Lockhart State School
Reading Program
2012
Reading consists of two related processes: decoding words and comprehension. To be effective readers students must be explicitly taught reading skills and strategies to decode and comprehend texts. The key aspects of reading: fluency, a broad and deep vocabulary, texts and textual features, active comprehension and knowledge of the world are taught and practiced through the following reading procedures: reading to students, modelled, guided and shared reading, language experiences and book discussions. The resources and programs Lockhart River State School employ to teach the skills, strategies and aspects of reading are Four Resource Model, ERICA Model, First Steps Reading, Functional Model of Language, Jolly Phonics, Build it Up Break it Down (oral Language development) and a rich variety of texts and genres.

**Reading procedures**
- Reading to students
- Modelled
- Language experiences
- Shared
- Guided
- Book discussion groups

**Aspects of Reading**
- Fluency
- Broad and Deep Vocabulary
- Texts and Textual Features
- Active Comprehension
- Knowledge of the World

**Teacher Resources and Programs**
- Four Resource Model
- ERICA
- First Steps Reading
- Functional Model of Language
- Jolly Phonics
- Build it Up Break it Down (oral Language development)
- Variety of texts and genres

**Students Reading to Learn**

**Student Reading Strategies**
- 3 Cueing systems
- Predicting - self questioning
- Connecting - skimming
- Comparing - scanning
- Inferring - re-reading
- Synthesising - reading on
- creating images - chunking
- sounding out - determining importance
- using analogy - consulting a reference
- summarising and paraphrasing
What do we know about reading?

Theory around the teaching of reading has remained consistent, though approaches and pedagogies have evolved over time. At Lockhart SS we use the following theories and models to underpin our teaching.

<table>
<thead>
<tr>
<th>Framework</th>
<th>Symbol</th>
<th>School-based Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACARA English (2011)</td>
<td></td>
<td>For providing over-arching program goals</td>
</tr>
<tr>
<td>First Steps in Reading (2004)</td>
<td></td>
<td>A resource which provides professional knowledge about practical tools for the explicit teaching of reading</td>
</tr>
<tr>
<td>Model of Language (Halliday’s Systemic Function Linguistics Model 1994)</td>
<td></td>
<td>For developing depth of grammatical understanding about how our language works and how text types are used to speak, read and write effectively</td>
</tr>
<tr>
<td>ESL Framework: Break it Down, Build it Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; Learning Cycle (Literacy: Key to Learning 2007)</td>
<td></td>
<td>For questioning whether the teaching is too implicit for students and ensuring that what is assess has actually been taught through explicit teaching and scaffolded learning.</td>
</tr>
<tr>
<td>Productive Pedagogies (2004)</td>
<td></td>
<td>For questioning the rigour in teaching and the existence of quality access and connectedness to the curriculum</td>
</tr>
</tbody>
</table>
**What are the aspects of teaching reading?**

Reading is the process of understanding texts through problem solving, and the process of acquiring knowledge from texts. Reading must take place within an active literacy framework and a supportive environment which involves reading, writing, listening, questioning, thinking and engagement in substantive conversations about thinking and about texts.

There are two aspects to the teaching of reading – decoding and comprehension. They work together and simultaneously to facilitate effective reading.

Decoding – Teaching of decoding at LSS is based on Pearson’s Cueing Systems (1976). The ‘Focus on Phonics Kit’ provided to schools, has three booklets which provide detailed information on graphophonics and phonemic awareness.

Comprehending – Teaching of comprehending strategies at LSS is based on Dr Taffy E. Raphael’s nine comprehension strategies (Erica’s Model-Check with Claudia) and the Four Resource Model (Luke and Freebody).

**What informs our planning?**

The five Dimensions of teaching and learning form the basis of every teacher’s professional practise. At its centre are students. Each dimension links to and supports the others. No one dimension exists in isolation.
At Lockhart SS we:

- Teach reading across all learning areas
- Employ reading procedures (modelled, shared, guided, independent)
- Build the teaching of reading into our weekly timetables
- Explicitly teach reading strategies
- Apply the principles and use the resources from the informing frames eg FSIR
- Differentiate our program to cater for students of different abilities
- Use a variety of text types including real life and commercial texts
- Use ICT’s to read, view and study texts and to respond to text
- Use assessment of, for and as learning to inform our teaching and to evaluate student learning
- Understand the choice of text is paramount to the quality of the teaching of reading
- Select texts determined by the teacher’s selected focus, students’ needs and matched to the child’s reading ability.
- Administer running records regularly each term and is recorded in OneSchool
- Use running records (PM Benchmark & PROBE Reading Assessment Kits) to gather diagnostic information which is used to inform the explicit teaching that occurs in guided reading groups.
Establishing a Reading Level

The choice of text is paramount to the quality of teaching and learning. Text must match your goals/focus and student needs. The two references below will guide your text selection:

- *The FSiR Reading Resource Book and CD* provide a checklist to guide text selection to ensure a text is chosen purposefully. This checklist can be used when planning for reading in all learning areas.

A text must be revisited and re-read deliberately and regularly in order to take deep learning’s from it. The same book can be used for multiple purposes and to model multiple language features. Repeat reading not only allows for deeper comprehension, but supports the development of fluency and phrasing.
We employ the Reading Procedures

## Modelled reading

<table>
<thead>
<tr>
<th>Modelled reading</th>
<th>The teacher</th>
<th>The students</th>
</tr>
</thead>
</table>
| Modelled reading is a short and focused lesson which allows students to hear how the teacher reads and problem solves during reading. Teachers provide overt and explicit demonstration of the reading process at all phases of learning; from the early stages of decoding and print awareness through to modelling the complex comprehension of complex and sophisticated texts and textual features. | - Selects an appropriate text  
- Introduces the text  
- Discusses the purpose of the text  
- Makes links to prior learning  
- Explicitly states the purpose of the lesson  
- Reads the text to the students  
- Pauses when appropriate to discuss events, characters and information.  
- Pauses when appropriate to make and confirm predictions  
- Models, by thinking out loud, how readers are thinking as they read texts  
- Demonstrates phrased and fluent reading according to the text and textual features | - Make predictions about the text and the textual features  
- Watch, listen and observe as the teacher models and thinks out loud  
- Respond to the teachers questions  
- Reflect on when they do the same or similar problem solving  
- Listen to how others think during the reading process |

### Lockhart SS Approach

- The teacher chooses a text for its suitability to teach a particular reading behaviour  
- Session are brief and fast paced (5-10mins) but occur regularly in the weekly timetable  
- Use a variety of types of texts  
- Clear ‘think aloud’ statements are used.

### Reflecting on the Effective Use of the Modelled Reading Procedure

- Did I keep the session short and sharp? (5-10 minutes)  
- Did I focus on the selected behaviour?  
- Did I use ‘think aloud’ effectively as part of my demonstration?  
- Did the students stay focused and attend to the demonstration
Guided reading

Guided reading is a focused small-group teaching episode that enables the teacher to provide strategic and explicit instruction in decoding, making meaning and thinking critically. Students with similar needs are grouped together according to the purpose of the lesson. The teacher selects a text that exemplifies the specific content and/or language features required for the lesson focus. Each student has a copy of the text.

<table>
<thead>
<tr>
<th>Guided reading</th>
<th>The teacher</th>
<th>Students</th>
</tr>
</thead>
</table>
| Guided reading is a focused small-group teaching episode that enables the teacher to provide strategic and explicit instruction in decoding, making meaning and thinking critically. Students with similar needs are grouped together according to the purpose of the lesson. The teacher selects a text that exemplifies the specific content and/or language features required for the lesson focus. Each student has a copy of the text. | *Selects an appropriate text*  
*Introduces the text*  
*Discusses the purpose of the text*  
*Makes links to prior learning*  
*Explicitly states the purpose of the lesson*  
*Guides the students to focus on aspects of the text that address the lesson focus*  
*Listens to student responses, observes and records student abilities to interpret, infer, etc.* | *Explore meanings in the text*  
*Respond to guiding questions*  
*Have an opportunity to articulate understandings*  
*Develop reading strategies*  
*May read all or parts of the text silently*  
*Build vocabulary*  
*Understand language in context*  
*Develop understandings of literal and inferential meanings*  
*Hear how others problem solve during reading* |

Lockhart SS Approach

- Small group activities (6 maximum)
- Each student must have their own text
- Most of the reading is silent; reading aloud is reserved for substantiation.
- Protocols for guided reading should be followed
- A detailed guided reading plan should be evidenced
- Students respond to text in their Reading Log

Reflecting on the Effective Use of the Shared Reading Procedure

- Sis I select a text appropriate to the students’ instructional level and selected focus?
- Did I select a small group of students with a similar need?
- Did my guiding questions help students practise the identified focus?
- Did I allow the students to read the text silently?
- Did I allow time for students to reflect on their use of reading strategies?
**Shared reading**

<table>
<thead>
<tr>
<th>Shared reading</th>
<th>The teacher</th>
<th>Students</th>
</tr>
</thead>
</table>
| Shared reading is an approach to teaching reading that allows the whole group to engage with the text and the aspects of reading that have been chosen as a focus for the lesson. It models and practices problem solving and clearly demonstrates the reading process. It highlights and foregrounds the conventions of print, making explicit to students the thinking and behaviours that occur throughout reading. | »Selects a text that allows for demonstration of the lesson focus  
»Introduces the text  
»Discusses the purpose of the lesson  
»Models the reading  
»Asks students to share the reading when appropriate  
»Listens to whole class, group or individuals as they practise the strategy  
»Observe and records how students are progressing  
»Provides feedback to students | »Listen to the teacher model reading  
»Respond and read where appropriate  
»Listen to how others practise the reading  
»Identify aspects of focus, eg, punctuation, syntax, fluency  
»Develop reading strategies  
»Develop an understanding of language conventions in context |

**Lockhart SS Approach**

- Whole class activity
- Text is visible and accessible to all
- Explicit teaching of focus language features
- Linked to English or other learning area literacy
- Linked to assessment tasks in English or other learning area
- Provides the springboard for further guided reading and writing, including differentiated activity groupings
- Linked to spelling and vocabulary studies
- There must be multiple readings/copies of the text
- Texts suitable for shared reading include big books, smart boards, overhead transparencies, songs, poems, posters, newspaper, magazines – print or multimodal

**Reflecting on the Effective Use of the Shared Reading Procedure**

- Did the students actively participate in the reading?
- Could all students clearly see the text?
- Did I keep the sessions focussed and was it about 10-20 minutes long?
- Did I select a text that was appropriate for the chosen teaching focus?
- Did I involve the students in meaningful follow-up activities related to the text?
Independent reading

Independent reading provides students with the opportunity to practise reading skills and re-engage with the content of prior lessons. It allows for the integration of both KLA content knowledge and particular skills for reading KLA texts.

Independent reading is planned as part of a balanced program and students require a clear understanding of the purpose of the reading.

It is not a substitute for explicit teaching but can support the effective scaffolding of KLA tasks.

Independent reading can also be supported with strategies such as reciprocal teaching, three level guides, collaborative cloze, etc.

### The teacher
- Supports students with the most appropriate text selection for the intended learning based on the students needs.
- Makes explicit to the students the purpose for reading.
- Directs or guides attention to salient aspects of the text.
- Responds to students questions about the reading.
- Tracks and monitors progress.
- Provides students with feedback.

### Students
- Understand the purpose for reading the text.
- Are familiar with the chosen strategy and the purpose of using the strategy for this activity. Eg: Using a collaborative cloze to focus on cohesion in an informative text, using reciprocal teaching to identify the specialised language of a science text, using a three level guide to discuss the modality of a persuasive text.
- May work silently or discuss the text with a group.
- May discuss the text and its content with consecutive activities. Eg: Think, pair, share.

### Lockhart State School Approach
- Students select their own text from their book box
- Everyone is involved in reading
- The session is uninterrupted
- Used strategically and in timely periods throughout the broader reading program.

### Reflecting on the Effective Use of the Independent Reading Procedure
- Did I set aside an uninterrupted period of time each day for Independent Reading?
- Did I encourage all students to read independently?
- Did I allow students to choose their own reading materials?
- Did I read? If not, did I use the time to observe and gather information about the students?
- Did I introduce the essential processes needed for Independent Reading?
The focus of reading to students is on sharing a text for pleasure and not on explicit teaching eg such things as reading strategies, language structures or vocabulary. However, reading aloud to students 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. Because the teacher controls the infolding of the storyline or sequence, texts can be chosen that are more sophisticated than the students are able to read themselves. Students can also be encouraged to provide texts they have enjoyed. Critical thinking skills can also be developed as the students explore the meanings in the text.

**LSS approach**

- Daily joyous reading of picture books, novels or other quality texts, print or multimodal. (10mins)
- Weekly exposure to quality texts through library program, including new fiction and relevant non-fiction materials, print or multimodal.
- Texts must be available to students afterwards to re-read at other times
- Reading is uninterrupted

Comprehension is the ultimate goal of reading and an active process that requires an intentional and thoughtful interaction between the reader and the text.

Teachers need to:

- Incorporate a range of texts and text types within their program
- Select an appropriate text to match the purpose of the lesson
- Analyse the text for textual features
- Make strategic decisions about the teaching of the content of the text and the features of the text
- Observe and record the students ability to attend to textual features
- Use this evidence to inform future lessons

Texts types – A scope and sequence
Textual features – A model of language
Effective teaching of texts and textual features, as part of a broader reading comprehension approach, must begin in the early years and continue across all year levels and in all learning areas.

Within the chosen genre teachers need to make explicit to students how the language is working in the text.

Understanding the genre is necessary but not sufficient to read the text effectively.

Teaching reading requires constant attention to both the meanings constructed in texts and the language structures used to construct the meaning.

Understanding the Model of Language can support teachers in developing a deep understanding of how language and texts work.
Teachers can use the teaching and learning cycle as a tool to support the process of front-ending assessment.

- Identify the curriculum content to be taught and assessed during the task or unit.
- Plan how and when you will collect both formative and summative assessment throughout the Teaching and Learning Cycle.
Effective Reading in Content Areas (ERICA model)

The ERICA model is a detailed teaching model designed to develop effective reading skills. There are four stages of this model:

- **Stage 1 – Preparing for reading**
- **Stage 2 - Thinking through Information**
- **Stage 3 – Extracting and organising information**
- **Stage 4 – Translating**

This framework complements the ESL framework: Break it Down, Build it Up. Students have in depth field knowledge and comprehension. See LSS Curriculum Framework and ESL Policy.
How do we use the reading procedures in a teaching program?

Reading is taught in regular, deliberately structured cycles that follow the sequence of experiences outlined below according to Pearson’s Gradual Release of Responsibility Model. This cycle may occur weekly or may extend over a two week period, but not beyond. Within this cycle, it is important that there is a balance of:

- Explicit teacher instruction and independent student activity
- Working as a whole class, in small groups and as individuals
- Effective teaching and learning practice

<table>
<thead>
<tr>
<th>Modelling &amp; Sharing Phase</th>
<th>Yrs P – 2</th>
<th>3-5 times / week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class Explicit Teaching of Major Teaching Emphasis using a focus text</td>
<td>Modelled reading sessions 5-10 mins</td>
<td>Shared reading sessions 15-20 mins</td>
</tr>
<tr>
<td>You watch me. I’ll show you! We’ll do it together</td>
<td>Yrs 3-7</td>
<td>2-3 times / week</td>
</tr>
<tr>
<td></td>
<td>Modelled reading sessions 5-10 mins</td>
<td>Shared reading sessions 20-30 mins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guiding &amp; Applying Phase</th>
<th>Yrs P-2</th>
<th>3-5 times / week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yrs P-2</td>
<td>15-30 mins</td>
<td></td>
</tr>
<tr>
<td>Small groups Differentiated instruction to practice and apply focus strategies &amp; learning’s</td>
<td>Yrs 3-7</td>
<td>2-3 times / week</td>
</tr>
<tr>
<td>Now you try it. I’ll help you.</td>
<td>Modelled reading sessions 5-10 mins</td>
<td>Shared reading sessions</td>
</tr>
<tr>
<td></td>
<td>30 mins/lesson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment &amp; Data Gathering Phase</th>
<th>This phase must occur in every cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Aloud to Students and Independet Reading by students to be undertaken frequently / daily at other times of the day</td>
<td>Information gathered should inform planning for the following cycle</td>
</tr>
<tr>
<td>• Summary, review and reflection activities to check the cycles specific literacy learning’s (whole class, small group or individual)</td>
<td></td>
</tr>
<tr>
<td>• Individual assessment eg running records</td>
<td></td>
</tr>
<tr>
<td>• Work samples from groups activities analysed</td>
<td></td>
</tr>
</tbody>
</table>
What aspects of reading require direct instruction?

Explicit Instruction and practice in each of these areas across the years of schooling is required. At LSS we use a variety of resources as outlined below to support our work.

**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.

What resources link to teaching these aspects of reading?

<table>
<thead>
<tr>
<th>Teaching Emphases</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Language</strong></td>
<td></td>
</tr>
<tr>
<td>Receptive Language</td>
<td>ESL Framework: Build it up, Break it down.</td>
</tr>
<tr>
<td>Body Language</td>
<td>Support a Talker (EQ)</td>
</tr>
<tr>
<td>Identifying Main Idea</td>
<td>Making the Jump (NT)</td>
</tr>
<tr>
<td>Word endings (tense, plurals etc)</td>
<td></td>
</tr>
<tr>
<td>Word Classification</td>
<td></td>
</tr>
<tr>
<td>Auditory discrimination</td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Language</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Appropriate use of language</td>
<td>Focus on Phonics Kit (EQ)</td>
</tr>
<tr>
<td>Story formation and cohesion</td>
<td>Jolly Phonics</td>
</tr>
<tr>
<td>Correct use of grammar and sentence structure</td>
<td>A Sound Way</td>
</tr>
<tr>
<td>Vocabulary use and descriptions</td>
<td>Parents As Learners (PAL)</td>
</tr>
<tr>
<td>Articulation</td>
<td></td>
</tr>
<tr>
<td>(Melinda Cassells, Sue O’Brien &amp; Sue Pryde)</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge about Print</strong></td>
<td></td>
</tr>
<tr>
<td>Book orientation</td>
<td></td>
</tr>
<tr>
<td>Print orientation/directionality</td>
<td></td>
</tr>
<tr>
<td>One-to-one correspondence</td>
<td></td>
</tr>
<tr>
<td>Identify letter, word, picture</td>
<td></td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>Syllables</td>
<td></td>
</tr>
<tr>
<td>Sound awareness</td>
<td></td>
</tr>
<tr>
<td>Rhyme</td>
<td></td>
</tr>
<tr>
<td>Onset and rime</td>
<td></td>
</tr>
<tr>
<td>Alliteration</td>
<td></td>
</tr>
<tr>
<td>Blending phonemes</td>
<td></td>
</tr>
<tr>
<td><strong>Graphophonics</strong></td>
<td></td>
</tr>
<tr>
<td>Letter-sound relationships</td>
<td>Jolly Phonics</td>
</tr>
<tr>
<td></td>
<td>Spelling Mastery??</td>
</tr>
<tr>
<td><strong>Decoding Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>Re-reading</td>
<td></td>
</tr>
<tr>
<td>Reading on</td>
<td></td>
</tr>
<tr>
<td>Sounding out</td>
<td></td>
</tr>
<tr>
<td>Chunking</td>
<td></td>
</tr>
<tr>
<td>Using analogy</td>
<td></td>
</tr>
<tr>
<td>Predicting</td>
<td></td>
</tr>
</tbody>
</table>
Effective Reading Requires:

- Fluency
- A broad and deep vocabulary
- A repertoire of active comprehension strategies
- Knowledge of texts and textual features
- Knowledge of the world

… across all KLA’s

<table>
<thead>
<tr>
<th>Aspects of Reading</th>
<th>Teaching Emphasis</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fluency</strong></td>
<td><em>Fluency is the ability to read accurately, quickly, expressively with good phrasing and with good comprehension.</em></td>
<td>Teaching for Fluency</td>
</tr>
<tr>
<td></td>
<td>➢ Automaticity – of word recognition and the ability to work out unknown words</td>
<td>Reading to Learn in English – Fluency P-10</td>
</tr>
<tr>
<td></td>
<td>➢ Phrasing – the ability to use cueing systems to maintain meaning</td>
<td>Reading to Learn in Science – Fluency P-10</td>
</tr>
<tr>
<td></td>
<td>➢ Expression- the ability to use pitch, tone and rhythm to construct and enhance meaning.</td>
<td>Fluency Across the Years</td>
</tr>
<tr>
<td></td>
<td><strong>A broad and Deep Vocabulary</strong></td>
<td>Teaching for Fluency Across the Years P-2</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Teaching for Fluency Across the Years 3-6</td>
</tr>
<tr>
<td></td>
<td><strong>Active Comprehension Strategies</strong></td>
<td>Teaching for Fluency Across the Years 7-9</td>
</tr>
<tr>
<td></td>
<td>➢ Predicting</td>
<td>Active comprehension Strategies Across the Years P-2</td>
</tr>
<tr>
<td></td>
<td>➢ Previewing &amp; setting a purpose connecting</td>
<td>Active comprehension Strategies Across the Years 3-6</td>
</tr>
<tr>
<td></td>
<td>➢ Comparing</td>
<td>Active comprehension Strategies Across the Years 7-9</td>
</tr>
<tr>
<td></td>
<td>➢ Inferring</td>
<td>Teaching Reading and Viewing Comprehension Strategies and Activities Years 1-9 (QSA)</td>
</tr>
<tr>
<td></td>
<td>➢ Synthesising</td>
<td>Teaching Reading and Viewing Years 1-3</td>
</tr>
<tr>
<td></td>
<td>➢ Creating images / visualising</td>
<td>Teaching Reading and Viewing Years 4-7</td>
</tr>
<tr>
<td></td>
<td>➢ Self-questioning &amp; self monitoring</td>
<td>Teaching Reading and Viewing Years 8-9</td>
</tr>
<tr>
<td></td>
<td>➢ Skimming</td>
<td>Lead 21 – Reading Comprehension (Wright Group)</td>
</tr>
<tr>
<td></td>
<td>➢ Scanning</td>
<td>Insight Through Inference DVD – EQ Resource</td>
</tr>
<tr>
<td></td>
<td>➢ Determining importance / finding main idea</td>
<td>Fitzroy Readers</td>
</tr>
</tbody>
</table>
|                    | ➢ Summarising & paraphrasing | PM Gems and PM Stories???
|                    | ➢ Adjusting reading rate | |
|                    | ➢ Sequencing | |
|                    | ➢ Retelling and recalling detail | |
|                    | ➢ Activating prior knowledge | |
|                    | **Knowledge of Texts and Textual Features** | Knowledge of Texts and Textual Features Across the Years of Schooling |
|                    | Some examples of these elements include: | Knowledge of Texts and Textual Features P-2 |
|                    | ➢ Organisational devices | Knowledge of Texts and Textual Features 3-6 |
|                    | ➢ Headings | Knowledge of Texts and Textual Features 7-9 |
|                    | ➢ Tables | Reading to Learn in English – Knowledge of Texts and Text Features |
|                    | ➢ Graphs | |
|                    | ➢ Cohesive devices | |

<table>
<thead>
<tr>
<th>Resources</th>
<th>Teaching for Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading to Learn in English – Fluency P-10</td>
</tr>
<tr>
<td></td>
<td>Reading to Learn in Science – Fluency P-10</td>
</tr>
<tr>
<td></td>
<td>Fluency Across the Years</td>
</tr>
<tr>
<td></td>
<td>Teaching for Fluency Across the Years P-2</td>
</tr>
<tr>
<td></td>
<td>Teaching for Fluency Across the Years 3-6</td>
</tr>
<tr>
<td></td>
<td>Teaching for Fluency Across the Years 7-9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Teaching Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary Across the Years</td>
</tr>
<tr>
<td></td>
<td>Active comprehension Strategies Across the Years P-2</td>
</tr>
<tr>
<td></td>
<td>Active comprehension Strategies Across the Years 3-6</td>
</tr>
<tr>
<td></td>
<td>Active comprehension Strategies Across the Years 7-9</td>
</tr>
<tr>
<td></td>
<td>Teaching Reading and Viewing Comprehension Strategies and Activities Years 1-9 (QSA)</td>
</tr>
<tr>
<td></td>
<td>Teaching Reading and Viewing Years 1-3</td>
</tr>
<tr>
<td></td>
<td>Teaching Reading and Viewing Years 4-7</td>
</tr>
<tr>
<td></td>
<td>Teaching Reading and Viewing Years 8-9</td>
</tr>
<tr>
<td></td>
<td>Lead 21 – Reading Comprehension (Wright Group)</td>
</tr>
<tr>
<td></td>
<td>Insight Through Inference DVD – EQ Resource</td>
</tr>
<tr>
<td></td>
<td>Fitzroy Readers</td>
</tr>
</tbody>
</table>
|           | PM Gems and PM Stories???

<table>
<thead>
<tr>
<th>Resources</th>
<th>Knowledge of Texts and Textual Features Across the Years of Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge of Texts and Textual Features P-2</td>
</tr>
<tr>
<td></td>
<td>Knowledge of Texts and Textual Features 3-6</td>
</tr>
<tr>
<td></td>
<td>Knowledge of Texts and Textual Features 7-9</td>
</tr>
<tr>
<td></td>
<td>Reading to Learn in English – Knowledge of Texts and Text Features</td>
</tr>
<tr>
<td>Sentence and clause structure</td>
<td>Reading to Learn in Science – Knowledge of Texts and Text Features</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Word choice</td>
<td></td>
</tr>
<tr>
<td>Figurative devices</td>
<td></td>
</tr>
</tbody>
</table>

**Knowledge of the World**
- Field knowledge
- Discipline knowledge
- Making connections between new and old ideas, and across text
- Recognising multiple meanings
- Vocabulary mastery

Knowledge of the World
- Reading to Learn in English – Knowledge of the World
- Reading to Learn in Science – Knowledge of the World
- Knowledge of the world Across the Years
- Knowledge of the World Years P-2
- Knowledge of the World Years 3-6
- Knowledge of the World Years 7-9
How do we assess reading?

Assessment takes various forms and fulfils a variety of purposes:
- **Assessment for learning** – enabling teachers to use information about students progress to inform their teaching
- **Assessment as learning** – enabling students to reflect on and monitor their own progress to inform their future learning goals
- **Assessment of learning** – assisting teachers to use evidence of students learning to assess student achievement against goals and standards

PM Benchmark or PROBE?

- The students are assessed using the PM benchmark kit until they achieve up to level 30 with 90% accuracy or more and with high level of comprehension. Once they achieve level 30 they are then assessed using the PROBE reading assessment. The starting point for PROBE is the child’s chronological age due to the complexity of the comprehension questions, then the teacher will then to work up or down from there to find the child’s instructional level.

- When switching from PM to PROBE, teachers could find that the child may go backwards in their reading age. This is due to deeper levels of comprehension questions in the PROBE reading assessments. The PROBE Key in Kits (for teaching inference, evaluation, reactive and reorganisation questioning) are used by teachers as diagnostic tool to support particular areas of comprehension where the students need work. Teachers proved a heavy focus on using literary and non-literary text and discussing vocabulary when teaching reading.

- For teachers in the middle and upper primary who have a child who may appear to be reading below a PM level 20, they have 2 options. 1) The teacher may continue to test down a level in PROBE (use Sets 1,2 or 3) which will provide information about the child’s comprehension skills. 2) The teacher may go back to using PM if it is felt that the child would benefit from using picture clues and needs work around reading for context.

Waddington Diagnostic Reading and Spelling Test

These diagnostic tests have been designed to assist with the identification, diagnosis and remediation of children with learning difficulties. The tests are able to highlight student strengths and weaknesses. By identifying the errors a student is making teachers are able to provide the required intervention. These tests are to be administered twice yearly, Test 1 in Semester 1 and Test 2 in Semester 2. The teacher is able to use the raw score to calculate a child’s reading and spelling age, giving a standardized test result.

Waddington Reading

Students complete as many questions individually as possible. The test enables teachers to diagnose a student’s, letter–Sound knowledge, knowledge of how letters can go together to make up specific words, consonant blending knowledge and word decoding and sight word knowledge.

Waddington Spelling

The spelling test comprises 70 words compiled in a logical progression. Words 1- 50 are phonetically based and 51-70 are sight word based. Students write words into the numbered sheet
provided. Teachers are able to analysis the errors the child makes to develop a spelling program that builds on the knowledge the student already has.

**When do we assess students?**

Running records are to be completed a minimum of twice a term. Refer to Whole School Assessment Framework for when running records are to be completed and entered onto OneSchool.

**How do we set individual reading goals?**

1. Use assessment information to identify need
2. Inform students about the data and provide quality feedback which gives specific information about what to do next, which challenges students and which requires students to take action and responsibility.
3. Negotiate a major teaching emphasis with students and record on an appropriate proforma/recoding instrument eg photos, posters and pegs, checklist, hand, data wall

**How do we evidence student learning?**

At LSS the students participate in daily reading activities. We have a structured English Block which outlines the time and aspects of English that must be covered. Students 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.

Each Student will have an exercise book to be used exclusively as a reading log. Reading activities which use material from leaning area other than English should also be documented in this log if the intent of the activity is to explicitly teach particular comprehending strategies.

This log will include:

- References to reading learning’s and text eg. Definition and explanation of teaching foci
- Personal reading goals
- 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:
  - Records of think-aloud learning’s
  - Vocabulary study from text
  - Activities about the salient language features 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
- Summaries of learning’s
- Student reflections
- Teacher feedback and assessments
Strategies for Teaching the Knowledges Required for the Reading Cueing Systems

<table>
<thead>
<tr>
<th><strong>Graphophonic</strong></th>
<th><strong>Syntactic</strong></th>
<th><strong>Semantic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sight word drills</td>
<td>Deconstruction</td>
<td>Before, during, after questioning</td>
</tr>
<tr>
<td>Flash cards to develop automaticity</td>
<td>Transformations</td>
<td>Higher order thinking</td>
</tr>
<tr>
<td>Word matching</td>
<td>Spelling – rules for creating plurals, changing tense etc.</td>
<td>Top level structure – signal words</td>
</tr>
<tr>
<td>Cloze</td>
<td>Sentence construction and sequencing</td>
<td>PURPOSEFUL transitivity analysis – looking for patterns of language choice</td>
</tr>
<tr>
<td>Word sorts</td>
<td>Word classes</td>
<td>Author / illustrator studies</td>
</tr>
<tr>
<td>Flip charts – onset / rime</td>
<td>Pronoun reference</td>
<td>Word study and analysis</td>
</tr>
<tr>
<td>Rhyming words</td>
<td>Demonstration / modelling</td>
<td>Retrieval charts</td>
</tr>
<tr>
<td>Songs for letters and sounds</td>
<td>Games – memory</td>
<td>Visualisation strategies – sketch to stretch or It says, I say, And so</td>
</tr>
<tr>
<td>Interactive whiteboard programs – Galaxy Kids</td>
<td>Explicit teaching of grammar – accuracy in Standard Australian English use</td>
<td>Frayer model</td>
</tr>
<tr>
<td>Word families</td>
<td>Punctuation skills</td>
<td>Graphic organisers</td>
</tr>
<tr>
<td>Tactile strategies – sand etc.</td>
<td>Cloze</td>
<td>Explicit teaching of metalanguage</td>
</tr>
<tr>
<td>Magnetic letters</td>
<td>Prefixes, suffixes etc.</td>
<td>Word walls</td>
</tr>
<tr>
<td>A Sound Way</td>
<td>Literary structures - Similes, metaphors etc.</td>
<td>Semantic webs</td>
</tr>
<tr>
<td>Mount Isa Speech Program</td>
<td></td>
<td>Y charts, KWL charts</td>
</tr>
<tr>
<td>Making and breaking</td>
<td></td>
<td>Prediction</td>
</tr>
<tr>
<td>Concepts about print</td>
<td></td>
<td>Six hat thinking</td>
</tr>
<tr>
<td>Elkonin boxes</td>
<td></td>
<td>Greek and Latin roots</td>
</tr>
<tr>
<td>Syllabification</td>
<td></td>
<td>Discussion – text type, audience, purpose</td>
</tr>
<tr>
<td>Chunking</td>
<td></td>
<td>STARS books</td>
</tr>
<tr>
<td>Auditory closure</td>
<td></td>
<td>Cloze</td>
</tr>
<tr>
<td>Connect to spelling knowledges</td>
<td></td>
<td>Reciprocal reading</td>
</tr>
<tr>
<td>Word building and word families</td>
<td></td>
<td>Guided reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Three level guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text participant, user and analyst</td>
</tr>
</tbody>
</table>

Most importantly:
- Create a language rich environment where students are encouraged to explore and be curious about language.
- Lots of discussion about texts and language
- READ, READ, READ
PM Reading Levels Matched to Reading Ages
(to be used as a guide for levelling)

<table>
<thead>
<tr>
<th>PM Colour Band</th>
<th>PM Level</th>
<th>Fitzroy</th>
<th>Reading Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magenta 1</td>
<td>Level 1</td>
<td>1 – 10x</td>
<td>Reading Ages for PM Levels 1 – 14 are in the range of R.A. 5 years – 6.5 years</td>
</tr>
<tr>
<td>Magenta 2</td>
<td>Level 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red 1</td>
<td>Level 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red 2</td>
<td>Level 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red 3</td>
<td>Level 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow 1</td>
<td>Level 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow 2</td>
<td>Level 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellow 3</td>
<td>Level 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue 1</td>
<td>Level 9</td>
<td>11-20</td>
<td>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</td>
</tr>
<tr>
<td>Blue 2</td>
<td>Level 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue 3</td>
<td>Level 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green 1</td>
<td>Level 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green 2</td>
<td>Level 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green 3</td>
<td>Level 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange 1</td>
<td>Level 15</td>
<td></td>
<td>R.A 6.5 – 7.0 years</td>
</tr>
<tr>
<td>Orange 2</td>
<td>Level 16</td>
<td></td>
<td>R.A 6.5 – 7.0 years</td>
</tr>
<tr>
<td>Turquoise 1</td>
<td>Level 17</td>
<td>21-30</td>
<td>Set 4</td>
</tr>
<tr>
<td>Turquoise 2</td>
<td>Level 18</td>
<td></td>
<td>R.A 7.0 – 7.5 years</td>
</tr>
<tr>
<td>Purple 1</td>
<td>Level 19</td>
<td></td>
<td>R.A 7.0 – 7.5 years</td>
</tr>
<tr>
<td>Purple 2</td>
<td>Level 20</td>
<td></td>
<td>R.A 7.5 – 8.0 years</td>
</tr>
<tr>
<td>Gold 1</td>
<td>Level 21</td>
<td></td>
<td>R.A 7.5 – 8.0 years</td>
</tr>
<tr>
<td>Gold 2</td>
<td>Level 22</td>
<td></td>
<td>R.A 8.0 – 8.5 years</td>
</tr>
<tr>
<td>Silver 1 (white)</td>
<td>Level 23</td>
<td>31-40</td>
<td>Set 7</td>
</tr>
<tr>
<td>Silver 2 (white)</td>
<td>Level 24</td>
<td></td>
<td>R.A 8.5 – 9.0 years</td>
</tr>
<tr>
<td>Emerald 1</td>
<td>Level 25</td>
<td></td>
<td>R.A 8.5 – 9.0 years</td>
</tr>
<tr>
<td>Emerald 2</td>
<td>Level 26</td>
<td></td>
<td>Set 8</td>
</tr>
<tr>
<td>Ruby 1</td>
<td>Level 27</td>
<td></td>
<td>R.A 9.0 – 9.5 years</td>
</tr>
<tr>
<td>Ruby 2</td>
<td>Level 28</td>
<td></td>
<td>Set 9</td>
</tr>
<tr>
<td>Sapphire 1</td>
<td>Level 29</td>
<td></td>
<td>R.A 9.5 – 10.0 years</td>
</tr>
<tr>
<td>Sapphire 2</td>
<td>Level 30</td>
<td></td>
<td>Set 10</td>
</tr>
<tr>
<td>Beyond PMs</td>
<td>Level 30+</td>
<td></td>
<td>R.A. 10.0 – 10.5 years</td>
</tr>
</tbody>
</table>

Reading Age | PROBE Set |
-------------|-----------|
R.A 6.5 – 7.0 years | Set 4 |
R.A 7.0 – 7.5 years | Set 5 |
R.A 7.5 – 8.0 years | Set 6 |
R.A 8.0 – 8.5 years | Set 7 |
R.A 8.5 – 9.0 years | Set 8 |
R.A 9.0 – 9.5 years | Set 9 |
R.A 9.5 – 10.0 years | Set 10 |
R.A 10.0 – 10.5 years | Set 11 |
R.A 10.5 – 11.0 years | Set 12 |
R.A 11.0 – 11.5 years | Set 13 |
R.A. 11.5 – 12.0 years | Set 14 |
R.A. 12.0 years+ | Set 13 - 20 |
Our whole-school Process for Administering a Running Record

PREPARATION:
1. **Set up your class** so the running record can be undertaken without interruption or distraction. You will need to find a way which works best for you.
2. **Ensure the resources are available**, including the texts, copies of the relevant recording sheets, answers for questions and the ‘cheat sheet’ placemat.
3. **Select the appropriate level** of unseen text. Useful ways to do this include using a previous running record or reading data, your knowledge of the child’s reading level, starting with the child’s chronological age or using the BURT Word Test as a guide. If not, start at a level and have photocopied recording sheets ready for various levels.

DURING:
4. **Ensure the student is relaxed and comfortable.**
5. **Tell the child:**
   1. This is an assessment of how well you can read.
   2. You will be reading the text (silently then orally OR just orally to me) and you will then be asked some questions about the text you have read.
   3. The questions are used to find out how well you understood what you have read, and although some answers may involve you to think hard they can be found in the text.
   4. This is not a memory test and you will have the text in front of you to refer to throughout the assessment.
6. **Read the title** to the child and give the child a **brief synopsis** of the text including names of characters and tricky proper nouns in the text. Allow the child to discuss any of their observations (e.g. cover).
7. **For PM Benchmarks, briefly flick the pages of the text** with the child allowing him or her to make observations throughout. Allow the child to see the entire text as some comprehension questions could be about text not covered in the running record.
8. **Ask the child to read the text.** Explain that you will be writing everything that the child says and does and that they should not be concerned about what you are writing.
9. **Annotate everything** that is said or done by you or the child onto the recording sheet the Lockhart Recording Key. For PROBE, you may then complete the Oral Analysis box.
10. **When the child has finished reading to the end of the running record provide feedback** e.g. I really like the way you were re-reading when you came to a word you didn’t know.
11. **Ask the child to retell the story** in his/her own words from start to finish. Record the retell (on the back if needed) for later analysis. Do not discount a retell that is not grammatically correct because of oral language barriers.
12. **Begin the reading comprehension** by asking the questions exactly as they are written. Record all responses in written form on the recording sheet to allow for greater insight when analysing. If a child appears to be relying heavily on improvising or prior knowledge to answer questions, re-focus their attention on the text by asking them ‘show me where it says that’. If further elaboration is required the student can be prompted be asking, ‘Can you tell me a little more?’ There must be no other prompting other than this.
13. For PM Benchmarking, **read the rest of the text with the child** if you have time. This is a good a opportunity to check prediction strategies.
14. **Thank the student** when the assessment is completed.

AFTER
15. **Analyse the running record** using the ‘How to analyse a Running Record’ section below. For PROBE, complete the Reading Comprehension Analysis box.
16. **Use the information to inform teaching and learning experiences** for each child in guided reading sessions and as a tool for monitoring the child’s individual progress.
17. **Choose instructional level** books from the Resource Room for guided reading sessions.
**Tips for Running Records**

- The only acceptable teacher prompt is, ‘You try...’ If the child does not decode the text you cannot prompt by suggesting a strategy to try e.g. You cannot say, ‘Look at the picture.’
- If the child can not get the word and has exhausted all possibilities, tell the child the word and count it as an error. Always prompt the child with, ‘You try...’ before telling them the word. For proper nouns, they are only counted as an error once when they are told the first time. They can then be told the word for the remainder of the text.
- It is okay to ask the child to stop reading for a moment to allow you to catch up with recording, for example, at the end of a sentence or paragraph.
- Students scoring 96% or higher on the decoding that 2 texts (e.g. both fiction and non-fiction) are tested and results are recorded separately.

**How to analyse a Running Record**

Remember that a high level of reading accuracy does not necessarily correlate with corresponding depth of understanding.

1. Calculate the child’s accuracy and self correction rate.
   - If a child makes a SELF CORRECTION it is not counted as an error.
   - Running words are the words that were read in the text.
   - NOTE – Students must read a minimum of 100 words per running record.

   **Accuracy level**

   

   Running words = ratio of errors: words correct (1:_)

   Errors
   Convert to % using table

   Easy: 95-100% Instructional: 90-95% Hard: less than 90%

   **Self correction rate:** (less than 1:5 is acceptable)

   Errors + self corrections
   Self corrections

2. Analyse errors in the MSV column and self corrections in the MSV S/C column.
   - Analyse each part up to the point of error.
   - You may also like to analyse the errors minus the structural errors for ESL students and students with oral language barriers.

   **Meaning**
   Does it make sense?

   **Structure**
   Does it sound right?

   **Visual**
   Does it look right?

3. Add up the number of M, S, V in each column.
4. Use this information to inform specific teaching and learning needed to support the child in becoming a more effective reader. Make sure to consider the type of errors the child is making and strategies the child is using and needs to develop.
One School Data Input Cheat Sheets

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 Test’ as Schedule type.
6. Select appropriate Curriculum Period.
7. Choose ‘My classes’ as the mode.
8. Select year level, then ‘Search.’
9. Next to appropriate test, select ‘Edit.’
10. Select date that test was/is due to be administered
11. Click ‘Save.’

Re-Scheduling Assessment Items (for second or more 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 test 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 Data 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 e.g. 14-02-11 for the 14th Feb 2011.
- 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.
How to Run a Guided Reading Session

Guided Reading enables teachers to support small groups of students with similar needs and abilities who are able to predict who are to work together on texts of a similar level. Teachers guide and direct the reading, pose questions, encourage predictions, engage students in reading and in discussions around the text. Reading is usually silent except when substantiation of a teaching point is required. Guided reading is not round robin reading. It is using groups time to explicitly teach as aspect of reading.

Major Teaching Emphases (MTE)

MTE can come from 5 main areas: Environment & Attitude; Use of Texts: Contextual Understandings:

<table>
<thead>
<tr>
<th>Conventions: Processes &amp; Strategies. Possible teaching points could be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
</tr>
<tr>
<td>Inferring</td>
</tr>
<tr>
<td>Self-questioning</td>
</tr>
<tr>
<td>Determining importance</td>
</tr>
<tr>
<td>Re-reading</td>
</tr>
<tr>
<td>Sounding out</td>
</tr>
<tr>
<td>Consulting a reference</td>
</tr>
<tr>
<td>Checking for meaning</td>
</tr>
</tbody>
</table>

Planning for a Guided Reading Session

- Make sure your students groupings are of a similar reading ability/level and need.
- Choose an explicit goal for your reading lesson.
- Choose a text that supports the strategy, reading skill you are wanting to teach explicitly.
- Choose a text that is at the groups instructional level 90-95% accuracy.
- Pre-read the chosen text to ascertain natural breaks in the text where conversations and questioning can occur.
- Consider what guiding questions will promote most learning and how the students can best respond to the text.
- Prepare any necessary resources for these discussions and responses to the text.
- Have independent work for other groups that consolidates, promotes further learning and remind them not to interrupt the guided reading group.

Conducting a Guided Reading Session

- Assemble the group and remind them of the “rules” of a guided reading session.
  - Everyone on the same page when discussion is taking place
  - Books flat on floor/desk so teacher can ensure following together
  - One person speaking at a time
  - When questioning a particular students no-one else answers until invited to
  - No put-downs only encouragement and praise
- Outline the particular focus for today, for this particular book.
- Activate students’ prior knowledge through questioning, provide additional information where necessary.
- Pose an initial question that encourages engagement with the text ie. Provide a reason for reading and allocate a section to be read silently. Students may move away to read quietly in their space. This provides an opportunity to quickly hear one member of the groups read at a time and to take a quick running record.
- Bring students back together and encourage them to share difficulties, findings, interesting points, new understandings and new vocabulary. Encourage students to validate with referencing texts. You may have a structured response or way of recording your discussions. (eg Connecting walls or another selection from Reading Toolbox, graphic organisers)
- Discuss what strategies they may have used to read difficult passages, words.
- Pose the next guiding question and allocate the section of text to be read. Once again, silently.
- Reflect again as before
- Revisit initial focus

After the Guided Reading Session

- Make the text available for further reading in book boxes.
- Provide response activities and comprehension activities to consolidate learning that relates to initial focus/foci.
- Revisit the text if necessary.

Assessment: you need to assess if the students have attained that skill which was the focus of the lesson/s. You may do this through:

- Running records
- Strengths associated with working in groups
- Collected work samples and displayed understandings
- Comprehension activity/ work sample
- Metacognitive aspects of reading – observations within the group
- Interview/discussions with students
- Checklist
### Evaluation
- Text selection
- Student groupings
- Questioning
- Timing

Adapted from Jo Jones & FSiR Resource Book (Second Edition)

Examples of Reading Prompts using the Three Cueing Systems: Syntax, Semantics, Graphophonic

| SYNTATIC (Structure) | • Does it sound right?  
|                     | • How do you say that?  
|                     | • What would sound right there?  
|                     | • Can you finish the line with a word or phrase that would make sense?  
|                     | • What other words could the author use that would sound right?  |
| SEMANTIC (Meaning)  | • Does it make sense?  
|                    | • Can you see something in the picture?  
|                    | • What’s happening in the story?  
|                    | • What might happen next?  
|                    | • Does this book remind you of any other books?  |
| GRAPHO-PHONIC (Visual) | • Does it look right?  
|                    | • What would you expect to see at the beginning of that word?  
|                    | • Do you know any words that end with those letters?  
|                    | • You said (----) Does that look right?  |

**Praising Successful Attempts!**

- I like the way you read that, but did you notice…?  
- I like the way that you went back to the beginning and…  
- You almost got it, see if you can find what is wrong.  
- I like the way that you worked out…

**Assessed Learning**

- How did you know what that word was?  
- What did you use to work out the word?  
- How did you know that word was different from this one?  
- Why did you reread that sentence?

**Self Reflection: After the reading…**

- Show me the part of the book you liked the best.  
- Where is your best page?  
- Which part was the hardest?  
- Would you share this book with a friend?  
- Will you read it again?

**Phrased and Fluent Reading**

- Can you read this quickly?  
- Can you put the words together so it sounds like talking?
How do children learn to talk?

They require:
- Good speaking and listening models
- Encouragement to talk in a variety of situations with a variety of people
- A purpose for talking
- An interactive environment
- Exposure to books and games
- Opportunities to use and practice language
- Encouragement to play and make believe
- An expectation to communicate
- Repetitive language e.g. an introduction to rhymes and songs

Students at Lockhart State School must be given every opportunity to hear language, say it and reflect on it. Below is the building block of Literacy, if students miss the foundation they will struggle with reading. The Early Years at Lockhart must look at bottom 3 areas: Auditory processing, oral language and phonological awareness. Phonological Awareness Games and ‘Reading Magic’ by Mem Fox book is an excellent book written for parents with lots of reading ideas and games.
Here are some Question-Answer-Relationships (QARs) to provide a common language for the levels of comprehension and a system for how to seek and answer questions.

**Question-Answer Relationships**

**In the book: Right There**

The answer can be found in the text. Words from the question and words that answer the question are often ‘right there’ in the same sentence.

**In the book: Think and Search**

The answer is in the text. But it may be in more than one place in the text. Readers need to put together different pieces of information. The answer may be found across sentences or even across different paragraphs.

* The question might contain words that mean the same, but are a rewording or paraphrase of the information in the text.

**In my head: Author and Me**

The answer is not directly in the text. To answer the question, readers need to think about how the text and what they already know fit together.

**In my head: On My Own**

The answer is not in the text. Readers need to use their own ideas and experiences to answer the question.

---

Lockhart State School Reading Strategies

These reading strategies posters are to be used in the teaching of reading. They are to be printed out and displayed so students can refer to them. A bookmark can be given to each student.
Go back and read the sentence again. You may notice clues that you have missed the first time.
Look for Similarities

Does it look like a word you know?
Does it rhyme with a word you know?
Does it sound like a word you know?
Try a Popper!

Get your mouth ready to say the first letter in the word.

The word might just PoP into your head or out of your mouth.
Does it make sense?

What do you think the word might be?
Does the word make sense in the sentence?
Look for the Key clues:
From Words in the sentence
From Pictures?
Does it sound right?

Does the word sound right in the sentence?
Does the word sound like the letters in the word?
Would we say it like we read it?
Skip the Word and Go On!

Sometimes the rest of the sentence can help you problem solve the word?
Read to the end of the sentence then start the sentence again.
<table>
<thead>
<tr>
<th>Back Track</th>
<th>Look for Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for the Key Clues.</td>
<td></td>
</tr>
<tr>
<td>Does it sound right?</td>
<td></td>
</tr>
<tr>
<td>Try a Popper</td>
<td></td>
</tr>
<tr>
<td>Does it make sense?</td>
<td></td>
</tr>
<tr>
<td>Look for Little words in big words</td>
<td></td>
</tr>
<tr>
<td>Skip word and go on.</td>
<td></td>
</tr>
<tr>
<td>Back Track</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Look for Similarities</td>
<td></td>
</tr>
<tr>
<td>Look for the Key Clues.</td>
<td></td>
</tr>
<tr>
<td>Does it sound right?</td>
<td></td>
</tr>
<tr>
<td>Try a Popper</td>
<td></td>
</tr>
<tr>
<td>Does it make sense?</td>
<td></td>
</tr>
<tr>
<td>Look for Little words in big words</td>
<td></td>
</tr>
<tr>
<td>Skip word and go on.</td>
<td></td>
</tr>
</tbody>
</table>