllables within words to read longer words
- Infers meaning from the texts with familiar structures





### ***PM Levels 19 & 20***

### ***PM 20-22 End YEAR 2***

- Extracts meaning from the text while reading with less dependence on illustrations
- Approaches different genres with increasing flexibility
- Uses punctuation and text layout to read with a greater range of expression
- Sustains reading through longer sentence structures and paragraphs
- Attempts a high ratio of more complex words

### ***PM Levels 21-24***

### ***PM 20-22 End of YEAR 2/Mid YEAR 3***

- Looks through a variety of texts with growing independence to predict content, layout and story development
- Reads silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solves most unfamiliar words on the run
- Adapts to fiction, non-fiction or poetic language with growing flexibility
- Identifies literacy effects used by writers
- Confidently and consciously uses reading to extend speaking and writing vocabulary and syntax



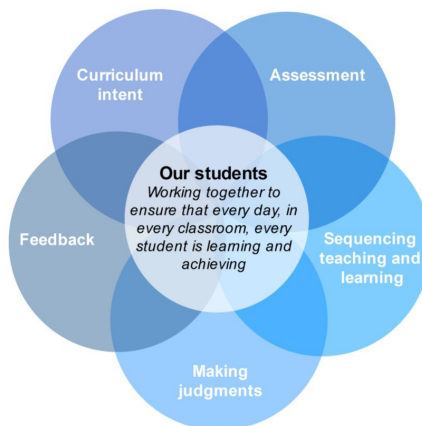
### ***PM Level 25***

- Can read aloud confidently, using expression and intonation
- Can comment on the ways in which the book is written or presented
- Can suggest extensions or alternatives to plot
- Can identify and discuss main characters
- Can use knowledge of the alphabet to locate information in dictionaries, indexes, etc
- Reads silently most of the time
- Sustains interest in longer text, returning to it easily after a break
- Uses text more fully as a reference and as a model
- Searches for and finds information in texts more flexibly
- Notices the spelling of unfamiliar words and relate to known word
- Shows increased awareness of vocabulary and precise meaning
- Expresses reasoned opinions about what is read
- Offers and discusses interpretations of text

### ***PM Level 24-26 End of YEAR 3***



# How can school, class, group and individual reading goals be set?



Using the *Dimensions of Teaching and Learning* Wooroolin State School teachers use the data from each of the contexts—school, class, group and individual—to inform their planning.

Areas of weakness are identified from a variety of data sources within each of the contexts. This information is then used when planning for the teaching of reading.

For example at Wooroolin State School our data sources include but are not exclusive to:

- **PAT –R:** data gives whole school and individual teaching and learning goals
- **PM Benchmarking:** data gives group and individual teaching and learning goals
- **NAPLAN** data gives whole school teaching and learning goals
- **INDICATORS**—Key Indicators in conventions not yet achieved gives group and individual teaching and learning goals

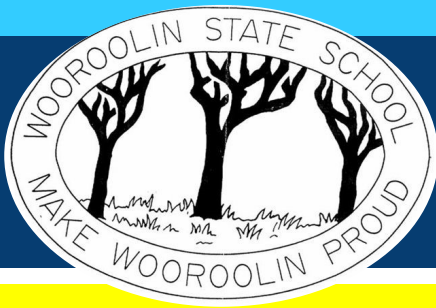
Individual Student reading goals are set and communicated with students and Parents/Carers, if required. A proforma of goals can be glued into the students' Reading Log or displayed on Data Walls that gives individuals their targets and learning goals.

## HOW CAN STUDENT LEARNING BE EVIDENCED?

At Wooroolin State School students participate in daily reading activities. They have many and varied opportunities to engage with and respond to texts.

**Evidence of daily work and learning in reading could be found in each child's reading log/journal/folio and should include:**

- References to reading learnings eg. definitions and explanations of teaching foci
- Personal goal setting and interest surveys
- Copies and samples of text studied and notated in whole class **shared** and **modelled** reading tasks
- Activities from **guided** reading done as part of unit work including but not exclusive to:
  - ⇒ Records of think-aloud learnings
  - ⇒ Vocabulary study from text
  - ⇒ Activities about the salient language feature of the text eg. Transitivity
  - ⇒ A **comprehension task** which may take various forms including:
    - \* Question and answer
    - \* Graphic organisers
    - \* Retellings
    - \* Story maps
    - \* Semantic webs etc.
  - ⇒ Comprehension Strategy work from commercial resources eg. 'Cars and Stars'
  - ⇒ Summaries of learnings
  - ⇒ Student reflections
  - ⇒ Teacher feedback and assessments
  - ⇒ Use of Oral Reading Checklists and comparison of data for reading progress checklist



## Feedback

**Providing feedback** has a powerful effect on learning and an effect size of 0.76 (Marzano, 2001). It improves students' views of improving their own competence as the goal of learning. The best feedback isn't a score or grade; it's clear, specific guidance on how to improve. The more there is feedback about progress from prior to desired outcomes the more positive attributes to learning are developed (Hattie, 2004).

### Feedback must be:

- **Specific**—giving clear guidance on how to improve (Williams, 2013). The same study found that adding numeric scores to written comments negated the benefits of the comments.
- **Given at the right time**—the optimal timing of feedback seems to depend on the nature of the learning task. New or complex tasks require feedback to avoid misconceptions or incorrect practices. Extending or applying knowledge may require delayed feedback to give opportunities for problem-solving, self-correction, perseverance and responsibility for their own learning.
- **Give transparent goals**—the more transparent the teacher makes the learning goals, the more likely students will engage in the work needed to meet the goal.
- **Specific to the learner** rather than general or comparative.
- **Descriptive** rather than evaluative.

### For feedback to improve learning, learners need to know:

- Where they are going in their learning; where they need to go; what the next steps will be; how they will get there; what improvements they can make; how they will know when they are there.

Feedback is formative when learners have the opportunity to reflect, respond and perhaps act on improvement prompts. It should be designed to make learners think and reflect rather than react emotionally. This creates a shift to take responsibility for their own learning.

### Learners need:

- A clear criteria for success prior to the learning task.
- Feedback that is accurate and realistic, focussing on the learning intentions and success criteria rather than behaviours or attitudes.
- Explicit and effective questioning, consistent language and opportunities for discussion on how learning can improve.
- Modelled and frequent opportunities to give and receive feedback to a range of situations and audiences.



# Provision of Support and Differentiation

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## Underlying the provision of support and differentiation in reading at Wooroolin State School:

- Targets for each child (Short term)
- Timelines to reach targets (5-weekly goal cycle)
- Extra time to catch up
- Skills taught to automaticity—Otherwise kids *will* slide back again.

## At Wooroolin State School we use a Case Management Approach

A case management approach is used for identified children not reading minimum standards or children identified as requiring extension in some or all areas of their learning.

Teaching strategies and learning goals are developed in consultation with the Classroom Teacher and the STLaN from data collected from a variety of sources.

Children not reaching minimum standards are placed on *Individual Learning or Support Plans*. Data is gathered on a term-by-term basis to discover whether there are other causes for the delay in their learning—physical, psychological, physiological.



## What resources support teaching the aspects of reading?

**Explicit instruction** and practice in each of these areas across the years of schooling is required. At Wooroolin State School we use a variety of resources as outlined below to support reading.

**Differentiation:** Typically students acquire some of these skills earlier than others. There will also be some students who may be working below or above what is typical of their peers and these students will be catered for by the classroom teacher through differentiated programs.

	Teaching Emphases	Resources
Language Oral	Listening Expressive language—vocabulary, grammar Social language—social skills, conversational behaviours language and literacy	Speech-Language programs Literacy Continuum
Metalinguistics	<b>Knowledge about print</b> <ul style="list-style-type: none"><li>• Book orientation</li><li>• Print orientation/directionality</li><li>• One-to-one correspondence</li><li>• Identify letter, word, picture</li></ul> <b>Phonemic Awareness</b> <ul style="list-style-type: none"><li>• Syllables</li><li>• Sound awareness</li><li>• Rhyme</li><li>• Onset and rhyme</li><li>• Alliteration</li><li>• Blending phonemes</li></ul>	Focus on Phonics Sound Waves Literacy Continuum
Phonics	<b>Graphophonics</b>	Sound Waves Literacy Continuum
Decoding	<b>Decoding Strategies</b> <ul style="list-style-type: none"><li>• Re-reading</li><li>• Reading on</li><li>• Sounding out</li><li>• Chunking</li><li>• Using analogy</li><li>• Predicting</li><li>• Consulting a reference</li></ul>	First Steps in Reading Wooroolin SS Reading Strategies for Explicit Instruction—decoding Literacy Continuum





## What resources support teaching the aspects of reading?

	Teaching Emphases	Resources
Active Reading	<b>Fluency</b> —the ability to read accurately, quickly, expressively with good phrasing and with good comprehension <b>Automaticity</b> —of word recognition and the ability to work out unknown words <b>Phrasing</b> —the ability to use the cueing systems to maintain meaning <b>Expression</b> —ability to use pitch, tone, and rhythm to construct and enhance meaning	First Steps in Reading Literary Continuum
	<b>A Broad and Deep Vocabulary</b> A broad and deep vocabulary is directly related to knowledge acquisition and promotes further learning. It is critical to the improvement of comprehension and written expression.	Literacy Continuum
	<b>Active Comprehension Strategies</b> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Previewing &amp; setting a purpose connecting</li> <li>• Comparing</li> <li>• Inferring</li> <li>• Synthesising</li> <li>• Creating images/visualising</li> <li>• Self-questioning &amp; self monitoring</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Determining importance/finding main idea</li> <li>• Summarising &amp; paraphrasing</li> <li>• Adjusting reading rate</li> <li>• Sequencing</li> <li>• Retelling &amp; recalling detail</li> <li>• Activating prior knowledge</li> </ul>	Commercial Resources (examples) <ul style="list-style-type: none"> <li>– CARS &amp; STARS (Hawker Brownlow)</li> <li>– PM</li> </ul>
	<b>Knowledge of Texts and Textual Features</b> Some examples of these elements include: <ul style="list-style-type: none"> <li>• Organisational devices</li> <li>• Headings</li> <li>• Tables</li> <li>• Graphs</li> <li>• Cohesive devices</li> <li>• Sentence and clause structure</li> <li>• Word choice</li> <li>• Figurative devices</li> </ul>	
	<b>Knowledge of the World</b> <ul style="list-style-type: none"> <li>• Field knowledge</li> <li>• Discipline knowledge</li> <li>• Making connections between new and old ideas and across text</li> <li>• Recognising multiple meanings</li> <li>• Vocabulary mastery</li> </ul>	



## QAR (Question-Answer Relationship)



### IN THE BOOK

#### Right There

*The answer is in one place in the text*

- Reread
  - Scan look for key words
1. The answer is usually contained in one sentence and is easy to find
  2. Often the same words that make up the answer are found in the question
  3. Question stems often begin with:  
When is/was ...?      Who is/was ...?  
What is/was ...?      Where is/was ...?
  4. The reader only needs literal thinking to answer the question

### IN MY HEAD

#### Author and You

*The answer is not in the text. Think about how what you know and what is in the text fit together.*



- Reread
  - Think about what you already know and what the author says predict
1. The reader must read the text to answer the question (text dependent)
  2. The reader must use inferential thinking in order to answer the question
  3. Question stems often begin with  
Who can you conclude ...?      How can you tell ...?  
Who does it remind you of ...?
  4. The reader relies on prior knowledge and experience
  5. The reader must look for clues and evidence (prove the answer with details)
  6. The reader must read between the lines as the answer is not explicit in the text

### Think and Search

*The answer is in several places in the text*

- Skim or reread
  - Look for important information summarize
1. The answer is found in more than one place. The parts must be put together to answer the question
  2. The words in the question may or may not be the same words used to answer the question
  3. Certain words—including pointer/signal words, plurals, and conjunctions—indicate that the answer is in more than one place
  4. Question stems often begin with:  
Contrast ... Explain ... What were ...?  
Compare ... Summarize
  5. The reader only needs literal thinking to answer the question

### On My Own

*The answer is not in the text*

- Think about what you already know
  - Think about what you've already read before making connections
1. The reader need not read the text in order to answer the question
  2. The reader must use inferential thinking
  3. Question stems often begin with:  
Do you believe ...?      How do you know ...?  
How would you ...?      Have you ever ...?
  4. The reader relies on prior knowledge and experiences
  5. The reader must use his own ideas and opinions to answer the questions

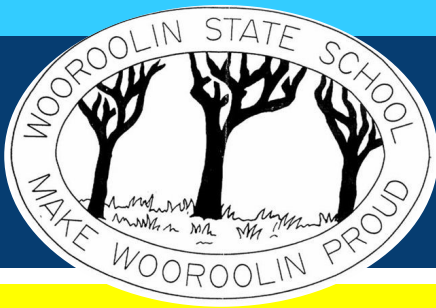
⇒ *I can use QAR when I need to answer questions or create questions*

⇒ *I can use QAR whenever I need*

⇒ *I can use QAR to help me understand and talk about what I read*

## Reading is our thing!





## Reading Strategy Student Prompts—Decoding



### Book Worm

#### Concepts of Print!

I know:

- how to hold a book and turn the pages.
- which is the front, back, top, bottom of the book.
- what is a letter, word, number and sentence.
- where to start reading and what to do at the end of the line.



### Eagle Eye

#### Look at the Pictures!

Look at the pictures for clues  
to help figure out the word.



### Chunky Monkey

#### Chunk the Word!

Look for a chunk that you know.  
Look for little words in bigger words.



### Flippy Dolphin

#### Flip the Vowel Sound!

Try the other vowel sound if it doesn't sound right.  
Flip a short sound into a long sound or a long  
sound into a short sound.



### Stretchy Snake

#### S-t-r-e-tch it out!

Stretch the word out slowly.  
Put the sounds together to figure out the word.



### Skippy Frog

#### Skip it, Skip it!

Skip the word.  
Read to the end of the sentence.  
Hop back and read it again.

### Tryin' Lion

#### Give it a TRY!



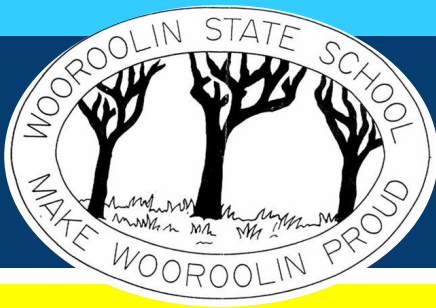
- ✓ Try a word  
that could  
make sense
- ✓ Don't give  
up!





# Reading Strategy Student Prompts—Comprehension

<h3>Word Attack!</h3> <p>If I come to a word I don't know, I can ATTACK it!</p> <ul style="list-style-type: none"> <li>☆ Stretch it</li> <li>☆ Chunk it</li> <li>☆ Flip it</li> <li>☆ Skip it</li> </ul> <p>When I'm reading, I need to ask myself:</p> <ul style="list-style-type: none"> <li>☆ Does it look right?</li> <li>☆ Does it sound right?</li> <li>☆ Does it make sense?</li> </ul>	<h3>Punctuation</h3> <p>I pay attention to punctuation and I stop when I see a period and pause when I see a comma.</p> <p>"Everything is under control. Situation is normal. Thanks for paying attention to punctuation!"</p>	<h3>Accuracy</h3> <p>I can read the words correctly!</p> <p>"Ready are you? Then you must read accurately. Read good books!"</p>	<h3>Phrasing</h3> <p>I don't sound like a robot, I read smoothly.</p> <p>"Excuse me sir, but might I suggest as to what's going on?"</p>	<h3>Expression</h3> <p>I pay attention to feelings and show it in my voice. I read with the character in mind.</p> <p>"Help me, Obi-Wan Kenobi!"</p>
<h3>Rate</h3> <p>I do not read too slow or too fast. I read like I talk.</p> <p>"Don't underestimate the force. These students know how to read!"</p>	<h3>Self-monitoring</h3> <p>Self-monitoring is being aware of your own thinking when you read.</p> <p>A really important part of self-monitoring is knowing when you have stopped understanding what you have read. It may be that you are not sure of what a word, sentence or even a paragraph means.</p> <p>If you can recognise when this happens, you can use a strategy such as rereading to fix it.</p> <p>"That still doesn't make sense. I think I will reread and go back and reread. It clearly not read and see if that helps."</p>	<h3>Activating prior knowledge</h3> <p>Activating prior knowledge is when you think about all the things you already know about a topic. This can include what you have experienced personally and what you have read about, seen on TV or at the movies, etc.</p> <p>Thinking about what you already know is useful because it gives you a base to build new knowledge and helps you to make connections with the text.</p> <p>"I know we can do little fish in the rock pool. Because I have seen them."</p>	<h3>Inferring</h3> <p>Inferring is being able to 'read between the lines', when the author implies something but doesn't exactly state it. You need to use the clues in the text and your own prior knowledge to help you understand.</p> <p>"Randy's smile was dry and she had a big knot in her stomach. She noticed today was already over..."</p> <p>"... I think Sarah couldn't really connect about giving her speech to the whole school."</p>	<h3>Visualising</h3> <p>When authors write, they use words to describe things. The words make a picture in your mind. Creating a picture in your mind or drawing the picture on paper can help you understand what you are reading. This strategy is called visualising.</p> <p>"... the other kids were already in the water. Paddy slipped his feet in... It was freezing."</p>
<h3>Making connections</h3> <p>Making connections is when we make links between what we already know (our prior knowledge) and the text.</p> <p>There are three kinds of connections we can make. The first is called:</p> <h4>Text to self</h4> <p>This is when we connect the text to our own experiences.</p> <p>"This part makes me think about when I lost the necklace my Nan gave me. I knew what it felt like to lose something precious."</p>	<h3>Making connections</h3> <h4>Text to text</h4> <p>Text to text connections are when we compare the text we are reading to other similar texts. These texts could be books or visual texts such as a movie or a TV programme.</p> <p>"This character reminds me of Harry Potter. They are both boys who were orphaned and got brought up by an aunt and uncle who were mean to them."</p>	<h3>Making connections</h3> <h4>Text to world</h4> <p>This is when we connect what we are reading to things that really happen in the outside world.</p> <p>"The key to this story is reading for school problems. He is predicting to organize lots of fun activities for students at lunchtime. This reminds me of the politicians try to influence people to vote for them."</p>	<h3>Predicting</h3> <p>Predicting is a useful reading strategy as it helps us think about what to expect when we read. What we know already (our prior knowledge) helps us to predict.</p> <p>When we predict we can use the:</p> <ul style="list-style-type: none"> <li>title</li> <li>front and back covers</li> <li>blurb</li> <li>pictures or diagrams</li> <li>table of contents</li> </ul> <p>We can think about the:</p> <ul style="list-style-type: none"> <li>topic</li> <li>author</li> <li>text form - is it a narrative?</li> </ul> <p>Factual report? recount?</p> <p>Good readers keep making predictions and adjusting them all through their reading.</p> <p>"From this way Ryan is setting up the story, I think he is going to get into trouble pretty soon."</p>	<h3>Questioning</h3> <p>Good readers ask questions before, during and after they have read a text.</p> <p>Sometimes the question is answered in the text.</p> <p>Sometimes you have to use your own prior knowledge and what's in the text to help you come up with the answer.</p> <p>Sometimes the question may not be answered by the text at all and you will have to find another source of information to help you.</p> <p>Asking and answering questions helps you look for information, which builds understanding.</p> <p>"I wonder why the prince is being so mean to the animal when the wizard is really just trying to help him..."</p>
<h3>Summarising</h3> <p>A summary is a shortened version of a text that contains all the main points.</p> <p>Summarising is an important skill that helps us when we are researching, gathering and presenting information.</p> <p>Finding key words and phrases helps us to summarise the text.</p> <p>"My memory is that cheetahs are the fastest land animals in the world and that their bodies have made adaptations to help them to go fast."</p>	<h3>Synthesising</h3> <p>Synthesising is putting together information from the text with your own prior knowledge to develop new ideas and understandings. It can mean using your new knowledge to create something like a model or a plan.</p> <p>"My thinking has changed since I read this story. I used to think people in wheelchairs could go pretty much all of the places I can. Now I realise that in schools near the beach. After reading about Nip, I now understand some of the difficulties people with disabilities face when trying to get around in public places."</p>			



## Reading Strategy Student Prompts—Comprehension

### CARS & STARS PLUS

12 Strategies for Reading Success

Hawker Brownlow EDUCATION

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<p><b>1 FINDING THE MAIN IDEA</b></p> <p>Every reading passage has a <b>main idea</b>.</p> <ul style="list-style-type: none"><li>▶ The main idea is often found in the first paragraph or in the title of the passage.</li></ul> <p>Every paragraph has a <b>main idea</b>.</p> <ul style="list-style-type: none"><li>▶ Sometimes the main idea is found in the first sentence.</li><li>▶ Sometimes the main idea is found in the last sentence.</li><li>▶ Sometimes it isn't in one sentence! You have to find the main idea by thinking about an idea that connects all the sentences in the paragraph.</li></ul>	<p><b>2 RECALLING FACTS &amp; DETAILS</b></p> <p>Sentences that help explain the main idea are <b>facts and details</b>.</p> <ul style="list-style-type: none"><li>▶ Facts and details help you explain the main idea more fully.</li><li>▶ Facts and details explain who, what, when, where, why and how?</li><li>▶ Facts and details</li><li>▶ Describe a person, place or thing.</li><li>▶ Help you picture where the story takes place.</li><li>▶ Tell you how to do something.</li></ul>	<p><b>3 UNDERSTANDING SEQUENCE</b></p> <p>The order in which things happen is called <b>sequence</b>.</p> <ul style="list-style-type: none"><li>▶ Many stories are told in the order that events happen.</li><li>▶ Some stories are not told in order. Some start with the end or the middle first.</li><li>▶ Look for words like first, next, then, last, finally, before, after. These often give you clues about the sequence.</li><li>▶ Other clues include the time of day, the day of the week, the month or the season.</li></ul>
<p><b>4 RECOGNISING CAUSE &amp; EFFECT</b></p> <p>Why something happens is the <b>cause</b>.</p> <p>What happens is the <b>effect</b>.</p> <ul style="list-style-type: none"><li>▶ A cause is usually stated first, but an effect is sometimes stated first.</li><li>▶ Look for clue words that show cause and effect: so that, since, because, therefore, reason, as a result, if... then, in order to, as a consequence.</li><li>▶ Sometimes there are no clue words. When this happens you have to think about what happened and why or how it happened.</li></ul>	<p><b>5 COMPARING &amp; CONTRASTING</b></p> <p>A <b>comparison</b> tells how things, people, places or events are alike. A <b>contrast</b> tells how they are different.</p> <ul style="list-style-type: none"><li>▶ Look for clue words such as: <i>as, both, same, like, alike, similar</i>. These words show a comparison.</li><li>▶ Look for clue words such as: <i>but, unlike, different, however, whereas, instead</i>. These words show a difference.</li><li>▶ If there are no clue words, think about the things you have read. How are they alike? How are they different?</li><li>▶ Look out for metaphors or similes. Writers use these to compare unlike things.</li></ul>	<p><b>6 MAKING PREDICTIONS</b></p> <p>When you are thinking about what might happen next in a reading passage, you are <b>making a prediction</b>.</p> <ul style="list-style-type: none"><li>▶ To make a prediction you must use clues from the reading passage to make a good guess at what might happen next.</li><li>▶ Clues are often in the facts and details of the reading passage.</li><li>▶ A good prediction combines story clues with your own personal knowledge.</li></ul>
<p><b>7 FINDING WORD MEANING IN CONTEXT</b></p> <p>Working out the meaning of an <b>unknown word</b> from other words around it.</p> <ul style="list-style-type: none"><li>▶ The words and phrases around an unknown word often provide clues to the word's meaning. These are called context clues.</li><li>▶ Context clues are often in the sentence where the unknown word appears.</li><li>▶ A comparison or definition often provides clues to the meaning of the unknown word.</li><li>▶ Substituting another word for the unfamiliar word is a good way to check your understanding.</li></ul>	<p><b>8 DRAWING CONCLUSIONS &amp; MAKING INFERENCES</b></p> <p>Drawing conclusions and making inferences is knowing information that is <b>not directly stated in the passage</b>.</p> <ul style="list-style-type: none"><li>▶ When details are not clearly explained in the reading passage, you may need to jump to a reasonable conclusion. This is called reading between the lines.</li><li>▶ Use the details from the reading passage, as well as what you know from your own life.</li><li>▶ Think about your conclusions and inferences. Which details in the reading passage helped you draw these conclusions and make these inferences?</li></ul>	<p><b>9 DISTINGUISHING BETWEEN FACT &amp; OPINION</b></p> <p><b>Facts</b> are statements that can be checked or proved.</p> <ul style="list-style-type: none"><li>▶ Facts often contain numbers, dates, ages or information about a specific thing.</li><li>▶ Facts can be used to support opinions.</li></ul> <p><b>Opinions</b> are statements that tell what someone thinks, feels or believes.</p> <ul style="list-style-type: none"><li>▶ A good opinion is based on fact, but it is still an opinion.</li><li>▶ Opinions often include clue words such as think, feel, believe, seem, always, never, none, most, least, greatest, best or worst.</li></ul>
<p><b>10 IDENTIFYING AUTHOR'S PURPOSE</b></p> <p>The reason an author writes is the <b>author's purpose</b>.</p> <ul style="list-style-type: none"><li>▶ If a passage contains many details about a person, place or thing then the author's purpose is to describe.</li><li><li>▶ If a passage is enjoyable to read, tells a personal story or uses a story to teach a lesson, then the author's purpose is to entertain.</li><li>▶ If a passage provides facts about a particular subject or tells readers how to do something, the author's purpose is to explain or inform.</li><li>▶ If a passage contains many opinions or tries to get readers to do, buy or believe something, then the purpose is to persuade.</li></li></ul>	<p><b>11 INTERPRETING FIGURATIVE LANGUAGE</b></p> <p>Similes, metaphors and idioms are all <b>figurative language</b>.</p> <ul style="list-style-type: none"><li>▶ Similes, metaphors and idioms create pictures from words.</li><li>▶ A simile compares two unlike things using the words 'like' or 'as'.</li><li>▶ A metaphor compares two unlike things by saying one thing is another.</li><li>▶ Idioms are common phrases in a language. The words have a different meaning from the literal, or usual, meaning.</li><li>▶ As you read, think about the pictures that come to mind. Remember the author uses figurative language to help create pictures in the reader's mind.</li></ul>	<p><b>12 SUMMARISING</b></p> <p>A <b>summary</b> tells the main ideas or important points of a passage.</p> <ul style="list-style-type: none"><li>▶ A summary is not stated in the passage. Think about and restate the most important ideas to make a summary.</li><li>▶ A good summary of fiction tells about the main character's problem and solution.</li><li>▶ A good summary of nonfiction includes the main idea of the passage and the main idea of each paragraph.</li></ul>



# OneSchool Data Input Cheat Sheet

## Scheduling Assessment Items (for first time in year)

1. Login to OneSchool
2. Click 'curriculum & Assessment' tab at top
3. Click 'Maintain Schedule'
4. Click 'Diagnostic/Standardised/Class Markbooks' tab
5. Choose 'Diagnostic/Standardised Text' as Schedule type
6. Select appropriate Curriculum Period
7. Choose 'My Class' as the mode
8. Select year level, then 'Search'
9. Next to appropriate text, select 'Edit'
10. Select date that test was/is due to be administered
11. Click 'Save'

## Re-Scheduling Assessment Items (for second time in year)

1. Following steps 1-9 from the "Scheduling Assessment Items" section above
2. Select 'Date View' tab
3. Click the 'Add New' icon
4. Select date that text was/is due to be administered
5. Click 'Save'
6. Click 'Markbook' to open it
7. Scroll to the right to see the added columns for the newly scheduled item to enter data into

## Inputting Date for an Assessment Item

1. Click 'Curriculum & Assessment' tab at top
2. Click 'Assessment' from the drop down menu
3. Click 'List Assessment Records' from menu
4. Choose 'Curriculum Period'
5. Choose your class
6. You will see Unit Plan Assessments and Class Markbooks (optional) for your class
7. Scroll down to 'Diagnostic/Standardised Assessment'
8. Select the icon next to the test to open up the Markbook
9. Click in the blue shaded boxes to enter the data for each child
10. Enter your data using the notes below. The 'Updated' box will show an 'x' to assist teachers in making sure data is entered for each child
11. Click 'Save' at the end!

## Entering test dates into Markbooks

- ◇ The pre-existing date you scheduled will already be there. To enter the actual date that the child completed the assessment, click in the blue 'Test Date' box
- ◇ Type the date in the following format eg. 14-02-18 for the 14 Feb 2018
- ◇ The markbook will adjust the date to the OneSchool date format
- ◇ You can copy and paste the date

## Saving or Printing a Class Report

1. Follow steps 1-8 from the 'Inputting Data for an Assessment Item' section above
2. In the 'Available Reports' drop down the menu, choose 'Diagnostic/Standardised Test Markbook'
3. Complete the search criteria, choose from PDF or Excel format then click 'Generate Report'
4. Save and print the report as needed